Language & Literature

10 command terms · Group 1

Analyse

Break down in order to bring out the essential elements or structure.

WHAT IT ASKS

You are being asked to take the text apart. Identify its components, show how they relate, and then say what the whole reveals. Analysis always moves beyond summary. Show how a choice in language, structure, or form produces meaning.

COMMON MISTAKES

Retelling the plot. Naming a technique without explaining its effect. Using "this shows" without saying what it shows.

Compare

Give an account of the similarities between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

The key word is throughout. Do not discuss one text and then the other. Every paragraph should reference both. The structure that works is point by point, not text by text.

COMMON MISTAKES

Writing separate paragraphs for each text. Using "similarly" as a substitute for actual comparison. Listing surface-level similarities.

Contrast

Give an account of the differences between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

The same discipline as comparison but looking for difference. Link the differences to meaning. A contrast is only interesting if it reveals something. What does the difference tell us about the texts, the context, or the authors' choices?

COMMON MISTAKES

Separating the texts into different paragraphs. Treating surface differences as significant. Missing the point of contrast entirely.

Discuss

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.

WHAT IT ASKS

The word balanced is doing the work. You need more than one side, and both need evidence. A strong discussion acknowledges the strongest version of the opposing argument before you dismiss it.

COMMON MISTAKES

Presenting only one side. Failing to reach a conclusion. Refusing to take a position on the grounds that "both sides are valid."

Evaluate

Make an appraisal by weighing up the strengths and limitations.

WHAT IT ASKS

Judgment is the whole point. You must reach a position and defend it. The word appraisal signals that you are assessing value, not just describing. Weigh strengths against limitations and explain why the balance tips one way.

COMMON MISTAKES

Presenting evidence without judging. Hedging the conclusion. Confusing evaluation with summary.

Examine

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

WHAT IT ASKS

Examine asks you to go under the surface. What is assumed rather than argued? What connections exist between ideas? Dig into the underlying structure.

COMMON MISTAKES

Describing rather than probing. Missing the assumptions. Ignoring the connections.

Interpret

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

WHAT IT ASKS

Interpretation is a move from evidence to meaning. What does this text suggest? What reading can you defend with reference to the language? Multiple interpretations are possible, but they must be grounded.

COMMON MISTAKES

Stating a reading without evidence. Treating interpretation as personal opinion. Ignoring the language of the text.

Justify

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

WHAT IT ASKS

Justify means you have made a claim and now you must defend it. Evidence should be specific and relevant. Reasons should be connected to the claim.

COMMON MISTAKES

Restating the claim instead of defending it. Using vague evidence. Failing to engage with counterarguments.

Outline

Give a brief account or summary.

WHAT IT ASKS

This is a short-answer command. Do not over-write. Give the main points without elaboration. Two or three sentences is often enough.

COMMON MISTAKES

Writing an essay when a summary was asked for. Including analysis when only description is needed. Going over the mark allocation.

Suggest

Propose a solution, hypothesis or other possible answer.

WHAT IT ASKS

Suggest invites a reasoned proposal rather than a definite claim. Offer a plausible interpretation and support it. You are not required to prove it beyond doubt.

COMMON MISTAKES

Treating suggest as argue. Providing an unsupported guess. Missing the opportunity to reason.

Definitions are from the IB Diploma Programme command term glossary. The guidance and common-mistake notes are written for students and are not official IB text.

Language Acquisition

5 command terms · Group 2

Note

Group 2 assessment is criteria-based rather than command-term driven.

WHAT IT ASKS

Language Acquisition papers assess four skills: reading, writing, listening, and speaking. Command terms like Describe, Explain, and Compare appear in reading and writing papers, but the marks come from vocabulary range, grammatical accuracy, and communicative effectiveness rather than the command term itself.

COMMON MISTAKES

Treating Group 2 like Group 3. Assuming a precise command term definition will help.

Describe

Give a detailed account.

WHAT IT ASKS

In Language Acquisition, description is assessed on the accuracy and range of your language, not the sophistication of your ideas. Simple ideas expressed well score higher than complex ideas expressed poorly.

COMMON MISTAKES

Over-using basic vocabulary. Writing in short, repetitive sentences. Ignoring register and formality.

Explain

Give a detailed account including reasons or causes.

WHAT IT ASKS

In Language Acquisition, explaining requires both accurate language and clear structure. Use connectors and linking words appropriate to the register.

COMMON MISTAKES

Missing connectors. Direct translation from English. Ignoring register.

Compare

Give an account of the similarities and differences between two items or situations.

WHAT IT ASKS

In Language Acquisition, comparison tests your command of comparative structures and vocabulary in the target language. Both similarities and differences should be addressed.

COMMON MISTAKES

Only addressing one side. Using incorrect comparative forms. Falling into the register of the wrong audience.

Respond

Write or speak a reply appropriate to the prompt, register, and audience.

WHAT IT ASKS

Respond is the underlying command in most Language Acquisition productive tasks. The assessment is on appropriateness: does your reply fit the register, purpose, and audience?

COMMON MISTAKES

Wrong register (informal when formal was required). Missing elements of the prompt. Failing to address all bullet points.

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Individuals & Societies

16 command terms · Group 3

Define AO1

Give the precise meaning of a word, phrase, concept or physical quantity.

WHAT IT ASKS

Precision matters. A definition should be short and complete. Two or three sentences is plenty. Do not pad with examples or analysis. The exam is checking whether you know the term.

COMMON MISTAKES

Writing a paragraph when a sentence is asked for. Giving a general description instead of a definition. Using the term inside its own definition.

Describe AO1

Give a detailed account.

WHAT IT ASKS

Describe asks for detail but not explanation. What happened, who was involved, when did it happen. Do not slip into analysis. If you find yourself writing "because," you may have moved past describing.

COMMON MISTAKES

Adding explanation when only description is required. Leaving out specific details. Writing too briefly for the mark allocation.

Identify AO1

Provide an answer from a number of possibilities.

WHAT IT ASKS

Identify usually means a short answer. A name, a date, a place. One or two words is often enough. Do not over-explain.

COMMON MISTAKES

Over-writing the answer. Providing a related but different answer. Missing the specific detail requested.

Outline AO1

Give a brief account or summary.

WHAT IT ASKS

Brief is the operative word. One sentence per point. No development, no examples, no explanation. You are sketching, not painting.

COMMON MISTAKES

Writing full paragraphs. Adding analysis. Running over the mark allocation.

Analyse AO2

Break down in order to bring out the essential elements or structure.

WHAT IT ASKS

Take the topic apart. Identify its components, show how they relate, and explain what the structure reveals. Analysis moves from description to explanation. Never list features without explaining how they connect.

COMMON MISTAKES

Listing features without explaining them. Narrating events without analysing them. Using "this shows" without saying what it shows.

Distinguish AO2

Make clear the differences between two or more concepts or items.

WHAT IT ASKS

Distinguishing requires precision. What separates A from B? The difference is often subtle, and the exam is checking whether you know where the line falls. Show it clearly.

COMMON MISTAKES

Giving vague differences. Defining each term separately without showing the contrast. Missing the point of distinction.

Explain AO2

Give a detailed account including reasons or causes.

WHAT IT ASKS

The word "reasons" or "causes" makes this an AO2 task. You need causation. Why did this happen? What were the underlying factors? Explain the "why," not just the "what."

COMMON MISTAKES

Describing without explaining. Listing causes without showing their relative importance. Using "because" without developing the reason.

Suggest AO2

Propose a solution, hypothesis or other possible answer.

WHAT IT ASKS

Suggest invites a reasoned proposal. You are being asked for a plausible answer, not a proven one. Support it with evidence and reasoning.

COMMON MISTAKES

Treating suggest as argue. Giving an unsupported guess. Ignoring the evidence.

Compare AO3

Give an account of the similarities between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

Throughout is the operative word. Every paragraph should address both subjects. The structure that works is point-by-point, not subject-by-subject.

COMMON MISTAKES

Writing separate paragraphs for each side. Using "similarly" without specifying what is similar. Surface-level comparisons.

Compare and contrast AO3

Give an account of the similarities and differences between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

Both sides must be addressed. Similarities and differences in every paragraph. Do not put all similarities first and all differences second.

COMMON MISTAKES

Covering only one side. Separating similarities and differences into different sections. Running out of time before addressing both.

Contrast AO3

Give an account of the differences between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

Same discipline as comparison but weighted toward difference. Every paragraph should acknowledge both subjects. The contrast should be significant, not superficial.

COMMON MISTAKES

Separating subjects into different paragraphs. Focusing on minor differences. Missing the significance of the contrast.

Discuss AO3

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.

WHAT IT ASKS

Balanced is the point. Present the strongest version of both sides, weigh them against each other, and reach a conclusion. History papers often use discuss to test whether you can handle competing interpretations.

COMMON MISTAKES

One-sided arguments. Failing to reach a conclusion. Sitting on the fence.

Evaluate AO3

Make an appraisal by weighing up the strengths and limitations.

WHAT IT ASKS

Evaluation is judgment. You must reach a position and defend it. Weigh evidence on both sides, then decide what the balance reveals. Use the strongest evidence, not the most obvious.

COMMON MISTAKES

Summary without judgment. Hedging. Presenting both sides without weighing them.

Examine AO3

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

WHAT IT ASKS

Examine asks you to probe. What assumptions underlie this claim? What are the connections between its parts? You are looking beneath the surface of the topic.

COMMON MISTAKES

Describing rather than probing. Ignoring the assumptions. Missing the connections.

Justify AO3

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

WHAT IT ASKS

You have made a claim. Now defend it. Give reasons and evidence, engage with counterarguments, and reaffirm your position.

COMMON MISTAKES

Restating the claim. Using weak evidence. Ignoring obvious objections.

To what extent AO3

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

WHAT IT ASKS

This is the most demanding Group 3 command term. You need to establish how far something is true, and where the limits of the claim lie. The answer usually sits somewhere between "entirely" and "not at all." Your job is to locate it and defend the position.

COMMON MISTAKES

Answering yes or no. Missing the qualifier. Failing to define the boundaries of the claim.

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Sciences

27 command terms · Group 4

Define AO1

Give the precise meaning of a word, phrase, concept or physical quantity.

WHAT IT ASKS
Short and precise. A definition in science is often a formula, a named constant, or a single sentence. No padding.

COMMON MISTAKES
Adding examples. Explaining when only defining is asked. Using imprecise language.

Draw AO1

Represent by means of a labelled, accurate diagram or graph, using a pencil.

WHAT IT ASKS
Accuracy matters. Use a ruler for straight lines. Label all axes, units, and key features. A diagram that is roughly right is wrong.

COMMON MISTAKES
Sloppy lines. Missing labels. Missing units.

Label AO1

Add labels to a diagram.

WHAT IT ASKS
Add the labels that are asked for. Use precise terminology. Avoid vague labels like "the thing" or "the part."

COMMON MISTAKES
Vague terminology. Missing a required label. Adding labels that were not asked for.

List AO1

Give a sequence of brief answers with no explanation.

WHAT IT ASKS
Brief answers. No explanation. Each item is one word or short phrase. Do not elaborate.

COMMON MISTAKES
Writing full sentences. Adding explanation. Missing the required number of items.

Measure AO1

Obtain a value for a quantity.

WHAT IT ASKS
This is a practical command. Read the instrument, record the value with the correct uncertainty and units.

COMMON MISTAKES
Missing units. Wrong precision. Ignoring uncertainty.

State AO1

Give a specific name, value or other brief answer without explanation or calculation.

WHAT IT ASKS
Short and specific. One word or one number is often enough. No explanation.

COMMON MISTAKES
Explaining when only stating is asked. Adding context. Missing the specific answer.

Apply AO2

Use knowledge and understanding in response to a given situation or real circumstances.

WHAT IT ASKS
Apply takes a known principle and puts it into a new context. Show your working. Make the connection between the principle and the situation explicit.

COMMON MISTAKES
Restating the principle without using it. Applying the wrong principle. Skipping the working.

Calculate AO2

Obtain a numerical answer showing the relevant stages in the working.

WHAT IT ASKS
Show working. State the formula. Substitute values with units. Give the answer with units and appropriate precision.

COMMON MISTAKES
Skipping working. Missing units. Wrong precision.

Describe AO2

Give a detailed account.

WHAT IT ASKS
Detail without explanation. What happens, what is observed. If a process, the sequence of steps.

COMMON MISTAKES
Explaining. Missing steps. Using vague language.

Determine AO2

Obtain the only possible answer.

WHAT IT ASKS
There is one answer and you need to reach it. Show your method. If there are multiple routes, pick the most efficient.

COMMON MISTAKES
Showing working but reaching the wrong answer. Not showing enough working for method marks. Missing units.

Estimate AO2

Find an approximate value for an unknown quantity.

WHAT IT ASKS
Estimate means approximation is acceptable. State your assumptions. Round appropriately. The reasoning matters more than the precision.

COMMON MISTAKES
Refusing to approximate. Missing assumptions. Giving false precision.

Identify AO2

Provide an answer from a number of possibilities.

WHAT IT ASKS
Short answer. Select from the options available. Do not elaborate.

COMMON MISTAKES
Over-explaining. Confusing similar options. Missing key details.

Outline AO2

Give a brief account or summary.

WHAT IT ASKS
Brief. The key features without development. Each point is one sentence.

COMMON MISTAKES
Writing in detail. Missing key features. Adding analysis.

Analyse AO3

Interpret data to reach conclusions.

WHAT IT ASKS
In science, analyse usually means working with data. Identify trends, patterns, or anomalies. Draw conclusions that the data supports. Do not overstate.

COMMON MISTAKES
Describing data instead of interpreting it. Ignoring anomalies. Overstating conclusions.

Comment AO3

Give a judgment based on a given statement or result of a calculation.

WHAT IT ASKS
Brief judgment. Support it with reasoning and evidence. Do not present both sides unless the question asks.

COMMON MISTAKES
Restating the statement. Vague judgment. Missing reasoning.

Compare and contrast AO3

Give an account of similarities and differences between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS
Both similarities and differences. Both sides in every paragraph. Use tables if it helps.

COMMON MISTAKES
Only one side. Separating similarities and differences.

Construct AO3

Display information in a diagrammatic or logical form.

WHAT IT ASKS
Construct means building something: a graph, a table, a flowchart. Follow the conventions of the form.

COMMON MISTAKES
Missing labels. Wrong conventions. Sloppy construction.

Deduce AO3

Reach a conclusion from the information given.

WHAT IT ASKS
Use the information in front of you. The answer follows logically. Do not bring in outside knowledge.

COMMON MISTAKES
Ignoring given information. Bringing in unrelated knowledge. Reaching an unsupported conclusion.

Design AO3

Produce a plan, simulation or model.

WHAT IT ASKS
Design is an open task. Identify variables, control what needs controlling, and describe a method that would produce valid data.

COMMON MISTAKES
Missing variables. Missing controls. Vague methods.

Discuss AO3

Give a considered and balanced review, including a range of arguments, factors or hypotheses.

WHAT IT ASKS
Balanced review. Present competing positions with evidence. Reach a conclusion.

COMMON MISTAKES
One-sided. Missing evidence. No conclusion.

Evaluate AO3

Make an appraisal by weighing up the strengths and limitations.

WHAT IT ASKS
Judgment. Weigh both sides. Reach a position and defend it.

COMMON MISTAKES
Summary without judgment. No conclusion. Missing evidence.

Explain AO3

Give a detailed account, including reasons or causes.

WHAT IT ASKS
Reasons and causes. Show the mechanism. If a chemical reaction, show the bonds breaking and forming. If a physical process, show the forces involved.

COMMON MISTAKES
Describing without explaining. Missing the mechanism. Using vague language.

Justify AO3

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

WHAT IT ASKS
Defend your position with reasoning and evidence. Address obvious objections.

COMMON MISTAKES
Restating the claim. Weak evidence. Ignoring objections.

Predict AO3

Give an expected result of an upcoming action or event.

WHAT IT ASKS
Use the pattern or principle to predict. State the prediction clearly. If relevant, say how confident you are.

COMMON MISTAKES
Vague predictions. Missing justification. Predicting without evidence.

Show AO3

Give the steps in a calculation or derivation.

WHAT IT ASKS
Every step. Do not skip. Method marks come from clean working.

COMMON MISTAKES
Skipping steps. Missing units. Arithmetic errors.

Sketch AO3

Represent by means of a diagram or graph, giving a general idea of the required shape or relationship and highlighting the relevant features.

WHAT IT ASKS
A sketch is not precise. Axes are labelled but not numbered. Shape matters more than exact values.

COMMON MISTAKES
Including unnecessary precision. Missing labels. Wrong shape.

Solve AO3

Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

WHAT IT ASKS
Full solution. Show the method. State the answer clearly with units.

COMMON MISTAKES
Missing working. Wrong units. Arithmetic errors.

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Mathematics

19 command terms · Group 5

Calculate

Obtain a numerical answer showing the relevant stages in the working.

WHAT IT ASKS
Show your working. State the formula. Substitute. Solve. Give the answer to the appropriate precision.

COMMON MISTAKES
Skipping working. Wrong precision. Missing units where relevant.

Comment

Give a judgment based on a given statement or result of a calculation.

WHAT IT ASKS
Brief judgment. Use the result of the calculation to support your comment.

COMMON MISTAKES
Restating the calculation. Vague judgments. Missing the link to the result.

Construct

Display information in a diagrammatic or logical form.

WHAT IT ASKS
Build the thing. A table, a graph, a tree diagram. Follow the conventions.

COMMON MISTAKES
Missing labels. Wrong conventions. Incomplete construction.

Deduce

Reach a conclusion from the information given.

WHAT IT ASKS
Use what is given. The conclusion follows logically. Do not bring in extra information.

COMMON MISTAKES
Ignoring given information. Unsupported conclusions.

Demonstrate

Prove or make clear by reasoning or evidence.

WHAT IT ASKS
Show the working that makes the claim clear. This is a proof-style task.

COMMON MISTAKES
Asserting without proving. Skipping steps. Circular reasoning.

Derive

Manipulate a mathematical relationship to give a new equation or relationship.

WHAT IT ASKS
Start from the given relationship. Show each algebraic step. Arrive at the new form.

COMMON MISTAKES
Skipping algebraic steps. Errors in manipulation. Missing the final form.

Determine

Obtain the only possible answer.

WHAT IT ASKS
There is one answer. Show the method. State the answer clearly.

COMMON MISTAKES
Missing working. Ambiguous answer. Wrong precision.

Differentiate

Obtain the derivative of a function.

WHAT IT ASKS
Use the appropriate rule. Show the derivative clearly. Simplify if asked.

COMMON MISTAKES
Wrong rule. Algebraic errors. Missing simplification.

Estimate

Find an approximate value for an unknown quantity.

WHAT IT ASKS
Approximation is expected. State assumptions. Reasonable precision.

COMMON MISTAKES
Refusing to approximate. False precision. Missing assumptions.

Find

Obtain an answer showing relevant stages in the working.

WHAT IT ASKS
Show working. State the answer clearly.

COMMON MISTAKES
Skipping working. Missing final answer.

Hence

Use the preceding work to obtain the required result.

WHAT IT ASKS
Use the previous part. If you cannot use it, use otherwise. Hence means you must use the result above.

COMMON MISTAKES
Ignoring the preceding work. Starting from scratch.

Justify

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

WHAT IT ASKS
Defend your answer. Use mathematical reasoning, not just assertion.

COMMON MISTAKES
Asserting without justification. Vague reasoning.

Label

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

WHAT IT ASKS
Every axis, every key feature, every relevant point. Titles matter.

COMMON MISTAKES
Missing axis labels. Missing units. No title.

Plot

Mark the positions of points on a graph or diagram.

WHAT IT ASKS
Precise positions. Use a pencil. Mark points clearly.

COMMON MISTAKES
Imprecise points. Missing markers. Sloppy plotting.

Prove

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

WHAT IT ASKS
Formal proof. Each step justified. No gaps.

COMMON MISTAKES
Skipping steps. Informal language. Circular reasoning.

Show that

Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.

WHAT IT ASKS
Reach the given answer through working. You do not need to prove it formally, but the steps must be there.

COMMON MISTAKES
Assuming the answer. Skipping steps. Not showing enough working.

Sketch

Represent by means of a diagram or graph, giving a general idea of the required shape or relationship and highlighting the relevant features.

WHAT IT ASKS
Approximate shape. Axes labelled. Key features marked.

COMMON MISTAKES
Over-precision. Missing key features. Wrong shape.

Solve

Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

WHAT IT ASKS
Full method. All solutions. State clearly.

COMMON MISTAKES
Missing solutions. Incomplete method. Arithmetic errors.

Write down

Obtain the answer(s), usually by direct observation.

WHAT IT ASKS
No working required. Read the answer from the given information or graph.

COMMON MISTAKES
Unnecessary working. Wrong reading of the graph.

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The Arts

14 command terms · Group 6

Analyse

Break down in order to bring out the essential elements or structure.

WHAT IT ASKS

Take the work apart. What are its components? How do they relate? What does the structure reveal about the artist's intent?

COMMON MISTAKES

Describing without analysing. Listing techniques without explaining their effect.

Comment

Give a judgment based on a given statement or result of a calculation.

WHAT IT ASKS

Brief judgment. Support with reasoning.

COMMON MISTAKES

Restating. Vague judgments. Missing reasoning.

Compare

Give an account of the similarities between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

Both throughout. Point by point. Significance matters.

COMMON MISTAKES

Separate paragraphs per work. Surface comparisons.

Compare and contrast

Give an account of the similarities and differences between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

Both sides. Every paragraph. Significance.

COMMON MISTAKES

Only one side. Separating similarities and differences.

Contrast

Give an account of the differences between two (or more) items or situations, referring to both of them throughout.

WHAT IT ASKS

Differences. Both throughout. Significance.

COMMON MISTAKES

Separating works. Trivial differences.

Create

To evolve from one's own thought or imagination, as a work or an invention.

WHAT IT ASKS

Original work. Show your process. Reflection matters.

COMMON MISTAKES

Copying existing work. Missing process documentation. Under-developed ideas.

Critique

Provide a critical review or commentary, especially when dealing with works of art.

WHAT IT ASKS

Critical review. Use evidence from the work. Reach a judgment.

COMMON MISTAKES

Unsupported opinions. Vague praise or criticism. Missing evidence.

Discuss

Offer a considered and balanced review that includes a range of arguments, factors or hypotheses.

WHAT IT ASKS

Balanced. Both sides. Reach a conclusion.

COMMON MISTAKES

One-sided. No conclusion. Missing evidence.

Evaluate

Make an appraisal by weighing up the strengths and limitations.

WHAT IT ASKS

Weigh both sides. Reach a position.

COMMON MISTAKES

Summary. No judgment. Missing evidence.

Examine

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

WHAT IT ASKS

Probe beneath the surface. Assumptions. Connections.

COMMON MISTAKES

Describing. Missing assumptions. Missing connections.

Explain

Give a detailed account including reasons or causes.

WHAT IT ASKS

Reasons and causes. Mechanism. Detail.

COMMON MISTAKES

Describing without explaining. Missing mechanism.

Identify

Provide an answer from a number of possibilities.

WHAT IT ASKS

Short answer. Specific.

COMMON MISTAKES

Over-writing. Imprecise answer.

Justify

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

WHAT IT ASKS

Defend with reasoning and evidence.

COMMON MISTAKES

Restating. Weak evidence.

Outline

Give a brief account or summary.

WHAT IT ASKS

Brief. Key points only.

COMMON MISTAKES

Over-writing. Missing key points.

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