

Poetry		
Syllabus dot points	Content	Activity
(1) Investigate and reflect on different ways of reading literary texts, including: <ul style="list-style-type: none"> the degree to which individual viewpoints, experiences and contexts shape readings of texts. A reading of a text refers to a meaning that can be made of a text. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world. 	<p>This refers to reading practices. This is how you choose to approach a reading of a text. We have studied: personal readings, contextual readings, aesthetic readings, gendered readings, feminist readings.</p> <p>A good fall back: personal readings.</p>	<p>Review the “reading practices” content on OneNote:</p> <p>Poetry -> Conducting a close reading -> Reading practices.</p> <p>Also look at: Close reading template. Try to do: Close reading practice for both options. This is just a paragraph each. Aim for a gendered reading – how do the pronouns produce a different effect?</p>
(1) Analyse distinctive features in literary texts, including: <ul style="list-style-type: none"> how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, including through allusions, paradoxes and ambiguities. the use of figurative language, including simile, metaphor and symbolism. the use of sound devices in literary texts to create particular effects, including alliteration, assonance, prosody, rhyme, imagery, typography. 	<p>This refers to metalanguage or critical terminology.</p> <p>Big ones for poetry: form, enjambment, metaphor, simile, imagery, allusion, caesura, alliteration, assonance, consonance, symbolism.</p>	<p>Revise the terms listed and try to write your own examples for each (except for the form and structural ones).</p> <p>Review: Sonnet form and its context/purpose.</p>
(1) Create analytical texts, including: <ul style="list-style-type: none"> using appropriate linguistic, stylistic and critical terminology to respond to texts. structuring arguments using relevant textual evidence. using stylistic features to craft and articulate readings/interpretations. 	<p>This refers to your ability to specify a reading practice (My personal reading of this text...Through a gendered lens...).</p> <p>It also involves using evidence and structuring your argument.</p>	<p>Activity: write a practice response to a sonnet. Try “In an Artist’s Studio” by Rossetti. You could do a personal reading or a feminist reading of this. Use the template mentioned in the first row to help you do this. Try to include reference to the Sonnet form and its effect, the context of the author, the context of the time period regarding women.</p>
Prose		
(2) Analyse and reflect on the relationships between authors, readers, texts and contexts, including: <ul style="list-style-type: none"> the ways in which texts are influenced by other texts and by contexts. the ways in which informed reading influences interpretation of texts. how readings are constructed as a result of the reading practices or strategies that readers apply and as a result of readers relating the text to their understandings of the world. In this way, multiple readings of a text are possible. 	<p>Context: Romanticism, 1800s, industrial revolution, desire to return to nature, suspicion of scientific advancement.</p> <p>Elements of Romantic texts: criticism of science, focus on nature, the sublime (the power of nature, awe-inspiring), highly emotional diction, complex characters.</p>	<p>Activity: research Romanticism and write some dot-point notes on the key features. Next to these dot-points, explain how <i>Frankenstein</i> adheres to these features.</p> <p>Activity (optional): read the introduction to <i>Frankenstein</i>.</p>
(2) Compare and evaluate the form, language and content of literary texts, including: <ul style="list-style-type: none"> the ways in which text structures, language features and stylistic choices provide a framework for audiences’ expectations, responses and interpretations. the use of literary techniques, including poetic, dramatic and narrative structure and devices. 	<p>This refers to understanding the conventions of prose, as well as the conventions of gothic horror.</p> <p>It also refers to how particular audiences respond to the text.</p>	<p>Revise: gothic novel conventions.</p> <p>Write: a short analysis (200 words) of how ONE of these conventions works in the novel to produce an intellectual audience response from modern readers. Example: a burdened male protagonist – we may respond critically, rather than sympathetically, due to Victor’s own poor choices and see his narration as unreliable – he writes in favour of himself, omitting more unpleasant details. Could reference hamartia (excess of ambition in his case) and hubris (ignoring the risks, overstepping moral boundaries via grave robbing).</p>
Play		
(1) Investigate and reflect on different ways of reading literary texts, including: <ul style="list-style-type: none"> the degree to which individual viewpoints, experiences and contexts shape readings of texts. A reading of a text refers to a meaning that can be made of a text. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world. 	<p>This is where we can apply a reading practice more specifically. Our study of <i>Macbeth</i> invites a gendered reading. This is influenced by the context of production. You can consider how the representation of gender in the play is influenced by the strict gender norms of 1606.</p>	<p>Activity: research gender in 1606 England. Identify women’s roles vs men’s roles. Optional reading: the feminist analysis of Macbeth in the OneNote: Analysis -> Macbeth Feminist Reading.</p>

<ul style="list-style-type: none">• how the production and reception of texts is informed by an understanding of the conventions usually associated with a genre.		Flick through the PowerPoints for each Act to get a good overview of the concepts we covered.
<p>(1) Analyse distinctive features in literary texts, including:</p> <ul style="list-style-type: none">• how text structures, language features such as figurative language, and stylistic elements, particularly dramatic conventions shape meaning and create particular effects.• the use of figurative language, including simile, metaphor, symbolism, metonymy and synecdoche to represent concepts; and rhetorical devices to shape texts, including irony, hyperbole and exclamation	<p>This refers to dramatic conventions and tragedy conventions.</p> <p>It also refers to the visual and sound devices used in plays.</p> <p>Key thing to remember: plays are performances, not written texts. The audience is viewing the performance.</p>	<p>Watch: the Curtin Conference on Tragedy and read the notes provided.</p> <p>Activity: write a short analysis (250 words) discussing the use of tragic hero, peripeteia and anagnorisis in <i>Macbeth</i>.</p> <p>Main points to include: why is Macbeth a tragic hero? What is the point of peripeteia and anagnorisis?</p>
<p>Note on study guide:</p> <ul style="list-style-type: none">- This guide mentions sonnet, gothic genre, gendered readings, personal readings, context, and tragedy. Focus on these key points, don't worry about anything else. <p>Other things to revise that are not mentioned in the dot points: how to embed evidence (in the close reading section of Poetry), and how to write effective thesis statements and topic sentences.</p> <p>Thesis statements differ depending on if you're conducting a close reading or extended response.</p> <p>Close readings: Your thesis must indicate the reading you are conducting. Sample thesis: "My personal reading of "In an Artist's Studio" by Christina Rossetti is that it is an exploration of the way women are objectified as objects of beauty, rather than complex human beings." This could also be a feminist reading.</p> <p>Extended responses: the key words of the question are essential. For example: "Discuss how a detailed study of a text can produce a reading." Sample thesis: "Through a detailed study of <i>Macbeth</i>, focusing on how the conventions of tragedy work within the play, a personal reading of the text as a cautionary tale against transgressing moral law is produced."</p> <p>Topic sentences: must relate directly to your thesis and add on to the thesis. Following on from the thesis above, a topic sentence could be: "A detailed examination of the tragic hero as a convention of tragedy further informs a reading of the text as a cautionary tale, using the trope of the tragic hero to explore the consequences of ambitious overreach."</p>		