 Year 12 English Standard

ALARM – understanding the ALARM verbs

| Verb | Description | Content/concept |
| --- | --- | --- |
| What? | N/A | N/A |
| Identify | Recognise and name | Literal – What is it? |
| Describe | Provide characteristics and features | Figurative – What does it do? |
| How? | N/A | N/A |
| Explain (significance) | Relate cause and effect; make the relationships between things evident; provide why and/or how | Figurative – Purpose, function, role, significance, importance of technique |
| Analyse | Identify components and the relationship between them; draw out and relate implications | Thematic – How/why does it do it? (Explain effect/impact of technique on audience) |
| Interpret meaning | This is the theme at the textual/universal level | Thematic – What is learned? |
| How well? | N/A | N/A |
| Critically analyse | Where our opinion begins to form; depth and detail of relationships; positives and negatives; advantages and disadvantages; pros and cons | Thematic – What/how/why does it lead to? (Explain the relationship between text and character/author/context) |
| Evaluate | Make a judgement based on criteria; determine the value of a part/section | Conceptual – To what extent |
| Critically evaluate | Is the success of all the parts together? Students evaluate the concept as a whole. | Conceptual – Justify its importance |
| Value? | N/A | N/A |
| Conceptualise topic (importance) | Here we consider the essential idea of the topic. We express what we learned from the components. | Life – relevance and value |

ALARM developed by Max Woods