

EAPP Unit 2 Review Reader

Reaction Papers, Reviews, and Critiques

A print-ready reference material for examination review

Target	What this reader helps you review
Grade 12 EAPP	The basic ideas behind reaction papers, reviews, and critiques, with focus on fair critique writing.
Main writing flow	Object -> Lens -> Criteria -> Evidence -> Analysis -> Judgment -> Critique
Use	Reference reading material for review. The language is kept simple, close to Grade 10 level, so the ideas are easier to study.



1. What This Unit Is About

From personal response to evidence-based judgment

In this unit, learners move from simple reaction to fair judgment. A learner may write about a text, event, product, program, service, or experience. The goal is not to insult or praise without reason. The goal is to explain a judgment clearly, support it with details, and mention both strengths and weaknesses when needed.

Target competencies in simple language

Learners are expected to use a proper critical approach, such as formalism or feminism. They should also write a fair review or critique of an artwork, event, program, object, service, or experience.



A strong critique does not jump straight to judgment. It follows a clear path. The writer chooses a specific object, selects a lens, decides the criteria, gathers evidence, explains the evidence, and then gives a fair judgment.

Weak review sentence

The event was nice and I liked it because it was fun.

Stronger critique sentence

The event was engaging for students because the activities required participation, but the instructions should have been clearer before the group tasks started.

Important idea

A reaction explains a response. A review evaluates something using criteria. A critique gives a deeper judgment using a lens, criteria, and evidence.

2. Reaction, Review, and Critique

Related forms, different purposes

Reaction paper	Explains the writer's response to a text, issue, event, or experience.	Personal response connected to details from the source or event.	Reflective and clear, but still supported by details.
Review	Evaluates quality, usefulness, or value for an audience or user.	Features of the object, examples, user experience, comparison, standards.	Balanced and practical.
Critique	Looks at the object through a lens and gives a reasoned judgment.	Criteria, direct evidence, interpretation, and sometimes cited support.	Analytical, fair, evidence-based.

Reaction Paper

A reaction paper does not only say whether the writer likes or dislikes something. It explains what the writer understood, felt, questioned, or realized after reading or experiencing something. The response should still be connected to clear details.

Model reaction paragraph

The article about online learning made me realize that access to technology is not the same for all students. One detail that stood out is the part about learners who depend only on mobile data. This made the issue more serious because online classes may look convenient, but they can also create pressure for students who do not have stable internet. My reaction is not only sympathy. It is also a reminder that school policies should consider the real situation of learners.

Review

A review focuses on value or quality. It helps readers decide whether something is useful, effective, appropriate, or worth recommending.

Model review sentence

The learning video is useful for Grade 12 students because it defines key terms clearly and gives classroom examples, although its fast narration may make some parts difficult to follow.

3. What Makes a Critique Different?

A critique uses a lens, criteria, evidence, and analysis

A critique is a judgment with reasons. It asks the writer to examine something closely. The writer explains whether it works, how it works, who it affects, and what can be improved. The writer should not rely on unsupported opinion.



Object	The thing being studied or judged.	A school career-orientation program.
Lens	The angle used to look at it.	Feminist lens.
Criteria	The standards used for judging.	Representation, gender roles, opportunity.
Evidence	The details that support the judgment.	Technical careers were presented mostly by men; care-related careers mostly by women.
Analysis	The explanation of what the evidence means.	The pattern may suggest that some careers are seen as more suitable for one gender.
Judgment	The balanced conclusion.	The program was informative, but it should broaden representation.

Opinion without critique	Critique with basis
The career program was good because the speakers were interesting.	The career program was informative, but through a feminist lens, its speaker arrangement repeated traditional gender expectations because technical fields were presented mainly by men while care-related fields were presented mainly by women.

Balanced does not mean neutral

A balanced critique may still make a strong judgment. Balance means the writer looks at strengths, weaknesses, evidence, and context before giving a conclusion.

4. Critical Lenses for Critique Writing

The lens controls what the writer pays attention to

A lens is the angle used to examine an object. The same object can be critiqued in different ways depending on the lens. For example, a school canteen may be studied through a practical lens, consumer lens, ethical lens, or environmental lens.

Formalist / Structural

organization, clarity, sequence, unity, technique

Practical / Service

whether it works in actual use, efficiency, access

Ethical

privacy, honesty, respect, harm, responsibility

Business / Consumer

price, quality, value, customer information

Feminist

gender roles, power, voice, representation, opportunity

Audience-response

effect on audience, clarity, engagement, usefulness

Social

participation, access, fairness, inclusion, effects on groups

Media and Information

accuracy, credibility, balance, source quality

Educational

learning support, instructions, practice, feedback

Environmental

resource use, waste, sustainability, consistency

Lens and criterion are not the same

The lens is the broad angle. The criteria are the specific standards under that angle. If the lens is practical, the criteria may be clarity, accessibility, and efficiency. If the lens is feminist, the criteria may be representation, agency, and gender roles.

5. How a Lens Changes the Critique

Same object, different focus, different criteria

The object may stay the same, but the critique changes when the lens changes. This is why learners should choose the lens before choosing the criteria. The lens tells the writer what to look for. The criteria tell the writer what standards to use.

Example object: school canteen service

If the object is the school canteen service, the writer should not judge everything at once. The writer must choose one clear angle first.

Practical / Service	Does the service work well for students?	waiting time, food availability, cleanliness, process	queue length, serving time, available meals, table condition
Business / Consumer	Does it give fair value to customers?	price, quality, portion, customer information	menu prices, serving size, taste notes, product labels
Social	Who benefits or who may be left out?	accessibility, fairness, participation	students who can/cannot buy, schedule, location, affordability
Ethical	Is the service responsible and respectful?	honesty, safety, privacy, accountability	clear pricing, food handling, complaint response
Environmental	What happens to resources and waste?	packaging waste, segregation, reusable materials	plastic use, trash bins, waste after recess

Key reminder

Do not choose criteria just because they sound good. Choose criteria because they match the lens and can be supported by evidence.

6. Building Fair Criteria

From broad words to usable standards

Many students start with broad words like good, bad, nice, boring, helpful, or successful. These words are not yet useful criteria because they are too general. A fair criterion should be clear, specific, connected to the lens, and possible to support with evidence.

good	clear instructions	The writer can check if the instructions are understandable.
bad	limited accessibility	The writer can explain who may have difficulty using it.
nice	appropriate design	The writer can discuss color, layout, readability, or arrangement.
boring	weak audience engagement	The writer can point to pace, examples, interaction, or variety.
successful	achievement of purpose	The writer can compare the result with the stated goal.
helpful	usefulness to the target users	The writer can explain how users benefit from it.

Criteria-building steps

1. Name the object.
2. Ask what the object is supposed to do.
3. Choose the lens.
4. Ask what that lens pays attention to.
5. Turn the answer into two or three criteria.
6. Check if each criterion can be proven with evidence.

Weak criteria list

good
bad
nice
interesting

Stronger criteria list

clarity of instructions
accessibility to users
relevance to purpose
quality of evidence

7. From Criteria to Discussion

A critique explains, not just lists

A common mistake is to write one strength and one weakness, then stop. That is not yet a full critique. A critique must discuss why the strength matters, why the weakness matters, and how both affect the purpose of the object.

Criterion	Evidence	Meaning	Effect	Judgment
Strength	The program had many participants.	The high number of participants shows that the program attracted student interest. This supports its purpose of encouraging involvement, especially if students joined voluntarily.		
Weakness	The instructions were unclear.	The unclear instructions limited the program's effectiveness because some groups spent time asking what to do instead of completing the task. This affected time management and learner confidence.		
Balanced link	It has strengths and weaknesses.	Although the program encouraged participation, its unclear instructions reduced the quality of participation. The issue is not the goal of the program, but the way the task was explained.		

Discussion sentence pattern

The evidence that _____ shows _____. This matters because _____. Therefore, in terms of _____, the object is effective / limited / partly effective.

8. The Feminist Lens

A focused way of examining gender, power, voice, and opportunity

The feminist lens examines how gender affects representation, participation, responsibility, power, and opportunity. It does not simply count how many women or men appear. It asks how people are shown, what roles they perform, who speaks, who decides, and whether stereotypes are repeated or questioned.

Representation	Who is shown, mentioned, included, or left out.
Voice	Whose ideas, experiences, or decisions are heard.
Agency	Who can act, decide, lead, or influence outcomes.
Power	Who holds authority, control, or access to resources.
Gender roles	Whether people are limited to expected roles because of gender.
Stereotyping	Whether simplified assumptions about femininity or masculinity are repeated.

Model feminist critique paragraph

During the school career orientation, male speakers discussed engineering, construction, and information technology. Female speakers mostly discussed teaching, nursing, and office work. The program gave useful information, but through a feminist lens, the speaker arrangement may suggest that technical jobs are more for men and care-related jobs are more for women. The issue is not the ability of the speakers. The issue is the repeated pattern. The program could improve by inviting different professionals in each field so learners can choose careers based on interest and ability, not gender expectations.

Responsible feminist critique

Examines details, patterns, roles, voice, representation, and possible effects.

What to avoid

Do not attack people personally. Do not assume unfair treatment without evidence. Do not treat every difference as automatically unfair.

9. Criteria, Evidence, and Analysis

The core of a fair judgment

A criterion is a standard for judging. Evidence is the detail that supports the judgment. Analysis explains what the evidence means. Many weak critique papers include criteria and evidence, but they do not explain how the two are connected.

School announcement system	Social	accessibility, fairness, timeliness	platforms used, late information, offline alternatives
Student-made snack	Consumer	affordability, quality, label information	price, taste, packaging, missing ingredients or date
Cooking demonstration	Educational / Practical	clarity, sequence, safety	steps shown, safety reminders, final output
Advocacy poster	Media / Ethical	accuracy, clarity, responsible persuasion	claims, images, sources, emotional appeal

Evidence needs interpretation

Evidence: The product label has no production date. Interpretation: This limits consumer information because buyers cannot easily check freshness or safe use. Judgment: The product looks marketable, but its label needs improvement to build consumer trust.

Useful analysis phrases

Explain meaning	This suggests that... / This shows that... / This detail matters because...
Show balance	Although... / However... / At the same time... / A stronger version would...
Connect to criterion	In terms of clarity... / Based on accessibility... / Through this lens...
Recommend	This can be improved by... / The program would be stronger if...

10. Balanced and Objective Critique

Fair does not mean weak, and objective does not mean emotionless

A balanced critique is not just a list of strengths and weaknesses. It is a fair discussion of how evidence supports the judgment. A writer may still make a strong judgment, but the judgment should be based on clear criteria and evidence.

An objective critique does not mean the writer has no opinion. It means the opinion is controlled by evidence. The writer avoids personal attacks, exaggeration, rumors, and unsupported claims.

Balanced	The writer considers relevant strengths, limits, purpose, and context.	It does not mean giving equal praise and criticism every time.
Objective	The writer bases judgment on evidence, criteria, and careful language.	It does not mean the writer cannot make a clear judgment.
Fair	The writer judges the object, not the person's worth or intention.	It does not mean avoiding problems or writing only positive comments.

Weak balanced critique

The campaign has strengths and weaknesses. It is good because many students saw it. It is bad because some students did not see it.

Stronger balanced critique

The campaign was effective for students who regularly check online class groups because announcements were posted quickly. However, through a social lens, it was less accessible to learners with weak internet connection. This means the campaign was fast, but not equally reachable. A better system would combine online posts with classroom reminders or printed notices.

11. Simple Structure of a Critique Paper

A short paper can still be complete

A critique paper does not need to be very long to be meaningful. A focused paper can have four to five paragraphs if each part has a clear job.

Title	Names the object and focus.	A Practical Critique of the Online Registration Form
Paragraph 1	Introduces the object, context, lens, criteria, and overall judgment.	What is being critiqued? Why? What lens is used?
Paragraph 2	Develops the first criterion.	Criterion, evidence, interpretation, judgment.
Paragraph 3	Develops the second criterion.	Another criterion, evidence, interpretation, balance.
Optional Paragraph 4	Adds another criterion or source support.	Relevant standard, comparison, or extra evidence.
Final Paragraph	Synthesizes the critique.	Overall assessment, strength, limitation, recommendation.

Paragraph 1 frame

The object selected for this critique is _____. It was created, conducted, or used for _____. This paper examines it through a _____ lens, focusing on _____ and _____. Based on the evidence, it is generally _____, although it needs improvement in _____.

Body paragraph frame

One important criterion is _____. The evidence shows that _____. This detail suggests that _____. Therefore, the object is effective / limited in terms of _____ because _____.

Closing frame

Overall, _____ is effective / partly effective / limited because _____. Its strongest feature is _____, while its most important weakness is _____. It can be improved by _____.

12. Model Critique: Practical Lens

Object: online registration form

The following model shows how object, lens, criteria, evidence, analysis, and judgment work together in a short critique.

Paragraph 1 - object, lens, criteria, judgment

The object selected for this critique is the online registration form used for student enrollment. The form was designed to collect learner information and reduce handwritten records. This paper examines the form through a practical lens, focusing on clarity, accessibility, and efficiency. Based on the evidence, the form is useful in collecting information, although unclear instructions reduce its efficiency for some users.

Paragraph 2 - first criterion

One important criterion is clarity. Several fields use labels such as educational background and previous school information without explaining the exact details needed. As a result, some students may give incomplete answers or put information in the wrong fields. This suggests that the form assumes that users already understand official school terms. Therefore, the form is limited in clarity because its instructions do not guide all students well.

Paragraph 3 - second criterion

A second criterion is efficiency. The online form allows advisers to collect responses without manually encoding every student record. This reduces paperwork and creates an electronic record. However, if advisers still need to contact students whose answers are incomplete, the process is not fully efficient. The form saves time at first, but repeated checking weakens its practical value.

Closing paragraph - balanced critique

Overall, the online registration form is partly effective because it simplifies information collection but does not give enough guidance for all users. Its strongest feature is electronic organization, while its main weakness is unclear instruction for several fields. It can be improved by adding examples, simplifying labels, and testing the form with students before full use.

13. Model Critique: Consumer Lens

Object: student-made product

This model is useful for ABM, Cookery, BPP, and other product-based outputs. It shows how a product can be evaluated without relying only on taste preference.

Model paragraph

The student-made cupcake is examined through a business or consumer lens, focusing on product quality and consumer information. In terms of quality, the cupcake has a neat appearance, consistent size, and clean packaging. These make it suitable for school-based selling. These details suggest that the product has market potential because it looks prepared and presentable. However, the packaging does not include the production date, ingredient list, or possible allergen information. This weakens consumer trust because buyers cannot easily check freshness or safety. Overall, the product is visually marketable, but its label must be improved before it can be called a responsible consumer product.

What the paragraph does

Object	student-made cupcake
Lens	business or consumer lens
Criteria	product quality and consumer information
Evidence	neat appearance, consistent size, clean packaging, missing label details
Analysis	presentable appearance shows market potential; missing label weakens consumer trust
Judgment	marketable but incomplete as a responsible consumer product

Too personal

I like the cupcake because it tastes good.

More academic

The cupcake is suitable for student customers because its size, presentation, and price match a school-based selling situation.

14. Model Critique: Media and Information Lens

Object: article, post, video, or infographic

The media and information lens examines whether information can be trusted and whether it is presented fairly. It is useful for articles, social media posts, videos, public information materials, posters, campaigns, and infographics.

Model paragraph

The article about teenagers and news is examined through a media and information lens. Its main strength is relevance because it discusses how students often get information through social media instead of traditional news outlets. This makes the topic familiar to its readers. However, the article becomes more credible only when it uses survey results, expert comments, or clearly named sources. Without these, the claim may sound like a general observation instead of a supported finding. Therefore, the article is relevant and timely, but its credibility depends on the quality and clarity of its evidence.

Media and information criteria

Accuracy	The information is correct and not misleading.
Credibility	The author, source, or evidence can be trusted.
Completeness	Important information is not missing.
Balance	The material avoids one-sided or unfair presentation.
Currency	Information is recent enough for the topic.
Transparency	Sources, author, purpose, or basis are clear.

Remember

A media critique should not only ask, 'Is it interesting?' It should ask whether the information is accurate, supported, complete, fair, and useful for the audience.

15. Language of Balanced Critique

How to sound fair, clear, and academic

Balanced critique uses careful language. It avoids personal attacks, unsupported accusations, and exaggerated claims. It also avoids vague praise. The writer should name the object, describe evidence, explain the evidence, and state the judgment clearly.

Introduce lens	This paper examines ____ through a ____ lens.
Name criterion	One important criterion is _____. / In terms of _____, the object...
Present evidence	The evidence shows that _____. / A visible detail is _____.
Interpret evidence	This suggests that _____. / This matters because _____.
Show balance	Although _____, the object still _____. / However, _____.
Make judgment	Therefore, the object is effective / limited / partly effective because _____.
Recommend	It can be improved by _____. / A stronger version would _____.

Avoid

Everyone knows it is bad.
The organizer did not care.
The product is ugly.
The video is boring.

Prefer

The available evidence suggests...
The process did not clearly show...
The packaging has limited visual appeal because...
The video may not sustain attention because...

Ownership and AI-use reminder

A student should be able to explain the object, lens, criteria, evidence, and judgment in the submitted work. Any AI-assisted polishing should not replace the learner's own thinking, process evidence, and understanding.

16. Quick Reference Summary

The most important ideas to remember

Core chain

Object -> Lens -> Criteria -> Evidence -> Analysis -> Judgment -> Critique

Reaction	A supported personal or reflective response.
Review	An evaluation of quality, usefulness, value, or audience fit.
Critique	A deeper evidence-based judgment guided by a lens and criteria.
Lens	The angle of examination.
Criteria	The standards used for judging.
Evidence	Details, observations, source parts, or examples that support judgment.
Analysis	The explanation of what the evidence means.
Balanced judgment	A fair conclusion that recognizes relevant strength and limitation.

Mini model of the full flow

Example

Object: school announcement campaign

Lens: social lens

Criteria: accessibility and fairness

Evidence: announcements were posted mostly through online platforms

Analysis: students with weak internet access may receive information late

Judgment: the system is fast for connected learners but less fair for those with limited access

Critique: the campaign should combine online posts with classroom reminders or printed notices

A strong review or critique is not only written correctly. It is built from a clear thinking process. When reviewing for an examination, focus on the meaning of each part and how the parts connect.