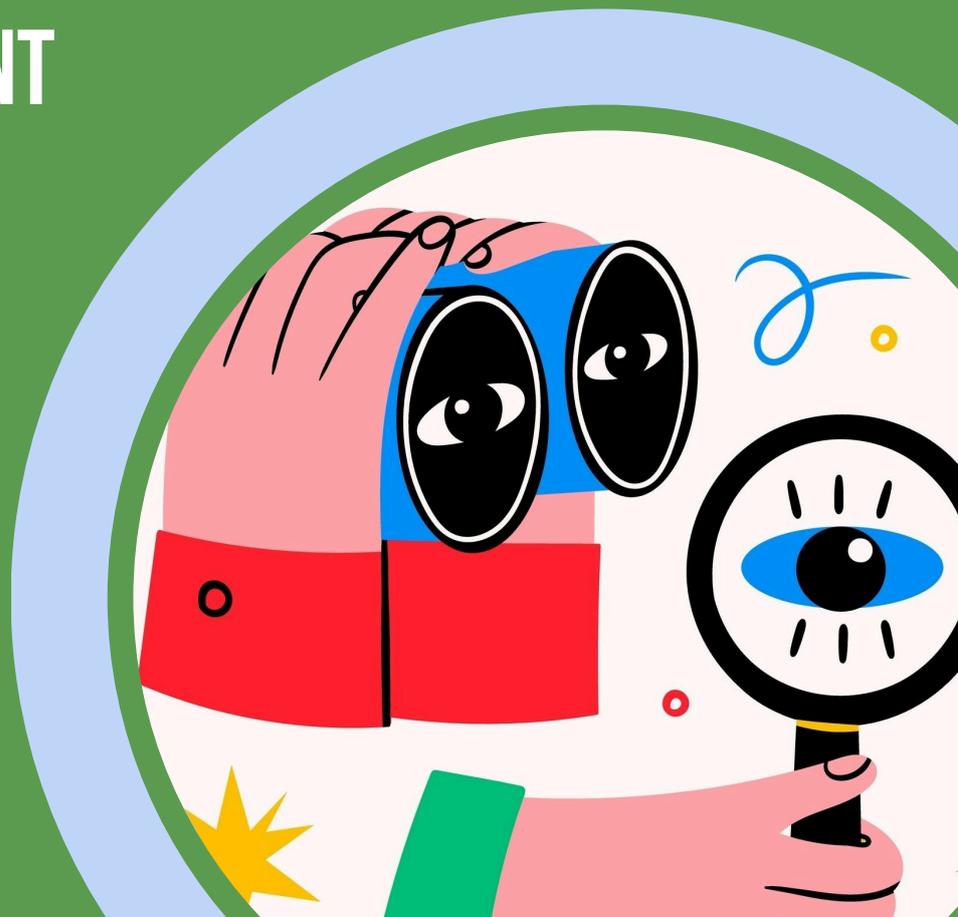
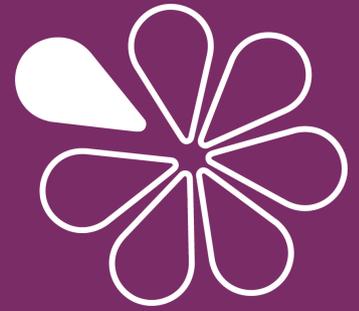




# ANALYSE...

**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.**

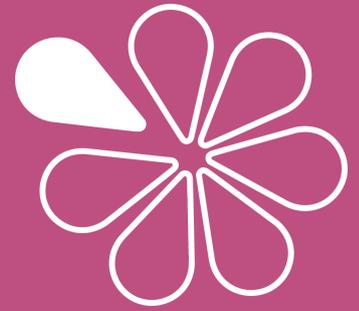




# ANNOTATE...

**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).**



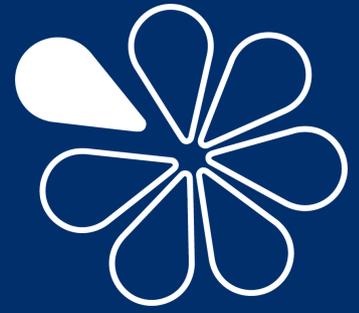


# ASSESS...

**CONSIDER SEVERAL OPTIONS OR ARGUMENTS AND WEIGH THEM UP IN ORDER TO COME TO A CONCLUSION ABOUT THEIR EFFECTIVENESS OR VALIDITY.**



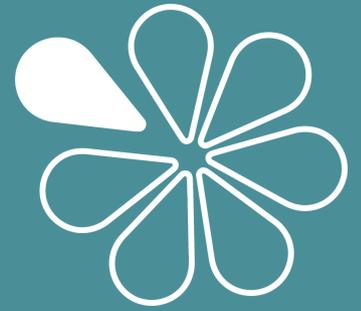
AQA A LEVEL GEOGRAPHY  
**COMMAND WORDS**



# CALCULATE...

WORK OUT THE VALUE OF SOMETHING.



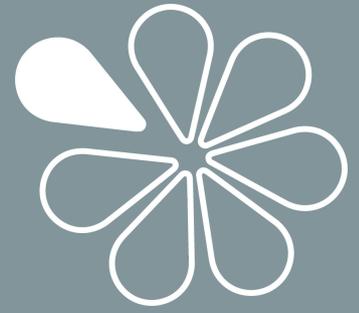


# CRITICALLY...

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.



AQA A LEVEL GEOGRAPHY  
**COMMAND WORDS**



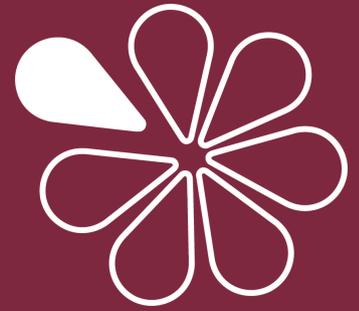
# DEFINE...

**SAME AS '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... AN ENTITY, AN EVENT, A FEATURE, A PATTERN, A DISTRIBUTION OR A PROCESS.**

**E.G. IF DESCRIBING A LANDFORM SAY WHAT IT LOOKS LIKE, GIVE SOME INDICATION OF SIZE OR SCALE, WHAT IT IS MADE OF, ETC**

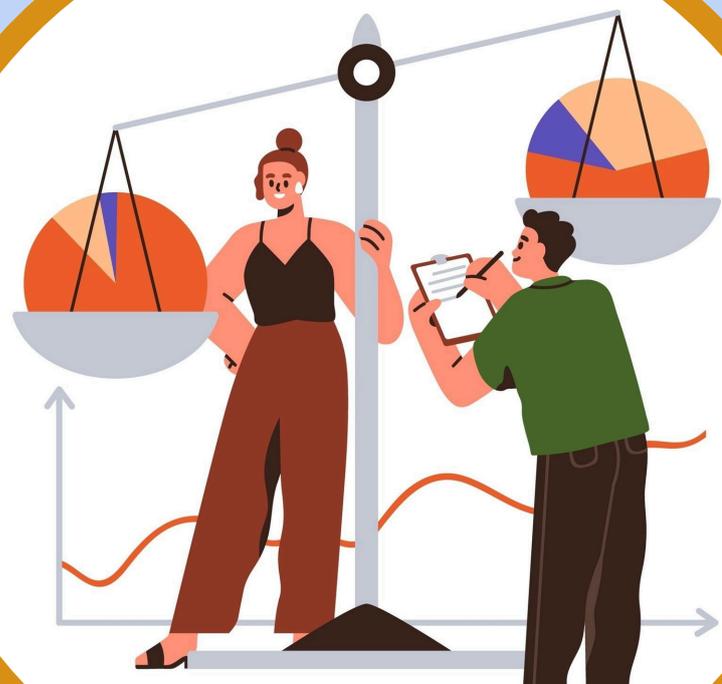


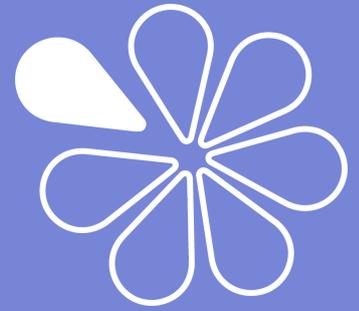


# DISCUSS...

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.**



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**COMMAND WORDS**

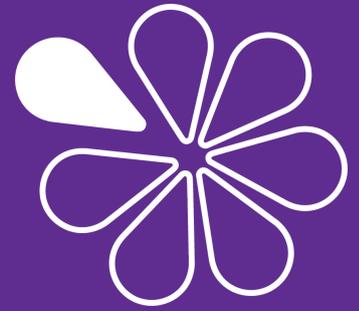


# EXAMINE...

**CONSIDER CAREFULLY AND PROVIDE A  
DETAILED ACCOUNT OF THE INDICATED  
TOPIC.**



**AQA A LEVEL GEOGRAPHY**  
**COMMAND WORDS**



# EXPLAIN...

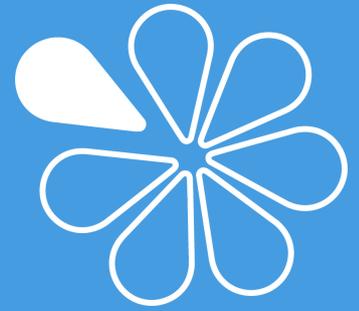
**SAME AS 'WHY...?' AND 'SUGGEST REASONS FOR...'**

**SET OUT THE CAUSES OF SOMETHING AND/OR THE FACTORS WHICH INFLUENCE IT.**

**THIS USUALLY REQUIRES AN UNDERSTANDING OF PROCESSES.**

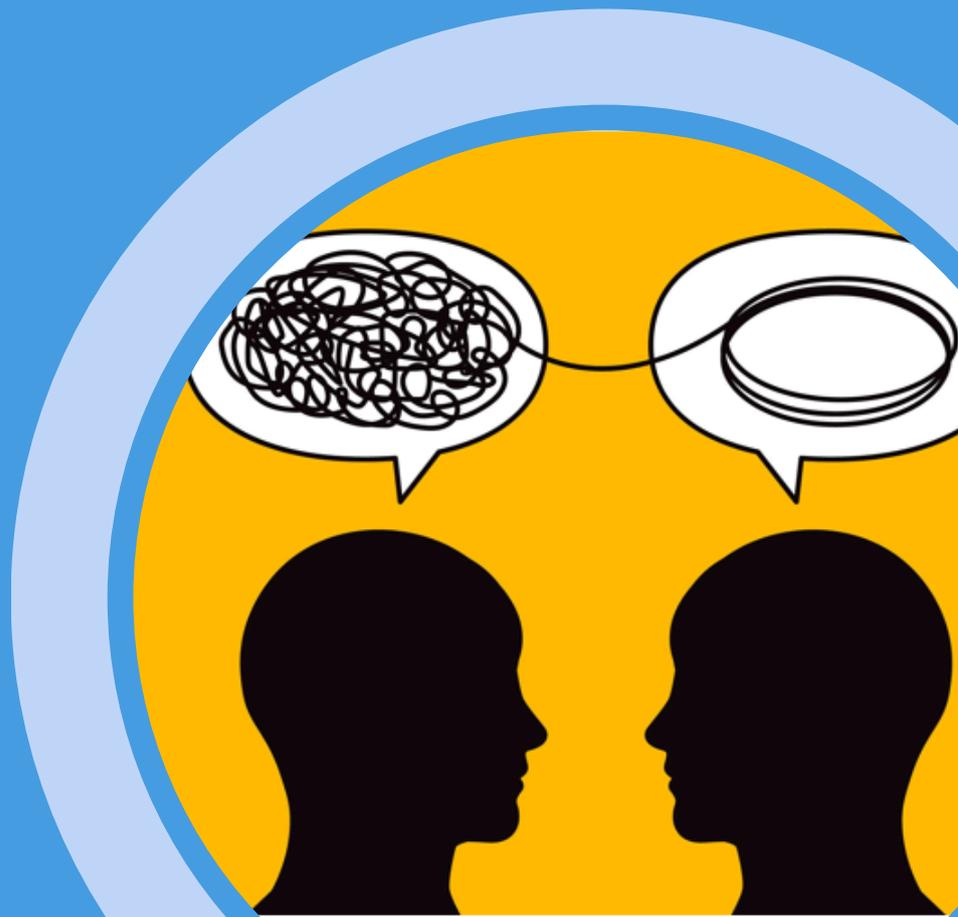
**(EXPLANATION IS A HIGHER-LEVEL SKILL THAN DESCRIPTION SO THERE ARE MORE MARKS)**

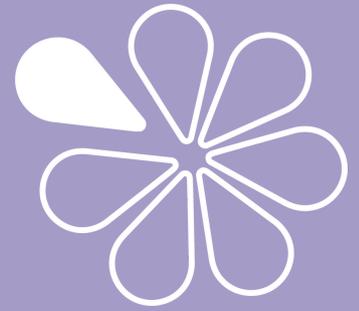




# INTERPRET...

**ASCRIBE MEANING.**





# JUSTIFY...

GIVE REASONS FOR THE VALIDITY OF A VIEW OR IDEA WHY SOME ACTION SHOULD BE UNDERTAKEN.

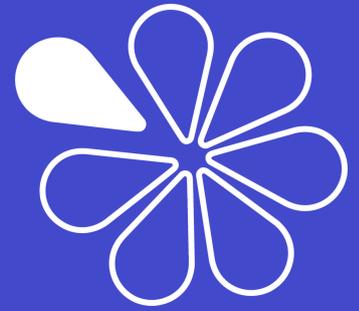
THIS MIGHT INVOLVE DISCUSSING AND DISCOUNTING ALTERNATIVE VIEWS OR ACTIONS.

EACH OF THE VIEWS/OPTIONS WILL HAVE POSITIVES AND NEGATIVES.

FOR THE OUTCOME(S) CHOSEN, THE POSITIVES OUTWEIGH THE NEGATIVES.



**AQA A LEVEL GEOGRAPHY**  
**COMMAND WORDS**

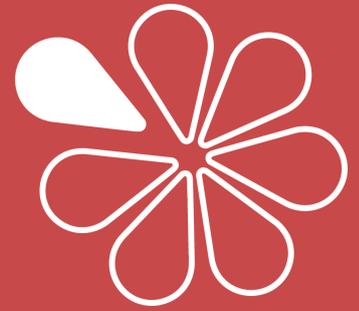


# OUTLINE...

**SAME AS 'SUMMARISE...'**

**PROVIDE A BRIEF ACCOUNT  
OF RELEVANT  
INFORMATION.**





# 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.**

