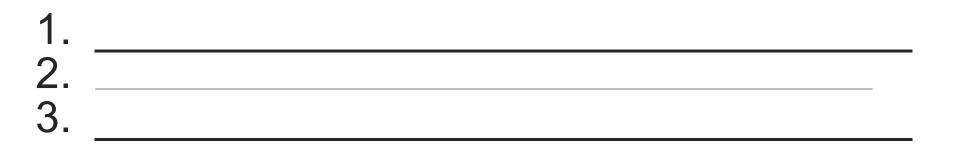
Do Now:



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





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 <u>can</u> be remedied' (Make It Stick)





The Power of the '6 steps'



Learning objective: How to use the '6 steps' effectively in an English response Marlon (



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
- Contraction 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 or 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 writers 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, writers 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?