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Command words

# Core Subjects

- This is a list of the command words you need to know for your core subjects – English
- Do you know what each words expects you to do?
- Before you start the January mocks can you look through this power point and revise any command words that you need to know.

Bug it!

The BUG Technique



**B**ox - the command word so you know what is expected of you

**U**nderline - the key words needed for the answer

**G**lance - at how many marks this question is worth so you know how long to spend on this question

# English Language Exam Command Words

## **Identify**

Meaning: find specific words or phrases in a text that provide you with particular information.

Example: In lines 1-5, **identify** a word or phrase that show that the sun is setting.

## How

Meaning: analyse the language and structural choices a writer has made in order to create particular effects, such as impressions of characters and settings, and the creation of a particular tone, mood or atmosphere.

Example: **How** does the writer use language and structure to show the narrator's thoughts and feelings?

## Analyse

Meaning: Look closely at how the writer's choice of words and their use of features such as sentence forms, paragraph lengths, contrasts and dialogue. Explain how those words and features encourage the reader to form particular impressions of characters, settings and events. Explain the alternative or additional impressions or interpretations a reader might make. Use technical terms such as simile, metaphor, imperative, imply and infer.

## Evaluate

Meaning: Make a **positive** judgment about how successfully a writer has achieved a particular purpose with the way they have written their text. Think about how the writer has used settings, people (characters), ideas, themes and events to create the effects they want to achieve. Use adverbs such as successfully, powerfully, effectively, clearly, to convey your appreciation of the writer's craft.

Example: In this extract, there is an attempt to create an atmosphere of suspense. **Evaluate** how successfully this is achieved.

# Compare

Meaning: Think about the similarities and differences between two texts in terms of:

**Content** – what they are about, what ideas they express, what form of writing has been used (e.g. letter, memoir, article, etc.).

**Language** – the language features the writers have chosen to use to express their ideas and viewpoints.

**And**

**Perspective** – what views on the topic does each writer express? Where are they ‘coming from’ in terms of their viewpoint: how might their gender, profession, ethnic background, religion etc. be influencing their perspective?

Example: **Compare** how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

# English Literature Exam Command Words

## How

Meaning: analyse the language and structural choices a writer has made in order to create particular effects, such as impressions of characters and settings, and the creation of a particular tone, mood or atmosphere.

Example 1: Write about the character of Romeo and **how** Shakespeare presents him at different points in the play.

Example 2: *Afternoons* is a poem about relationships. **How** does Philip Larkin write about relationships in the poem? Remember to refer to the contexts of the poem in your answer.



# Compare

Meaning: Think about the similarities and differences between two poems in terms of:

**Content** – what they are about, what ideas they express, the form and structure of the poem (e.g. how stanzas are organised).

**Language** – the language features the writers have chosen to use to express their ideas and viewpoints.

**And**

**Perspective** – whose voices are we hearing in the poems and how does that influence our responses to them as readers?

Example: **Compare** *The Busker* by Gerard Benson and *Watching a Dancer* by James Berry

## Language Paper 1 – Question 3 - Example

Example Question 3 from the October Mock Exam (Extract from *Oliver Twist* by Charles Dickens)

In lines 21-34, how does the writer use language and structure to describe what happens as they arrive at the house?

Support your views with reference to the text. [6 marks]

### Example Question 3 from the October Mock Exam (Extract from *Oliver Twist* by Charles Dickens)

In lines 21-34, how does the writer use language and structure to describe what happens as they arrive at the house?

Support your views with reference to the text. [6 marks]

#### Success Criteria

- You must analyse at least one language AND one structural feature to get more than 2/6 marks.
- You must use quotations (references) from within the relevant line numbers to support the ideas you are expressing.
- You must use some accurate technical terms for features such as metaphor or dialogue.
- You should aim to write 2-3 paragraphs and use at least two embedded micro quotations in each paragraph.
- You should 'wring out the cloth' – explore several different interpretations of the features you are writing about.

## Model Answer

The writer creates an atmosphere of speed and urgency as the characters approach the house with the adverbial phrases 'quickenning their pace', 'scarcely pausing' and 'climbed in a twinkling'. The word 'twinkling' is particularly effective at suggesting how easy Toby scales the wall and implies that he has had a lot of practice at this kind of burglary.

This impression of Toby and Sykes as professional robbers is further developed with the description of how they 'hoist' Oliver over the wall. Dickens uses a single line of dialogue made up of short phrases from Toby to emphasise the quick, no-nonsense way in which the two men carry out the crime. The verb 'hoist' is normally used to refer to lifting an object rather than a person which implies how the two men view Oliver simply as a tool to help them achieve their objective. Their cold-hearted attitude to Oliver is also clear with the way Toby refers to him as 'the boy' rather than using his name.

The focus then shifts to Oliver himself and how he is feeling 'well-nigh mad with grief and terror'. The use of the word 'grief' is interesting here as it makes clear that Oliver is not only very afraid of what is happening but also feels intense guilt about being forced to commit a crime – he is grieving for the loss of his innocence and good reputation. This is reinforced with the description of how 'he clasped his hands together' creating an image of him almost praying for deliverance from the suffering that he is experiencing and asking God for forgiveness.