

Great Expectations

By Charles Dickens

Student Workbook

Name: _____



Assessment Objectives

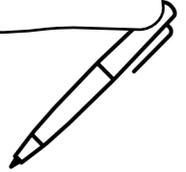
Before you begin looking at the novel in detail, it is useful to know what the requirements of the exam are. Make sure you understand the assessment objectives and how to address them.



Assessment Objective	What this means	My Notes
AO1 Show detailed knowledge of the content of literary texts, supported by reference to the text	<ul style="list-style-type: none">○ Demonstrate a good knowledge of the what the novel is about; the characters; action; the ideas expressed; and the themes.○ Select and use a range of relevant and well-chosen references from the novel. These must not only support your point but must also be the best quotations you can find to support your ideas.	
AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes	<ul style="list-style-type: none">○ You must have a detailed knowledge of the novel and the meaning or message behind it.○ Good understanding of any contextual references that are relevant. Think about how they help you to develop your own interpretation and analysis of the novel.○ Think beyond the literal meaning. What are the 'big ideas' that are being explored? What is being represented in the novel? What does the novel reflect on a wider level?○ Think about why Dickens wrote the novel. What was his intention? What does he want the reader to understand? What is he trying to present or express?	

Assessment Objectives

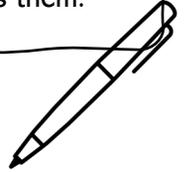
Before you begin looking at the novel in detail, it is useful to know what the requirements of the exam are. Make sure you understand the assessment objectives and how to address them.



Assessment Objective	What this means	My Notes
AO3 recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects	<ul style="list-style-type: none">○ Good understanding of different aspects of form, language and structure.○ You should be able to identify a range of different techniques/devices and discuss them in your answer.○ Ensure you are able to analyse all of these in your response.○ How does Dickens utilise these as a way of presenting his ideas?○ What is the effect of these different elements of the novel? How do they add meaning?○ How can you analyse them as a way of developing your own personal response?○ Can you link ideas back to context or Dickens' intention?○ Why have these choices been made? How do they work within the text? How do they create meaning?	

Assessment Objectives

Before you begin looking at the novel in detail, it is useful to know what the requirements of the exam are. Make sure you understand the assessment objectives and how to address them.



Assessment Objective	What this means	My Notes
AO4 Communicate a sensitive and informed personal response to literary texts.	<ul style="list-style-type: none">○ You must be able to develop a personal response to the question.○ Your response should aim to be perceptive, sophisticated and insightful. Interpret the question in your own, personal way.○ Make clear points that show how you are responding to the question. You need a range of points that show you are answering the question.○ Each point must be supported by relevant and well-chosen references.○ You must refer back to your point and the question. This will ensure you remain focused.○ Express your ideas in a clear and coherent way.○ Group similar ideas together and explore these logically.	

Marking Criteria

Level	Descriptor	Notes 
Level 8 23-25	A01: demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair	
	A02: sustains a critical understanding of the text showing individuality and insight	
	A03: responds sensitively and in considerable detail to the way the writer achieves her/her effects	
	A04: sustains personal and evaluative engagement with task and text	
Level 7 20-22	A01: demonstrates knowledge by integrating much well-selected reference to the text	
	A02: shows a clear critical understanding of the text	
	A03: responds sensitively and in detail to the way the writer achieves her/her effects	
	A04: sustains a perceptive, convincing and relevant personal response	
Level 6 17-19	A01: demonstrates knowledge by supporting with careful and relevant reference to the text	
	A02: shows a clear understanding of the text and some of its deeper implications	
	A03: makes a developed response to the way the writer achieves her/her effects	
	A04: makes a well-developed, detailed and relevant personal response	
Level 5 14-16	A01: demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text	
	A02: shows understanding of the text and some of its deeper implications	
	A03: makes some response to the way the writer uses language	
	A04: makes a reasonably developed relevant personal response	

Marking Criteria

Level	Descriptor	Notes 
Level 4 11-13	A01: demonstrates knowledge by using some supporting textual detail	
	A02: shows some understanding of meaning	
	A03: makes a little reference to the language of the text	
	A04: begins to develop a relevant personal response	
Level 3 8-10	A01: demonstrates knowledge by making a little supporting reference to the text	
	A02: makes some relevant comments	
	A03: shows a basic understanding of surface meaning of the text and language	
	A04: attempts to communicate a basic personal response	
Level 2 5-7	A01: demonstrates knowledge by making a little reference to the text	
	A02: makes a few straightforward comments	
	A03: shows a few signs of understanding the surface meaning of the text and language	
	A04: some evidence of simple personal response	
Level 1 1-4	A01: demonstrates knowledge by limited textual reference	
	A02: shows some limited understanding of simple/literal meaning	
	A03: a little awareness of surface meaning of text and language	
	A04: limited attempt to respond	

How to respond to a novel



Use this guide sheet to help you develop your own personal response to any novel.



Understanding

- Context
 - When was the novel written?
 - Where is it set?
 - What do you know about society at the time it was written?
 - What kind of culture is presented?
 - Who were the intended readers? What were they like? How would they have reacted to the novel? Is it different to how a modern reader would react?
 - Who is the writer? What do you know about them? Why did they write this novel?
- What is the novel about?
 - Where is it set? Time, place, era.
 - Why is the setting important?
 - What happens?
 - What is the main plot? Is there a subplot?
 - How does the novel begin and end?
 - What are the **themes**?
 - How does the action progress and develop?
 - What is the chronology of events? Why in this order? What is the effect?
 - What is the main conflict? How do you know? What kinds of conflict are evident? Where do they come from?
 - What is the climax? Where is it? Why here?
- What is the genre?
 - Is this a mystery, dystopia, coming of age novel? How do you know?
 - To what extent is this genre adhered to?
 - Is there a subgenre?
- Characters
 - Who are the characters? What are their roles?
 - Who is the protagonist? Who is the antagonist?
 - Are they believable? Are they stereotypes?
 - Are they flat or round characters?
 - Are they static or dynamic?
 - How do they act / speak? Why? What does this reveal about them?
 - Do they act differently than they feel/think?
 - What do they look like? What are their characteristics? What does this reveal about them?
 - How are they introduced? Why? What does this reveal about them?
 - How do other characters feel about them?
 - What do they add to the novel?
 - How do they change or develop? Why?
 - How do they interact with others? What kind of relationships do they have? What does this reveal about them?
 - What do they represent? How do you know?
 - How do they link to the themes?
- What can you say about narrative style?
 - What is the narrative viewpoint – why? 1st person? Unreliable? 3rd person omniscient? 3rd person limited?
 - How are events organised? Chronologically? Flashbacks? Different perspectives?
 - What can you say about the writer's style?
- What methods are used by the writer?
 - Symbolism and motifs
 - Language
 - Structure
 - Imagery
 - Shifts in tone
 - Circular structure
 - What is the effect of each? Why have they been used? What do they tell us about the writer's style?
- What is the **message**?
 - What are the **'big ideas'** that are presented?
 - What does the writer want you to understand?
 - Is their message still relevant today?
 - Why did they write the novel?
 - What are their concerns/ideas?
 - Is there a moral/religious/philosophical lesson?
 - Is this a universal message? A personal message? A societal message?
 - Why does the writer want to leave you with this message?
 - Are they highlighting, critiquing, emphasising, revealing, challenging etc.



What are 'big ideas'?

These are the bigger issues that are being presented in the novel. These can be *social, political, environmental, moral, existential or religious*. These are often ideas that go beyond what is merely written on the page e.g. a novel about a family may actually be about wider societal issues. Try and think about what is being suggested in the novel and see if you can spot any *wider issues* that the writer may be alluding to.

How to respond to a novel: methods



Analysing: consider the methods used and analyse their effect. The methods are like the writer's toolbox.

You will need to be able to identify the methods used by the writer and comment on their effect. You should not merely technique spot, but should instead consider why these methods have been used, how they reinforce the message and what effect they have on the reader.

□ Language

- What kinds of words have been used?
- Try and identify word classes. What are the connotations of these words? Why have they been used? What do they suggest about the characters/action/relationships? How do these words enhance a technique or vice versa?
- Has imagery been used? Why? What does it reveal? How does it enhance the meaning?

□ Devices and methods

- Identify the different devices and methods used.
- Why have they been used? What is the effect?
- How do they reinforce the message/meaning?
- How do they help to create a tone/mood?
- How can you interpret meaning?
- What do these methods reveal about character/action/events/setting/ relationships?
- How do the methods reflect the themes?



□ Structure and Form

- What can you say about the structure of the novel?
- Is there a frame?
- How do events develop and progress? Is this linear or non-linear? Are there any gaps?
- How are characters introduced? When? Why at this point? How do they develop throughout the novel?
- What tense are events told in?
- How do characters interact with and speak to each other?
- Does the tone change or is it consistent?
- Is there a shift in the direction of the action? At what point?
- Is there a shift in time?
- Are there any contradictions?
- How does the novel begin and end? What is the narrative hook?
- How do chapters begin and end?
- Where are the key events? How are they linked?
- Where is the climax? How does the writer prepare the reader for this?
- Is there a resolution? Where is this? What does it add to the novel? How is the reader supposed to feel?
- Is anything repeated? When? How? Why? What does this represent? How does this move the action forward and link events or characters?
- Are there any patterns?



Remember to consider the effect on the reader. How is this achieved? Why?



Literary Devices and Methods

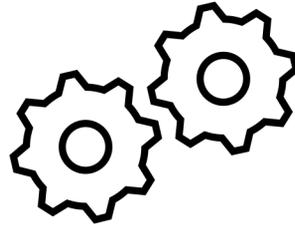
Foreshadowing	Irony	Juxtaposition	Flashback
Allusion	Imagery	Structure	Repetition
Symbol	Colloquial language and dialect	Syntax	Oxymoron
Motif	Sentence types	Figurative language	Paradox
Foil	Use of punctuation	Hyperbole	Pathetic fallacy

How to respond to a novel: methods



Language

- Simile
- Metaphor
- Personification
- Alliteration/sibilance/plosives/fricatives
- Word choice
- Imagery
- Rhetorical questions
- Emotive language
- Hyperbole
- Personal pronouns
- Word choice
- Imperatives
- Senses
- Juxtaposition
- Oxymoron
- Paradox
- Pathetic fallacy
- Symbolism
- Tone
- Monosyllabic language



Structure

- Sentence length
- Sentence structure
- Tense
- Lists
- Fragmented sentences
- Clauses
- Placement in the paragraph
- Organisation of ideas in the section/paragraph/sentence
- Foreshadowing
- Flashback
- Contrast
- Shifts
- Asyndeton
- Polysyndeton
- Repetition

Using 'what, how, why' to develop your response

What – this indicates when you are providing a personal response (What do you see? What is presented? What do you learn?)



How – this often refers to method and techniques (How is this shown?)

Why – this often refers to writer's intention or message (Why has this been used? Why are you being shown this? Why is it presented in this way?)

What

- What do you see?
- What do you think?
- What is your impression?
- What is your view?
- What do you learn?
- What do you understand?
- What is being presented?
- What is the writer showing you?
- What can you say about character/action/themes/relationships/events?



How

- How do you know this?
- How is it shown to you?
- How is it presented?
- How are you affected?



Why

- Why does the writer do this?
- Why does the writer present it in this way?
- Why does the writer want you to feel this way?
- Why has this word / technique been used?



Use the phrases on the next page to help you build your response

How to turn this into a written response:

WHAT: Writer's name + adverb + analytical verb + your idea

HOW 1: Embed quotation

HOW 2: Method + analysis + interpretation of meaning + connective to double up analysis

WHY: Non-definitive statement + Writer's name + critical verb + interpretation (context / reader)

Developing your analysis: guiding questions

Points – Development and analysis	Development by linking – take ideas further																												
<p>What kind of mood/tone/atmosphere is created? How? Why?</p> <p>What do you learn about the characters/action/relationships/themes? How are these presented? Why?</p> <p>What ideas are expressed/presented? How? Why?</p> <p>What is the intended effect of...? How is this achieved?</p> <p>What technique/method has been used?</p> <ul style="list-style-type: none"> • Why has it been used? • What is the effect? • How does it reinforce the message? • How does it reinforce your point? • How does it reinforce or reflect the themes? • Can you <u>double up</u> on the techniques used? • What is the effect? • Why was it chosen? <p>What kind of language has been used? Diction/word choice/imagery?</p> <ul style="list-style-type: none"> • What are the connotations? • How does it affect the reader? • Why has it been used? Why this particular word? • Where is it? Why? • How does it reinforce the message/writer's intention? • How does it reinforce your point? <p>How is the reader supposed to feel/react? How do you know?</p> <ul style="list-style-type: none"> - Shocked - Disturbed - Compelled - Engaged - Guilty - Fearful - Forces - Enables - Encourages 	<p>Link to context as a way of developing interpretation of meaning:</p> <p>What do you know about the time period? What do you know about the writer? Why was the novel written? Issues that the writer is commenting on.</p> <p>Link to the genre:</p> <p>What is the genre? What do you know about the features of this genre? To what extent does the novel adhere to the features of the genre? Why?</p> <p>Link to writer's intention:</p> <p>What is their message? How does your example show this? What do they want you to understand? How do you know? What do they want you to do? How do you know?</p> <p>KEY PHRASES:</p> <p>Analytical and critical verbs - the writer...</p> <table border="0"> <tr> <td>Critiques</td> <td>Suggests</td> <td>Explores</td> </tr> <tr> <td>Highlights</td> <td>Implies</td> <td>Questions</td> </tr> <tr> <td>Subverts</td> <td>Reinforces</td> <td>Considers</td> </tr> <tr> <td>Presents</td> <td>Shows</td> <td>Examines</td> </tr> <tr> <td>Emphasises</td> <td>Portrays</td> <td>Reveals</td> </tr> <tr> <td>Warns</td> <td>Challenges</td> <td></td> </tr> </table> <p>Opinion adverbs:</p> <table border="0"> <tr> <td>Cleverly</td> <td>Vividly</td> </tr> <tr> <td>Accurately</td> <td>Surprisingly</td> </tr> <tr> <td>Creatively</td> <td>Clearly</td> </tr> <tr> <td>Ambitiously</td> <td>Deliberately</td> </tr> <tr> <td>Importantly</td> <td>Notably</td> </tr> </table> <p>Non-definitive phrases for interpretation:</p> <p>It could be argued It is possible that It may Perhaps It seems that This might suggest</p>	Critiques	Suggests	Explores	Highlights	Implies	Questions	Subverts	Reinforces	Considers	Presents	Shows	Examines	Emphasises	Portrays	Reveals	Warns	Challenges		Cleverly	Vividly	Accurately	Surprisingly	Creatively	Clearly	Ambitiously	Deliberately	Importantly	Notably
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How to analyse a quotation



1. Ensure the quotation you have chosen is **interesting and relevant**.
2. Highlight anything **significant** in this quotation. This could be a technique or interesting word choice.
3. **Identify** the technique or word class.
4. Go through the steps in the boxes below. Try and say as much as you can and layer your analysis.



How to analyse a technique :

- **What** technique or device is used?
- **Why** is it used?
- **What** is the effect?
- **How** does it reinforce the message?
- **How** does it reinforce or reflect the themes?
- **How** can you use context as a way of developing your interpretation?



How to analyse language:

- **What** word stands out?
- **Why** has it been used?
- **What** is the effect?
- **How** does it reinforce the message?
- **How** does it reinforce or reflect the themes?
- **How** does it reinforce the effect of the technique?
- **How** can you use context as a way of developing your interpretation?



Why did Dickens make these choices?
How is he crafting events/characters?
How is he presenting characters, action or relationships? Why?
How is Dickens controlling the reader?
How is the reader supposed to react/feel?

Context

Class in the Victorian era

Victorian Era society has long been discussed as a period of change in the traditional social and political hierarchies in England, due largely to the Industrial Revolution and the continued instability of the monarchy itself. The four main class distinctions of the time were the upper class, which consisted of royalty and the very wealthy; the middle class, represented by educated professionals; the working class, dominated by those with sparse to no education; and the underclass, the very poor. It was extremely rare to advance in social class for British citizens at the time.

The social classes of this era included the Upper class, Middle class, and lower class. Those who were fortunate enough to be in the Upper class did not usually perform manual labour. Instead, they were landowners and hired lower class workers to work for them or made investments to create a profit. This class was divided into three subcategories: Royal, those who came from a royal family, Middle Upper, important officers and lords, and Lower Upper, wealthy men and business owners

The expansion of the Middle class during this time was due to the rapid growth of cities and the economy. It was also referred to as the Bourgeoisie and consisted of those who had skilled jobs to support themselves and their families. Merchants and shopkeepers became popular occupations as trade, both domestic and overseas, flourished. The large scale of new industries such as railroads, banks, and government meant that more labour was needed to make sure the cities were able to function. The white-collar professions had the ability to move up in the corporate rankings and earn a higher salary. It was helpful to have connections to those in powerful positions as they were able to get jobs more easily. Moreover, the Middle class was also divided into two categories, higher level and lower level. People from the lower middle class typically worked for those in the Higher level.

The Working class consisted of unskilled laborers who worked in brutal and unsanitary conditions (Victorian England Social Hierarchy). They did not have access to clean water and food, education for their children, or proper clothing. Often, they lived on the streets and were far from the work they could get, so they would have to walk to where they needed to get to. Unfortunately, many workers resorted to the use of drugs like opium and alcohol to cope with their hardships. The Under class were those who were helpless and depended on the support of others. The poor and young orphans relied on donations to survive.

During the Victorian Age, there was an early baby boom, which led to not only an increase in population, but also an advancement of industrialization. The progression of England as a society led to a greater demand for labour from both adults and children. Children took on hard-working jobs as coal miners, chimney sweepers, farm workers and domestic servants. Some children were even forced to take on the role of a railroad worker due to the invention of The Railway brought by the Industrial Revolution

Activities

In this section of the booklet, you will complete a range of activities. These activities will help to enhance and solidify your understanding of the characters, action, themes and methods.

You will also practise your exam skills here.



Chapter 8: Class (Pip and Estella)

Quotations	What is revealed about the character? How? What is the effect on the reader? Which themes / big ideas are reflected in this quotation?
<p>"With this boy? Why, he is a common labouring-boy!"</p>	
<p>"He calls the knaves Jacks, this boy!" said Estella with disdain, before our first game was out. "And what coarse hands he has! And what thick boots!"</p>	
<p>' I had never thought of being ashamed of my hands before; but I began to consider them a very indifferent pair. Her contempt for me was so strong, that it became infectious, and I caught it.'</p>	

Chapter 8: Class (Pip and Estella)

Quotations	What is revealed about the character? How? What is the effect on the reader? Which themes / big ideas are reflected in this quotation?
<p>'She put the mug down on the stones of the yard, and gave me the bread and meat without looking at me, as insolently as if I were a dog in disgrace. I was so humiliated, hurt, spurned, offended, angry, sorry,—I cannot hit upon the right name for the smart—God knows what its name was,—that tears started to my eyes.'</p>	
<p>'The moment they sprang there, the girl looked at me with a quick delight in having been the cause of them.'</p>	
<p>'She gave me a triumphant glance in passing me, as if she rejoiced that my hands were so coarse and my boots were so thick, and she opened the gate, and stood holding it. I was passing out without looking at her, when she touched me with a taunting hand.</p> <p>"Why don't you cry?"'</p>	

Chapter 8: Class (Pip and Estella)

Quotations	What is revealed about the character? How? What is the effect on the reader? Which themes / big ideas are reflected in this quotation?
'She laughed contemptuously, pushed me out, and locked the gate upon me.'	
'...and deeply revolving that I was a common labouring-boy; that my hands were coarse; that my boots were thick; that I had fallen into a despicable habit of calling knaves Jacks; that I was much more ignorant than I had considered myself last night, and generally that I was in a low-lived bad way.'	

DWT

Dedicated Writing Time: Tasks

