

Integrated and Non Integrated Approaches to Responding to, and Composing Texts in the HSC Standard English Course

A Non Integrated Approach to *Responding and Composing* using: 'Billy Elliot' by Stephen Daldry

Phase 1: Deconstruction

A non integrated approach to deconstructing a text simply means breaking down the text into *isolated* manageable pieces, we have used two methods in this approach: **The Big 5** and/or the **T.O.O** formula.

These approaches have allowed you to examine, understand and analyse the *elements of the texts* **The Big 5**: (the plot, setting, themes, character and the techniques) as well as the *rubric focus*: **T.O.O** (what triggers a shift into another world or growing up, what obstacles are faced/overcome and what the outcome was of this transition or process).

Our recent group work was an example of this approach. Our were asked to deconstruct and teach the text to the class by selecting no more than five scenes from the film. Each scene was to represent an aspect of the rubric:

- Scene 1: The context of Billy's world
- Scene 2: What instigated Billy's transition
- Scene 3: What obstacles he faced
- Scene 4: The outcome of this growth or growing up.

Phase 2: Application

Applying this information in a non integrated approach means that you discuss and analysis these points in isolation. This is a very structured and mechanical response. Eg.

In Scene 5 of 'Billy Elliot', Daldry explores the impact of the role of masculinity in Billy's development.

This topic sentence outlines your paragraph that will only draw textual evidence from scene 5.

Complete the following PMI to access the *Positives, Minuses and Interesting* aspects of this approach.

P	M	I

A VERY Basic Essay Scaffold to a **Non Integrated Response**

A Thesis Statement

You must decide on your own thesis statement based on the question being asked and justify it with textual analysis, always overlaying the discussion with quotes and techniques. The justifications of such thesis statements become the building blocks of extended responses.

Introduction (*outlines the question, your texts and composers, your techniques and your angle/hypothesis/thesis on growing up, or into the world*)

- contextual statement - hypothesis/thesis/direction
- restate question
- title of texts and composers
- techniques used to convey *growing up, or into the world*

Body (*make a statement, provide examples and evidence, use quotes and link to question*)

- Topic sentence - text 1 (title and composer's name) and technique 1
- Example from a text about *growing up, or into the world*
- Analysis of the technique used to convey *growing up, or into the world* (**including quotes of the techniques**)
- *Summative sentence - sums up point and links information to question also reinforces your hypotheses or thesis

Repeat body paragraph scaffold for every text discussed or a second technique in the same text

Conclusion (*outlines your texts and composers, your techniques and your understanding of growing up, or into the world*)

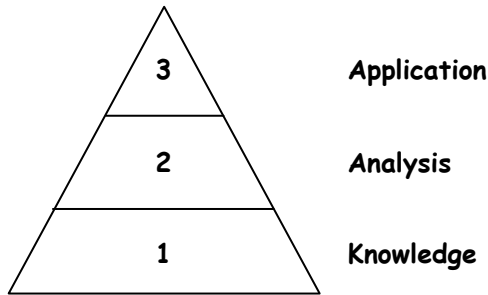
- restate question
- title of texts and composers
- techniques discussed to show *growing up, or into the world*
- contextual statement about *growing up, or into the world* based on a common thread/hypothesis/thesis of your approach of your texts



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Phase 1: Deconstruction

When being introduced to a text for the first time, I would encourage you to implement a methodical approach to its deconstruction to ensure your knowledge base is sound (refer to our triangle of learning)



Phase 2: Application

Applying this information in an integrated response means that you discuss and analysis these points holistically across the text. This approach allows more freedom of choice and inclusion of textual evidence. It also provides flexibility in engaging with an unseen question. Eg.

Masculinity is explored throughout the film 'Billy Elliot' by Daldry to portray the complex role it plays in Billy's development.

This topic sentence outlines your paragraph that can draw textual evidence from the whole text. By shifting the focus of your topic sentence to an integrated approach, you have constructed a scaffold that allows you to comment an analysis *several examples* from the text and therefore providing and ensuring a *sustained response*.

Complete the following SWOT analysis to access the *Strengths, Weakness, Threats and Other* aspects of this approach

S	W	O	T

A VERY Basic Essay scaffold to **An Integrated approach**

Introduction and conclusion scaffolds are the same as a non integrated approach.

The difference with this approach is that instead of the focus of the paragraph being text based - it becomes the aspect of growing up or transition or into the world based. You will find that you will need probably two paragraphs at least for adequate discussion and analysis of each focus.

A Thesis Statement

You must decide on your own thesis statement based on the question being asked and justify it with textual analysis, always overlapping the discussion with quotes and techniques. The justifications of such thesis statements become the building blocks of extended responses.

Introduction (*outlines the question, your texts and composers, your techniques and your angle/hypothesis/thesis on growing up, or into the world*)

- contextual statement - hypothesis/thesis/direction
- restate question
- title of texts and composers
- techniques used to convey *growing up, or into the world*

Body (*make a statement, provide examples and evidence, use quotes and link to question*)

- Topic sentence - theme or aspect of *growing up, or into the world* that is common in both texts. This could be two set texts OR a set text and related material (title and composer's name) and technique 1
- Examples from texts about *growing up, or into the world*
- Analysis of the techniques used to convey growing up (**including quotes of the techniques**)
- Your summative in sentence becomes a link to the next paragraph where you will continue your analysis

The paragraph that ends the discussion/analysis of the theme or aspect of *growing up, or into the world* required a summative sentence that sums up point and links information to question also reinforces your hypothesis or thesis.

Conclusion (*outlines your texts and composers, your techniques and your understanding of growing up, or into the world*)

- restate question
- title of texts and composers
- techniques discussed to show *growing up, or into the world*
- contextual statement about *growing up, or into the world* based on a common thread/hypothesis/thesis of your approach of your texts

General Essay Response Hot Tips

Language of an Essay

- Use synonyms to label/identify and collate examples of the growth, transition or into the world that takes place
- Avoid personal language
- Use an elevated vocabulary
- Use the language of the question in your topic and summative sentences
- The composer is not your mate - first and surname or surname only NEVER their first name. You should always address the composer by full name in introduction, and then you can use variety eg: Daldry, the director, the composer, etc.
- **Phrases to explain the effect of a technique: This feature ...**
 - attracts attention to ...
 - shows that ...
 - suggests that ...
 - contrasts with ...
 - implies ...
 - emphasises ...
 - promotes ...
 - illustrates ...
 - encourages ...
 - creates empathy for ...
 - positions the responder ...
 - challenges the assumption that ...
 - discusses ...
 - explores ...
 - highlights ...
 - creates a sense of ...
 - reinforces ...

Value Adding

You need to constantly ask yourself "What has this information I have just written shown the marker? It is something new? (**value added**) or is it the same as something else I have written and therefore not adding value to my response?"

- Vocabulary - elevated vocabulary, metalanguage
- Essay scaffold
- Variety of techniques - variety of text forms - variety of types of *growing up, or into the world*
- Variations of language and structure in topic and summative sentences
- Implicitly weaving **your** opinion/interpretation/understanding into response eg:
 1. The **tender** handling of the relationship between Billy and Mrs Wilkinson conveys ...
 2. Without **condemning** Jacky and his refusal to accept Bill attending Ballet classes instead of boxing, Daldry ...

Scaffolds/structures

- The order of mentioned texts and techniques in the introduction is the order they should appear in the body paragraphs
- Quotes should be of the sample of the technique you are analysing that reveals/highlights/reinforces the *growing up, or into the world* (**this also ensures that you remain focused on analysing the techniques and how they convey the aspect of *growing up, or into the world* rather than retelling content**)
- Integrating your quotes is more sophisticated. The structure of your sentence should allow you to remove the quote marks and the sentence should make sense with the quote
- As a general rule in a non integrated essay - one paragraph = 1 technique of one text, knowing that you will need to discuss more than one technique per text you will need to take a second or third paragraph. These paragraphs become groupings or couplets and therefore you can cleverly alter your topic sentences (because you are using the same text) to use comparative or contrasting language eg:
- Always check you are answering the question (this should be evident if your scaffold is right - topic and summative sentences)
- Draft, draft and redraft

Using Formulas

Formula 1: Narratives - **THE BIG FIVE** (deconstructing narratives)

Plot or textual evidence - (content - about *growing up, or into the world*)

Setting - (where the *growing up, or into the world* takes place)

Themes/Meaning - (link to *growing up, or into the world*)

Characters - (who is affected by *growing up, or into the world*)

Techniques - (the tools the composer uses to help us understand their ideas of *growing up, or into the world*)

Formula 2: S.E.E (Paragraph structure/scaffold)

S = Statement (= topic sentence) - What is your hypothesis, thesis, focus of your paragraph that addresses, attacks or engages the question? (including techniques)

E = Example(s) - What are you selecting from the text to support your statement?

E = Evidence - Textual details that elaborate on the example(s) and support you statement

S = Summative Sentence

Formula 3: T.O.O

T = Trigger - (what instigates the grow or wanting to or push to)

O = Obstacles - (what challenges are faced, confronted, overcome)

O = Outcome - (the analysis/impact/effect of growth, growing up, into the world or the transition and process)