

## Appendix G: Examples of the correct use of command words

The examples provided below are only a selection and are not the only way in which a phrase can be used well.

### ANALYSE

*Identify parts, the relationship between them, and their relationships with the whole. Draw out and relate implications. Analyse data (possibly including calculations as well as a conclusion).*

### English Higher, Close Reading 2012

#### Question

Show how the writer's use of language in lines 20–28 highlights the scale of the media operation at the Sydney Olympic Games.

In your answer you should refer to such features as sentence structure, word choice, imagery. Max 4 marks

#### Marking instruction (first part)

Marks will depend on the quality of comment. Insightful comment on one feature could be worth up to 3 marks. For full marks, there must be reference to more than one feature.

Reference alone: 0. Mere identification of an image or a feature of sentence structure: 0.

When dealing with imagery, answers should show recognition of the literal root of the image and then explore how the writer is extending it figuratively.

Candidates may well choose to deal with the points listed here under 'Imagery' as word choice.

Possible answers:

Sentence structure		
1	<i>minor/non-sentence 'That and the size of it.'</i>	<i>as if incapable of expanding on the description, suggests awe, amazement</i>
2	<i>parenthesis '– no exaggeration –'</i>	<i>to point out truthfulness, despite the apparently incredible quantity of equipment</i>
3	<i>list 'of desks, phones... paper'</i>	<i>emphasises the range and quantity of the equipment</i>
4	<i>repetition of 'endless'</i>	<i>emphasises the idea of limitless quantities</i>
5	<i>series of three sentences beginning</i>	<i>emphasises the seemingly never-ending</i>

	<i>with 'And'</i>	<i>number of places</i>
6	<i>use of summative direct speech</i>	<i>conveys awestruck reaction to witnessing the large size of the operation</i>

<b>Word choice</b>		
7	<i>'aircraft hangar'</i>	<i>suggests a huge, cavernous, industrial-type enclosed space</i>
8	<i>'thousands'</i>	<i>use of a large, indeterminate number to stress the vastness of the coverage</i>
9	<i>'endless yards'</i>	<i>exaggeration, use of vague, indeterminate length to suggest something going on as far as the eye can see</i>
10	<i>'mysterious places'</i>	<i>suggestion that there are not only the visible, explicable areas but, in addition, another category of rather mystifying parts ...</i>
11	<i>'something like 10,000'</i>	<i>vagueness to suggest difficulty of being precise about such huge numbers</i>
12	<i>'muttered'</i>	<i>(perhaps) suggests colleague is awestruck, incapable of normal speech</i>

<b>Imagery</b>		
13	<i>'(made his) landfall'</i>	<i>just as an explorer finds the sighting of land a source of plenty after the deprivations of a life at sea, so the journalist's arrival in the press centre gave him immediate access to a range of media possibilities</i>
14	<i>'domain'</i>	<i>just as a lord has control over a large estate, so the photographers rule over their extensive part of the Olympic Games coverage; connotations from IT – 'domain name' – could also be explored</i>

**CALCULATE**

Determine a number from given facts, figures, or information.

**Accounting, Intermediate 2, 2012***Question*

Jay Jazeera has just bought the Inverewe Country Hotel. The following information is available.

- 1 The hotel has 20 double rooms and is open 50 weeks of the year, providing bed and breakfast only to guests.
- 2 The occupancy rate is 90%.
- 3 Laundry costs are £500 per month.
- 4 Wages: 2 Receptionists at £21,000 each per year.
- 2 Waiting Staff at £190 each week the hotel is open.
- 2 Cleaners at £120 each week the hotel is open.
- 5 Breakfast costs are £5 per person.
- 6 Maintenance costs during the year are estimated at £32,384.

(a) Calculate:

- (i) the total number of room nights sold per year; 4
- (ii) the total number of guest nights per year, assuming there are always 2 guests per room. 1

*Marking instruction*

(i) Total number of room nights sold per year

$$\begin{array}{cccccc} 20 \text{ rooms} & \times & 50 \text{ weeks} & \times & 7 \text{ days} & = 7,000 \times 90\% \\ 1 & & 1 & & 1 & 1 \\ & & & & & = 6,300 \end{array} \quad (4)$$

(ii) Number of guests

$$\begin{array}{l} 6,300 \times 2 \\ = 12,600 \end{array} \quad (1)$$



## COMPARE

*Demonstrate knowledge and understanding of the similarities and/or differences between for instance things, methods, or choices.*

### History National 5 Specimen Question Paper

Question

**Sources A** and **B** describe what happened to Jewish communities during the First Crusade.

#### Source A

*After only a few weeks of travelling, Peter the Hermit and his followers came upon a Jewish community in Germany. Many of the Crusaders were poor and hungry so they began stealing food and possessions from the Jews. As the Crusaders thought the Jews were the enemy of Christ, most believed they could treat them as they wished. Some forced the Jews to change religion and become Christian. Others, against the orders of Peter the Hermit, slaughtered the Jews.*

#### Source B

*A rumour spread among the Crusaders that whoever killed a Jew would have all their sins forgiven. Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children. Although some Jews tried to fight back they had few weapons and were easily defeated. In the riot that followed, houses were robbed and valuables stolen. Those Jews who survived the massacre were forced to give up their faith and become Christians.*

1. Compare the views of **Sources A** and **B** about what happened to Jews during the First Crusade. (Compare the sources overall and/or in detail.) 4 marks

Marking instruction

		General marking instructions	Specific marking instructions
Q1	Max 4	<p><i>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by point basis. They may compare the details in the sources and/or compare the viewpoints overall.</i></p> <p><i>Up to the total mark allocation for this question:</i></p> <ul style="list-style-type: none"><li>• 1 mark should be given for each simple point of</li></ul>	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p><i>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given 1 mark. A developed comparison of the points of detail or overall viewpoint should be given 2 marks. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</i></p>

		<p><i>comparison</i></p> <ul style="list-style-type: none"><li>• <i>a second mark should be given to each developed point of comparison</i></li></ul> <p><i>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</i></p>	
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## **Business Management, Intermediate 2, 2012**

### *Question*

5. When setting a price for a new game, Realtime Worlds could use a variety of methods. Compare 2 pricing methods an organisation could use. 2

### *Marking instruction*

#### **Destroyer pricing and price skimming**

- ◆ Destroyer pricing initially set very low whereas price skimming set the price initially very high.
- ◆ Destroyer pricing is used to eliminate competitors from the market whereas price skimming is used in a market where there is very little competition.
- ◆ Prices will rise once competition is eliminated with destroyer pricing whereas in price skimming the price is lowered once competitors enter the market.

#### **Penetration pricing and price skimming**

- ◆ Penetration pricing initially set the price low whereas price skimming set the price initially very high.
- ◆ Penetration pricing is used when trying to enter a very competitive market whereas price skimming is used in a market where there is very little competition.
- ◆ In penetration pricing prices will rise once brand loyalty has been established whereas in price skimming the price is lowered once competitors enter the market.

#### **Cost-plus pricing and competitive pricing**

- ◆ Cost-plus pricing is the most commonly used method of pricing whereas competitive pricing is used by industries who wish to keep prices the same rather than start price wars.
- ◆ Cost-plus pricing adds up the cost of making a product and then adds on a percentage for profit whereas in competitive pricing prices are set in line with competitors.

#### **Penetration pricing and destroyer pricing**

- ◆ Penetration pricing initially sets the price low whereas destroyer pricing sets the price initially very low/artificially low.
- ◆ Penetration pricing is used when trying to enter a very competitive market whereas destroyer pricing is used to eliminate competition.
- ◆ Both pricing methods raise their prices once they have achieved their aim.

**1 mark per compared point — both sides needed to get one mark**

**Accept any combination of methods**

### *Comment*

The above marking instruction seems to suggest that both sides need to be described as systematically as in the marking instruction to bring out the comparison.

## Biology, Intermediate 1, 2010

### Question

Different areas of the country have different types of soil. Some areas have clay soil which is heavy to dig, is made of small particles and has a high mineral content. It drains poorly and can easily become waterlogged and it has low air content.

Other areas have sandy soil which has large particles and a low mineral content. It is light to dig, has high air content and drains freely. Loam soil is also found in some areas. Loam has medium-sized particles, is easy to dig, is rich in organic matter and minerals and has good air content. It doesn't drain too quickly, or become waterlogged.

Use information **in the passage** to answer the following questions.

3. (a) (iii) Compare the mineral content of clay soil with that of sandy soil. 1

### Marking instruction

Clay soil has high (mineral content) **and** sandy soil has low (mineral content).

OR

Clay has a higher (mineral content).

OR

Sandy has a lower (mineral content).

Reference to the mineral content of the types of soil is acceptable as long as both soil types are named. If only one type is named, then a comparative statement must be made (ie clay has a high**ER** content). Any reference to small/large or air content is incorrect but does not negate an otherwise correct answer.

## CONCLUDE

*Draw conclusions based on a text, scenario or set of information or data.*

Questions which ask candidates to 'conclude' will most likely be phrased using the word 'conclusion'.

### Applied Mathematics: Statistics, Advanced Higher, 2011

#### Question

In London, on 1095 days between April 2004 and March 2007, the observed number of homicides per day are given in the table. Also given are some expected frequencies for a fitted Poisson distribution.

Homicides	0	1	2	3	4	5 or more
Observed	713	299	66	16	1	0
Expected	705.2	2		68.3	10.0	1.1

- (b) In analysing the data, a statistician computed a chi-squared goodness-of-fit test statistic to be 3.58 with 2 degrees of freedom. Outline the steps she would have taken in order to obtain these values and state, with justification, what may be concluded concerning the fit of the Poisson distribution. 4

#### Marking instruction

- (b) She must have used frequency categories  
0, 1, 2 and **3 or more** so that no expected frequency was less than 5. Degrees of freedom would then be calculated as 4 - No. of parameters estimated - 1 = 2. 1

The critical value of chi-squared for significance level 5% is 5.991. Since 3.58 is less than this value there is no evidence against the data fitting a Poisson distribution. 1

### Biology, Intermediate 1, 2010

#### Question

7. (a) (iv) What valid conclusion can be drawn about the effectiveness of **biological** detergents from this investigation? 1

#### Marking instruction

Any valid conclusion from these results eg:

Bio works better than non-bio on cotton at 30 °C.

OR

Bios work better at 40 °C than at 30 °C.

OR

Bios work best at 40 °C.

Re-statement of results is not acceptable.

Any valid conclusion must make reference to temperature.

**CONSTRUCT***Make, build, put together an item or arguments.*

In question papers, this word is most like to be used as in the next examples.

**Mathematics, Intermediate 2, 2010***Question*

2. The pupils in a primary class record their shoe sizes as shown below:

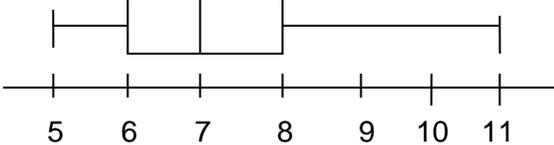
8 7 6 5 6  
5 7 11 7 7  
7 8 7 9 6  
8 6 5 9

- (a) Construct a frequency table from the above data and add a cumulative frequency column. 2

*Marking instruction*

Question no.	Marking scheme Give 1 mark for each •			Illustrations of evidence for awarding a mark at each •
2. (a)	<i>Answer:</i>			
	<i>Shoe size</i>	<i>Frequency</i>	<i>Cumulative frequency</i>	
	5	3	3	
	6	4	7	
	7	7	14	
	8	3	17	
	9	2	19	
	10	0	19	
	11	1	20	
	<ul style="list-style-type: none"> <li>•<sup>1</sup> <i>communicate: table with frequency column (must include 10 in 'shoe size')</i></li> <li>•<sup>2</sup> <i>communicate: table with cumulative marks</i></li> </ul>			

(b) Construct a boxplot for this data.

Question no.	Marking scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
(b)	 <p data-bbox="352 551 794 629"> <sup>1</sup> communicate: correct end points  <sup>2</sup> communicate: correct box         </p>	<p data-bbox="976 539 1289 573">•<sup>1</sup> end points at 5 and 11</p> <p data-bbox="976 580 1321 613">•<sup>2</sup> box showing Q1, Q2, Q3</p> <p data-bbox="1273 624 1385 654" style="text-align: right;"><b>2 marks</b></p>

**NOTES:**

1. Where the 5 figure summary is written on the boxplot, the diagram must be drawn to a reasonable scale.

**Mathematics, Intermediate 2, 2009**

*Question*

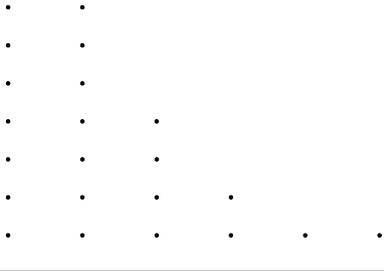
1. The number of goals scored one weekend by each team in the Football League is shown below.

0 1 1 2 1 0 0 5 0 1 3  
0 2 2 1 1 3 0 0 2 4 1

(a) Construct a dotplot for the data.

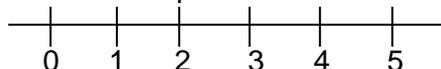
2

*Marking instruction*

Question no.	Marking scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
1. (a)	 <p data-bbox="386 1675 770 1709">0 1 2 3 4 5</p> <p data-bbox="386 1720 786 1794"> <sup>1</sup> process: start to draw dotplot  <sup>2</sup> process: complete dotplot         </p>	<p data-bbox="853 1720 1161 1753">•<sup>1</sup> evidence (see note 1)</p> <p data-bbox="853 1765 1098 1794">•<sup>2</sup> complete dotplot</p> <p data-bbox="1273 1765 1385 1794" style="text-align: right;"><b>2 marks</b></p>

**NOTES:**

1. Minimum acceptable evidence for the award of the first mark



## DESCRIBE

*Provide a statement or structure of characteristics and/or features. More than an outline or than a list. May refer to for instance a concept, process, experiment, situation, or facts.*

### Geography Intermediate 2, 2012

#### Question

(c) Study the River Tawe between grid references 847167 (Tawe Bridge) and 810125.

Describe the physical features of the river **and** its valley.

4 marks

#### Marking instruction

**1 mark for each correct answer**

Answers may include:

River flows south (1); changes direction to flow west/southwest (1); river in its middle course (1); a number of tributaries join from both sides (1); meandering river (1); waterfall (1) at 843133 (1); river less than 10 metres wide (1). Wide valley floor (1); steep valley sides (1); u-shaped valley (1).

For full marks, both river and valley must be mentioned.

Max 1 mark for correct grid reference.

4 marks

### Sociology, Intermediate 2, 2012

#### Question

A1. Describe **two differences** between common sense and sociological explanations of human social behaviour.

#### Marking instruction

A total of **4 marks** may be awarded for this question, up to **2 marks** for each difference described.

For full marks, candidates should explain the differences using the correct sociological terminology.

Differences between common sense explanations and sociological explanations of human social behaviour could include:

- ◆ common sense explanations are based on opinion whereas sociological explanations are based on theories which have been tested through research
- ◆ common sense explanations are subjective whereas sociological explanations are objective
- ◆ common sense explanations carry notions of being factual or hard headed whereas sociological explanations challenge taken for granted 'facts' and assumptions.

**DETERMINE**

*Determine a number from given facts, figures, or information.*

It should be noted that 'determine' is a very technical term. Its meaning should have been made clear to candidates. Depending on the context, more common phrases such as 'calculate' might be preferable, and it should be clear when a result only (without the operation) is acceptable.

**Technological Studies Intermediate 2, 2012**

*Question*

4. Figure Q4 shows an electronic circuit for a garden night light.

*Marks*

DO NOT  
WRITE IN  
THIS  
MARGIN

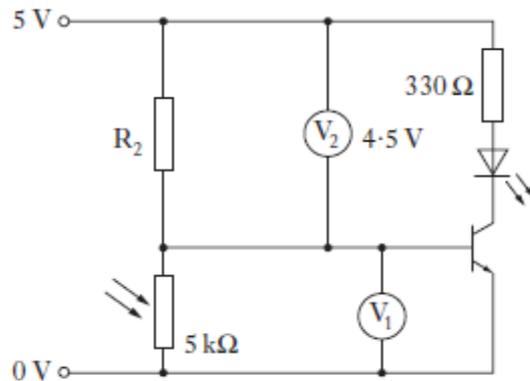


Figure Q4

- (a) State, with reference to the Data Booklet, the light level that will produce a resistance of 5 kΩ in the LDR.
- (b) For the conditions shown in Figure Q4:
  - (i) determine the voltage shown on V<sub>1</sub>;

1

*Marking instruction*

(b) (i)  $5 - 4.5 = 0.5 \text{ V}$

1 mark

## **DISCUSS**

*Communicate ideas and information on a subject (in writing or orally). It may be possible to debate the two sides of the statement.*

It should be noted that the use of 'discuss' as a command word has a very specific definition in assessment, which is not the same as that used in everyday language. Its meaning should have been made clear to candidates.

### **Modern Studies Higher 2012 Section A**

#### *Question*

A1 In carrying out its functions, local government in Scotland has come into conflict with the Scottish Government.  
Discuss.

#### *Marking instruction*

**'Pass' and better answers should feature developed, exemplified knowledge and understanding of:**

The roles and functions of local government in Scotland.  
Conflict (and co-operation) between local government and the Scottish Government.

#### **And**

Balanced comment/analysis of the view that in carrying out its functions local government has come into conflict with the Scottish Government.

#### **Answers may refer to:**

- ◆ Provides opportunity for people to take part in local decision making which in theory makes for better governance.
- ◆ Mandatory, discretionary and permissive functions of local government. Local authorities also play a regulatory role, eg granting licences and an advocacy role in promoting the interests of local communities.
- ◆ Thirty-two unitary authorities (29 mainland and 3 island councils).
- ◆ Collaboration between local government and voluntary sector in delivering services.
- ◆ Scottish Parliament is law-making body for devolved issues. It can pass laws setting out the powers and duties of local authorities.
- ◆ Councils receive around 80% of funding from Scottish Government (Aggregate External Finance which includes non-domestic rates). Most other finance comes from council tax, rents and charges for services.
- ◆ STV electoral system means Scottish councils are often run by a coalition which includes representatives from the same party as the Scottish Government. Local government offers a pathway to the Scottish Parliament. SNP has largest number of councillors (263) and formed Scottish Government for first time in 2007.

- ◆ 'Concordat' (Single Outcome Agreements) between Scottish Government and local authorities from 2007–11. Councils given increased budgets and less ring-fencing in return for council tax freeze.
- ◆ Demands for end to council tax rise freeze. Threat of cut to local authority budgets if CT freeze not maintained.
- ◆ PFI/Scottish Futures Trust. Opposed in principle and in practice by many councillors.
- ◆ Recommendations of Independent Budget Review (Beveridge) of public spending in Scotland. Reduction in Scotland's budget by as much as £42bn over 16 years. Recommendations included a fall in public sector employment by as many as 60,000 by 2014–15 and public sector pay freezes. Glasgow Council claim cuts in grants will 'kill the city'.
- ◆ Ongoing speculation with regard to reducing number of councils or the centralisation of delivery of some council services, eg education, fire service.

## **EXPLAIN**

*Relate cause and effect and/or make relationships between things clear.*

### **Intermediate 2 Business Management, 2012, Section 2**

*Question*

5. (c) (ii) Explain the advantages to an organisation of delayering. 4

*Marking instruction*

- ◆ Faster communication due to fewer layers for the information to go through.
- ◆ Quicker decision-making due to fewer managers to consult.
- ◆ Fewer management levels which will save costs on salaries.
- ◆ Organisation can respond quicker to change due to faster communication and decision-making.
- ◆ Managers have more subordinates to delegate work to which will prepare subordinates for promotion.

1 mark per explained advantage (4)

### **Higher Geography, 2011**

*Question*

- (a) **Explain** fully what is meant by the term climax vegetation.

*Marking instruction*

**Assess out of 5 marks with a maximum of 1 mark for an example of climax vegetation.**

Climax vegetation is the final stage in the development of the natural vegetation of a locality or region when the composition of the plant community is relatively stable and in equilibrium with the existing environmental conditions. This is normally determined by climate or soil. These are self-sustaining ecosystems.

Candidates should be credited for being able to demonstrate knowledge of the evolution of plant life from early colonisation by pioneer species then, by succession, to the ultimate vegetation climax. Appropriate examples could also be given credit eg oak-ash forest in a cool temperature climate such as exists over much of Britain or Scots pine-birch forest in colder, wetter and less fertile Highland environments.

## Intermediate 2 RMPS, 2010

### Question

1. (c) Explain how a Buddhist might overcome the lower passions. Give reasons for your answer. 6 AE

### Marking instruction:

- ◆ Through meditation a Buddhist will resist the attachments that will lead to the lower passions.
- ◆ Meditation helps the Buddhist control the 'inner chatter' of the mind and allows him/her to resist Mara.
- ◆ Through reading the Buddhist scriptures a Buddhist is given advice on how to overcome attachments and desires.
- ◆ From a story like that of Kisagotami a Buddhist will learn the futility of personal or familial attachments.
- ◆ By becoming a member of the Sangha — through this they live in an environment where discipline and religious routine leave little time for distractions.
- ◆ Some Buddhists believe in the transference of merit — by praying to or meditating with a Bodhisattva or a Lama a Buddhist can gain merit from their good actions (Mahayana Buddhism).
- ◆ Following the Eightfold Path.
- ◆ Keeping the Precepts.

## Higher English, 2012, Close Reading

### Question

3. Referring to lines 13–19, explain the writer's "revelation" (line 13). **2**

### Marking instruction

There must be some attempt to use own words. Blatant lifts: 0.

Both of the following for 2 marks.

Point 1 only: 1 mark.

Point 2 only: 0 marks.

- 1 a key moment in the lives of sportspeople/the culmination of years of preparation could be seen...
- 2 ...wherever he went/happening at the same time/in a large number of places/as part of the same overall event.

## **EXPLORE**

*Carry out a detailed examination or enquiry, or follow a process in order to find out something.*

It should be noted that the use of 'explore' as a command word has a very specific definition in assessment, which is not the same as that which be used in everyday language. Its meaning should have been made clear to candidates.

### **2010, Business Management, Advanced Higher**

#### *Question*

3. With reference to Exhibit 4 in particular, explore how the performance of Aggreko changed between 2005 and 2009.

**8**

#### *Marking instruction*

Award 1 mark for each relevant point plus 1 mark for each relevant development point. Maximum 4 marks per main point so that, to gain full marks, candidates should give a fully developed explanation of 2 separate main points. Max 2 marks for examples of changes in figures under each heading; nature of change must be specified, eg increase or decrease. 'Explore' requires candidates to explain in detail. Award a maximum of 4 marks for general points about performance and measures of it which are not related to the case study. Candidates are directed towards Exhibit 4 and would be expected to concentrate on this. However, credit should be given for valid points taken from other parts of the case study.

**EVALUATE**

*Make a judgement based on criteria. Determine the value of something*

**Mathematics, Standard Grade Credit, 2012**

The following question exemplifies the second part of the definition of 'evaluate' – Determine the value of something

*Question*

1 Evaluate

$$7.2 - 0.161 \times 30.$$

**2**

*Marking instruction*

<b>No.</b>	<b>Give 1 mark for each •</b>	<b>Illustrations of evidence for awarding each mark</b>
1	Ans: 2.37  • knowing correct order of operations • carrying out both calculations	• 4.83 • 2.37 2KU

**NOTES:**

*(i) for 2.37 with or without working award 2/2*

*(ii) for 4.83 with or without working award 1/2*

*(iii) for 211.17 with or without working  $(7.2 - 0.161) \times 30$  award 1/2*

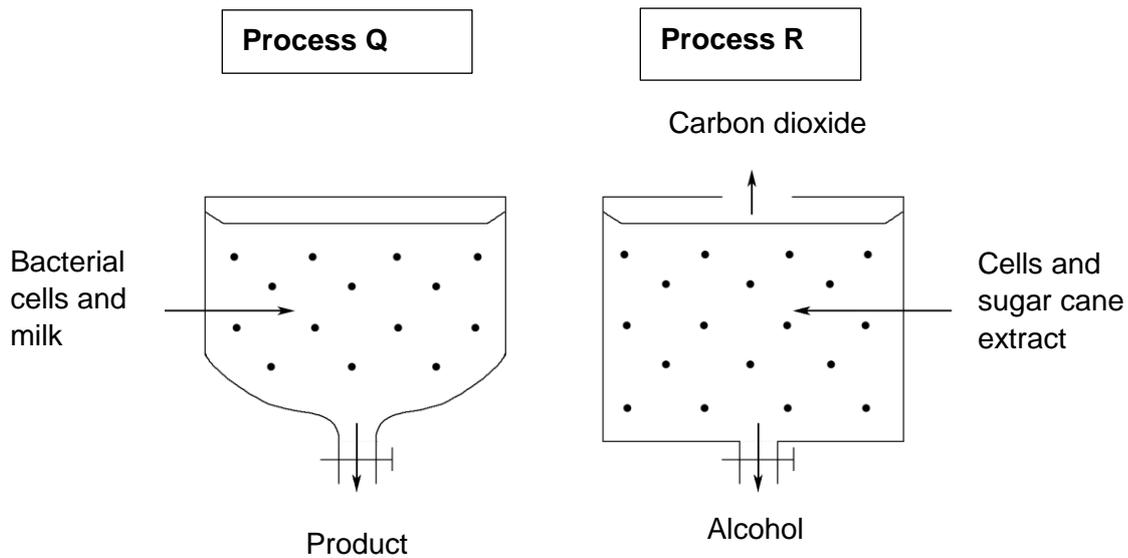
**NAME**

*Present in brief form/name.*

*Alternatives can be 'identify', 'list', 'state', 'give'. Please make clear when these are asking for a different response. Do not use them sometimes for different purposes and at other times as equivalent.*

**Biology Intermediate 2, 2012, Section B**

*Question*



- 1 (a) (ii) The milk curdles and a product is made in Process Q.  
Name this product.

1 Mark

*Marking instruction*

Question	Acceptable Answer	Mark	Unacceptable Answer
(ii)	yoghurt/cheese/fermented milk drink	1	brand names, curds

## Biology Intermediate 2, 2012, Section B

### Question

5 (b) Name one requirement, other than water, for which plants may be in competition.

1 Mark

### Marking instruction

Question	Acceptable answer	Mark	Unacceptable answer	Negates
(b)	<i>light/nutrients/space (any other correct) Any one</i>	1	<i>carbon dioxide</i>	<i>food</i>

## OUTLINE

*Provide a brief sketch of content. More than naming, but not a detailed description.*

### **Business Management Intermediate 2, 2012, SECTION 2**

#### *Question*

1 (e) (ii) Outline the advantages of outsourcing for an organisation. 2 Marks

#### *Marking instruction*

(ii)

- ◆ Organisation can concentrate on core activity.
- ◆ Organisation does not have the expense of buying the specialist equipment.
- ◆ Organisation does not need to train the staff in this area.
- ◆ Specialists do the work.

1 mark per advantage (2)

#### *Question*

4 (b) Outline one advantage of electronic filing over manual filing. 1

#### *Marking instruction*

Outline **one** advantage of electronic filing over manual filing.

Electronic filing can be sorted (in different ways) quickly at the click of a button

Electronic files can be stored without taking physical space in the office

More than one person can access the file at a time

Electronic files can be protected by a password

Possible to search for an electronic file using a key word or phrase

Manually going through the files can be very time consuming

Electronic files can be backed up

DO NOT ACCEPT quicker or easier on its own.

*One mark per point*

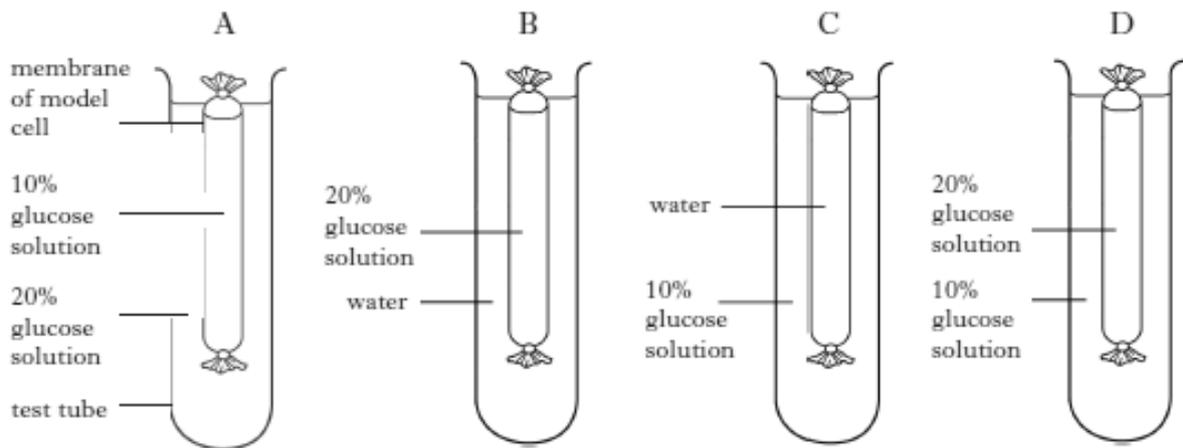
**PREDICT**

*Suggest what may happen based on available information.*

**Biology Intermediate 2, 2012, Section B**

*Question*

4. The following diagrams show an investigation into osmosis using four model cells. The model cells were weighed before placing them in the test tubes. After one hour the model cells were taken out of the test tubes and reweighed.



- 4 (d) Predict which model cell would have the greatest change in mass after one hour. Give a reason for your choice.

Model cell ----- 1

Reason -----

----- 1

*Marking instruction*

Question	Acceptable answer	Mark	Unacceptable answer
(d)	<i>B has the greatest difference in concentration/ concentration gradient</i>	<i>1 1</i>	<i>only restating concentrations from the diagram greatest difference in glucose concentration greatest difference in percentage greatest difference in concentration of solution</i>