

# Testing your text

Asking questions is a good way to find out if you are getting your message over to your reader.



- **Why does this matter? – is a good basic question to ask.**

To check the flow of your argument or line of reasoning you can test pieces of your text by evaluating them against criteria or questions.

- **You can test a sentence or two, a paragraph or longer sections.**

## Test a paragraph

Is the main point or idea clear?

Does it introduce the main point or key idea?

Is it supported by evidence?

Is it convincing?

Does the last line bring it all together?

Unfortunately, the lack of evidence of schools' and learners' achievement/attainment severely inhibits the ability of learners, parents or researchers to determine how successful these new (or not-so-new, as many schools used such courses to enhance their curricula before CIE) ventures have been. There is also a need to demonstrate the effectiveness of such courses or experiences in helping learners to progress to further learning and the workplace. The parent or researcher is thus largely forced to rely on annual national statistics published by SQA and the Scottish Government. These now conform more to the current narrower political agenda than in the past, wider information on attainment and so it is more complex, although not entirely impossible, to discern the wider picture of formal attainment and broader forms of achievement' (HMIE, 2009, p.4). As a consequence of this narrowing of available information – by schools, local authorities and government – the majority of findings in this paper relate to overall national (Scottish) performance. An attempt has, where possible, been made to demonstrate variations across local authorities and across subject courses where this assists analysis of attainment and of the factors impacting on attainment.

## Test links between parts

Check the answers to these two key questions are clear to your reader.

- Look at the transitions between the parts too.
- You may need to move some parts of your text and rewrite the transitions.

Why is this here?

How does this contribute to my line of reasoning?

curricula... individual attainment... which so... although... agencies a... Unfortunately, the lack of evidence of schools' and learners' achievement/attainment severely inhibits the ability of learners, parents or researchers to determine how successful these new (or not-so-new, as many schools used such courses to enhance their curricula before CIE) ventures have been. There is also a need to demonstrate the effectiveness of such courses or experiences in helping learners to progress to further learning and the workplace. The parent or researcher is thus largely forced to rely on annual national statistics published by SQA and the Scottish Government. These now conform more to the current narrower political agenda than in the past, wider information on attainment and so it is more complex, although not entirely impossible, to discern the wider picture of formal attainment and broader forms of achievement' (HMIE, 2009, p.4). As a consequence of this narrowing of available information – by schools, local authorities and government – the majority of findings in this paper relate to overall national (Scottish) performance. An attempt has, where possible, been made to demonstrate variations across local authorities and across subject courses where this assists analysis of attainment and of the factors impacting on attainment.

## Test for quality

Does this advance the argument?

Is it misleading in any way?

Be ruthless and remove writing that dilutes the overall quality.

Does it drift from the main point?

Can you reduce or reuse?

Is there too much unimportant detail or description?

Does it repeat something?

Label and keep your cuts. Just in case!

During 2018-19, only 47 secondary schools (13% of all secondary schools) indicated that they offered one or more 'alternatives' courses in 10 or more subjects. Although some schools have indicated similar provision in 12 or 13. Almost all schools that indicated such provision were in the private sector. It is not clear in some cases whether such courses are available to all pupils, primarily public or private, or whether they are available to all pupils. The majority of schools that indicated such provision were in the private sector. The majority of schools that indicated such provision were in the private sector. The majority of schools that indicated such provision were in the private sector.

