

Task words tell you *how to structure an essay*. Respond directly to the task word to complete the set task satisfactorily. Also ensure you read the task description and marking criteria closely to ensure you have responded directly to the task as given by your lecturer.

Level Words: This illustrates the degree of response difficulty expected. Usually, the Level 1 words are used in first year or at the beginning of a semester, while the level 3 words are in third year or postgraduate or near the end of the semester.

Key: Task words at **Level 1** usually just want the information to check for clarity and to confirm that basic concepts are understood. For **Level 2** words, these start to check for understanding of the content and concepts. **Level 3** words are meant to clearly demonstrate that you understand and can defend a position in relation to the topic. This may also involve creation of new content, built upon the foundational ideas.

Note: These are linked into Bloom's Taxonomy of Higher Order Thinking and Critical Thinking models.

Task Word	What you need to do	Degree of Difficulty
1. List	Give an itemized series or tabulation; such answers should be concise	Level 1
2. Search	Locate specific information; response should be explicit	Level 1
3. Define	Provide a concise, clear, authoritative meaning. In such statements, details are not necessarily required, but briefly cite the boundaries or limitations of the definition. Remember the 'class' to which a 'thing' belongs and whatever differentiates the particular object from all others in that class.	Level 1
4. Identify	Name, list or indicate what a feature, concept or meaning is as a specific term, concept or content.	Level 1
5. Outline	Provide an organised description. Give the main points and essential supplementary materials, but omit minor details. Present the information in a systematic arrangement or classification.	Level 1
6. Enumerate	Provide a list or outline form of reply. In such questions you should recount, one by one, but concisely, the points required.	Level 1
7. State	Express the high points in brief and clear narrative form. Details, and usually illustrations or examples, may be omitted.	Level 1
8. 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.	Level 1
9. Describe	Recall facts, processes or events. You are not asked to explain or interpret, rather to provide a thorough, detailed explanation, emphasising the most important points.	Level 1
10. Summarise	Provide a brief statement or an account covering the main points; omit details.	Level 1
11. Trace	Development, process or history of an entity, event or idea, especially discerning the origins from the earliest to the latest	Levels 1/2



	evidence and/or theories	
12. Comment	Make critical observations, even if these are fairly open-ended. Your texts, learning guide, lectures and discussion notes should provide sufficient guidelines and your own thinking should prevail.	Levels 1/2
13. Illustrate	This requires an explanation; you may clarify your answer to a problem by presenting a figure, picture, diagram, statistics or concrete example.	Levels 1/2
14. Interpret	Explain the meaning of an event/process/condition and give your own judgement of the situation.	Level 2
15. Relate	When showing relationships, your answer should emphasise connections and associations in an explicit manner.	Level 2
16. Discuss	Present a point of view. This is likely to need both description and interpretation. Your opinion must include both supporting and opposing arguments and be supported by carefully chosen and academically credible evidence.	Level 2
17. Present	This may be in the form of an oral or written or digital format, inclusive of a Digiexplanation, which is a presentation, created and supported using digital media.	Level 2
18. Compare	Find <i>similarities</i> between two or more ideas, events, interpretations, theories etc. Ensure you understand exactly what you are being asked to compare.	Level 2
19. Contrast	Find <i>differences</i> between two or more ideas, events, interpretations, theories etc. Focus on these differences only.	Level 2
20. 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.	Level 2
21. Analyse or Examine	Separate or break up a case study/process/statement into its component parts so that you discover its components, proportions, functions, relationships.	Level 2
22. 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 scrutiny.	Level 2
23. Explore	Examine from various standpoints to demonstrate your understanding of the issues/implications.	Level 2
24. Demonstrate	This is the practical application of an element/content to show that you understand theories/concepts in a practical sense.	Level 2
25. Justify	To take a standpoint in relation to a topic and provide reasons for the thinking to support that position.	Levels 2/3
26. Prove	To conform or verify. You should establish something with certainty	Levels 2/3



	by evaluating and citing experimental evidence, or by logical reasoning.	
27. Critical Analysis	Examine the topic, scenario or argument in terms of its strengths and weaknesses. This is an in-depth examination and should cover various criteria and judgements based upon these.	Level 3
28. Critique	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.	Level 3
29. Develop or Create	Construct an artefact to demonstrate the application of your understanding of content/concepts.	Level 3
30. Critically Reflect	This is both an in-depth analysis, but also a learning critique, which is expecting you to share your personal growth in relation to a subject, situation, or scenario.	Level 3 or Postgraduate
Note: Multiple Task Words	At times, you may be given multiple task words by which to construct an assessment such as: Design/Implement/Evaluate. When this occurs consider this as a three-stage process and work through each component thoroughly towards a cohesive whole.	Most likely Levels 2/3 and Postgraduate

This document modified from original source document: https://libguides.jcu.edu.au/ld.php?content_id=47247374