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| **Introduction:**   * Theme statement/main interpretation including text title and genre * Expand on theme statement * Provide relevant synopsis * Comment on genre features by using relevant words in synopsis e.g. climax, resolution * Introduce 2-3 supporting ideas. | **Comments:**   * **Theme statement** – use more universal, general idea here; try to name ideology which text promotes (e.g. humanism, environmentalism) or critiques (materialism, individualism, libertarianism, patriarchal ideology, sexism, capitalism). * Second sentence is optional. * **Synopsis** should concisely provide relevant context for your interpretation. Try to integrate identification of **genre** features\* (one or two words will do) and to comment on whether the text conforms or challenges genre conventions e.g. Spider and Fly is unconventional in use of framed narrative. * The **supporting ideas** could be more specific to the text but another universal idea could also go here. You will then use your theme statement and supporting ideas to inform the ideas in your topic sentences. |
| **Body Para 1 Binaries**   * Topic sentence: choose idea from introduction to pop in this sentence; you could also identify 1-2 binaries. * Expand on the idea in the topic sentence, further explain the idea. * Provide evidence in the form of well-chosen, well-integrated short quotes. * Analyse meaning and effect of language features and evaluate positioning of reader. * Conclude by reiterating idea in topic sentence and then subtly link to next paragraph. | * Be sure to **use synonyms** when developing ideas in topic sentences. You don’t want to say the same thing in the same words! * Don’t write a long list of binaries. You could identify and unpack them one at a time. * As you provide your evidence, keep referring to the relevant binaries. Refer to ideology in this paragraph – of one or more characters or ideology promoted through the text itself. * The trick is to integrate your quotes with identification of language features and to comment on their effect (positioning) and meaning. * **Reiterate key idea/s more than once in each paragraph.** * Just one word in the last sentence which will be picked up in next topic sentence is enough to link. As we’re moving on to a paragraph on narration, you could mention the focalized character. |
| **Body Para 2 Narration\***   * Topic sentence: choose idea from introduction to pop in this sentence; identify narrative perspective\* and focalisation\*. Comment on how these position the reader. * Expand on the idea in the topic sentence, further explain the idea. * Provide evidence to support the idea in the form of well-chosen, well-integrated short quotes. * Analyse meaning and effect of language features, further evaluate positioning of reader. * Conclude by reiterating idea in topic sentence and then subtly link to next paragraph. | * When commenting on positioning\*, no need to use word ‘positioning’ every time. See alternative list below. * Consider who the reader is positioned to sympathize with. Show how (the way the story is told) helps the reader to feel this way. * *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.* (QCAA) * Try to identify and analyse some other t-c strategies (such as connotations of words, imagery, characterization) and mention ideology or a characters values, attitudes and beliefs (w-c-c). * As we’re moving onto representation, mention the character (or group or place) you will analyse in linking sentence. |
| **Body Para 3 Representation**   * Topic sentence: choose idea from introduction to pop in this sentence; identify character, group, place or idea you are about to analyse. * Expand on the idea in the topic sentence, further explain the idea. * Provide evidence to support the idea in the form of well-chosen, well-integrated short quotes. * Analyse meaning and effect of language features, further evaluate positioning of reader. * Conclude by reiterating idea in topic sentence and then subtly link to next paragraph. | * It may be best to stick to analyzing the representation of a character but be ready to analyse a group or a place if they are more significant than one character to the construction of meaning in the text. * Use synonyms for representation e.g. construction, creation, depiction, portrayal (character), characterization * More quotes may be required in this paragraph. * There will be ample opportunity to apply t-c strategies such as characterization, imagery, dialogue, similes and metaphors * You need to consider how “*stylistic features and literary techniques ……. shape meaning”* (QCAA) and position the reader. * As the next paragraph focuses on symbolism and metaphor, refer to a name or a word that will be important in the next paragraph. |

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| **Body Para 4 Symbol and Metaphor**   * Topic sentence: choose idea from introduction to pop in this sentence; identify the symbol/s and link it to the idea you are focusing on. * Expand on the idea in the topic sentence, further explain the idea. Link to ideology, if possible. * Provide evidence to support the idea in the form of well-chosen, well-integrated short quotes. * Analyse meaning and effect of language features, especially symbolism, further evaluate positioning of reader. * Conclude by reiterating idea in topic sentence and then subtly link to next paragraph. | * Ensure every topic sentence refers in some way to an idea in the introduction. * You won’t need this paragraph if symbolism is not an obvious language feature of the text. * Brush up on the meaning of symbolism\*. See website listed below. There are very overt ways symbolism is used in texts (e.g. “The Butterfly”, “The Girl in the Tree” and “The Spider and the Fly”) and more subtle ways (e.g. the use of darkness to evoke the idea of evil.) * QCAA seems to favour stories which use overt symbolism, so be prepared.   STICK TO PEEEAL PARAGRAPH STRUCTURE. Remember that analysis is important part of this. Ie meaning and effect of text structures and language choices (t-c strategies). |
| **Body Para 5 Ideology**   * Topic sentence: choose idea from introduction to pop in this sentence; link this idea to an ideology * Expand on the idea in the topic sentence, further explain the idea and ideology. Cultural ideas could also be mentioned if relevant. E.g. feminism * Provide evidence to support the idea in the form of well-chosen, well-integrated short quotes. * Evaluate positioning of reader in relation to ideologies of character/s and text. * Conclude by reiterating idea in topic sentence using synonyms. | * You will need to be familiar with the values, attitudes and beliefs (the world views) underpinning well known ideologies such as humanism, individualism, capitalism, materialism, environmentalism and feminism. Revise the ideology ppt and word document. This is vip. * Relate this ideology to the specifics of the story. E.g. explain any clash of ideology between characters, evaluate the way in which the reader is positioned in relation to the ideologies. * Try to differentiate between the ideology of character/s and the ideology underpinning the text!!! * Cultural ideas are often linked to ideology e.g. patriarchy and feminism. You could focus more on a cultural idea in this para, if relevant. Cultural ideas and ideologies are inextricable linked. * No real need to link to conclusion as conclusion is mainly linked to the introduction. |
| **Conclusion**   * Reiterate the theme statement using synonyms in 1-2 sentences. * Discuss ideology/cultural ideas in universal terms – big ideas. * Relate back to the text, especially meaning of title and the way it ends. * End with a conclusion, a bang, and a short sharp sentence. | * You could refer to the meaning of title in conclusion. * If the text is a narrative, link the resolution of conflict to the central idea and/or ideology. * End with a bang, not a whimper! End with a short, sharp clincher sentence. |

\* focalization means that the narrative focuses on thoughts and emotions while external focalization focuses solely on characters' actions, behavior, the setting etc. Zero focalization is seen when the narrator is omniscient in the sense that it is not restricted.

\* narrative perspective – first person (I), second person (you), third person (they), third person limited (focus on one character), third person omniscient (knows, sees all including thoughts and emotions).

\* it's important to distinguish between a narrative and narration. The two terms are often interchanged, but they don't mean exactly the same thing. A narrative is a story. It recounts a series of events that have taken place. Narration is the way in which the story is told.

**Alternatives to “positions the reader”**

There are comprehensive and accessible notes on **symbolism** at <https://examples.yourdictionary.com/examples-of-symbolism.html>

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| **Invites** the reader to believe/think/feel  **Encourages** the reader to believe/think  **Activates** feelings of admiration etc  **Sparks** the reader’s admiration/interest/imagination  **Entrances** the reader with  **Motivates** the reader to  **Induces** the reader  **Prompts** the reader to  **Allows** the reader to  **Evokes** feelings of/ a sense of  **Focuses** the reader’s attention on  **Subtly appeals** to the reader’s  **Confronts** the reader with  **Provokes** strong thoughts about/feelings of  **Compels** the reader to/forces the reader to  **Undermines** the reader’s  **Challenges** readers to question  **Enflames** the reader’s  For more examples visit: <https://examinedlifeeducation.com/language-analysis-alternatives-to-positions-the-reader/> |