

# WHAT THE EXAMINER WANTS...

'Success @ KS4' evening



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# OVERVIEW

**Often the most difficult sections of exam questions are when the students are expected to write longer written answers. Why?**

- They do not understand what is expected of them.
- They find structuring long answers difficult.
- Writing a lot can be overwhelming!

**In this session we will explore:**

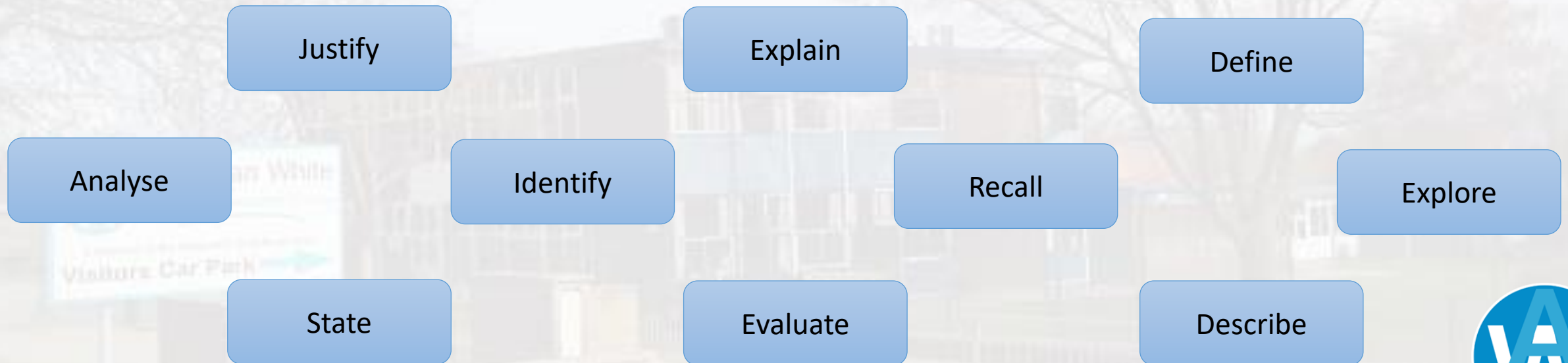
1. What command words are and what they mean
2. How understanding command words help understand mark schemes
3. What effective revision might look like



# WHAT ARE COMMAND WORDS?

The words (or phrases) that set out the expectation of the question. They all demand slightly different skills and will expect varying quantities of written work.

**Can we order them in terms of demand?**



# WHAT ARE COMMAND WORDS?

Least demanding?

Most demanding?

Identify

Analyse

Describe

Explore

State

Justify

Define

Evaluate

Recall

Explain



# UNDERSTANDING MARK SCHEMES

A question might not explicitly have a command word but will expect students to do a combination of those skills in their written work. Students can use their knowledge of command words to help them interpret mark schemes.

'John Snow's work on cholera was a turning point in the prevention of infectious diseases c1700–c1900.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Jenner's vaccination
- the Broad Street pump

You **must** also use information of your own.





# UNDERSTANDING MARK SCHEMES

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(16)

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge and understanding of the topic is shown. [AO1]</li><li>• The overall judgement is missing or asserted. [AO2]</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• An explanation is given showing <b>limited analysis</b> and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li><li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li><li>• The overall judgement is given but its <b>justification</b> is asserted or insecure. [AO2]</li></ul> <p><b>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>



# UNDERSTANDING MARK SCHEMES

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How far do you agree? Explain your answer.

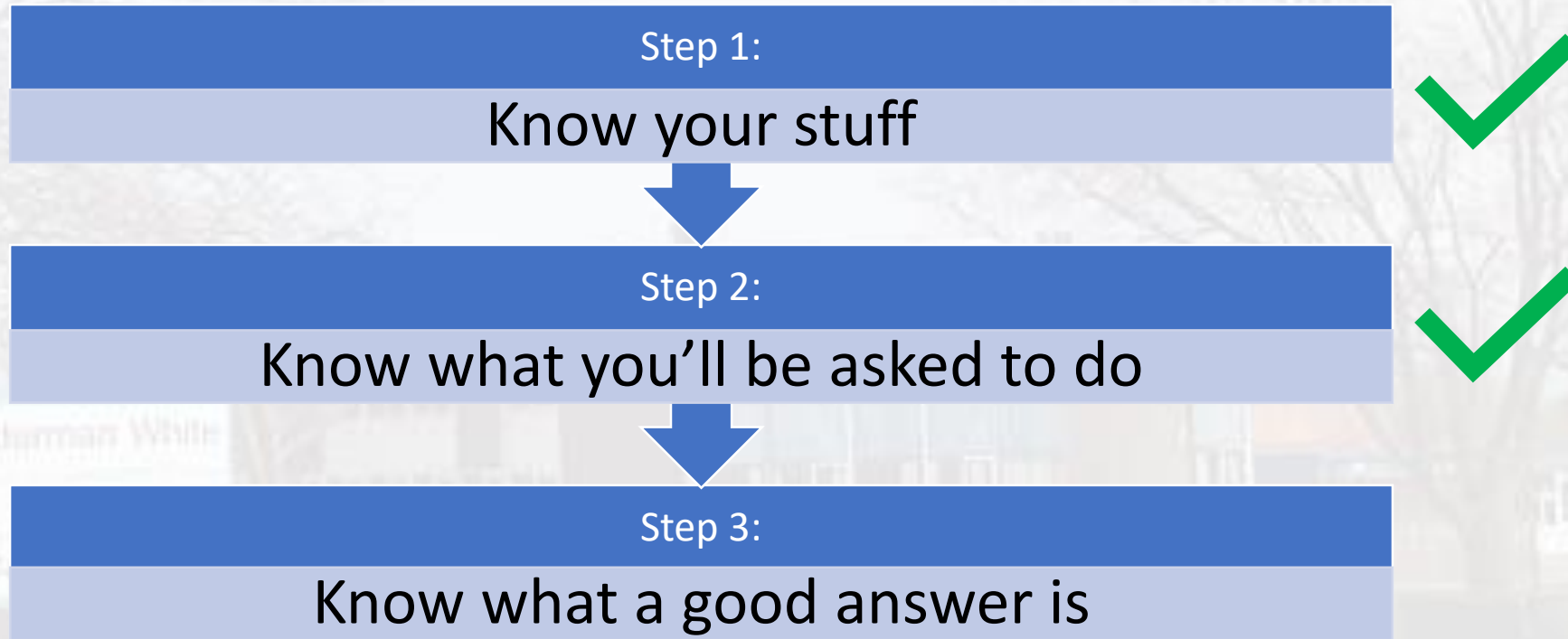
(16)

3	9–12	<ul style="list-style-type: none"><li>• An explanation is given, showing <b>some analysis</b>, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• The overall judgement is given with some <b>justification</b>, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li></ul> <p><b>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
4	13–16	<ul style="list-style-type: none"><li>• An <b>analytical explanation</b> is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are <b>justified</b> and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p><b>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</b></p>



# HOW TO APPLY KNOWLEDGE AND UNDERSTANDING

Revision is not just about learning information; it is also about practicing how to use your skills.





# REVISING WHAT A GOOD ANSWER IS

For all 'long answer' questions, the examiner is looking for a certain structure which is coherent and organised.

Things to consider:

- How many paragraphs/points are expected
- How the paragraphs should be structured
- Whether a conclusion/judgement is needed
- The sentence starters/stems that can help



# FLASH CARD EXAMPLES:

**How do I structure a 12 mark 'Explain why...' question for history**

- **Write 3 paragraphs**
- **Use the PEE style**
- **Remember to use the language of the question in your answer**
- **No conclusion needed**



# FLASH CARD EXAMPLES:

**Sentence starters for:  
12 mark 'Explain why...'**

**Point:**

- One reason is...

**Evidence:**

- For example...
- Also...

**Explanation:**

- This meant that...
- Therefore...



# OVERVIEW

## In this session we have explored:

1. What command words are and what they mean
2. How understanding command words help understand mark schemes
3. What effective revision might look like

Step 1:

Know your stuff



Step 2:

Know what you'll be asked to do



Step 3:

Know what a good answer is

