

AO4: Paper 1 – 12.5%

Evaluate texts **critically** and **support** this with **appropriate textual references**.

Level 4: 16-20 marks

Detailed, perceptive understanding and evaluation of methods. Critical response to the focus of the statement.

Level 3: 11-15 marks

Clear, relevant understanding and evaluation of methods. Clear response to the focus of the statement.

Level 2: 6-10 marks

Some understanding of methods with some evaluative comment. Some response to the statement.

Top Tips:

- Refer to the statement in your opening sentence. Say whether you initially agree or disagree.
- Use SMA to ensure that you focus on the assessment objective throughout your response.
- Employ a range of evaluative verbs to explore how the writer has manipulated effects on the reader.
- Regularly refer back to the key words of the statement, particularly at the end of your answer.
- Evaluate how the writer uses language, structure and form in the text. Aim for all three where possible.

This question is designed to assess how well you can explore how a writer has made an impact on the reader of the text. You will **always** be given a **statement to discuss in your response** and it is essential that the focus of this statement is referred to many times in your writing. *Remind the examiner that you know what you are doing!*

Evaluation summary

Better responses:

- ✓ Observational tone
- ✓ Refers to reader or 'we'
- ✓ Subtle techniques or methods are explored
- ✓ Use a range of new evidence
- ✓ Engages on a structural level
- ✓ Sophisticated paraphrasing/ succinct use of textual reference/embedded
- ✓ Regular reference to the statement in question

Less successful responses:

- ✗ Has a narrative focus
- ✗ Offers only a personal response
- ✗ Explains obvious methods or techniques
- ✗ Repeats evidence from Q2/Q3, without introducing new ideas
- ✗ Focuses only on language in response
- ✗ Uses lengthy textual references
- ✗ Forgets to link back to statement

It is worth making tentative judgements about what effect the writer wanted to achieve on the reader. This helps to demonstrate your ability to explore a text. Examples of tentative language:

- Could perhaps...*
- Might be used to...*
- May suggest that...*

Things to consider: Evaluative language

- Your evaluation should be completely focused on HOW the writer has used TECHNIQUES in language and structure to IMPACT on the reader and create a specific EFFECT on their perception of the text.
- This means you need to use a SMA approach:

- Statement focus
- Method by writer
- Analysis of effect on the reader

Example: *From line 10, the reader is convinced of the character's terror, as the writer describes the 'relentless torture' and informs us that the man moves 'cautiously'. This advice allows the reader to sense his uncertainty and sympathise with the desire to leave the situation.*

- SMA can be written in any order – as long as all three areas are covered in your response.
- You will need a range of evaluative language to help write your answer.

The writer:

aims	allows	creates	conveys	conjoins	conjoins
controls	connotes	consolidates	convinces	delays	delays
depicts	demonstrates	exemplifies	enhances	educates	educates
enlightens	evokes	emphasises	features	highlights	highlights
heightens	impresses	implies	indicates	lures	lures
lessens	limits	maintains	manipulates	masters	masters
makes	organises	orchestrates	portrays	questions	questions
reiterates	reinforces	suggests	situates	steers	steers
simplifies	tests	tempt	takes	teases	teases
uses	validates	villifies	works	worries	worries

Key questions:

1. How do we evaluate? What does this actually mean?
2. How do we use a 'critical' voice to either agree or disagree with the viewpoints of other people?
3. How do we begin to structure a critical response?
4. What type of language are we expected to use in the response?



AQA