**Types of Questions**

**By now, because we are super smart intelligent children we have worked out that the types of questions we get asked can be roughly divided into Understanding, Analysis and Evaluative questions. In order to answer these properly we must show we understand something, explain how it works or justify why we think it is good (it will NEVER be bad – even if you think it is!)**

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| **U, A or E?** | **Type** | **Cloze Version** |
| **U** | **Own Words** | **Put as many points as you need into your own words!! 4 marks = 4 points, marks = 3 points, 2 marks = 2 points.** |
| **U** | **Context Questions** | **I think the word ‘…’ means … I think this because the passage says ‘…’ which means … (It also says ‘…’ which means …)** |
| **U** | **Summarising Key Points** | **Put as many points as you need into your own words!! 4 marks = 4 points, marks = 3 points, 2 marks = 2 points.** |
| **A** | **Link Questions** | **The part of the sentence where it says ‘…’ links back to where the writer was talking about …(by…). The sentence then links forward when it says ‘…’ which tells me the writer will now talk about …** |
| **A** | **Analysis of Word Choice (language)** | **The writer’s word choice when he uses ‘…’ is good as it suggests to me that … (This also has connotations of …)**  **DO THIS AS MANY TIMES AS THERE IS MARKS!!** |
| **A** | **Analysis of Sentence Structure** | **The writer uses a(rhetorical question/exclamation mark, parenthesis, dashes, colon, semi-colon, ellipses, list) to engage the reader by …**  **DO THIS AS MANY TIMES AS THERE IS MARKS!!** |
| **A** | **Analysis of Imagery** | **The writer uses (a simile, metaphor or personification) to compare … to … This is effective because it shows clearly how …** |
| **E** | **Effective Conclusion** | **This was an effective ending as it summed up the writer’s points. It did this by saying ‘…’ which was a reference to …**  **DO THIS AS MANY TIMES AS THERE IS MARKS!!** |