

## NATIONAL 5 COMMAND WORDS

### National 5

A table showing some of the command words that are used in the exams. When you go through past paper questions you will see these commands being used frequently. There will be no questions on Section 2 of the exam paper, just commands.

Command	How you should answer
<b>describe</b>	you must provide a statement or structure of characteristics and/or features;
<b>determine or calculate</b>	you must determine a number from given facts, figures or information; You should use numbers given in the question to work out the answer. You should always show your working, as it may be possible for the examiner to award some marks for the method even if the final answer is wrong. Always give the units as the final mark is for the answer and unit.
<b>estimate</b>	you must determine an approximate value for something;
<b>explain</b>	you must relate cause and effect and/or make relationships between things clear. Students should make something clear, or state the reasons for something happening. The answer should not be a simple list of reasons. This means that points in the answer must be linked coherently and logically. All of the stages/steps in an explanation must be included to gain full marks.
<b>identify, name, give, or state</b>	you need only name or present in brief form. Only a short answer is required, not an explanation or a description. Often it can be answered with a single word, phrase or sentence. If the question asks you to state, give, or write down one (or two etc) examples, you should write down only the specified number of answers, or you may not be given the mark for some correct examples given.
<b>justify</b>	you must give reasons to support their suggestions or conclusions, eg this might be by identifying an appropriate relationship and the effect of changing variables;
<b>predict</b>	you must suggest what may happen based on available information;

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<b>show that</b>	you must use the appropriate formula to prove something e.g. a given value - All steps, <b>including the stated answer and units</b> , must be shown;
<b>suggest</b>	you must apply their knowledge and understanding of physics to a new situation. A number of responses are acceptable: marks will be awarded for any suggestions that are supported by knowledge and understanding of physics.
<b>use your knowledge of physics or aspect of physics to comment on</b>	you must apply your skills, knowledge and understanding to respond appropriately to the problem/situation presented (for example by making a statement of principle(s) involved and/or a relationship or equation, and applying these to respond to the problem/situation). you will be rewarded for the breadth and/or depth of their conceptual understanding.
<b>Use the information in the passage/ diagram/ graph/ table to...</b>	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.
<b>compare</b>	This requires you to describe the similarities and/or differences between things, not just write about one. If you are asked to 'compare x with y', you need to write down something about x compared to y, using comparative words such as 'better', 'more than', 'less than', 'quicker', 'more expensive', 'on the other hand.'

It is important that you don't use the wrong adverb for a quantity.

**Don't use the terms**

- Quicker, slower, faster  
for words such as time, acceleration, velocity.

**Use term**

longer, shorter for time  
greater or less for acceleration and velocity.