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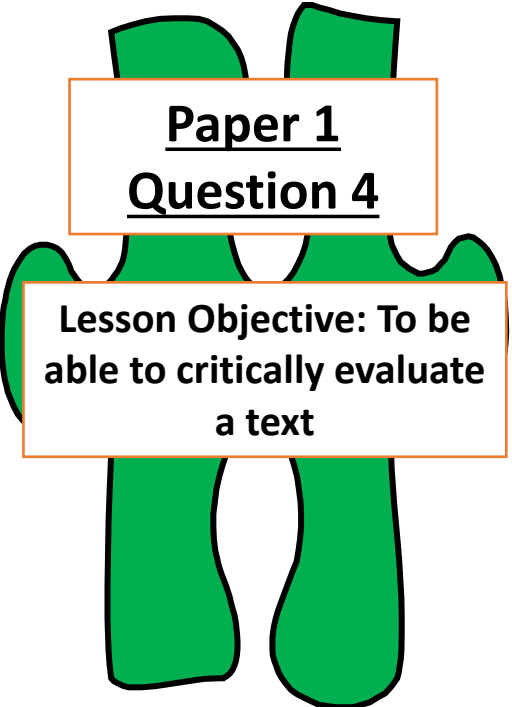
Positive

Prepared

Punctual

Polite

Do Now



Paper 1
Question 4

Lesson Objective: To be able to critically evaluate a text

Read the extract

Then write down on your whiteboard which statements you think best reflect the writer's intentions:

a) To make the reader scared of sharks

b) To describe the beach

c) To enable the reader to understand that sharks are powerful, beautiful and deadly animals

d) To introduce the main characters

e) To engage the reader's interest by describing the event that will start the plot

Neatly write the date and title.

Assessment Objective

Evaluate texts critically and support this with appropriate textual references.

Unpack the terminology:

Critical:

'Examining and responding to a text in some detail, working like a detective to explore clues, make inferences and gather evidence.'

Evaluation:

'weighing up those clues, inferences and evidence to piece together your interpretation of the meaning and impact of a text'

Question 4 assesses your ability to evaluate texts critically and support this with appropriate textual references.

This means that you will be asked to consider what the writer intended to achieve in the selected passage. Then you will need to say how far you feel that he or she achieved it. You must support your views with relevant quotations.

- Understand what the writer has achieved in the passage
- Evaluate the effectiveness of the writer's choices (how does the writer achieve their
- Select relevant quotations and textual references to support your views

To help us 'critically evaluate,' we can ask ourselves the following questions as we read a text:

- What do I think or feel about characters/events/setting/atmosphere/mood (whatever the question focuses on)?
- How does the writer make me think or feel these things?
- How well does he or she do it?

A student, reading this part of the text from: A hundred yards offshore, the fish sensed a change in the sea's rhythm, said:

'Although you might think that the shark is the villain in the book, the writer shows you what an impressive and beautiful animal it is. You have to admire it.'

To what extent do you agree?

In your response you should:

- Write about your own impressions of the shark as described in the passage**
- Evaluate how the writer has created these impressions**
- Support your opinions with quotations from the text**

Do you agree? Disagree? Partly agree?

‘Although you might think that the shark is the villain in the book, the writer shows you what an impressive and beautiful animal it is. You have to admire it.’

To what extent do you agree?

A hundred yards offshore, the fish sensed a change in the sea’s rhythm. It did not see the woman, nor yet did it smell her. Running within the length of its body were a series of thin canals, filled with mucus and dotted with nerve endings, and these nerves detected vibrations and signalled the brain. The fish turned towards shore.

The woman continued to swim away from the beach, stopping now and then to check her position by the lights shining from the house. The tide was slack, so she had not moved up or down the beach. But she was tiring, so she rested for a moment, treading water, and then started for shore.

The vibrations were stronger now, and the fish recognized prey. The sweeps of its tail quickened, thrusting the giant body forward with a speed that agitated the tiny phosphorescent animals in the water and caused them to glow, casting a mantle of sparks over the fish.

The fish closed on the woman and hurtled past, a dozen feet to the side and six feet below the surface. The woman felt only a wave of pressure that seemed to lift her up in the water and ease her down again. She stopped swimming and held her breath. Feeling nothing further, she resumed her lurching stroke.

The fish smelled her now, and the vibrations – erratic and sharp – signalled distress. The fish began to circle close to the surface. Its dorsal fin broke water, and its tail, thrashing back and forth, cut the glassy surface with a hiss. A series of tremors shook its body.

For the first time, the woman felt fear, though she did not know why. Adrenaline shot through her trunk and her limbs, generating a tingling heat and urging her to swim faster. She guessed that she was fifty yards from shore. She could see the line of white foam where the waves broke on the beach. She saw the lights in the house, and for a comforting moment she thought she saw someone pass by one of the windows.

The fish was about forty feet from the woman, off to the side, when it turned suddenly to the left, dropped entirely below the surface, and, with two quick thrusts of its tail, was upon her.

Look carefully at the extract.

First of all, establish what the writer’s intentions are.

Write one or two sentences to sum up what the writer’s intentions are in relation to the statement.

‘Although you might think that the shark is the villain in the book, the writer shows you what an impressive and beautiful animal it is. You have to admire it.’

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Then, it might be easier to split the text into sections. Do any of the following apply:

- **Description of character (characterisation)**
- **Character actions and dialogue**
- **Setting**
- **Atmosphere (mood)**
- **Events**

Make notes on the ones that apply, linking it to the task

How has the writer attempted to present the shark?

‘Although you might think that the shark is the villain in the book, the writer shows you what an impressive and beautiful animal it is. You have to admire it.’

To what extent do you agree?

A hundred yards offshore, the fish sensed a change in the sea’s rhythm. It did not see the woman, nor yet did it smell her. Running within the length of its body were a series of thin canals, filled with mucus and dotted with nerve endings, and these nerves detected vibrations and signalled the brain. The fish turned towards shore.

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Next, choose 4/5 quotations

Write each one down then look at the methods the writer uses such as:

Sentence structures

Verbs

Adverbs

adjectives

Lists

Any language features

Imagery

Dialogue

Semantic field

Viewpoint

'Although you might think that the shark is the villain in the book, the writer shows you what an impressive and beautiful animal it is. You have to admire it.'

To what extent do you agree?

'A hundred yards offshore, the fish sensed a change in the sea's rhythm.'

'a series of thin canals, filled with mucus and dotted with nerve endings, and these nerves detected vibrations and signalled the brain.'

'thrusting the giant body forward'

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Any other language features

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Viewpoint

AO4 Level 1	I am able to make simple evaluative comment on the text (L1)
	I am able to offer simple examples from the text that may explain my view (L1)
	I am able to make simple mention of writer's method (L1)
	I am able to make simple reference or use textual detail (L1)
Level 2	I am able to attempt to evaluate comment on the text (L2)
	I am able to offer an example from the text to explain view(s) (L2)
	I am able to attempt to comment on writer's method (L2)
	I am able to select some quotations, which occasionally support view (L2)
Level 3	I am able to clearly evaluate the text (L3)
	I am able to offer examples from the text to explain views clearly (L3)
	I am able to clearly explain the effect of writer's choices (L3)
	I am able to select some relevant quotations to support views (L3)
Level 4	I am able to critically evaluate the text in a detailed way (L4)
	I can offer examples from the text to explain views convincingly (L4)
	I can analyse the effects of a range of writer's choices (L4)
	I can select a range of relevant quotations to validate my views (L4)

Lesson Objective: To be able to critically evaluate a text

I agree with the student's statement as although the shark is, without a doubt, a dangerous predatory creature, it is also remarkable and striking. In this section of the text, the viewpoint changes away from an omniscient narrator to the shark's point of view. The shark is presented in contrast to the humans, where they are seen as inexperienced, clumsy and foolish. The shark is portrayed as being skilful and sensitive: 'A hundred yards offshore, the fish sensed a change in the sea's rhythm. It did not see the woman, nor yet did it smell her.' The use of the verb 'sensed' implies that the shark has a sense which we don't possess, something more useful in the distances of the sea than smell or sight. This contrasts with the woman's inexperienced swimming and ignorance. She is out of her element while the shark is completely at home with 'the sea's rhythm.' It's interesting that at this point, rather than a description of the exterior of the fish, the writer chooses to explain the shark's internal sensory system; how a 'series of thin canals, filled with mucus and dotted with nerve endings detected and signalled the brain.' This impressive ability is explained to the reader in some detail, creating a scientific tone, as if we are watching a documentary on sharks. The writer wants us to be impressed by its physical capability – so unlike our own bodies.

Evaluative comment

The writer's methods

Look at the mark scheme. What level and why?

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To what extent do you agree?

In your response you should:

- Write about your own impressions of the shark as described in the passage**
- Evaluate how the writer has created these impressions**
- Support your opinions with quotations from the text**

Do you agree? Disagree? Partly agree?

- 1. Remember the focus of the exam question you are preparing to respond to.**
- 2. Think about how the writer has suggested the shark is...**
- 3. Think about how the writer's choices of text structure and language help to achieve this**

**20
minutes**

Lesson Objective: To be able to critically evaluate a text

The author creates a strong sense of...

The powerful...used by the writer leaves a lasting impression of...

The vivid imagery creates.... And effects the reader by making them...

The use of ...is compelling and allows the reader to see the true....

The use of the description of... is pivotal to the overall image that is created because...and the writer does this through the effective use of...

The clever characterisation of...by the writer enables the reader to...

Through the use of dialogue, the writer enables the reader to see...

By presenting the ... as ... the writer cleverly manipulates the reader in to...

The narrator encourages the reader to marvel at... through the description of...

Interestingly, the writer contrasts the movements of... through the use of powerful verbs '.....,' suggesting....., with the movements of.... as '.....,' creating the effect of...

This impressive Is explained to the reader in some detail, creating....

At this point in the extract, the viewpoint changes from... to and the reader is made aware of...

Sentence starters:

- I agree/disagree with '.....' because...
- In this section of the text, the viewpoint changes...
- To some extent I agree...
- I strongly agree that...
- However, some people may disagree that '.....' because...
- Furthermore, this is depicted when...
- This is supported by the quote "...
- The evidence explores how the statement is true/false because...
- The use of (insert device or word class) expresses the idea in the statement because...
- The writer's choice of the verb/ noun/ adjective '.....'....
- The effect the writer wants to create is...
- The writer's method is effective because...
- The reader may feel...
- Personally, I think that..... as.....