

ANALYSIS

Audience
Purpose
Features
(How they relate to audience
and purpose)
Feature you will use
Explain why

binary	computer
byte	connect/connection
cable	cursor
cartridge	data/database
CD-Rom	delete
electronic	input
graphic	interface
hardware	Internet
icon	justify
interactive	keyboard
megabyte	network
memory	output
modem	password
module	preview
monitor	processor
multimedia	Program
scanner	virus
sensor	algorithm
server	broadband
software	Jpeg
spreadsheet	genre

KS4 LITERACY MATT

1. **Accurately** Acting or performing within care and precision; within acceptable limits from a standard
2. **Appropriate** Relevant to the purpose/task
3. **Basic** Responses are simple and not complicated; the simplest and most important facts are included
4. **Brief** Accurate and to the point but lacking detail/contextualisation/examples
5. **Clear** Focused and accurately expressed, without ambiguity
6. **Comment** Present an informed opinion
7. **Complex** Consists of several interwoven parts, all of which relate together
8. **Comprehensive** The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
9. **Consider** Review and respond to given information
10. **Create** to produce a solution to a problem
11. **Critical** exposing/recognising flaws and issues
12. **Describe** Set out characteristics
13. **Design** Work out creatively/systematically
14. **Detail** To describe something item by item, giving all the facts
15. **Discuss** Present, explain and evaluate salient points (e.g. for/against an argument)
16. **Explain** Set out the purposes or reasons
17. **List** Document a series of outcomes or events or information
18. **Most** Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included
19. **Outline** Set out main characteristics
20. **Plan** Consider, set out and communicate what is to be done
21. **Present** Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others
22. **Range** The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact
23. **Reasoned** Justified, to understand and to make judgments based on practical facts
24. **Simple** The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner
25. **Some** About 50% of the content which would have been expected is included
26. **Wide** include many relevant details,

EXAM COMMAND WORDS

EVALUATION

- How to offer statements of opinion, judgement, likes and dislikes, e.g. 'In my opinion ...', 'It seems ...', 'I think ...', 'I would rather ...'.
- Use comparative/contrasting connectives, e.g. *compared with, similarly, likewise, alternatively, whereas, on the other hand, despite; because, therefore, so, in that case, still, even though, as a result, consequently; –*

EVALUATING

Definewhat you are evaluating
Agree

Disagree....

Decision..... because (reasons)

Depends on

HYPOTHESIS AND SPECULATION

- Use 'Probably ...', 'Possibly ...', 'Maybe ...', 'Perhaps ...', 'Presumably ...'; –
- 'It may be ...', 'Should we ...?', 'Could we ...?';
- 'I think ...', 'This suggests ...', 'I wonder ...', 'I guess ...', 'I suppose ...', 'I doubt ...'; – questions, e.g. 'What if ...?'

QUESTIONING

- How to use questions to open up a discussion, such as 'What about ...?' (offering a suggestion) or 'So what do you think, Sam?' (drawing in someone else).
- How to use questions to probe/challenge, e.g. 'And what about ...?', 'What if ...?', 'Do you agree, irrespective of ...?', 'So why do you think that ...?', 'After what Sara has just said, do you still believe ...?', 'Do you really feel that ...?', 'What about the opposing view that ...?'

