**Connectives**
Words and phrases to connect ideas, sentences and paragraphs.

- **To Give Examples:**
  - such as
  - in the case of
  - for example
  - as revealed by
  - for instance

- **To Make a Point:**
  - above all
  - in particular
  - especially
  - notably
  - indeed
  - significantly

- **To Further Explain an Idea:**
  - although
  - if
  - unless
  - except
  - apart from
  - yet
  - as long as
  - however

- **Opposites:**
  - whereas
  - alternatively
  - instead of
  - unlike
  - otherwise
  - on the other hand
  - but

- **To Add Extra Information:**
  - also
  - as well as
  - moreover
  - too
  - furthermore
  - and

- **To Show Cause and Effect:**
  - because
  - so
  - therefore
  - consequently
  - thus

- **To Compare:**
  - as with
  - likewise
  - equally
  - like
  - in the same way
  - similarly

- **To Further Explain an Idea:**
  - firstly
  - secondly
  - then
  - finally
  - while
  - since
  - afterwards
  - next
  - since
  - meanwhile
  - eventually

- **Time:**
  - first
  - second
  - then
  - after
  - next
  - in addition

- **Quantity Words:**
  - vast majority
  - majority
  - many
  - a large number
  - a significant number
  - a sizable number
  - a small proportion
  - minority
  - a few
  - very few
  - a couple

---

**Answering Questions**

- **Point**
  - What is the basic idea you are trying to get across?

- **Evidence**
  - What information/data do you have to back up your point?

- **Explanation**
  - How does the evidence help to prove your point?

---

**Punctuation**

- **Full stops**
  - At the end of a sentence

- **Capital letters**
  - At start of sentence
  - For names

- **Question mark**
  - At the end of a question

- **Apostrophe**
  - For letters that have been left out
  - Show possession, e.g. Amy's

- **Comma**
  - Separate lists
  - Separate connectives from rest of sentence

- **Colon**
  - Introduces a list
  - Introduce an idea that is explaining previous idea

- **Semicolon**
  - Link two connected ideas
  - Separate longer items in a list

- **Dash**
  - Sudden break in sentence
  - Change of thought

- **Speech marks**
  - Quote or direct speech
<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>accuracy</td>
<td>a measurement result is considered accurate if it is judged to be close to the true value</td>
</tr>
<tr>
<td>anomaly (outlier)</td>
<td>a result which does not agree with other results in the data set</td>
</tr>
<tr>
<td>control variable</td>
<td>variables which are kept the same</td>
</tr>
<tr>
<td>dependent variable</td>
<td>variable which is measured whenever there is a change in the independent variable</td>
</tr>
<tr>
<td>independent variable</td>
<td>variable which is deliberately changed by the person in the planning of the experiment</td>
</tr>
<tr>
<td>precision</td>
<td>a quality denoting the closeness of agreement between (consistency, low variability of ) measured values obtained by repeated measurements</td>
</tr>
<tr>
<td>range (of a variable)</td>
<td>the maximum and minimum values of the independent or dependent variables</td>
</tr>
<tr>
<td>repeatability</td>
<td>how close (precise) values are when repeated by the same person with the same equipment</td>
</tr>
<tr>
<td>reproducibility</td>
<td>how close (precise) values are when repeated by different people using different equipment</td>
</tr>
<tr>
<td>resolution</td>
<td>smallest change in a value that can be detected by an instrument</td>
</tr>
<tr>
<td>uncertainty</td>
<td>interval within which the true value can be expected to lie, with a given level of confidence or probability</td>
</tr>
<tr>
<td>validity (of experimental design)</td>
<td>suitability of the investigative procedure to answer the question being asked</td>
</tr>
<tr>
<td>valid conclusion</td>
<td>a conclusion supported by valid data, obtained from an appropriate experimental design an based on sound reasoning</td>
</tr>
</tbody>
</table>

**Examination Command Words**

- **Calculate**
  Work out a number. You can use your calculator to help you. You may need to use an equation. The question will say if your working must be shown. (Hint: don’t confuse with ‘Estimate’ or ‘Predict’)

- **Compare**
  Write about the similarities and differences between two things.

- **Describe**
  Write a detailed answer that covers what happens, when it happens, and where it happens. Talk about facts and characteristics. (Hint: don’t confuse with ‘Explain’)

- **Discuss**
  Write about the issues related to a topic. You may need to talk about the opposing sides of a debate, and you may need to show the difference between ideas, opinions, and facts.

- **Estimate**
  Suggest an approximate (rough) value, without performing a full calculation or an accurate measurement. Don’t just guess – use your knowledge of Science to suggest a realistic value. (Hint: don’t confuse with ‘Calculate’ and ‘Predict’).

- **Explain**
  Write a detailed answer that covers how and why a thing happens. Talk about mechanisms and reasons. (Hint: don’t confuse with ‘Describe’)

- **Evaluate**
  You will be given some facts, data, or other kind of information. Write about the data or facts and provide your own conclusion or opinion on them.

- **Justify**
  Give some evidence or write down an explanation to tell the examiner why you gave an answer.

- **Outline**
  Give only the key facts of the topic. You may need to set out the steps of a procedure or process – make sure you write down the steps in the correct order.

- **Predict**
  Look at some data and suggest a realistic value or outcome. You may use a calculation to help. Don’t guess – look at trends in the data and use your knowledge of Science. (Hint: don’t confuse with ‘Calculate’ or ‘Estimate’)

- **Show**
  Write down the details, steps, or calculations needed to prove an answer that you have given.

- **Suggest**
  Think about what you’ve learnt and apply it to a new situation or context. Use what you have learnt to suggest sensible answers to the question.

- **Write down**
  Give a short answer, without a supporting argument.