**What do the command words mean?**

**Analyse: (1.1)**

Critical thinking where pupils are offered a chance to explore in depth various concepts related to the course e.g. gathering information.

Pupils should breakdown the object of their analysis into the component parts and explain the relevance of these parts. Pupils should tease out the aspects of what is being asked and give detailed comments as to what it is about that aspect that contributes to the overall purpose.

**Evaluate: (1.2)**

Informed judgements are noted with pupils supporting their findings through personal feelings or other types of evidence. There will likely be a qualitative statement here highlighting outcomes that are positive or negative e.g. evaluate the effectiveness of the development plan.

Pupils must look at both sides of a judgement in order to weigh the positives and negatives. They should review the information available. They must use quantitative or qualitative evidence to support their evaluation. After making a statement they should think “so what?”

Care must be taken not to “flip” an answer. E.g. good CRE means that my skill level will be as effective near the end of the game as at the beginning. In contrast to poor CRE means that my skill level will drop near the end of a game and I won’t be so effective.

**Explain: (1.3)**

This offers the pupils an opportunity to demonstrate clearly their understanding through reasoning, giving a detailed account of relevant information – giving reasons why.

Care should be taken where there is a requirement for the pupils to link their explanation to a different assessment standard – A.S 1.3 must link to A.S 1.2. Care should also be taken; “explain how” often leads to a description when the “why” of the reasoning is what is required.

**Justify: (2.5)**

Pupils should be able to give reasons for their selection and give supporting evidence for their decision. The can contrast one choice against another.

Pupils will be asked to support their judgements with reasons about why they might embark on a particular course of action.