

## Command Terms from the International Baccalaureate (IB) Program/Across Disciplines

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

<b>Document</b>	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.
<b>Estimate</b>	Find an approximate value for an unknown quantity.
<b>Evaluate</b>	To assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria.
<b>Examine</b>	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>Exemplify</b>	Represent with an example.
<b>Explain</b>	Give a detailed account including reasons or causes.
<b>Explore</b>	Undertake a systematic process of discovery.
<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s).
<b>Identify</b>	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing factor or feature.
<b>Infer</b>	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
<b>Interpret</b>	Use knowledge and understanding to recognize trends and draw conclusions from given information.
<b>Investigate</b>	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion.
<b>Label</b>	Add title, labels or brief explanation(s) to a diagram or graph.
<b>List</b>	Give a sequence of brief answers with no explanation.
<b>Measure</b>	Find the value for a quality.
<b>Outline</b>	Give a brief account or summary.
<b>Predict</b>	Give an expected result of an upcoming action or event.
<b>Present</b>	Offer for display, observation, examination or consideration.
<b>Prove</b>	Use a sequence of logical steps to obtain the required result in a formal way.
<b>Recall</b>	Recognize or identify
<b>Reflect</b>	To think about deeply; consider.
<b>Recognize</b>	Identify or recall particular features.

<b>Show</b>	Give steps in a derivation or calculation.
<b>Sketch</b>	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.
<b>Solve</b>	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Suggest</b>	Propose a solution, hypothesis or other possible answer.
<b>Summarize</b>	Abstract a general theme or major point(s).
<b>To What should be Extent</b>	Consider the merits or otherwise of an argument or concept. Opinions and conclusions presented clearly and supported with appropriate evidence and sound judgment.
<b>Use</b>	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...	

