**Analyse** Separate or break up something into its component parts so that you

discover its nature proportion, function, relationship, etc.

**Comment** Make critical observations, even if they are fairly open-ended. Your texts,

learning guide, lecture and discussion notes should provide sufficient

guidelines and your own common sense should prevail.

**Compare** Find similarities and differences between two or more ideas, events,

interpretations, etc. Ensure you understand exactly what you are being

asked to compare.

**Contrast** Find similarities and differences between two or more ideas, events,

interpretations etc. Focus on the differences.

**Critical** Examine the topic or argument in terms of its strengths and weaknesses.

**Analysis**

**Criticise** Express your judgements regarding the correctness or merit of the factors

being considered. Discuss both strong and weak points and give the results

of your own analysis. Student insights are expected and arguments must

be justified.

**Define** Provide concise, clear, authoritative meanings. In such statements, details

are not necessarily required, but briefly cite the boundaries or limitations

of the definition. Remember the 'class' to which a things belongs and

whatever differentiates the particular object from all others in that class.

**Describe** Recall facts, processes or events. You are not asked to explain or interpret.

Try to provide a thorough description, emphasising the most important

points.

**Diagram** Present a drawing, chart, plan or graphic representation in your answer.

Generally, you are also expected to label the diagram and a brief

explanation or description may be required.

**Discuss** Present a point of view. This is likely to need both description and

interpretation. Your opinion must be supported by carefully chosen and

authoritative evidence.

**Enumerate** Provide a list or outline form of reply. In such questions you should

recount, one by one, but concisely,the points required.

**Evaluate** Present a judgement of an issue by stressing both strengths and

advantages, and weaknesses and limitations. The emphasis is on assessing

the value, worth or relevance of the matter under scrutinty.

**Explain** Your main focus should be on the 'why' of a particular issue, or on the

'how' with the aim of clarifying reasons, causes and effects. You are being

tested on your capacity to think critically, to exercise perception and

discernment.

**Illustrate** This asks for an explanation; you may clarify your answer to a problem by

presenting a figure, picture,,diagram or concrete example.

**Interpret** Explain the meaning of something and give your own judgement of the

situation.

**List** Give an itemised series or tabulation; such answers should be concise.

**Outline** This asks for an organised description. Give the main points and essential

supplementary materials, but omit minor details. Present the information

in a systematic arrangement or classification.

**Prove** To conform or verify. You should establish something with certainty by

evaluating and citing experimental evidence, or by logical reasoning.

**Relate** When showing relationships, your answer should emphasise connection

and associations in a descriptive manner.

**Review** Re-examine, analyse and comment briefly (in an organised sequence) on

the major points of an issue.

**State** Express the high points in brief and clear narrative form. Details, and

usually illustrations or examples, may be omitted.

**Summarise** Provide a brief statement or an account covering the main points; omit

details.

**Trace** Give the development, process or history of a thing, event or idea,

especially by proceeding from the latest to the earliest evidence.