

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL AS AND A-LEVEL GEOGRAPHY

(9635)

Command words

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For teaching from September 2017 onwards

For AS exams in June 2018 onwards

For A-level exams in June 2019 onwards

## INTRODUCTION

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question. The following command words list words and their meanings that are relevant to this subject:

### **Analyse**

Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.

When used with data, the examiner is looking for trends and patterns shown in the figure(s) provided as well as anomalies and relationships. It is important to use the information provided such as data from a graph or aspects of an image you can see, There is no requirement to explain with this command when used with data.

### **Annotate**

Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).

### **Assess**

Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.

### **Calculate**

Work out the value of something.

### **Compare**

Identify similarities and/or differences

### **Complete**

Add the data provided to an incomplete presentation method. This could be a graph or map for example.

### **Critically**

Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.

### **Define..., What is meant by...**

State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.

### **Describe**

Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).

### **Discuss**

Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.

### **Evaluate**

Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.

**Examine**

Consider carefully and provide a detailed account of the indicated topic.

**Explain., Why., Suggest reasons for...**

Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes.

**Interpret**

Ascribe meaning.

**Justify**

Give reasons for the validity of a view or idea. This might reasonably involve discussing and discounting alternative views or actions. Both negatives and positives for the view or idea should be addressed.

**Outline..., Summarise...**

Provide a brief account of relevant information.

**State**

To express something definitely or clearly.

**To what extent...**

Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.



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