**Possible AI3 Scaffold Have a catchy title**

**Blue font – theory** Yellow highlight- text analysis Green highlight - evaluation

Text – explanation/context/genre Focus question

|  |  |
| --- | --- |
| **Section** | **Detail – all in well-structured paragraphs!** |
| **Introduction:**  Establish your focus question.  **WHAT IS YOUR PURPOSE?** | * Begin with a clever statement, a relevant quote, a question – begin with a bang, not a whimper. * Explain the aspect of the text that you find interesting/ explain why you chose the particular text. (You could include 1-2 sentences on genre, explanation of plot as they apply to your focus.) What aspect of the text that drew your attention? * Introduce your focus question and the two theories (or aspects of theories) you intend to apply. Name the specific theorists associated with the theories. * Explain, in more detail, how you intend to apply two specific theoretical approaches in order to answer your focus question. * Why did you choose this particular pair of theories? How might they reveal something not immediately obvious about the text? Comment, in general terms, on what each theoretical approach might reveal. What might one approach reveal that the other fails to reveal? (Do the approaches complement each other or do these theories clash/slightly disagree/have tension between them? What different aspects of the text might they illuminate? How might one theory compensate for the deficiencies of the other? What do these theories ‘permit to be known’?)   TEXT –focus question – TWO THEORIES  (Try to incorporate the word ‘reading’ into your explanation.) |
| **Body**  Balance between **theory,** application of theory and evaluation  Frame reading with theory  Quote freely from novel | * Provide brief synopsis of novel, placing it in its historical, social and cultural context i.e. When was it written, what were the relevant social and cultural discourses of that time? Identify **genre** (and purpose of genre) of novel and the particular structures and textual features that you will be focusing on. E.g. particular characters, setting, events. **Only include details which directly relate to your focus question. LINK** * **Briefly explain theory 1 in broad terms (i.e. structuralism, feminism, Marxism etc.) Explain historical and cultural context of this theory. How does your theory fit into structuralism/poststructuralism? Why did you choose this broad theory? LINK** * **Introduce a (theory 1) specific theorist and related terms, concepts and questions in some detail.** * **What are the main concerns and approaches of the theorist?** How will the methodology of specific theorist/s assist in answering your question? * Apply **theory 1** to text i.e. read novel using theory. Examine relevant sections of novel using terms/tools/questions that this theorist would use. Move backwards and forwards between explanations of theories/terms/concepts and application of theory to your text. What insights have you gained? What are the strengths and limitations of this theory? **LINK** * **Explain specific theory 2 in broad terms then in more detail, as for theory 1.** How will the methodology of specific theorist/s assist in answering your question? **LINK** * Apply theory 2 to text i.e. read novel using theory. Examine relevant sections of novel using terms/tools/questions that this theorist would use. Move backwards and forwards between explanations of theories/terms/concepts and application of theory to your text. What new understandings do you have? |
| Conclusion  Evaluation | * Evaluate what the application of your two theoretical approaches to your text/s reveals about how different readers, or the same reader, might interpret these texts in different ways. What have been the consequences of applying these different theoretical positions? How well did these theories work in combination with one another? * Evaluate the relative merits of each theoretical approach in enabling you to answer your initial focus question. |

Evaluate throughout: What are the strengths and weaknesses of particular theoretical approaches in allowing you to answer the question you have posed? How far do these theories take you? How useful is each theory in relation to the problem I have posed? What are the consequences of different theoretical positions? What do the theories permit to be known? What is brought into sharp relief if I apply each of these theories?

You are to colour code your draft in the same way so that I can see the required elements.

**Criterion**

Does the scaffold allow you to maximize marks in these four criterion?

Can you see any weaknesses in the scaffold?

What will you need to improve/work on to maximize marks?

Understanding and analysis of literary texts 10

Understanding and application of theories 10

Evaluation and synthesis 10

Controlling textual features and conventions 5

Overall 35

Cohesive Links (See ‘Synthesis and Evaluation’ document on NEST)

One of the central criteria for marking analytical essays and other texts such as feature articles and eulogies is the student’s proficiency in the use of cohesive links. Cohesion is the means by which text structure ‘comes together’. There are seven conjunctions that are used most often: and; but; yet; or; nor; so; for. But there are many other conjunctions, as well as adjectival and adverbial phrases and clauses that give your writing cohesion. Here are some of them:

above all

accordingly

admittedly

afterwards

also

although

as a result

at the same time

besides

certainly

clearly

curiously enough

consequently

earlier

even if

even though

finally

first... second

firstly...secondly

following this

for example

for instance

for this reason

further (more)

hence

however

if this be granted

in addition

in conclusion

indeed

in fact

in particular

in order that

in short

instead

in summary

it might be thought

later

likewise

many a case like this

meanwhile

moreover

more specifically

nevertheless

nonetheless

not only, but also

not surprisingly

not until then

obviously

of course

one... two

only then

on the contrary

on the other hand

otherwise

provided

rather

similarly

since this is so

still

surprisingly

then

therefore

though

thus

to sum up

whether

while this is so

As well you c

It is possible, on a very general level, to describe cohesive ties in terms of the following primary functions:

• To indicate **alternatives**: *or; either; on the other hand; nevertheless; though ...*

• To indicate **cause**: *as a result; because; therefore; so; since this is so; consequently..*

• To indicate **a conclusion**: *to sum up; finally; thus; as this is the case; so ..*

• To indicate **contrast**: *however; instead; moreover; nevertheless; on the other hand*

• To indicate **coordination**: *accordingly; and; similarly; not surprisingly ...*

• To indicate **inclusion**: *clearly; specifically; likewise; for example; to illustrate ...*

• To indicate **inference**: *thus; latter; if this is so; respectively; former ...*

• To indicate **sequence**: *afterwards; earlier; finally; firstly ... secondly; since ...*

**Writing Your Essay - A general approach**

An expository essay seeks to answer a question by firstly establishing a central idea in the introduction then developing that idea through the body of the essay. This is achieved through the skilful use of relevant topic sentences, explanation and substantiation of ideas.

**Generic structure** (**Note that you are to use the present tense throughout your writing.)**

1. **Introduction or orientation** - This is where you state your answer in the form of establishing a central idea. So you are able to do this, look hard at the essay question that drives and focuses the essay, underlining key words and phrases, and then plan a central idea and 3-4 supporting ideas. Broadly, your first paragraph could be like this:

* Begin with a statement, which directly answers and attacks the essay question in a fresh and vigorous manner, establishing a central idea. Use synonyms rather than directly repeating the words of the question in your opening sentences. These will show that you have interpreted the question correctly without simply repeating it. (Sometimes you must use the terms from the essay as there are no appropriate synonyms.)
* If there is more than one sub-question in the essay question, answer them **in order**, providing a general overview of your central idea and supporting ideas. These will each be expanded on in the body of the essay.
* These ideas will signal the direction in which your essay is going, and show that you are going to answer, by reference to the text, the main questions asked.
* Your orientation should **not** say something like, *This essay will* .... If you choose your words carefully, your writing will say that without you having to emphasise it so bluntly.
* Mention the name of the text and the author in your introduction.
* Write 4-5 sentences in all.
* Above all BE RELEVANT.

2. **Body paragraphs** - This is where you develop your central idea. Each paragraph should add to and extend your idea as follows:

* Begin each paragraph with a topic sentence or an embedded controlling idea, which builds on the argument you’re developing. Put idea first in topic sentence and anything else second. Don’t just narrate or recount. Next, expand on your topic sentence.
* If you do end up just recounting the text, your argument is likely to fall in a heap. Keep asking yourself how is what you’re writing extending your central idea? If it isn’t, why are you writing it?
* Each topic sentence should relate back to your central idea and point the direction that the paragraph is going to take, to indicate which facet of the topic you’re going to explore in this paragraph.
* Link each paragraph to the one previous by using an appropriate cohesive tie.
* With regard to cohesion, remember to use present tense throughout your essay. Tense swapping is a major destroyer of essays of this kind.
* Use high modality e.g. adverbs: definitely, certainly, it is clear, unquestionably, surely
* Substantiate your ideas by making reference to the text using quotations or paraphrases to prove your point.
* Link each paragraph to the one previous by using an appropriate cohesive tie. Check the list on this task sheet.
* End each body paragraph with a linking sentence that redirects your argument back to your central idea and moves it forward to your next supporting idea.
* Ensure that you don’t end up just retelling the plot or describing the central issue. Remember that you’re using the texts as evidence for the central idea you’re developing.

3. Finally, **conclude** your essay with a **reorientation,** which not only sums up what has been said but deepens the opening central idea and concludes firmly. An effective reorientationshould possess the following qualities:

* Begin with a restatement though not a repetition of your opening paragraph - that would look mechanical. Rework the words and ideas so that although the material is what the essay has been dealing with, it still looks fresh and interesting.
* Perhaps half of the reorientation can be a summary or recapitulation but the other half should be a conclusion in the sense of deepening the central idea outlined in the orientation.
* Don’t introduce any new ideas, but do try to present the ones you’ve been working with a new slant or tone. This can sometimes be achieved by using synonyms for your key words.
* The general effect should carry conviction.