Glossary of command terms

Command terms with definitions

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

The assessment objectives (A0s) listed in the table are those referred to in the geography syllabus.

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| **Analyse** | A02 | Break down in order to bring out the essential elements or structure. |
| **Annotate** | A04 | Add brief notes to a diagram or graph. |
| **Classify** | A02 | Arrange or order by class or category. |
| **Compare** | A03 | Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout. |
| **Compare and contrast** | A03 | Give an account of similarities and dif ferences between two (or more) items or situations, referring to both (all) of them throughout. |
| **Construct** | A04 | Display information in a diagrammatic or logical form. |
| **Contrast** | A03 | Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout. |
| **Define** | A0l | Give the precise meaning of a word, phrase, concept or physical quantity. |
| **Describe** | A0l | Give a detailed account. |
| **Determine** | A0l | 0btain the only possible answer. |
| **Discuss** | A03 | 0ffer a considered and balanced review that includes a range of arguments, factors or hypotheses. 0pinions or conclusions should be presented clearly and supported by appropriate evidence. |
| **Distinguish** | A02 | Make clear the dif ferences between two or more concepts or items. |
| **Draw** | A04 | 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** | A0l | 0btain an approximate value. |

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| **Evaluate**  **Examine** | A03  A03 | Make an appraisal by weighing up the strengths and limitations.  Consider an argument or concept in a way that uncovers the |
|  |  | assumptions and interrelationships of the issue. |
| **Explain** | A02 | Give a detailed account including reasons or causes. |
| **Identify** | A0l | Provide an answer from a number of possibilities. |
| **Justify** | A03 | G i v e v a l i d r e a s o n s o r e v i d e n ce t o s u p p o r t a n a n s w e r o r conclusion. |
| **Label** | A04 | Add labels to a diagram. |
| **Outline** | A0l | Give a brief account or summary. |
| **State** | A0l | Give a sp e cif ic name, value or other brief ans wer without explanation or calculation. |
| **Suggest** | A02 | Propose a solution, hypothesis or other possible answer. |
| **To what extent** | A03 | Consider the merits or otherwise of an argument or concept.  0pinions and conclusions should be presented clearly and supported with empirical evidence and sound argument. |