

COMMAND WORDS

Climb from recall to judgement, one word at a time.



NAME _____ CLASS _____ DATE _____

LEARNING GOAL

Know what each command word asks you to do.

SUCCESS CRITERIA

- ☐ I can say what each command word asks for.
☐ I can match a frame to the right word.

Command-word ladder

Command words differ between exam boards and subjects. Always check your own specification and past papers. Tick the box when you can say the meaning in your own words.¹

1	State	Give a short fact. No reasons. <i>CUE name, give, list</i>	FRAME <i>The canteen sells hot meals.</i>	☐
2	Describe	Say what it is like or what happens. No reasons. <i>CUE outline, say what</i>	FRAME <i>At lunchtime the canteen is busy and the tables fill up.</i>	☐
3	Explain	Give reasons. Use because, so, which leads to. <i>CUE why, how</i>	FRAME <i>Queues form because most pupils eat at once, so there is a long wait at the tills.</i>	☐
4	Justify	Give reasons for a choice or decision. <i>CUE defend, back up</i>	FRAME <i>I would add a second till because it shortens the queue for everyone.</i>	☐
5	Compare	Show similarities and differences. Cover both sides. <i>CUE both, whereas</i>	FRAME <i>Both the canteen and the library are shared spaces, but the library is quiet whereas the canteen is loud.</i>	☐
6	Analyse	Break it into parts and show how they connect. <i>CUE parts, links</i>	FRAME <i>The queue has three parts: choosing, paying, collecting. Slow paying delays collecting.</i>	☐
7	Discuss	Give more than one side. Support each with a reason. <i>CUE for, against</i>	FRAME <i>Some say a longer lunch helps rest; others say it shortens lessons. Each has a reason.</i>	☐
8	Assess	Weigh up how important or how far. Reach a judgement. <i>CUE how far, how much</i>	FRAME <i>A longer lunch would help a fair amount, but only if queues also get shorter.</i>	☐
9	Evaluate	Weigh up strengths and weaknesses. Reach a judgement. <i>CUE weigh up, judge</i>	FRAME <i>A longer lunch gives rest but cuts lessons. Overall it helps, because rest improves focus.</i>	☐
10	To what extent	Judge how far a statement is true. <i>CUE how far</i>	FRAME <i>To a large extent, a second till helps; however, staffing may limit it.</i>	☐

¹ Every frame is invented for this sheet and is about a school canteen. It shows the shape of an answer and makes no claim about real canteens.



INVENTED TOPIC

A town should keep its public library. This topic is fictional and used for practice only. Read each worked example, then write your own.

1 Explain

PEEL: *Point, Evidence, Explain, Link.*

Your turn: *explain one more reason a town might keep its library.*

POINT	A library helps people who cannot afford books.
EVIDENCE	For example, families can borrow books for free.
EXPLAIN	This matters because reading then costs nothing, so more children can practise.
LINK	Keeping the library therefore supports learning in the town.

EXPLAIN

2 Analyse

PEA: *Point, Evidence, Analyse.*

Your turn: *analyse one other part of a library, such as its staff or its events.*

POINT	A library is more than a shelf of books.
EVIDENCE	It offers computers, quiet study space and clubs.
ANALYSE	Each part serves a different group, and together they make the library a meeting place.

ANALYSE

Spot the difference

Compare your two paragraphs.

**HOW IS
ANALYSE
DIFFERENT
FROM EXPLAIN?**



INVENTED TOPIC

A town should keep its public library. This topic is fictional and used for practice only. Use the same topic. Read the worked example, then write your own.

3 Evaluate

Claim, for, against, judgement **with a reason.**

Your turn: evaluate the claim above.

CLAIM	Keeping the library is a good use of money.
FOR	It gives free access to books and study space.
AGAINST	It costs money that could fund other services.
JUDGE	Overall, keep it, because free access helps people who have no other choice.

EVALUATE

Mark scheme criteria

Typical, not any one board's. Tick what your Evaluate answer has.

- | | |
|--|---|
| ☐ Accurate knowledge: facts and terms are correct | ☐ Development: each point is explained, not just listed |
| ☐ Use of evidence: an example or fact backs each point | ☐ Judgement: a clear decision with a reason |
| ☐ Clear writing: ideas in order, easy to follow | |

Go further

Make your judgement depend on a condition.

Rewrite your judgement so it begins: **It holds only if ...**

Next time

ONE THING I WILL IMPROVE
