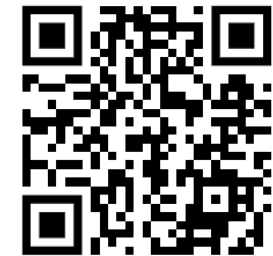


ENGLISH LITERATURE RESPONSES			
THESIS STATEMENTS	PHRASING		MOTIFS AND SYMBOLS
<p>A thesis statement should provide your main direct answer to the focus of the question, and outline where you will 'go' with your line of argument. Every answer except 28.2 should open with a 4-part thesis statement: <u>Arguably</u> (to show you have a point to make) <i>Answer</i> (to show engagement with question) Contrast (to show you've thought about it) Intent (to show you know the writer's point)</p>	<p>"In this play, Sheila is a symbol of the hope for change." Instead of asserting, try...</p> <ul style="list-style-type: none"> - In this play, Priestley constructs Sheila as a symbol of the hope for change. - In this play, Priestley presents Sheila as a symbol of the hope for change. - In this play, Priestley makes Sheila a symbol of the hope for change. 	<p>Not only... but also – explore meanings:</p> <ul style="list-style-type: none"> - Mr Birling is presented to us not only as a personification of capitalism, but also as a symbol of patriarchal control. - Dickens uses the Ghost of Christmas Past not only to reveal to us how Scrooge's childhood shaped him, but also to comment on the insubstantiality of memory itself. 	<p>Macbeth Blood = guilt Natural world = social order Sleep = innocence Darkness = evil Light = goodness</p> <p>A Christmas Carol Fog = confusion, lack of understanding Light = positivity, hope Fire = warmth, love Children = innocence Christmas = idealised society</p> <p>An Inspector Calls Light = inspection Food = bourgeois conspicuous consumption Alcohol = middle-class corruption / denial Clothing = social status / value Brumley = industrial Britain</p>
<p><i>Arguably, Shakespeare presents Lady Macbeth as a powerful woman – but one who ultimately loses her power in the face of a society fearful of strong females.</i> Shakespeare may be intending to explore ideas around gender roles and the expectations of women, something particularly relevant in 1606 in the light of Elizabeth I's recent half-century of rule.</p>	<p>Appositives – show specific understanding:</p> <ul style="list-style-type: none"> - Scrooge, an adherent of Malthusian principles, is a troublesome protagonist. - In 'Thirteen' – Femi's exploration of the hypocrisy of a racist society – he invites the reader to empathise with the experience of a 'Stop and Search'. - Sheila, initially presented as naïve, ultimately sees the reality of the world. 	<p>"Tiny Tim shows us the effects of poverty on the deserving poor." Instead of focusing on the character, try...</p> <ul style="list-style-type: none"> - With Tiny Tim, Dickens reveals the effects of poverty on the deserving poor. - With Tiny Tim, Dickens attacks the effects of poverty on the deserving poor. - With Tiny Tim, Dickens criticises the effects of poverty on the deserving poor. 	
<p><i>Arguably, Priestley presents Mrs Birling as an undoubtedly cold and unpleasant character – but one who is ultimately just as much a victim of the patriarchy as Eva Smith herself.</i> Priestley may intend to use Mrs Birling to warn about how injustices are perpetuated across the generations, and how patriarchal societies can result in women of all classes being damaged and restricted.</p>	<p>"The tone of 'Thirteen' is different to the tone of 'A Wider View'." Instead of identifying simple difference, try...</p> <ul style="list-style-type: none"> - The tone in 'Thirteen' can be set in opposition to the tone in 'A Wider View'. - The tone in 'Thirteen' contrasts with the tone in 'A Wider View'. - The tone in 'Thirteen' counters the tone of 'A Wider View'. 	<p>Modal verbs – show consideration:</p> <ul style="list-style-type: none"> - Shakespeare may... - Dickens might... - Priestley could... - The poets can... - The audience must... because... - The reader will... yet... - Scrooge ought... but... - Macbeth should... though... 	
<p><i>Arguably, both 'Thirteen' and 'Afternoon Train' present significant moments in people's lives as being important in revealing something about society: however, while Femi suggests that the speaker learns that society is unfair and hypocritical, Berry seems to imply that injustices can be overcome.</i> Both poets may intend to explore how one moment of interaction can have lasting effects.</p>	<p>Embedding quotations – to show selection.</p> <ul style="list-style-type: none"> - The plosive alliteration of "bricks of back-to-back" emphasises the sense of anger in the poem. - Despite Scrooge being a "covetous old sinner", he is deemed worthy of "redemption" and "reclamation". - This is a poem which creates "A Wider View" in the reader's mind. 	<p>"Macbeth' is about the danger of being ambitious." Instead of surface meaning, try...</p> <ul style="list-style-type: none"> - 'Macbeth' is seemingly about the danger of being ambitious. - 'Macbeth' is not just about the danger of being ambitious. - 'Macbeth' is about more than the danger of being ambitious. 	
Assessment Objectives			
<p>AO1 Respond to the task focus. Use references to support points.</p> <p>Assessed on all Literature questions except 28.2 on Literature Paper 2.</p>	<p>AO2 Identify writers' methods and their effects. Use appropriate subject terminology.</p> <p>Assessed on all Literature questions over both papers.</p>	<p>AO3 Write about relevant writers' ideas, meanings and relevant contextual factors.</p> <p>Assessed on all Literature Paper 1 questions and Sections A and B of Literature Paper 2.</p>	<p>AO4 Quality of written communication / spelling, punctuation and grammar.</p> <p>Assessed on Section A of each Literature paper (ie Shakespeare & 'An Inspector Calls').</p>
<p>Remember: the only way to guarantee failure in English Literature is to write nothing. The examiner wants to know your views and ideas about the texts on which you are assessed. Answer the question as best you can and give the examiner the opportunity to award you marks!</p>			



Literary Devices Guide

Remember: just spotting literary devices will not get you 'good' marks: you need to write about the **effects** of the devices in relation to the question focus you have been given.