

Appendix A: Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verbs	Students should be able to
Analyse	study or examine something in detail, break down to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use knowledge and/or skills to solve a problem in a new situation
Calculate	work out a numerical answer
Classify	group things based on common characteristics
Compare	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
Construct	use properties of shapes and geometric results to draw accurately, using only the prescribed geometrical tools
Convert	change from one form to another
Define	[a set]: give a rule that identifies the elements of a set
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Estimate	state or calculate a rough value for a particular quantity
Evaluate	judge the relative quality or validity of something, which may include analysing, comparing and contrasting, criticising, defending, or judging
Explain	give a reasoned account, showing how causes lead to outcomes
Generalise	generate a general statement based on specific instances
Generate	produce or create
Interpret	use knowledge and understanding to explain the meaning of something in context
Investigate	observe, study, or make a detailed and systematic examination to establish facts and reach new conclusions
Justify	give valid reasons or evidence to support an answer or conclusion
Mathematise	generate a mathematical representation (e.g. graph, equation, geometric figure) to describe a particular aspect of a phenomenon

Action verbs	Students should be able to
Prove	give a deductive argument to demonstrate that a particular statement is true, including reasons for each step in the argument
Round	give the number in the required form (for example, a multiple of 100, or a number with three significant figures) that is closest in absolute terms to a particular number
Sketch	draw a rough diagram or graph without using geometrical tools
Solve	work out an answer or solution to
State	provide a concise statement with little or no supporting argument
Understand	have detailed knowledge of, be able to use appropriately, and see the connections between parts
Use	apply knowledge or rules to put theory into practice
Verify	demonstrate that a statement is true