**Reading External Exam Stimuli**

1. Read “The Survivor” and the exam question. Use a **reciprocal teaching strategy** (predict/vocabulary/questions/summary)
2. **Think/pair/share**: What is your gut feeling about the main idea from your first reading? Highlight the places in the text which alerted you to this idea. Write an initial theme statement. Share with a partner, refine, then share with the class.
3. Students form groups of 2-3. **Construct a mind map for your text which includes notes on the following. (30 minutes)**

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| **Stimulus** | **Genre/Generic conventions**  **Purpose**  **Text structure** | **Binary Oppositions**  **Representation of Characters** | **Method of Narration**  **Symbol and Metaphor**  **Stylistic Features and Literary Techniques** | **Theme/Invited reading**  **Positioning of audience**  **Ideology** |
| **“The Survivor”** | What is the specific **genre**? What seems to be the main purpose of the text?  What **elements of the genre** are evident?  Is there anything distinctive about the **way the text is structured**? | Are there key **binary oppositions** that underpin and structure the text?  Who or what **is privileged and marginalized**?  Which are the most significant binary oppositions?  How do these binary oppositions underpin representations and **ideologies** reinforced in the text?  Are you positioned to sympathize with either of the main **characters**?  What kind of person is Junior? What is his **worldview?** Does he have any character defects? How are you **positioned** by what he says and does? | Consider how **point of view** (e.g. first person vs. third person), **focalisation** and voice position the reader in relation to **perspectives, ideas and reliability** of the characters or narrator in the text.  What are some key **symbols** and/or **metaphors** that significantly contribute to meaning in the text? Consider symbols and metaphors that are repeated and/or developed in a text to shape representations and ideas in the text.  What does **dialogue** reveal about characters? How does this position us to view characters?  Prominent **imagery** – effect on reader?  **Opening paragraph:**   |  |  | | --- | --- | | **Sentence 1**  **Idea** | Name text, name author, identify genre, broad theme statement. | | **Sentence 2**  **Concept/content** | Concept, content matter, generic conventions | | **Sentence 3**  **Idea** | Re-affirm idea, vary vocabulary. (Do not use the same word twice!) | | What is the i**deology** (values, attitudes and beliefs) of the main character?  How does this ideology differ from the meaning of the text?  **Cultural ideas** — Consider how the text upholds or resists prevalent cultural ideas related to topics such as - race  - gender  - class  - sexuality  - age  - the environment.  What universal ideas are conveyed? |

1. Refine your theme statement.
2. Construct an opening paragraph.
3. Present your theme statement and opening paragraph to the class.