Mod B - “In the Skin of a Lion/ Hamlet
How meaning is shaped

Reception in different contexts

Others’ perspectives

Textual Integrity

Detailed textual reference

Personal response
Rubric

The syllabus description of this module specifies that students develop a DEEP analytical and critical knowledge and understanding of one prescribed text.
Textual Integrity

The ideas expressed in the text are explored through an analysis of construction, content and language, and an analysis of how the features of the text contribute to textual integrity.

"the unity of a text; its coherent use of form and language to produce an integrated whole in terms of meaning and value" Or, simply:

“Textual integrity can be defined as a universal meaning and values that any generation can understand”
Discussing and evaluating notions of context and the perspectives of others amplifies the exploration of the ideas in the text, enabling a deeper and richer understanding.

Students should look at the reception of the text in various contexts, including historical, social, cultural or personal and examine the values expressed in each context and compare those with their own perspective of the text.
Planning My Response

Begin with your thesis – This used to be the flavour of Module B response Qs:

A reference to the enduring nature of the text and why we still find it relevant today. This is, of course, because of the universality of the themes (of which you could choose/prepare in advance) presented that transcend cultures and history. You could use a critic’s perspective here to amplify your ideas.
Planning My Response

What do I think of ‘In the Skin of a Lion/Hamlet? What does the world think of the text?

This is where you develop an informed personal response. The Marker wants to see how YOU have engaged with the text AND the Q. They do NOT want to see a rehashed meal with soundbites about postmodern readings at the expense of your own interpretation of what the text is all about.
Planning My Response

- Start with some of the major themes of the text. This will be your ‘Master Stock’ from which you can then craft a sophisticated thesis out of it. This forms the base flavour which you will use for your response.

- Each of your topic sentences at the beginning of new paragraphs will link with this major thesis you have introduced.
Planning My Response

- You need to show knowledge of the text from start to finish – developing your thesis. (Point, evidence and analysis)

- 15–20 short quotes on standby should see you right.

- Make reference to their impact on the play as a whole. It is important to show the marker you know the text in its entirety.
You MAY wish to test your ideas against OTHERS’ PERSPECTIVES. This is what gives you an informed response. Use quotes from critics to amplify your own ideas about your thesis – or their interpretations of key lines/characters/scenes – think of this as seasoning!

You can discuss critical theories here, and different productions but the comments need to be grounded in the language of the text. Don’t ramble on about Freud, Marx or editing, costuming from a film adaptation unless you bring it back to the text – “The play’s the thing”.
The syllabus does not require students to study different critical or literary theories. If students do research others’ perspectives of the text, they need to test these against their own analysis and interpretation of the text so that it deepens their understanding.
Others’ Perspectives

Engagement with others’ perspectives of the text is not an end in itself. Substantial and valid ‘other perspectives’ may include the view of a literary critic, of a fellow student, or of your teacher, for instance.