Literature learning mat

GCSE English Literature

Section A: Post–1914 Prose

- You should spend 45 minutes on this section.
- Find the questions relating to the text that you have been studying in class.
- Read both questions carefully and choose one.
- Spend five minutes planning your response.
- Use quotations and write in paragraphs.
- Spend five minutes checking your answer.

Section B: Pre–1914 and Post–1914 Poetry

- You should spend one hour on this section.
- You will have studied either Duffy and Armitage or Heaney and Clarke.
- Read all three questions carefully and choose one.
- Spend 5-10 minutes planning your response.
- Use quotations to support your ideas and write in paragraphs.
- Spend five minutes checking your response.

Possible alternatives for ‘shows’:

- conveys
- provides
- indicates
- highlights
- describes
- expresses
- emphasises
- evokes
- exposes

Possible alternatives for ‘effective’:

- original
- unique
- unusual
- disturbing
- sensual
- inventive
- graphic
- accurate
- apt
- dramatic
- dynamic
- vivid
- successful

The Grade Ladder ...

E: You support your ideas with evidence but your response is very general.

D: You focus on the question; can explain characters and ideas; you are aware of meanings and feelings; you can identify language effects.

C: Your essay is structured; you explain in detail your response to characters and ideas; you use supporting evidence effectively; you make appropriate comments about meanings; you explain the language that is used.

B: Your essay is developed; your response to the author's ideas is considered; you use effective quotations; you link your evidence to the writer's intentions; your essay is thoughtful; you make appropriate comments about language.

A: Your response to the question is analytical; you explore the writer's ideas and purposes; you use supporting evidence in an analytical way; you explore a range of meanings; you analyse the writer's use of language.

A*: Your response is conceptualised; you explore the writer's ideas in an insightful way; your analysis is sensitive and relevant; you have a convincing and imaginative approach to the text; you evaluate the writer's use of language.

Asking the right questions ...

Whenever you study a literature text you should ask yourself questions like the ones below (although this list is by no means exhaustive!). They will encourage you to explore the text fully, to develop your own ideas and to analyse language.

Explore the language that the author uses. What effect does it have on the reader?

- Explain how and why this extract is important to the novel/poem as a whole.

To what extent do you empathise with the central character?

Identify three key symbols and explore the impact that these have on the text as a whole.

What impact does this character/event have on the central character?

Identify the three most important events in the novel and explain your reasons.

How can you compare these two poems?

What is significant about the structure of the novel/poem?

How might this quotation be interpreted? What does it suggest to the reader?

How does the tone alter? How does the author achieve this? What effect does this have upon the reader?

Consider the key themes in this text. What messages and ideas is the author attempting to convey? How effectively do you think they do this?

Do your attitudes and feelings alter as you read this text? How? Why?

What impact does the setting have at this point in the text? How does the author use language to create that setting? What does it make the reader think/feel?
Literary Terms

**Alliteration**
Repetition of consonants that sound the same at the beginning of words.

**Assonance**
Giving the impression that words sound similar by repeating the same or similar vowel sounds.

**Dramatic monologue**
A poem spoken by an imaginary speaker to an imaginary audience.

**First person**
The use of a character within a text as the narrator. Uses the first person ‘I’. Example: The Catcher in the Rye and Heroes are both written in the first person.

**Imagery**
The descriptive language used in a literary text.

**Metaphor**
Describing something by saying it is another thing.

**Personification**
Giving things or ideas human characteristics.

**Rhyme**
Using pairs or groups of words, often at the end of lines of verse, which have the same or very similar sounds.

**Rhythm**
Rhythm is produced by the stress given to certain words when they are read aloud.

**Setting**
The place where the events of the novel or other literary works occur.

**Simile**
Describing by saying it is like or as something else.

**Stanza**
A poem is usually divided into lines grouped together called stanzas.

**Structure**
How a text is built up and created.

**Symbol**
A word/object that represents something else. Example: In The Catcher in the Rye the ducks in central park represent the safety and security.

**Themes**
The ideas and messages within a text.

**Third person**
An all-knowing narrator who looks on events from the outside. Uses the third person, he, she, they. Example: Of Mice and men is written in the third person.

**Tone**
The voice and feelings within a text. Example: happy, sad, serious.

Poetry framework (SUSTIT)

**Subject**
What is the poem about? What happens in the poem?

**Unusual language**
What words or phrases seem interesting? Why do they stand out?

**Structure**
How is the poem ‘built’? Is there a clear speaker?

**Tone**
What feelings does the poem present?

**Images**
Describe the mind pictures that are created in the poem. How does the poet create these?

**Themes**
What message does the poem convey? What ideas does the poet want the

In your literature exam you should ...
Discuss the effect on the reader ...
Discuss the choices made by the author/poet/writer ...
Use quotations: keep them short, relevant and frequent ...
Discuss language and its impact/effects ...
Discuss structure and its impact/effects ...
Identify and explore the overall themes and messages of the text ...
Comment on key episodes and link them to the text as a whole ...
Consider different interpretations ...
Ensure your response and ideas are thoughtful and personal ...
Analyse individual quotations and explore their effect on the reader ....

Connectives
For example ...
To show that ...
As suggested by ...
More importantly ...
Especially ...
Likewise ...
In contrast ...
However ...
Instead ...
Alternatively ...
Therefore ...
Until ...
Inevitably ...
Consequently ...
Finally ...
Overall ...

Remember to expand your ideas fully. Use PEEE to make your points effective ...

Point

Evidence

Explanation

Effect(s)
(Effect intended by the writer/effect on the reader/effect on you.)

Connotations
The connotations of a word/phrase are the ideas and images that we associate with it; the things it makes us think of. Example: we associate danger and love etc. with the colour ‘red’.

Spend 5 minutes planning...
⇒ Create a mind map of your key ideas.
⇒ Expand your ideas. Add notes about the content of each section and the techniques you will use.
⇒ Decide on your introductory point.
⇒ Decide on your concluding point.
⇒ Put your remaining ideas into a logical order to give your work a solid structure.

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