

Describe	give a detailed account
Determine	obtain the only possible answer
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
Distinguish	make clear the differences between two or more concepts/items
Draw	represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve
Estimate	obtain an approximate value
Evaluate	make an appraisal by weighing up the strengths and limitations
Examine	consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Explain	give a detailed account, including reasons or causes
Identify	find an answer from a number of possibilities
Justify	give valid reasons or evidence for an answer or conclusion
Label	add labels to a diagram
Outline	give a brief account or summary
State	give a specific name, value or other brief answer without explanation or calculation
Suggest	propose a solution, hypothesis or other possible answer
To what extent	consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument

Source: Adapted from the Geography Subject Guide, IBO

Exam-speak – common terms that confuse

Verbs

<i>Referring to</i>	mentioning or using
<i>Influence</i>	explain the effect of one thing upon another
<i>Modify</i>	change
<i>Respond to</i>	take action

Nouns

<i>Outcome</i>	consequence/result
<i>Benefits/advantages</i>	positive outcomes
<i>Costs/disadvantages</i>	negative outcomes
<i>Impacts/effects</i>	usually dramatic outcomes
<i>Issues</i>	important and controversial results
<i>Problems</i>	difficulties
<i>Pressures/conflicts</i>	undesirable competition
<i>Challenges</i>	difficulties which may be overcome
<i>Opportunities</i>	potential benefits
<i>Trend</i>	change over time (on a graph)
<i>Pattern</i>	distribution in space
<i>Feature</i>	a distinct part, e.g. a cliff is a coastal feature
<i>Process</i>	the actions or changes that occur between parts
<i>Relationship</i>	a two-way interaction

Adjectives

<i>Global</i>	the whole world
<i>Regional</i>	global regions, e.g. Asia-Pacific
<i>National</i>	belonging to one country
<i>Local</i>	the immediate area or district
<i>Possible</i>	likely to happen
<i>Probable</i>	very likely to happen
<i>Economic</i>	relates to business, finance, employment
<i>Social</i>	relates to human welfare e.g. housing and health
<i>Cultural</i>	relates to language, customs, religion and moral codes
<i>Political</i>	relates to the actions of governments
<i>Demographic</i>	relates to populations e.g. fertility rate
<i>Environmental</i>	relates to the physical environment

PAPERS 1 AND 2 MARKBANDS

Markband	Mark range Paper 1 Section B	Mark range Paper 2	Descriptor
A	0	0	No relevant knowledge; neither examples nor case studies; no evidence of application; the question has been completely misinterpreted or omitted; no evaluation; no appropriate skills
B	1–3	1–2	Little knowledge and/or understanding; largely superficial or of marginal relevance; or no irrelevant examples and case studies; very little application; important aspects of the question are ignored; no evaluation; very low level skills; little attempt at organization of material; no relevant terminology
C	4–6	3–4	Some relevant knowledge and understanding, but with some omissions; examples and case studies are included, but limited in detail; little attempt at application; answer partially addresses question; no evaluation; few or no maps or diagrams; little evidence of skills or organization of material; poor terminology
D	7–9	5–6	Relevant knowledge and understanding, but with some omissions; examples and case studies are included, occasionally generalized; some attempt at application; competent answer although not fully developed, and tends to be descriptive; no evaluation or unsubstantiated evaluation; basic maps or diagrams, but evidence of some skills; some indication of structure and organization of material; acceptable terminology
E	10–12	7–8	Generally accurate knowledge and understanding, but with some minor omissions; examples and case studies are well chosen, occasionally generalized; appropriate application; developed answer that covers most aspects of the question; beginning to show some attempt at evaluation of the issue, which may be unbalanced; acceptable maps and diagrams; appropriate structure and terminology
F	13–15	9–10	Accurate, specific, well-detailed knowledge and understanding; examples and case studies are well chosen and developed; detailed application; well-developed answer that covers most or all aspects of the question; good and well-balanced attempt at evaluation; appropriate and sound maps and diagrams; well-structured and organized responses; terminology sound

These markbands are to be used for Papers 1 and 2 at both standard level and higher level.