**ACHIEVED** (This can be wrote learnt through study) Length: one word – 2 sentences

|  |  |
| --- | --- |
| IDENTIFY | Name, list, label diagrams, give examples |
| DESCRIBE | Describe what the object does or looks like or has |
| DEFINE | Give a definition for |
| CLASSIFY | Sort into classes/categories |
| NAME/LABEL/ANNOTATE | Put labels/names in correct places on a diagram or match name to function |

**MERIT** (Gives more detail about the description or more detail on how or why something occurs) 2-5 sentences

|  |  |
| --- | --- |
| EXPLAIN | Provide a sequence to make the relationships between things clear; provide reasons why and/or how. Can start with a definition/statement, then explain what it means, and then use an example. Write a detailed account of how and why: procedures or methods, how things happen or work, reasons for action or event |
| JUSTIFY | Support, using an argument or conclusion. Give reasons for your opinion, method, selection or conclusion: provide supporting evidence, defend your decisions, actions, or conclusions |
| COMPARE | Show how things are similar |
| CONTRAST | Show how things are different or opposite |
| ANALYSE | Examine all information to draw a conclusion: interpret facts and ideas; compare different methods, results or solutions; make connections; draw conclusions |
| EVALUATE | Make a judgement based on criteria; determine the value of. Make a personal judgement: think about procedures, processes, or decisions; suggest likely positive and negative results or conclusions; critically examine findings |

**EXCELLENCE** (about a paragraph at year 9, but a full page in senior school) – the what, how, why, and who cares part.

|  |  |
| --- | --- |
| DISCUSS | Identify issues and provide points for and/or against. Comment on/about topic, present interpretations and arguments for and against. Think outside the box, relate what you have learnt in class to unfamiliar situations. |
| COMPARE AND CONTRAST | Compare the similarities and differences of an example |

Examples of A/M/E answers at year 9:

The Question: Discuss how and why a duck moves from one place to another.

A duck can get from one place to another by walking, swimming and flying. (A)

A duck can get from one place to another by walking, swimming and flying. It does this, by using its strong legs and webbed feet to walk and swim through the water. It also uses its strong wings and tail to help it fly. This means it can find food and escape from predators. (M)

The duck is most adapted to swimming and flying. It has strong legs with webbed feet which it uses to paddle through the water. It is streamlined and has waterproof feathers which help it to move quickly and easily through the water. Although it can walk on land, it has such short legs, it is not very efficient. This means that it uses a lot of energy to get from place to place. Ducks are also able to fly, using their wings and tails for steering. Their bones are lightweight and they tuck their legs up underneath them to reduce air resistance. They also fly in a V formation which helps them to use less energy. This means that they can fly for longer on less food. Ducks need to be able to move from one place to another to find food, mates and escape from being eaten. (E)

Your turn…

Write a simple, then explained, then detailed answer to the question: Discuss how different plants carry out pollination. (if you get stuck, at the end of a sentence, try writing “this means…” then think, and write some more! ☺