**Command words for IB questions …**

Understanding the command word in a question is the key to success in answering it. There are four kinds of command words, representing the four assessment criteria in IB Diploma Geography:

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| **Assessment objectives** | **What they mean …** |
| **1** | Demonstrate knowledge and understanding of specified content |
| **2** | Demonstrate application and analysis of knowledge and understanding |
| **3** | Demonstrate synthesis and evaluation |
| **4** | Select, use and apply a variety of appropriate skills and techniques |

Here is a list of the command words in alphabetical order:

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| **Command word** | **Assessment Objective (AO)** | **What they mean …** | **An example of a question using the command word** |
| **Analyze** | 2 | Break down in order to bring out the essential elements or structure | Analyze the pattern of population distribution in a country.  |
| **Annotate** | 4 | Add brief notes to a diagram or graph.  | Draw an annotated diagram to show the atmospheric system.  |
| **Classify** | 1 | Arrange or order by class or category.  | Classify these resources into renewable or non-renewable.  |
| **Compare** | 3 | Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout. | Compare the predictability of earthquakes and volcanoes.  |
| **Compare and contrast** | 3 | Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. | Compare and contrast the leisure facilities in different sized cities.  |
| **Construct** | 4 | Display information in a diagrammatic or logical form. | Construct a population pyramid to illustrate the data in the table.  |
| **Contrast** | 3 | Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout. | Contrast the effectiveness of anti-natalist and pro-natalist population policies.  |
| **Define** | 1 | Give the precise meaning of a word, phrase, concept or physical quantity.  | Define the ‘ecological footprint’.  |
| **Describe** | 1 | Give a detailed account. | Describe the trend in international tourist arrivals shown on the graph.  |
| **Determine** | 1 | Obtain the only possible answer. | Determine the population growth rate using the data.  |
| **Discuss** | 3 | 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. | “Investing in gender equality is the most effective strategy to promote economic and social  development.” Discuss this statement.  |
| **Distinguish** | 2 | Make clear the differences between two or more concepts or items.  | Distinguish between physical water scarcity and economic water scarcity.  |
| **Draw** | 4 | 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. | Draw a diagram to illustrate the development of a hurricane.  |
| **Estimate** | 1 | Obtain an approximate value. | Estimate the changes in fertility rate over time.  |
| **Evaluate** | 3 | Make an appraisal by weighing up the strengths and limitations. | Evaluate the sustainability of modern agricultural systems.  |
| **Examine** | 3 | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. | Examine why most countries want to reduce their dependence on oil.  |
| **Explain** | 2 | Give a detailed account including reasons or causes.  | Explain the relationship between fertility and the status of women.  |
| **Identify** | 1 | Provide an answer from a number of possibilities. | Identify the year in which there is an anomaly on the graph.  |
| **Justify** | 3 | Give valid reasons or evidence/examples to support an answer or conclusion.  | Justify the position taken by anti-globalization movements.  |
| **Label** | 4 | Add labels to a diagram.  | Label the main features on the diagram.  |
| **Outline** | 1 | Give a brief account or summary. | Outline two changes in calorie consumption shown in the graphs.  |
| **State** | 1 | Give a specific name, value or other brief answer without explanation or calculation | State the three components that are used to calculate the Human Development Index.  |
| **Suggest** | 2 | Propose a solution, hypothesis or other possible answer. | Suggest two reasons why some countries still have high rates of infant mortality.  |
| **To what extent** | 3 | Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument. | To what extent has globalization resulted in homogenized landscapes?  |