

The top level to our pyramid

Answering the questions... The most important part!

*Exam
practice*

Practice exam
questions

It is important to mark your question/s, either yourself or by an expert. You will need to use the mark scheme/s to identify mistakes.





Let's start with Command words

It is important to understand what the exam questions are asking you to do. Knowing what the command words are and understanding what they mean, can really help to structure your answers correctly.

Macbeth

Read the following question from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play Macbeth is under siege from the English army.

MACBETH

Bring me no more reports; let them fly all:

Till Birnam wood remove to Dunsinane,

I cannot taint with fear. What's the boy Malcolm?

Was he not born of woman? The spirits that know

5 All mortal consequences have pronounced me thus:

'Fear not, Macbeth; no man that's born of woman

Shall e'er have power upon thee.' Then fly,

false thanes,

And mingle with the English epicures:

10 The mind I sway by and the heart I bear

Shall never sag with doubt nor shake with fear.

Enter a Servant

The devil damn thee black, thou cream-faced loon!

Where got'st thou that goose look?

Starting with this speech, explain how far you think Shakespeare presents Macbeth as a hero.

Write about:

- how Shakespeare presents Macbeth in this speech
- how Shakespeare presents Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

Here is an extract from an English literature paper.

- Discuss as a group what the command word is...
- What is the question asking you to do?
- How will you break this down by looking at the marks it is worth?

How did you do?

- Firstly your command word was 'explain' which means when you make a point you need to expand it by providing a justification for it. This could be evidence from the text.
- You have been asked to split your answer into 2 parts – Macbeth in the speech and Macbeth as in the whole play. So you need to ensure you are making points for both of these Elements. Essentially students would need to explain how he is a hero (with evidence) and how he is not a hero (with evidence).

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task

Mark	AO	Typical features
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task

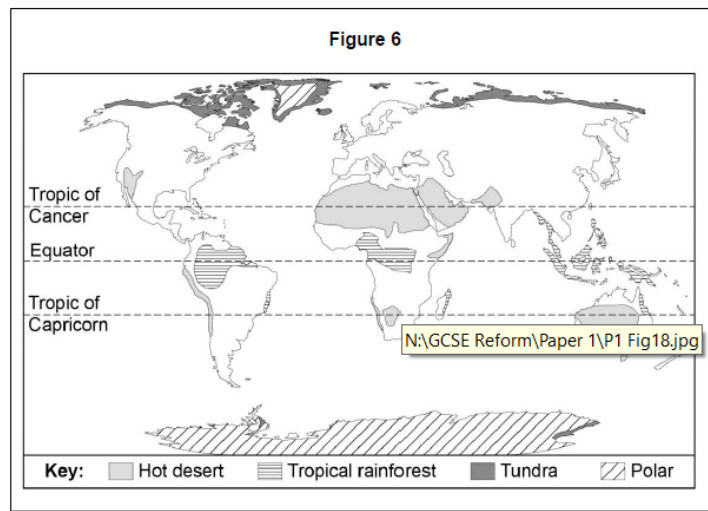
Let's try a Command word on another paper

Here is an extract from a geography paper.

- Discuss as a group what the command word is...
- What is the question asking you to do?
- How will you break this down by looking at the marks it is worth?

The living world

Study **Figure 6**, a world map showing some large scale global ecosystems.



0	2	2	Describe the distribution of hot deserts shown in Figure 6.	[2 marks]
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How did you do?

- Your command word was 'describe'. This means you 'say what you see'
- It was worth 2 marks, which means you need to make 2 separate points using the figure as evidence

02	2	<p>Credit statements about distribution of hot deserts using information on the map, eg</p> <ul style="list-style-type: none">• most of the world's hot deserts lie between 15° and 35° north and south of the equator (1)• several deserts are found on the western side of continents, for example the deserts of South America and southern Africa (1)• the largest desert (the Sahara) stretches across northern Africa into the Middle East (1)• some hot deserts extend much closer to the equator, for instance the Atacama desert on the western side of South America (1). <p>No credit for simply listing continents or places where the deserts are found.</p> <p>AO4 = 2 marks</p>	2
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Common Command words

Command word	Meaning
Analyse	Separate information into components and identify their characteristics.
Argue	Present a reasoned case
Assess	Make an informed judgement.
Comment	Present an informed opinion.
Compare	Identify similarities and/or differences.
Describe	Give an account of.
Discuss	Present key points.

Command word	Meaning
Evaluate	State how you react when reading the text as in 'Evaluate the effects the descriptions have on you'.
Examine	Investigate closely.
Explain	Give reasons.
Suggest	Present a possible case/solution.
Summarise	Present principal points without detail.



Past papers

1. Print off exam papers AND mark schemes
2. Prepare to answer the question: As seen below

Materials can have their properties modified for specific purposes.

Select one material category below. Circle your choice.

Explain how and why it needs to be modified.

Give an example in your answer.

Changed in some way

Timbers	Metals	Papers and boards	Textiles	Polymers
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Explain – Make a point and explain why – 2 marks

Give an example - 1 mark

[3 marks]

- Highlight the command word, and break down what the question is asking you to do. Write a note to yourself to simplify words. It can sometimes help you break it down.
- Circle how much the question is worth and any key words that may help you work out how to gain the marks.

3. Practice the question

4. Use the mark schemes AND exam board commentary to look at a good answer

The example

Kiln drying can be used to dry out timber. This will reduce the moisture content, ensuring the timber is less likely to occur faults.

The point

The why

- Model a good answer in a green pen, highlight the parts of the answer, that reflect the mark scheme.