

Do Now:



What do you believe a good piece of analysis should have?

1. _____
2. _____
3. _____

Dynamic testing:

'...standardized tests can't accurately rate our (students) potential because what they reveal is limited to a static report of where we (students) are on the learning continuum at the time the test is given' -Robert Sternberg (Make It Stick)

'Thus a test may assess a weakness, but rather than assuming the weakness indicates a fixed inability, you interpret it as a lack of skill or knowledge that can be remedied' (Make It Stick)



The Power of the '6 steps'

Learning objective:

How to use the '6 steps' effectively in an English response

Road to GCSE...

When you are analysing a text always remember the 6 steps...

1. Identify words, characters, symbols, structure...
2. Understand...
3. Explain in your own words...
4. Develop using connectives...
5. Explore other idea using alternatively/however..
6. Create a theory (what do you believe the text is *really* about?)

Principles:

- ❑ The 6 steps are a checklist of skills and content that should be in any piece of English analysis.
- ❑ They **do not need to be used in a particular order** but must be within a response/essay
- ❑ Overtime it will become easy to **self assess work before** handing it in to a teacher/examiner
- ❑ Through **continuous practise** learners will gain confidence and marks as they begin to see where the **signposts** (6 steps) are in their work
- ❑ Students, over time, will be able to **identify the 6 steps in other peoples work**

Step 1: What can be identified?

- ❑ **Meaningful words and phrases** *'Aggressive' 'Golden blue'*
- ❑ **Language features** such as *metaphors, similes and alliteration*
- ❑ **Key characters** e.g. *Sir Oswald, Mr Utterson, Piggy, The Porter*
- ❑ **Symbols** e.g. *Scars, An expensive wooden cane, doors, letters, a ring*
- ❑ **Important events** e.g. *Wild boy stabbing the Showman in the foot, Lady Macbeths first soliloquy, Dr Lanyon witnessing the transformation*
- ❑ **Key Themes** e.g. *Loyalty, Male ego, female leadership, racism*

Step 2: Do I understand what I have identified?

- ❑ **Only select** information you actual understand, otherwise you will not have much to say
- ❑ **Reading on a daily basis** will help you to understand more about people and different emotions, geography, science, historical events and important people across the ages
- ❑ **Can you say a lot about a little** e.g. *The colour 'red' signifies danger and some sort of warning. In addition it can symbolise extreme anger or the absolute limit of a situation*

Step 3: Explain in your words

- ❑ **Fully explain** what you have identified and what you understand about your selection based on the text, the context of the situation and your own knowledge
- ❑ **Use list of three:** The colour 'red' could mean danger, warning and stop.
- ❑ **Use a variety of verbs:** 'tells us...', 'informs the reader...', 'demonstrates...', 'represents...' etc...
- ❑ **Use synonyms:** If the word is 'red' think about crimson, rose, bloodshot, velvet, primary colour

Step 4: Develop your answer

- ❑ Teachers and examiners can scan a response/essay and **make a quick judgement based on how many connectives** are used throughout
- ❑ **Have a list of connectives ready to go!** Furthermore, also, but, therefore, which, this reinforces...
- ❑ **Always have more to say.** Simple answers will get 0 to no marks! Always add and develop because there is always more to say
- ❑ **Use a variety of connectives** (avoid using the same connective twice in any response/essay)

Step 5: Explore other ideas...

- ❑ This step pushes your level up! If you can **look at one idea from different perspectives** than you are applying critical thinking
- ❑ Focus on connectives like **alternatively, however, whereas, but, yet, so, on the other hand**
- ❑ A character in a book/extract/play is usually based on human characteristics therefore no one character is completely evil or completely perfect. If you can **find a different way to look at a character or a situation** then you are using higher level thinking skills

*e.g. Wild boy is an outcast who lashes out when he is angry **however** we understand why he is hostile **because** of his abusive days in the workhouses.*

Step 6: Creating a theory (an original idea about the question/task)

- ❑ This is the **highest skill** you can use in English
- ❑ A theory is basically **an original idea you have** about a writer's message, characters, themes or language
- ❑ Anytime you begin a sentence with **'I believe...'**, **'In my opinion...'**, **'This could be considered...'**, **'From the perspective of...'**, **'My view is...'** then you have the beginning of a theory.
- ❑ A theory requires you to have **wider knowledge of the context** (history, politics, social structure, writer's background and what characters say and do) to make an informed, relevant and valid response.

Plenary

How will a teacher/examiner know you have used any of the 6 steps in your work?

Are the 6 steps helpful and why?