**Exam command words**

**What are command words?**

Command words tell you how to answer an exam question or complete an assessment task.

**Why do command words matter?**

The exam mark schemes will only reward answers that have addressed the command word correctly. For example, if you are asked to explain something and you give a description, you will lose marks and may not gain any marks at all!

**What strategies could you use to remember the command words?**

You could ask a friend or family member to help you by testing you using the lists in this booklet. Alternatively you could turn the lists into Quizlets or flashcards. If you are using flashcards, remember to use the Leitner (spaced repetition) method as it is a more effective way of revising.

**What strategies could you use to help you practise using the different command words in each subject?**

You could use elaborative interrogation to write questions about each aspect of the exam specification and deliberately choose to write them using a range of different command words. You then answer the questions to practise using the different commands.

**What does BUG the question mean?**

**Box** - As you read the question, draw a box around the command word. This reminds you what the question is asking you to do and what the examiner is looking for.

**Underline** - Underlining keywords always help to jog the memory.

**Glance back** – When you are writing your answer, keep glancing back at the question to make sure you are addressing the command word and covering all of the necessary ideas.

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**Classical Civilisation**

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| **Compare** | Identify similarities and/or differences.  |
| **Evaluate** | Judge from available evidence.  |
| **Identify** | Name or otherwise characterise.  |
| **Justify** | Support a case with evidence. |
| **To what extent** | Judge the importance or success of a strategy, scheme or project. |
| **Use evidence to support this statement** | Select and present information to prove or disprove something. |

**Computer Science**

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| **Add** | Join something to something else so as to increase the size, number or amount. |
| **Analyse** | Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions. |
| **Annotate** | Add brief notes to a diagram or graph. |
| **Calculate** | Obtain a numerical answer showing the relevant stages in the working. |
| **Compare** | Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. |
| **Complete** | Provide all the necessary or appropriate parts. |
| **Convert** | Change the form, character or function of something.  |
| **Define** | Give the precise meaning of a word, phrase, concept or physical quantity.  |
| **Describe** | Give a detailed account or picture of a situation, event, pattern or process. |
| **Design** | Produce a plan, simulation or model. |
| **Discuss** | Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence. |
| **Draw** | Produce (a picture or diagram) by making lines and marks on paper with a pencil or pen. |
| **Evaluate** | Assess the implications and limitations; make judgements about the ideas, works, solutions or methods in relation to selected criteria. |
| **Explain** | Give a detailed account including reasons or causes. |
| **Give** | Present information which determines the importance of an event or issue. Quite often used to show causation. |
| **How** | In what way or manner; by what means. |
| **Identify** | Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature. |
| **Justify** | Give valid reasons or evidence to support an answer or conclusion. |
| **Label** | Add title, labels or brief explanation(s) to a diagram or graph.  |
| **List** | Give a sequence of brief answers with no explanation. |
| **Order** | Put the responses into a logical sequence. |
| **Outline** | Give a brief account or summary. |
| **Show** | Give steps in a derivation or calculation.  |
| **Solve** | Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.  |
| **State** | Give a specific name, value or other brief answer without explanation or calculation. |
| **Tick** | Mark (an item) with a tick or select (a box) on a form, questionnaire etc. to indicate that something has been chosen. |
| **What** | Asking for information specifying something. |
| **Write / Rewrite** | Mark (letters, words or other symbols) on a surface, typically paper, with a pen or pencil.Write (something) again so as to alter or improve it. |

**Drama**

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| **Analyse** | Write about how and why a certain effect was achieved in a production you saw. |
| **Choose one** | That’s, ONE, not TWO! Be selective and precise about the number of elements you are being asked to focus on! |
| **Consider** | Write about multiple perspectives, ideas or aspects of the topic, making your response more thoughtful, nuanced and balanced. |
| **Discuss** | Write about multiple aspects of the topic brought up in the question. Go into depth and detail over more than one paragraph of continuous writing. |
| **Evaluate** | Write your opinion as to the positive or negative impact of the effect on you and the audience.  |
| **Explain** | Write the details for an idea you have for the play studied, making sure the examiner understands why you are putting this idea forward and what it involves. |
| **Justify** | Give evidence as to why you hold a certain opinion or interpretation of the play you have studied or the production you saw. Examples galore! |
| **Provide a reason** | Write about why you might make a certain choice as an actor, director or designer, linked to the play.  |
| **Refer** | Make an explicit comment about a particular area of study, such as context, as you are writing your response on another area. Give an example of how one thing might link to something else! Reach out! |
| **Suggest** | Put forward an idea for how to act, direct or design an aspect of the play studied, as specified in the question. |
| **Use skills / Use elements** | Skills are non-verbal, physical, vocal and performance-based, and you employ them to act or direct other actors! Elements are set, sound, lighting, costume, props/stage furniture and staging, and using them means naming aspects of them that might be applied to a scene or moment in a play or production as a director or designer. |

**English Language**

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| **Analyse** | Separate information into components and identify their characteristics. |
| **Argue** | Present a reasoned case. |
| **Assess** | Make an informed judgement. |
| **Comment** | Present an informed opinion. |
| **Compare** | Identify similarities and/or differences.  |
| **Contrast** | Identify differences. |
| **Criticise** | Assess worth against explicit expectations. |
| **Debate** | Present different perspectives on an issue. |
| **Describe** | Give an account of. |
| **Discuss** | Present key points. |
| **Evaluate** | State how you react when reading the text as in 'Evaluate the effects the descriptions have on you'.  |
| **Examine** | Investigate closely. |
| **Explain** | Give reasons. |
| **Find** | Select the options that are true (or false).  |
| **How does the writer’s use of language achieve an effect?** | Describe how writers use language to achieve effects/impact (words/phrases/language features/language techniques/ sentence forms).  |
| **Illustrate** | Present clarifying examples. |
| **Review**  | Survey information. |
| **Suggest** | Present a possible case/solution. |
| **Summarise** | Present principal points without detail. |
| **Support** | Use quotations/textual references to evidence your response.  |
| **What do you understand?** | Retrieve and interpret information from a text/s. |

**English Literature**

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| --- | --- |
| **Compare** | Discuss both extracts alongside each other, identifying links between them. |
| **Explore** | Use the extract and, where applicable, other moments from the text to demonstrate your ideas about the question.  |
| **Present** | How a writer has used language, structure and the conventions of form (poetry, prose, drama) to communicate ideas to the reader.  |
| **Portray** | How a writer has used language, structure and the conventions of form (poetry, prose, drama) to communicate ideas to the reader.  |

**Enterprise**

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| **Calculate**  | Recall and/or use a formula to determine a value using calculation. |
| **Complete** | Use quantitative skills/calculation to complete blank or partially completed financial documents. |
| **Discuss** | Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate. |
| **Draw and label** | Draw a break-even chart, identify the parts of a break-even chart by labelling, use chart to identify break-even point. |
| **Evaluate** | Consider various aspects of a subject’s qualities in relation to its context such as: strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgement supported by evidence which will often be in the form of a conclusion. |
| **Explain** | Present one point that identifies a reason, way, benefit, or importance etc, and a second point that justifies/explains the first point. |
| **Give** | Recall from memory facts, terms, processes, uses, characteristics, advantages, disadvantages etc. |
| **Identify** | Select the correct answer from the given context/stimulus. |

**Film Studies**

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| **Briefly describe** | Give an account of. |
| **Briefly explain** | Give reasons. |
| **Briefly explore** | Examine briefly and consider from a variety of viewpoints. |
| **Briefly outline** | Provide a brief description or main characteristics of, for example, a theory or concept. |
| **Compare** | Identify similarities and/or differences. |
| **Describe** | Provide characteristics or a brief account. There is no requirement to expand on the description you have made, but do ensure that your description is as complete as possible to show the main features of what you have been asked to describe. |
| **Discuss** | Present key points. |
| **Explore how, what or why** | Examine in detail and consider from a variety of viewpoints. |
| **Give examples** | Provide detailed examples to support your thinking. |
| **How far do you agree?** | Provide a thoroughly supported personal opinion on a topic in which you demonstrate why you agree or disagree with a statement. |
| **Identify** | Provide brief facts or examples. There is no requirement or expectation to write in a lot of detail for this command word. |
| **Illustrate** | Present clarifying examples. |
| **Name** | Give the correct title or term. |
| **Outline** | Provide a brief description or main characteristics of, for example, a theory or concept. There is no requirement to expand on the outline you have made. |
| **Show how** | Demonstrate through worked examples/illustrations how a particular effect or meaning is created. |
| **State** | Provide brief facts or examples. There is no requirement or expectation to write in a lot of detail for this command word. |
| **Summarise** | Present the main points of the theory or concept in questions. There is no requirement to go into detail about the main points you have covered. |

**French**

**Reading and listening**

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| **Attention !** Vous pouvez utiliser la même lettre plus d'une fois.  | **NB** You can use the same letter more than once.  |
| C’est quelle personne ? Ecrivez le nom de la bonne personne.  | Which person is it? Write the name of the correct person.  |
| C’est qui ? Ecrivez le nom de la bonne personne.  | Who is it? Write the name of the correct person.  |
| Choisissez (deux) phrases qui sont vraies.  | Choose (two) correct sentences.  |
| Choisissez la réponse correcte/la bonne réponse.  | Choose the correct answer.  |
| Complétez … en **français**.  | Complete… in **French**.  |
| Complétez la grille.  | Complete the grid.  |
| Complétez le texte suivant avec les mots de la liste ci-dessous.  | Complete the following text with words from the list below.  |
| Complétez les phrases avec les mots de la liste.  | Complete the sentences with words from the list.  |
| Décidez si c’est Vrai **(V)**, Faux **(F)** ou Pas Mentionné **(PM)**. Ecrivez V, F ou PM.  | Decide if it is True **(V),** False **(F)** or Not Mentioned **(PM).** Write V, F or PM.  |
| Donnez (**deux**) détails.  | Give (**two**) details.  |
| Ecoutez ce passage/cette conversation/cette interview/ce reportage…  | Listen to this passage/this conversation/this interview/this report…  |
| Ecrivez la bonne lettre dans chaque case.  | Write the correct letter in each box.  |
| Ecrivez la bonne lettre dans la case.  | Write the correct letter in the box.  |
| Ecrivez les bonnes lettres dans les cases.  | Write the correct letters in the boxes.  |
| Identifiez la bonne personne.  | Identify the correct person.  |
| Il n’est pas nécessaire d’écrire en phrases complètes.  | It is not necessary to write in full sentences.  |
| Lisez …  | Read… |
| Mentionnez un aspect positif, négatif, avantage, inconvénient.  | Mention one positive aspect, negative aspect, advantage, disadvantage.  |
| Pour une opinion négative, écrivez **N.** Pour une opinion positive, écrivez **P.** Pour une opinion positive et négative, écrivez **P+N.**  | For a negative opinion, write **N.** For a positive opinion, write **P.** For a positive and negative opinion, write **P+N.**  |
| Quelle est la réponse correcte ? | Which is the correct answer?  |
| Qui … ? | Who…?  |
| Remplissez les blancs.  | Fill in the blanks.  |
| Répondez à ces questions.  | Answer these questions.  |
| Répondez (aux questions) en **français**.  | Answer (the questions) in **French**.  |

**Writing**

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| Décrivez …  | Describe...  |
| Ecrivez …  | Write...  |
| Ecrivez environ **40** mots en **français**.  | Write approximately **40** words in **French**.  |
| Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.  | Write approximately **90** words in **French**. Write something about each bullet point.  |
| Ecrivez environ **150** mots en **français**. Répondez aux deux aspects de la question.  | Write approximately **150** words in **French**. Write something about both bullet points.  |
| Ecrivez **quatre** phrases en **français** sur la photo.  | Write **four** sentences in **French** about the photo.  |
| Mentionnez …  | Mention...  |

**Geography**

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| **Assess** | Make an informed judgement. |
| **Calculate** | Work out the value of something. |
| **Compare** | Identify similarities and differences.  |
| **Complete** | Finish the task by adding given information. |
| **Describe** | Set out characteristics. ‘Say what you see.’ |
| **Describe the distribution** | Describe how something is spread out across space. |
| **Discuss** | Present key points about different ideas or strengths and weaknesses of an idea. |
| **Evaluate** | Judge from available evidence. |
| **Explain** | Set out purposes or reasons. |
| **Give** | Produce an answer from recall. |
| **Identify** | Name or otherwise characterise. |
| **Justify** | Support a case with evidence. |
| **Outline** | Set out main characteristics.  |
| **State** | Express in clear terms. |
| **Suggest** | Present a possible case.  |
| **To what extent . . . ?** | Judge the importance or success of (strategy, scheme, project). |
| **Use evidence to support this statement** | Select and present information to prove or disprove something. |

**German**

**Reading and listening**

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| **Achtung!** Du kannst die Buchstaben mehr als ein Mal benutzen. | **N.B.** You can use the same letter more than once. |
| Beantworte **die beiden Teile der Frage.** | Answer **both parts of the question.** |
| Beantworte die Fragen auf **Deutsch.** | Answer the questions in **German.** |
| Beantworte diese Fragen. | Answer these questions. |
| Ergänze…auf **Deutsch.** | Complete…in **German.** |
| Ergänze den folgenden Text mit jeweils **einem** Wort von der Liste unten. | Complete the following gap-text with **one** word from each gap from the list below. |
| Ergänze die Lücken. | Fill in the gaps/blanks. |
| Ergänze die Tabelle auf Deutsch. | Complete the table in **German.** |
| Erwähne einen positiven Aspekt/einen Vorteil/ einen negativen Aspekt/einen Nachteil. | Mention one positive aspect/one advantage/one negative aspect/one disadvantage. |
| Es ist welche Person? Schreib den Namen ins Kästchen. | Which person is it? Write the name in the box. |
| Füll die Tabelle auf **Deutsch** aus. | Complete the table in **German.** |
| Für eine negative Meinung, schreib **N**, für eine positive Meinung, schreib **P**, für eine positive und negative Meinung, schreib **P+N.** | For a negative opinion, write **N**, for a positive opinion, write **P**, for a positive and negative opinion, write **P+N.** |
| Gib (zwei) Details. | Give (two) details. |
| Hör das folgende Gespräch/die folgende Diskussion/das folgende Interview/den folgenden Bericht. | Listen to the following conversation/discussion/ interview/report. |
| Lies… | Read… |
| Schreib den richtigen Buchstaben ins Kästchen. | Write the correct letter in the box. |
| Schreib **R**, wenn die Aussage richtig ist, **F**, wenn die Aussage falsch ist, **NT**, wenn die Aussage nicht im Text ist. | Write **(R)** if the statement is correct, **(F)** if the statement is false and **(NT)** if the statement is not mentioned. |
| Vollständige Sätze sind **nicht** nötig. | It is not necessary to write in complete sentences. |
| Wähle die richtige Aktivität und schreib den Buchstaben ins Kästchen. | Choose the correct activity and write the correct letter in the box. |
| Welche **(sechs)** Aussagen sind richtig? | Which **(six)** statements are correct? |
| Welche Antwort ist richtig? | Which answer is correct? |

**Writing**

|  |  |
| --- | --- |
| Beschreib... | Describe... |
| Du musst ungefähr **40** Wörter auf **Deutsch** schreiben. | You must write approximately **40** words in **German**. |
| Du musst ungefähr 90 Wörter auf Deutsch schreiben. Schreib etwas über alle Punkte der Aufgabe. | You must write approximately 90 words in German. Write something about each bullet point. |
| Du musst ungefähr **150** Wörter auf **Deutsch** schreiben. Schreib etwas über beide Punkte der Aufgabe. | You must write approximately **150** words in **German**. Write something about both bullet points. |
| Schreib… | Write… |
| Schreib etwas über… | Write something about… |
| Schreib **vier** Sätze auf **Deutsch** über das Foto. | Write **four** sentences in **German** about the photo. |
| Vergleich... | Compare... |

**History**

|  |  |
| --- | --- |
| **Describe** | Write two sentences setting out the characteristics of each thing you are asked to describe. |
| **Explain** | Write two paragraphs answering the question – make sure you link back to the question – *why* did this lead to this event etc.?  |
| **How far…?** | This shows that the question involves a debate and you need to provide arguments on both sides and come to a conclusion. |
| **How significant…?** | This means you need to go beyond explaining the impact and judge how big, how widespread and how long-term the impact was. You should clearly state how significant you think it is overall.  |

**Latin**

|  |  |
| --- | --- |
| **Compare** | Identify similarities and/or differences.  |
| **Evaluate** | Judge from available evidence.  |
| **Identify** | Name or otherwise characterise.  |
| **Justify** | Support a case with evidence. |
| **To what extent …?** | Judge the importance or success of a strategy, scheme or project. |
| **Use evidence to support this statement** | Select and present information to prove or disprove something. |

**Maths**

|  |  |
| --- | --- |
| **Calculate** | A calculator and some working will be needed.  |
| **Change** | Usually convert from one unit to another, either using known metric unit conversions or the use of a conversion graph.  |
| **Complete** | Fill in missing values.  |
| **Describe** | Write a sentence that gives the features of the situation.  |
| **Draw** | Produce an accurate drawing (unless a sketch is being drawn).  |
| **Expand** | Remove brackets.  |
| **Expand and simplify** | Remove brackets and then collect like terms.  |
| **Explain** | Write a sentence or a mathematical statement to show how you got to your answer or reached your conclusion.  |
| **Express** | Re-write in another form. Some working may be needed.  |
| **Factorise** | Insert brackets by taking out common factors.  |
| **Factorise fully** | Insert brackets by taking out **all** the common factors.  |
| **Find** | Some working will be needed to get to the final answer.  |
| **Give a reason** | Must be clear and accurate reasons. If the reasons are geometrical then make sure you: - provide a reason for each stage of working (if required) - use correct geometric terminology.  |
| **Justify** | Show all working and/or give a written explanation.  |
| **Prove** | More formal than ‘show’, all steps must be present. In the case of a geometrical proof, reasons must be given.  |
| **Prove algebraically** | Use algebra in the proof.  |
| **Show** | All working needed to get to a given answer **or** complete a diagram to show given information.  |
| **Simplify** | Simplify the given expression. |
| **Simplify fully** | Simplify the given expression. Answer must be given in its simplest form.  |
| **Sketch** | Produce a drawing that does not have to be drawn to scale **or** a graph that is drawn without working out each coordinate.  |
| **Solve** | Find the solution of an equation or inequality. |
| **Solve algebraically** | Find the solution of an equation or inequality; algebraic manipulation **must** be shown.  |
| **Write down** | No working is needed.  |
| **Write** | No working needed for 1 mark questions. Working may be needed for questions with more than 1 mark.  |
| **Work out** | Some working will be needed in order to get the answer.  |

**Media Studies**

|  |  |
| --- | --- |
| **Analyse** | Look at the information provided and break it down to identify and interpret the main points being raised. |
| **Compare** | Identify similarities and/or differences. |
| **Consider** | Review and respond to the information given. |
| **Define** | Specify meaning. |
| **Explain** | Set out purposes or reasons. |
| **Give** | Produce an answer from recall. |
| **How …?** | State in what ways… |
| **Identify** | Name or characterise. |
| **Outline** | Set out main characteristics. |
| **State** | Express in clear terms. |
| **To what extent …?** | Judge the importance/success/merit of something. |
| **What?** | Specify/select something. |
| **Which?** | Specify/select from a range of possibilities. |
| **Why?** | Give a reason or purpose. |

**Music**

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| --- | --- |
| **Analyse** | Examine, dissect musical elements in detail.Focus on individual musical elements and how they combine to create an effect/achieve a purpose. |
| **Compare** | Make points about the similarities and differences.Make relative judgements. |
| **Complete** | Dictation questions, for example, to fill in blanks on a score. |
| **Describe** | Give points which may or may not be linked.When linked there will be a correct order. |
| **Evaluate** | Make judgements against parameters.Draw conclusions. |
| **Explain** | Give points that are linked to a justification or extension. |
| **State, give, name, identify, list**  | Give one or more points. Recall or find factual information. |

**PE**

|  |  |
| --- | --- |
| **Analyse** | Look at the information provided and break it down to identify and interpret the main points being raised. |
| **Assess** | Make an informed judgement. |
| **Compare** | Make points about the similarities and differences. |
| **Describe** | Set out characteristics. |
| **Explain** | Give points that are linked to a justification or extension. |
| **Identify** | Name or characterise. |
| **Interpret data** | **[please provide]** |
| **Label** | Provide appropriate names on a diagram. |
| **State** | Give one or more points. Recall or find factual information. |

**Politics (Citizenship Studies)**

|  |  |
| --- | --- |
| **Analyse** | Look at the information provided and break it down to identify and interpret the main points being raised. |
| **Choose** | Select from a range of options. |
| **Describe** | Set out characteristics.  |
| **Evaluate** | Judge from available evidence. |
| **Explain** | Set out purposes or reasons. |
| **Give** | Produce an answer from recall. |
| **Identify** | Name or otherwise characterise. |
| **Name** | Give the correct title or term. |
| **State** | Express in clear terms. |

**Religious Studies**

|  |  |
| --- | --- |
| **Evaluate** | Consider different viewpoints and their strengths and weaknesses and arrive at a judgement. |
| **Explain** | Give reasons. |
| **Explain how X may influence Y** | Tests knowledge and understanding of (e.g.) how a religion causes believers to think, feel or act. |
| **Give or name** | Give the correct title or term. No need to write in full sentences. |

**Science: Triple and Combined Double**

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| --- | --- |
| **Balance** | Students need to balance a chemical equation. |
| **Calculate** | Students should use numbers given in the question to work out the answer. |
| **Choose** | Select from a range of alternatives. |
| **Compare** | This requires the student to describe the similarities and/or differences between things, not just write about one. |
| **Complete** | Answers should be written in the space provided, for example, on a diagram, in spaces in a sentence or in a table. |
| **Define** | Specify the meaning of something. |
| **Describe** | Students may be asked to recall some facts, events or process in an accurate way. |
| **Design** | Set out how something will be done. |
| **Determine** | Use given data or information to obtain an answer. |
| **Draw** | Produce, or add to, a diagram. |
| **Estimate** | Assign an approximate value. |
| **Evaluate** | Students should use the information supplied, as well as their knowledge and understanding, to consider evidence for and against when making a judgement. |
| **Explain** | Students should make something clear or state the reasons for something happening. |
| **Give** | Only a short answer is required, not an explanation or a description. |
| **How, what, when, where, which, who, why?** | These can be used for more direct questions. |
| **Identify** | Name or otherwise characterise. |
| **Justify** | Use evidence from the information supplied to support an answer. |
| **Label** | Provide appropriate names on a diagram. |
| **Measure** | Find an item of data for a given quantity. |
| **Name** | Only a short answer is required, not an explanation or a description. Often it can be answered with a single word, phrase or sentence. |
| **Plan** | Write a method. |
| **Plot** | Mark on a graph using data given. |
| **Predict** | Give a plausible outcome. |
| **Show** | Provide structured evidence to reach a conclusion. |
| **Sketch** | Draw approximately. |
| **Suggest** | This term is used in questions where students need to apply their knowledge and understanding to a new situation. |
| **Use** | The answer must be based on the information given in the question. Unless the information given in the question is used, no marks can be given. In some cases students might be asked to use their own knowledge and understanding. |
| **Write** | Only a short answer is required, not an explanation or a description. |

**Sociology**

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| --- | --- |
| **Describe** | Set out characteristics. |
| **Discuss** | Present key points about different ideas or strengths and weaknesses of an idea. |
| **Examine** | Investigate closely. |
| **Explain** | Set out purposes or reasons. |
| **Identify** | Name or otherwise characterise. |

**Spanish**

**Listening and reading**

|  |  |
| --- | --- |
| Completa/Rellena la tabla/el texto/el espacio blanco en **español**. | Complete/Fill in the table/the text/the blank space in **Spanish**. |
| Completa la frase/las frases… | Complete the phrase(s)/sentence(s)... |
| Contesta a las preguntas en **español**. | Answer the questions in **Spanish**. |
| Da (dos) detalles... | Give (two) details... |
| Empareja… | Match… |
| Escribe la(s) letra(s) correcta(s) en cada casilla. | Write the correct letter(s) in each box. |
| Escribe la letra correcta/el número correcto en la casilla. | Write the correct letter/number in the box. |
| Escribe todos los detalles. | Write all the details/Give full details. |
| Escoge... | Choose… |
| Escucha la descripción / la opinion / la entrevista / las noticias… | Listen to the description/the opinion/the interview/the news… |
| Indica… | Indicate… |
| Indica las…frases verdaderas. | Indicate the …true phrases/sentences. |
| Lee el texto / el artículo / la lista de actividades / la lista de instrucciones / la información. | Read the text/article/list of activities/list of instructions/information. |
| Lee lo que dicen… | Read what they say… |
| Menciona una ventaja/desventaja… | Mention one advantage/disadvantage… |
| No es necesario escribir con frases completas. | It is not necessary to write in full sentences. |
| Escribe:**P** si la opinión es positive**N** si la opinión es negative**P+N** si la opinión es positiva y negativa | Write :**P** if the opinion is positive**N** if the opinion is negative**P+N** if the opinion is positive and negative |
| Puedes escribir la misma letra más de una vez. | You can use the same letter more than once. |
| ¿Quién…? | Who…? |
| Responde a las dos partes de la pregunta. | Answer both parts of the question. |
| Selecciona/Escoge el párrafo… | Select/Choose the paragraph… |

**Writing**

|  |  |
| --- | --- |
| Escribe aproximadamente **40** palabras en **español**. | Write approximately **40** words in **Spanish**. |
| Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta. | Write approximately **90** words in **Spanish**. Write something about each bullet point. |
| Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta. | Write approximately **150** words in **Spanish**. Write something about both bullet points. |
| Escribe **cuatro** frases en **español** que describan la foto. | Write **four** sentences in **Spanish** about the photo. |
| Escríbele sobre… | Write to him/her about… |
| Escríbele una carta/un email. | Write a letter/email to him/her. |
| Menciona… | Mention... |

**Exam specifications**

Art and Design: Fine Art Edexcel 1FA0

Art and Design: Photography Edexcel 1PY0

Art and Design: Textiles Eduqas C653QS

Biology (triple) AQA 8461

Chemistry (triple) AQA 8462

Classical Civilisation OCR J199

Computer Science OCR J277

Creative iMedia Level 2 Cambridge National OCR J817

Drama Edexcel 1DR0

English Language AQA 8700

English Literature OCR J352

Enterprise BTEC Edexcel 603/7063/4

Film Studies Eduqas C670QS

French AQA 8658

Geography AQA 8035

German AQA 8668

Health and Social Care Cambridge National OCR J811

History OCR J410ND

Hospitality and Catering Eduqas 5569QA

Latin Eduqas C990PB

Maths Edexcel 1MA1

Maths FSMQ OCR 6993

Media Studies AQA 8572

Music Edexcel 1MU0

PE OCR J587

Physics (triple) AQA 8463

Politics (Citizenship Studies) OCR J270

Religious Studies AQA 8062MA

Science (combined double) AQA 8464

Sociology AQA 8192

Spanish AQA

Sport BTEC Edexcel BJJ67

Statistics Edexcel 1ST0