

Glossary of command terms

Command terms for language acquisition

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command term	Assessment objective	Definition
Analyse	5	Break down in order to bring out the essential elements or structure.
Demonstrate	1, 2, 3, 5	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	1, 2, 3	Give a detailed account.
Discuss	3, 4, 5	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.
Evaluate	5	Make an appraisal by weighing up the strengths and limitations.
Examine	5	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	2, 3, 4, 5	Give a detailed account including reasons or causes.
Identify	2, 3, 5	Provide an answer from a number of possibilities.
Outline	3, 4	Give a brief account or summary.
Present	1, 2, 3, 4, 5	Offer for display, observation, examination or consideration.
State	3, 4	Give a specific name, value or other brief answer without explanation or calculation.

Glossary of subject-specific terms

Glossary term	Glossary definition
Cultural artifact	<p>For the purposes of the extended essay, the following text clarifies category 2: Culture and society (b), “essays of a general cultural nature based on specific cultural artifacts”.</p> <p>Cultural artifacts include anything concrete or tangible that helps to give insight into the target culture and language. Some examples are given below.</p> <p>Written documents</p> <ul style="list-style-type: none"> • Adverts • Articles • Books (other than literary) • Cartoons • Historical documents or records • Laws or policies • Leaflets, brochures or manifestos • Magazines • News headlines • Newspapers <p>Spoken documents</p> <ul style="list-style-type: none"> • Interviews • Radio or television programmes • Screenplays • Song lyrics <p>Visual documents</p> <ul style="list-style-type: none"> • Architecture (buildings, monuments, and so on) • Films • Stamps • Works of fine art <p>Cultural icons</p> <ul style="list-style-type: none"> • Brands (as a manifestation of culture) • Fashion items and accessories (as a manifestation of culture) • Food items, dishes (as a manifestation of culture) <p>The following do not qualify as “cultural artifacts”.</p> <ul style="list-style-type: none"> • (Minority) ethnic groups • Historical events • Institutions (school systems, political parties, and so on)

Glossary term	Glossary definition
	<ul style="list-style-type: none"> • Media trends • Political events (elections, referendums) • Social issues (unemployment, immigration, racism, school violence, the role of women in a particular country, and so on) • Social movements (for example, riots) • Sports • Styles of music • Towns or regions (“travel guide” extended essays) • Traditions
Authentic text	<p>An authentic text may be an audio, visual, audio-visual or written text. It has three definitions.</p> <ol style="list-style-type: none"> 1. It may come from an original target language source, such as a public transport announcement or a television interview, and may be used in its unaltered state provided the speed, language and ambient noise do not prevent a language acquisition student from accessing the material. 2. It may be an original text that has been modified (footnoted, some changes to vocabulary, slowed down, and so on) to assist students with access to the content. 3. Alternatively, an authentic item may be one that has been created in the target language but is based on an authentic scenario, particularly for beginning language learners and specifically for the purposes of language acquisition instruction and assessment.
Fluency	<p>In language acquisition syllabuses and assessment outlines, the term “fluency” does not mean “to speak like a native speaker”, nor should it be taken as a measure of the accuracy of a student’s language. Schmidt (1992) found that L2 (target language) fluency was “primarily a temporal phenomenon” (that is, not a vague notion of proficiency, but the way speech is processed and articulated in real time). In the context of the language B course, “fluency” refers to how well a student can join up language and structures in order to convey their ideas <i>within the parameters of the language learned</i>. Pauses, rephrasing and repetition can all contribute to fluency rather than detracting from it.</p>
Literary text	<p>An extract from a complete literary work, for example, a scene from a play, several paragraphs from a novel or a single poem from a larger collection.</p>
Literary work	<p>Complete works of prose fiction, prose non-fiction, poetry and drama, originally written in the target language. Simplified or abridged versions of literary works are not considered to fulfill the requirement of the definition “literary work” for the purpose of this guide.</p>
Visual stimulus	<p>For the purpose of the language B SL individual oral assessment, a “visual stimulus” may be a photo, a poster, an illustration or an advertisement.</p>

Glossary term	Glossary definition
Visual text	<p>Visual texts are texts that are created using images such as posters, book covers, illustrations and photos. At their simplest, a visual text is a single image that conveys ideas and information. It may also contain added language to enrich the message.</p> <p>For the purpose of the language B SL individual oral assessment, a visual stimulus containing plenty of visual text is an image that has ample detail and action, and is a rich source of material for the student to talk about.</p>