Planning a Literature essay

Readers will often think about characters long after a text has finished. Analyse how the writer made a character or characters memorable for you in a text you have studied.

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| Statement (1st part of question) | Explain | Example | Response 2nd part of question |
| Autism – Asperger’s | Not many people who have it – different to reader – opens our eyes to the problems he faces – empathise with him – how much support he needs – hard to spot – difficult to deal with for strangers – stress and strains on family life (could be responses also)  Impeccable eye for detail  Mathematical skills  Routines in everything  Takes things Literally | “I find people confusing”  “I close my eyes and roll forward” When the police arrive to investigate the death of the dog – he’s lying there holding the dog, can’t deal with their questions – hits the policemen | Memorable, stays with us, remember him (use alternatives to the key words) –  Empathy, better understanding, of Christopher and his family |
| How he separates his food – broccoli and baked beans - can eat them but they can’t touch on the plate, decides on the state of his day by the colour and number of cars he sees on the way to school |
| Narrator | Unreliable narrator – teenager so has one sided views, can change what he wants to say  His differences mean he sees things differently to us – unable to read other people | Siobhan giving him the face pictures to help him understand emotions – quote where he says he finds it hard  Relationship with father – look at the evidence | Gain an insight into how the mind of someone with Aspergers works, the difficulties they have, the problems  His mental rather than his physical age is how we see things – immaturity – the mixture of maturity and immaturity reflects how hard he would be to work with for some people |
| Randomly cuts off paragraphs – diverges away from the storyline, which shows us how his mind works  Siobhan helps him with writing the story |
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Writing a Literature essay at Level 2

Introduction:

Identify the text and author / director and briefly explain what the text is about – put into

context to show how it fits the question topic

Identify the first part of the question

List the points you will write about

Link these to the second part of the question – your responses, views, the angle you are taking

Paragraphs: These have 4 steps but at L2 you are aiming for 2 examples / quotes in each paragraph. Your explanations, opinions and examples may intertwine.

Statement: Identify the point you are making - first column of chart

Explain: Explain what you are talking about – second column may intertwine with examples

Example: Give examples or quotes to support - Use notes from planning grid

Response - link to second part of topic - Why this is important or relevant etc

2nd and 3rd paragraph consider your sentence starters, try to make the paragraph link back to the previous

Conclusion:

Revisit the question

Summarise the points you discussed

Explain how together they support the second part of the question – how this relates to the text – the reader – society as a whole, what messages/morals/learning points there are to be taken from this.