

**Level 1:
Knowledge and
comprehension**

| Command Term | Explanation in the guide | What it means | Example |
|-----------------|---|--|--|
| Define | Give the precise meaning of a word, concept, phrase. | Say what it means in psychology and use precise vocabulary to do that. | Define attachment. |
| Describe | Give a detailed account | Write a narrative that outlines the details of something using examples. | Describe the role of situational factors in explaining behaviour. |
| Outline | Give a brief account or summary of something. | Give a brief summary of whatever is mentioned in the question. | Outline one principle that defines the biological level of analysis. |
| State | Give a specific name or other brief answer without explanation. | Give a very brief answer but don't explain anything. | State the role of communication in maintaining relationships |

**Level 2:
Application and
analysis**

| Command term | Explanation in the guide | What it means | Example |
|--------------------|--|--|--|
| Analyse | Break down in order to bring out the essential elements | Analyse means to consider existing evidence in relation to a specific problem; investigate possible explanations of a psychological problem. | Analyse why relationships may change or end. |
| Apply | Use a theory or an idea to a given problem or issue | Describe how a theory would explain a given psychological phenomenon or solve a problem. | Apply one theory to explain burnout in sport. |
| Distinguish | Make clear the differences between two or more concepts. | Indicate differences between two concepts or theories. | Distinguish between altruism and pro-social behaviour. |
| Explain | Give a detailed account including reasons and causes. | Give reasons and causes for a behaviour or psychological phenomenon. | Explain factors related to the development of addictive behaviour. |

Level 3:
Synthesis and
evaluation

| Command term | Explanation in the guide | What it means | Example |
|-----------------------------|---|--|---|
| Compare | Give an account of the similarities between two or more items or situations, referring to both (all) of them throughout. | Focus only on similarities and refer to these throughout the response. | Compare two theories of cognitive development. |
| Compare and contrast | Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. | Focus on both similarities and differences and refer to these throughout the response. | Compare and contrast two theories of cognitive development. |
| Contrast | Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout. | Focus only on differences and refer to these throughout the response. | Contrast two theories explaining altruism in humans. |
| Discuss | Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Conclusions should be presented clearly and supported by appropriate evidence | Address the question in a balanced way (not biased) where you consider available evidence and choose the most appropriate evidence to support your argument. | Discuss factors related to overeating and the development of obesity. |
| Evaluate | Make an appraisal by weighing up the strengths and limitations of something | Assess the value of something (e.g. a theory or a study) by looking into the evidence. Explain the strengths and limitations of the study or theory. | Evaluate onesociocultural explanation of violence. |
| Examine | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. | Carefully scrutinize an argument (or theory, concept, explanation) to see how it explains something and perhaps why. An examination could also include finding similarities and differences. | Examine models of health promotion. |
| To what extent | Consider the merits or otherwise of an argument or concept. Conclusions should be presented clearly and supported with appropriate evidence and sound argument. | Assess the value of a theory or concept in explaining a psychological phenomenon (e.g. depression). The conclusion must be clear and supported by relevant evidence (i.e. empirical studies and evaluation of the theory) throughout the argument. | To what extent do biological, cognitive and sociocultural factors influence abnormal behaviour? |