4. The guided analysis

For your end-of-unit assessment, you will write a 'guided textual analysis' (also known as 'Paper 1'). What does a good analysis look like? How can you best go about writing one?

1. Share a copy of this worksheet with your whole class. Add a shortcut to it to your Learner Portfolio.

2. Read the following opinion piece: 'Society is Dead' which appeared on an actual IB exam years ago. As a group, discuss your answers to the following questions. Record your answers below. Give evidence from the text.

CAMPS analysis	Answers/notes
Context: When and where was the text created?	[Overwrite this with your answers to the CAMPS questions.]
Audience: Who would read this? How might a read this?	[Overwrite this with your answers to the CAMPS questions.]
Meaning: What is the meaning of this text? (answer this question last)	[Overwrite this with your answers to the CAMPS questions.]
Purpose: Why has the writer written this text?	[Overwrite this with your answers to the CAMPS questions.]
Style: How has the writer written this text? What kinds of authorial choices has he made?	[Overwrite this with your answers to the CAMPS questions.]

3. Read these 'marking notes' about the stimulus text. Did you include some of these points in your CAMPS analysis above?

4. Read the following analysis of the stimulus text, Society is Dead. It's good. Does it do everything you hoped? Go back to the checklist. What did the student do well in this response? List the skills that he has applied below.

What does this student response do well?
● [write your answers here]

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Study the assessment criteria for Paper 1. Go back to your comments above. Which comments pertain to Criterion A? Which comments pertain to Criterion B? Criterion C? D? Highlight your comments using the highlighter tool in the toolbar of this Google Doc, using the following colours:

   a. Highlight comments that relate to Criterion A in green.
   b. Highlight comments that relate to Criterion B in yellow.
   c. Highlight comments that relate to Criterion C in orange
   d. Highlight comments that relate to Criterion D in blue

5. For your end-of-unit assessment, you will be asked to analyse one of two texts in 75 minutes by hand. One of the texts on your test will be taken from one of these opinion pieces by Thomas L. Friedman (TLF), a Pulitzer Prize-winning columnist for the New York Times. So let's research and understand TLF's opinion pieces.

   A good analysis begins with good **annotations**. What do good annotations look like? Check out this page, which shows you an example of a well-annotated text. Notice how the student uses a method (TAP = Text type, Audience, Purpose) to identify key ideas from the stimulus text. The student also underlines, highlights, draws circles and makes arrows, in order to engage with the text and prepare her analysis.

   For this activity, you are going to annotate extracts from Thomas L. Friedman's opinion pieces. They will be **printed on A3 posters** around the room. You will be assigned a letter (from CAMPS) and given a corresponding coloured pen.

   Context = green
   Audience = red
   Meaning = blue
   Purpose = orange
   Style = purple

   Visit each poster with a partner and discuss what you will highlight and underline with your designated colour. After you have visited, annotated and highlighted each poster, someone will take photos of each poster. Place the photos of the annotations in a shared drive for you and your classmates to access in preparation for your end-of-unit exam. As a class, discuss and record your answers to the questions below.

Question:	Answers:
A. **Context/Purpose:** What are his pieces about? What are his chief concerns? What does he want the reader to care about? What is his purpose?	
B. **Style:** What elements of style are typical of TLF?	

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| C. **Audience/meaning:** What are the effects of these stylistic features on the reader? How effective are these opinion pieces in persuading the reader? | |