<table>
<thead>
<tr>
<th>Command Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.</td>
</tr>
<tr>
<td>Annotate</td>
<td>Add brief notes to a diagram or graph.</td>
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<tr>
<td>Apply</td>
<td>Use knowledge and understanding in response to a given situation or real circumstances.</td>
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<tr>
<td>Appraise</td>
<td>To evaluate, judge or consider text or a piece of work.</td>
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<tr>
<td>Argue</td>
<td>Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.</td>
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<tr>
<td>Calculate</td>
<td>Obtain a numerical answer showing the relevant stages in the working.</td>
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<tr>
<td>Classify</td>
<td>Arrange or order by class or category.</td>
</tr>
<tr>
<td>Comment</td>
<td>Give a judgment based on a given statement or result of a calculation.</td>
</tr>
<tr>
<td>Compare</td>
<td>Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Compare &amp; Contrast</td>
<td>Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Construct</td>
<td>Display information in a diagrammatic or logical form.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.</td>
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<tr>
<td>Deduce</td>
<td>Reach a conclusion from the information given.</td>
</tr>
<tr>
<td>Define</td>
<td>Give the precise meaning of a word, phrase, concept or physical quantity.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Prove or make clear by reasoning or evidence, illustrating with examples or practical application.</td>
</tr>
<tr>
<td>Derive</td>
<td>Manipulate a mathematical relationship to give a new equation or relationship.</td>
</tr>
<tr>
<td>Describe</td>
<td>Give a detailed account or picture of a situation, event, pattern or process.</td>
</tr>
<tr>
<td>Design</td>
<td>Produce a plan, simulation or model.</td>
</tr>
<tr>
<td>Determine</td>
<td>Obtain the only possible answer.</td>
</tr>
<tr>
<td>Discuss</td>
<td>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.</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Make clear the differences between two or more concepts or items.</td>
</tr>
</tbody>
</table>
Document  To 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.

Estimate  Find an approximate value for an unknown quantity.

Evaluate  To assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria.

Examine  Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

Exemplify  Represent with an example.

Explain  Give a detailed account including reasons or causes.

Explore  Undertake a systematic process of discovery.

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 factor or feature.

Infer  Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.

Interpret  Use knowledge and understanding to recognize trends and draw conclusions from given information.

Investigate  Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

Justify  Give valid reasons or evidence to support an answer or conclusion.

Label  Add title, labels or brief explanation(s) to a diagram or graph.

List  Give a sequence of brief answers with no explanation.

Measure  Find the value for a quality.

Outline  Give a brief account or summary.

Predict  Give an expected result of an upcoming action or event.

Present  Offer for display, observation, examination or consideration.

Prove  Use a sequence of logical steps to obtain the required result in a formal way.

Recall  Recognize or identify

Reflect  To think about deeply; consider.

Recognize  Identify or recall particular features.
Show  
Give steps in a derivation or calculation.

Sketch  
Represent by means of a diagram or graph (labeled 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 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.

Summarize  
Abstract a general theme or major point(s).

To What should be Extent  
Consider the merits or otherwise of an argument or concept. Opinions and conclusions presented clearly and supported with appropriate evidence and sound judgment.

Use  
Apply knowledge or rules to put theory into practice.

Additional Command Terms Commonly Found on Constructed Exam Questions

AGREE OR DISAGREE
Support or refute a statement; give the positive or negative features; express an informed opinion one way or the other; list the advantages for or against.

ASSESS THE DEGREE
Command words such as these strongly suggest to the student that two schools of thought exist about a given subject. These questions often involve weighing the relative merit of conflicting points of view; e.g., negative vs. positive, strong vs. weak, fundamental vs. immediate.

GIVE THE SIGNIFICANCE OF
Present information which determines the importance of an event or issue. Quite often used to show causation.

SUPPORT / REFUTE
Give the points in favor of, or opposed to, a predetermined point of view or particular position. Also see AGREE / DISAGREE
While students should generally support or refute the given statement, their responses may include opposing points.

Common Variations of Previously Stated Command Terms

Assess the relative importance of...  
What trends...
Critically assess...  
Draw on your knowledge...
Would you agree...  
Illustrate...
How far...  
Account for...
Weigh...  
Hypothesize...
Advise...  
Integrate...
Organize...  
Review...
What factors...  
Criticize
Show how...