

Entrance Examination Standards

SOS Hermann Gmeiner International
College

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1. Preface

The SOS-HGIC Entrance Examination Standards, valid for exams from 2018 reflect the academic rigour expected of prospective students and align these expectations with the education offered by the College. The Standards provide a general description of learning goals for students aged 13 to 14 wishing to enter the College.

The Entrance Examination Standards define more specifically what achievements students are required to demonstrate in terms of knowledge, understanding and skills. For the sake of clarity, the Entrance Exam Standards use command terms, consistent with their use in the programmes offered in the College. The command terms indicate the depth of understanding expected of prospective students. The lists of relevant command terms with definitions for English, Mathematics and the Sciences are included.



2. Mission Statement

The Mission of SOS-Hermann Gmeiner International College is to provide a school of academic excellence for students from SOS Children's Villages from all over Africa, together with students from the host country, Ghana, in a spirit of Pan-Africanism and an awareness of the social needs of society.

3. Philosophy

The School's philosophy embraces internationalism in its widest sense, a commitment to uplift Africa and active service to the community. Its educational mission is holistic in nature, aiming to develop all students into confident adults capable of facing the challenges of a fast-changing world, by inculcating in them critical and analytical abilities which will equip them to become compassionate thinkers who are aware of their common humanity, with a belief and pride in themselves as Africans. The College's ultimate mission is to graduate life-long learners who are fully prepared for the best universities worldwide and who are also committed to putting their knowledge, skills and resources into developing their continent, Africa.

4. Objectives of the College

The principal objectives or targets of the College are to:

- Provide the highest possible standard of education to both SOS Children and non-SOS children showing potential for advanced academic education;
- Prepare students for entrance into universities of high international standards;
- Enable students to appreciate the universal values which cut across cultures, such as integrity, honesty, fairness, and respect for all humans and the environment, and in so doing build a sense of purpose that is driven by these values;
- Instill within the students a sense of self-discipline and an approach to learning which may be used in a wide spectrum of situations and environments;
- Encourage the students to think creatively and independently but with a spirit of both healthy competition and co-operation with others;
- Develop a strong sense of international understanding amongst the students, a sensitivity to different world cultures and languages, and an appreciation for Africa's role within the world. Thus to develop graduates with a sense of social responsibility and a commitment to contribute to Africa's development within the international community;
- Provide individualised career counselling to all students on a regular basis to ensure a well-directed transition from academic studies to a self-supporting career;
- Develop formal and informal relationships with universities in Africa and elsewhere to ensure smooth transitions for students graduating from the College and wishing to further their studies.



5. English

5.1 Entrance Examination Standards for English

reading

Students should be able to:

1. read a wide range of narrative, non-fiction and media texts; these may include novels, short stories, drama scripts, poetry, journals, diaries, letters, leaflets, magazines, newspapers and advertising material
2. **interpret** explicit meaning, **select**, collate and **summarise** facts and ideas, using their own words where appropriate to demonstrate understanding
3. **interpret** and **comment** on opinions expressed by a writer
4. **understand** vocabulary and **comment** on a writer's use of language, such as in an informal or formal style, the choice of words to create an atmosphere or to persuade the reader
5. **interpret** implied meaning, such as the inference of character from what someone says or does in a text, or the meaning contained in an image
6. **comment** on the main features of narrative writing, such as character, setting, theme and the way in which a plot is put together
7. demonstrate understanding of features of narrative, non-fiction and media texts by developing them in their own discussion and writing, for example, a further episode about a family portrayed in a book, or providing the wording for an advertisement

writing

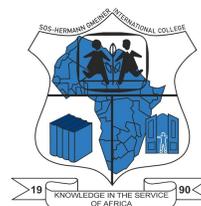
Students should be able to:

1. write for a variety of purposes, such as to inform, explain, describe, explore, imagine, entertain, argue, persuade, instruct, analyse, review and comment
2. write in a wide range of forms, such as stories, poems, play scripts, autobiographies, personal letters, diaries, formal letters, persuasive writing, advertising copy, newspaper reports and articles, reviews, arguments, information sheets, notes and leaflets
3. begin to develop a sense of audience and to engage the reader's attention
4. structure their writing, using paragraphs and sequencing events, details and ideas within paragraphs
5. **use** varying styles of writing appropriate to different forms

usage

Students should be able to:

1. use full stops, capital letters, commas and question marks to make meaning clear, and show awareness of other forms of punctuation, including the presentation of dialogue
2. spell correctly the words they use
3. learn a range of vocabulary appropriate to their needs, and use vocabulary in speech and in writing to clarify meaning and to interest their audience
4. **use** a range of increasingly complex sentence structures to communicate meaning and to give fluency to their speech and writing
5. **use** correct grammar, including tense, case and word order



speaking and listening

Students should be able to:

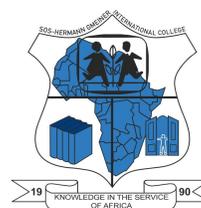
1. speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue, and persuade
2. participate in speaking and listening activities in order to discuss and prepare assignments
3. begin to make significant contributions to group discussions and help to plan and to give group presentations
4. hold conversations with others on familiar subjects
5. develop the ability to listen courteously to others and to be sensitive to turn-taking
6. practise speaking fluently at an appropriate pace
7. practise speaking clearly at an appropriate volume
8. use a range of vocabulary and sentence structures to make speech interesting and convincing

5.2 Command terms for English

Command terms for **Language and Literature**¹ indicate the type of tasks students can be given.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Comment	Give a judgment based on a given statement or result of a calculation.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. In language and literature, this may involve finding and evaluating the significance of similarities and connections between texts and requires the student to make a literary analysis.
Create	Evolve from one's own thought or imagination, as a work or an invention.
Critique	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explore	Undertake a systematic process of discovery.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Justify	Give valid reasons or evidence to support an answer or conclusion.

¹IBMYP Language and Literature guide, For use from September 2014/January 2015, Published May 2014 and updated September 2015



Organize	Put ideas and information into a proper or systematic order; give structure to a text.
Outline	Give a brief account or summary.
Select	Choose from a list or group.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice.

Command terms for **Language Acquisition**² indicate the type of tasks students can be given.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.).
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Synthesize	Combine different ideas in order to create new understanding.

6. Mathematics

6.1 Entrance Examination Standards for Mathematics

number

A. place value

Students should be able to:

1. **use** place value in whole numbers and decimals
2. **apply** place value in whole numbers and decimals

B. sets and Venn diagrams

Students should be able to:

1. **use** basic vocabulary (element, subset, null set, and so on)
2. **use** basic vocabulary, notation and Venn diagrams to describe and represent relationships between sets
3. **use** the properties of sets (commutative, associative and distributive)
4. **draw** and **interpret** Venn diagrams
5. **use** Venn diagrams to solve problems in real-life contexts

²IBMYP Language Acquisition guide, For use from September 2014/January 2015, Published May 2014 and updated September 2015



C. number properties

Students should be able to:

1. **use** of the four rules of computation for calculations, specifically, calculate sum, differences, products and quotients of numbers
2. **identify** decimals, fractions and percentages
3. **demonstrate** an understanding of the relationship between decimals, fractions and percentages and be able to **convert** between them
4. **calculate** the percentage of a quantity
5. **calculate** one quantity as a percentage of another
6. **state** the first 10 prime numbers
7. **state** the first 10 square numbers and cube numbers and **identify** corresponding square roots and cube roots
8. **use** common factors and common multiples, squares, HCF and LCM
9. **organise** quantities by magnitude and be familiar with the symbols (\neq , $<$, \leq , $>$, \geq) numbers
10. **use** the standard form $A \times 10^n$ where n is a positive whole number and $1 \leq A < 10$



D. measure

Students should be able to:

1. **use** standard units of mass, area, volume and capacity, express quantities in terms of larger or smaller units
2. **calculate** times in terms of the 24-hour and 12-hour clock systems
3. **calculate** using money solve problems on personal and household finance involving simple interest, discount, profit and loss
4. **calculate** average speed and other compound measures

E. problem solving

Students should be able to:

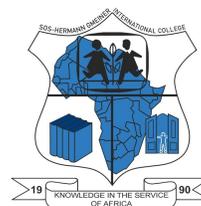
1. **use** the notation of ratio, use ratio and direct proportion in context
2. **predict** the next term in a number pattern; continue and generalise number patterns including **finding** expressions for the general term
3. **use** negative numbers in context
4. **find** and **use** approximation to specified numbers of significant and decimal places
5. **find** upper and lower bounds for data given to specified accuracy
6. **use** number manipulation mentally and **demonstrate** how calculations can be carried out without the aid of calculator

algebra

A. manipulation

Students should be able to:

1. **use** letters to represent unknowns substitute in a formula and transform simple formula
2. **use** directed numbers and **use** brackets to extract common factors
3. **use** and interpret positive, negative and zero indices
4. **find** the solution of linear equations, simple simultaneous and quadratic equations using algebraic manipulation
5. **demonstrate** an understanding of simple inequalities



B. graphs

Students should be able to:

1. **draw** and interpret the graphs of simple functions, use of tables of values and find the gradient of straight line graphs
2. **draw** and interpret graphs in practical situations
3. **find** the solution of linear and simple simultaneous equations using graphs

geometry and trigonometry

Students should be able to:

1. **use** and interpret the geometric terms point, line, parallel, bearing, right angle, acute angle, similarity use and interpret the vocabulary of triangles, quadrilaterals, circles and polygons
2. **calculate** unknown angles using the properties of angles at a point, angle formed within parallel lines and angle properties of triangles and quadrilaterals
3. **use** Pythagoras' theorem to find the length of an unknown side given the lengths of two other sides in a right-angled triangle.
4. **apply** Pythagoras' theorem to real life situations. For example, finding the height of a ladder resting against a vertical wall
5. **calculate** the perimeter and area of triangles, quadrilaterals and circles, and the volumes derived from these shapes
6. **construct**, using appropriate equipment, simple 2-dimensional shapes and the nets of simple 3-dimensional shapes
7. **use** Cartesian co-ordinates to **identify** points and **plot** points in the Cartesian plane
8. **use** trigonometric ratios within right angled triangles to **solve** problems
9. **use** the concepts of reflection, rotation, translation and symmetry in two dimensions including enlargement by a positive whole number scale factor
10. **plot** the locus of an object moving according to given rules

statistics and probability

Students should be able to:

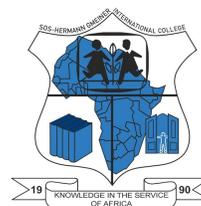
1. **organise** and **tabulate** discrete and continuous data, representing it on bar charts, pictograms, pie charts and frequency diagrams
2. **calculate** the mean, median and mode for sets of discrete and continuous data.
3. **calculate** the range for discrete and continuous data
4. **calculate** the probability of a single event as either a fraction or a decimal

6.2 Command Terms for Mathematics

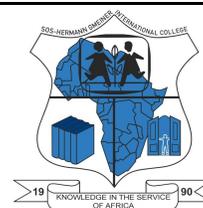
Command terms for **Mathematics**⁸ indicate the type of tasks students can be given.

Command term	Definition
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)

⁸IBMYP Mathematics guide, For use from September 2014/January 2015, Published May 2014 and updated September 2014



Calculate	Obtain a numerical answer showing the relevant stages in the working.
Comment	Give a judgment based on a given statement or result of a calculation.
Construct	Display information in a diagrammatic or logical form.
Convert	See: Use (this is an amendment)
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Explain	Give a detailed account including reasons or causes. (See also “Justify”.)
Find	Obtain an answer showing relevant stages in the working.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also “Explain”.)
Label	Add title, labels or brief explanation(s) to a diagram or graph.
Measure	Obtain a value for a quantity.
Organize	Put ideas and information into a proper or systematic order.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Select	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also “Apply”.)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.



Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also “Apply”.)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

7. Sciences

7.1 Entrance Examination Standards common to all Sciences

Students should be able to:

1. **formulate** a research question and a prediction with an explanation
2. **identify** variables (as independent, dependent, controlled and monitored)
3. **design** a method for collecting relevant data and the manipulation of variables
4. **collect**, process and present data
5. **interpret** data
6. **evaluate** an experiment
7. **formulate** a conclusion
8. **apply** scientific language effectively
9. **document** sources of information used through adequate referencing

7.2 Entrance Examination Standards for Biology

cells and organisms

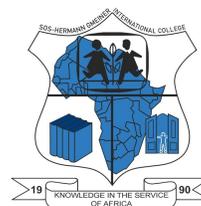
Students should be able to:

1. **state** the characteristics of living organisms
2. **state** the main components of animal and plant cells and describe their functions
3. **state** that cell divisions (mitosis) produce identical cells
4. **describe** the features of tissues, organs and organ systems

biochemistry of life

Students should be able to:

1. **state** that carbohydrates (sugars), lipids (fats and oils) and proteins are major groups of biological molecules
2. **state** examples of foods that are rich in carbohydrates, lipids and proteins
3. **state** that DNA stores genetic information in all living organisms
4. **state** that enzymes facilitate biochemical reactions
5. **state** the word equation of aerobic cell respiration and **outline** the importance of aerobic cell respiration
6. **interpret** data from experiments investigating the effect of exercise on breathing rates
7. **State** the word equation of photosynthesis and outline the importance of photosynthesis
8. **formulate** problems and suggest methods for simple experiments investigating the effect of external factors on photosynthesis
9. **interpret** data from experiments investigating the effect of external factors on photosynthesis
10. **discuss** the use of greenhouses to optimize the conditions for photosynthesis/plant growth



humans as organisms

Students should be able to:

1. **identify** and **name** the parts of the circulatory, respiratory and digestive system and **state** their functions
2. **describe** nutrition, including balanced diets and the effects of vitamin C and protein deficiencies
3. **discuss** and **analyse** impacts of food processing on nutrition
4. **outline** the relationships between diet, fitness and circulatory disorders
5. **interpret** information about the effects of smoking on health
6. **describe** how muscles are arranged in antagonistic pairs and state that muscles contract to facilitate movement
7. **explain** the roles of the skeleton, joints and muscles in movement
8. **state** major human sense organs and describe their function

plants

Students should be able to:

1. **state** the names of the major organs in flowering plants and **describe** their functions
2. **outline** the mineral requirements of and the transport of water in flowering plants
3. **describe** the process of sexual reproduction in flowering plants including pollination, fertilization, seed formation and dispersal

genetics and biotechnology

Students should be able to:

1. **state** that genetic information stored in DNA determines heritable characteristics of organisms
2. **state** that all living organisms use DNA to store information in the same way
3. **state** that meiosis produces sex cells that have half the normal quantity of DNA and that sex cells pass DNA on from one generation to the next

variation, classification and evolution

Students should be able to:

1. **state** examples of variation within species
2. **identify** plants and animals using keys
3. **apply** the binomial system to name organisms
4. **classify** living organisms into major groups, such as kingdoms, phyla of animals and plants, classes of vertebrates and main classes of arthropods
5. **outline** how selective breeding can lead to new varieties

ecology

Students should be able to:

1. **outline** adaptations of living things to their habitat or daily or seasonal changes
2. **interpret** food chains, food webs and information about the energy flow in ecosystems
3. **state** factors affecting the size of populations
4. **discuss** and **analyse** impacts of human activity and use of technology on ecosystems



7.3 Entrance Examination Standards for Chemistry

Materials

Students should be able to:

1. **state** the symbols of common elements
2. **distinguish** between atoms, molecules, ions
3. **distinguish** between element, mixtures and compounds
4. **state** the names of common oxides, hydroxides, chlorides, sulphates, and carbonates
5. **distinguish** between metals and non-metals
6. **design** experiments investigating the physical and chemical properties of everyday materials
7. **interpret** data from experiments investigating the physical and chemical properties of everyday materials

states of matter and physical change

Students should be able to:

1. **describe** solids, liquids and gases in terms of particle theory
2. **explain** changes of state, dissolving and diffusion using simple kinetic particle theory
3. **distinguish** between solutes, solvents and solutions
4. **design** methods for obtaining pure substances from different mixtures
5. **distinguish** between physical and chemical changes

chemical change

Students should be able to:

1. **state** simple chemical reactions and word equations, including formation of oxides from metals, neutralisation and displacement reactions
2. **describe** chemical reactions which are not useful, e.g. rusting
3. **outline** energy changes in exothermic and endothermic reactions
4. **formulate** problems and design methods for investigating the reactivity of metals (with oxygen, water and dilute acids) and the reactivity series and examples of displacement reactions
5. **describe** neutrality, acidity and alkalinity the and use of indicators and the pH scale
6. **describe** neutralization reactions and their applications
7. **state** methods for preparing common salts by reaction of metals or metal carbonates with acids
8. **formulate** problems and design methods for experiments investigating the effect of concentration, particle size, temperature and catalysts on the rate of reactions
9. **interpret** qualitative and/or quantitative data from experiments investigating the effect of concentration and temperature on the rate of reactions

periodic table

Students should be able to:

1. **describe** the structure of atoms using circle-and-dot diagrams and apply this to the first twenty elements of the periodic table
2. **describe** the structure of the periodic table in terms of groups and periods
3. **outline** the main trends in physical and chemical properties of the first twenty elements in the periodic table



7.4 Entrance Exam Standards for Physics

measurement and properties of matter

Students should be able to:

1. **measure** values for a physical quantities using appropriate apparatus
2. **describe** the arrangement and behaviour of particles in solids, liquids and gases
3. **draw** graphs using a collection of measurements and estimate physical quantities from such graphs
4. **determine** the density of solids and liquids using simple measurements

forces and motion

Students should be able to:

1. **calculate** average speed and interpret simple distance/time graphs
2. **formulate** problems and **design** methods for experiments investigating the effect of forces on the motion and shape of objects
3. **interpret** quantitative data from experiments investigating the effect of forces on the motion and shape of objects
4. **explain**, qualitatively, the effect of a force on an area resulting in pressure
5. **explain**, qualitatively, pressure in gases and fluids

energy

Students should be able to:

1. **list** the major sources of energy and alternative sources of energy such as solar and wind
2. **describe** energy as the ability to make things happen (do work) and its conversion and conservation
3. **describe** the thermal energy transfer processes of conduction, convection and radiation and their effects and uses in everyday life

light

Students should be able to:

1. **explain** the rectilinear propagation of light, including how the propagation of light may be represented by rays
2. **apply** the rectilinear propagation of light to shadow formation
3. **describe** how non-luminous objects can be seen because light scattered from them enters the eye
4. **describe** reflections at plane surfaces and explain the law of reflection

sound

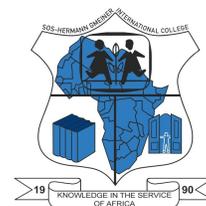
Students should be able to:

1. **list** the properties of sound (such as speed of sound in air, requires a medium, reflection).
2. **interpret** simple waveforms and their relation to frequency and amplitude
3. **describe** waves in terms of movement of air particles
4. **distinguish** between loudness and amplitude, and pitch and frequency

magnetism

Students should be able to:

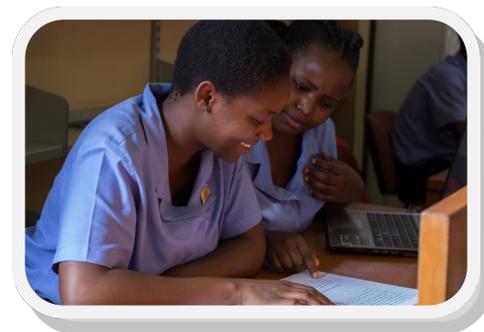
1. **describe** the properties of magnets
2. **draw** and **describe** field patterns produced by magnets
3. **design** electromagnets
4. **interpret** qualitative and quantitative data from electromagnets



Electricity

Students should be able to:

1. **describe** properties of conductors and insulators
2. **describe** the concept of charge and apply it to electrostatics
3. **interpret** and **draw** circuit diagrams and design simple series and parallel circuits
4. **explain** how the number and common types of components in a circuit, including cells, affect the current
5. **describe** how current divides in parallel circuits
6. **measure** current in circuits
7. **list** the uses and dangers of electricity
8. **discuss** and analyse the impact of generating electricity from fossil fuels and renewable sources of energy on the environment



7.5 Command terms for the Sciences

Command terms for the **Sciences**⁴ indicate the type of tasks students can be given.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Construct	Display information in a diagrammatic or logical form.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.

Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Document	Credit sources of information used by referencing (or citing), following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Explain	Give a detailed account including reasons and causes. (See also “Justify”.)
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also “Explain”).
Label	Add title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Present	Offer for display, observation, examination or consideration.
Recall	Remember or recognize from prior learning experiences.
Select	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using appropriate methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.



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