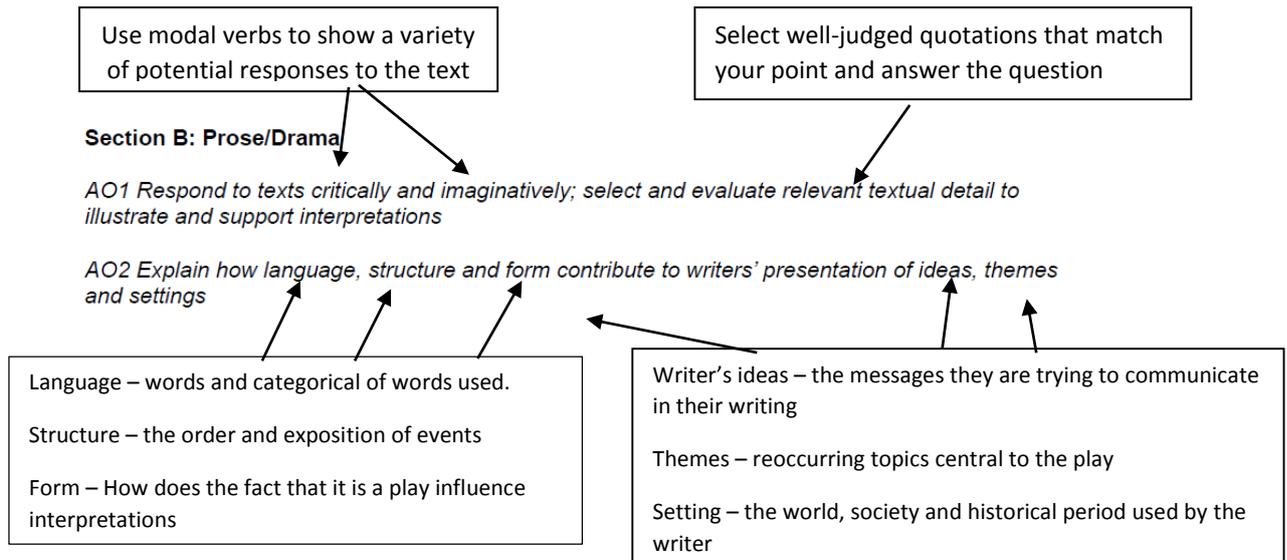


## Literature – High Level Analysis



Below is how the mark scheme applies those Assessment Objectives in the top bands of the mark scheme – not the key words in the first boxes:

<p>Mark Band 6 34-40 marks 'insightful' 'impressive'</p>	<p><b>Candidates demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Insightful, critical, imaginative &amp; evaluative response to texts and task</li> <li>• Insightful /impressive engagement with writers' ideas and attitudes</li> <li>• Insightful/interpretations using imaginatively selected supporting textual detail</li> <li>• impressive analysis of aspects of language and structure; perceptive and imaginative.</li> </ul>
<p>Mark Band 5 27-33 marks 'confident' 'assured'</p>	<p><b>Candidates demonstrate:</b></p> <ul style="list-style-type: none"> <li>• assured critical and/or imaginative and/or evaluative response to texts and task</li> <li>• sustained and developed appreciation of writers' ideas &amp; attitudes</li> <li>• confident convincing interpretations using precisely selected supporting textual detail</li> </ul> <p>analysis of aspects of language and structure in convincing detail</p>

### Modal Verbs

Modal verbs modify the main verb to show the degree of possibility.

For example,

No modal verb = The writer wants to communicate...

With modal verb = The writer may want to communicate...

The reason modal verbs are effective in academic writing is that it shows that you are aware of multiple interpretations and that there is not simply one answer. This displays a higher depth of thought and an insightful enquiry in to the writer's intentions.

Please see a list of modal verbs that are useful for essay writing:

can                  could                  may                  might

Phrases such as "a possible interpretation..." and "a potential meaning is..." have the same effect as well.

### **Zoom in on a Word or Phrase**

Once you have carefully selected a quotation and explained its meaning, zoom in on a word or phrase from the quotation. It is beneficial if you can use some subject terminology at this point: if you can identify the word or phrase as a noun, verb, adverb, adjective etc, or as using a metaphor, simile, alliteration etc, and explore the effect of this. Why did you pick to zoom in on that word? What does it connote? How may that link to the writer's ideas?

### **Effect on the Audience**

The "presentation of [the writer's] ideas" is linked to how it makes an audience think or feel. There is no taught answer to this as it is different depending on what you have chosen to analyse. Look at what you have analysed and think "Why has the writer done this? What types of thoughts and feelings are they trying to evoke?"

Beware of taught "effects on the audience" as they tend to be vague and generic. This leads pupils to write things like "The rhetorical question makes the reader think." – Think about what? Are they trying to lead them to a specific thought? Also statements like "... this makes the reader want to read on." Avoid. Avoid. Avoid. This is the basic function of any writing – a pointless comment and a waste of time.

### **Alternative Analysis**

Once you have written a potential interpretation, can you offer a different view? There are many ways to do this:

- Look at an alternative connotation for a word/phrase you have explored
- See how adding the context may alter the interpretation
- Does the form of a play add another layer to the meaning?
- Does the character do something else which changes the view you are exploring? (you may introduce an additional quotation for this) - could you link the change to the structure of the play?

### **Relating your ideas to wider abstract concepts**

An abstract idea is something that is not concrete and does not exist as an actual object.

For example:

love	the past	childhood	dream	fear
hate	betrayal	society	good	evil

These will often fall under the category of "writer's presentation of ideas, themes and setting". By constantly relating what you have explored to these wider ideas it shows advanced thinking skills. If you partner this with the idea of zooming in on language, you have focused on a small detail and linked it to a large concept, which are all higher level skills.

### **Showing your working**

Much like maths, you must show your stages and steps of thinking in your analysis. There is no point in writing an alternative analysis if you do not put the ideas to which it is an alternative.

See the **Analysis Flow Diagram** for a potential pattern to your analysis.