

AICE Lit Summer Reading: Notebook Instructions

Use a small composition notebook.

Number your pages in the bottom right-hand corner.

On the front page copy the following **assessment objectives** shown below.



You can either *write* or *print & paste* these.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

Respond with understanding to literary texts in a variety of forms, from different cultures; with an appreciation of relevant contexts that illuminate readings of the texts.

AO2 Analysis

Analyse ways in which writers' choices of language, form and structure shape meanings and effects.

AO3 Personal response

Produce informed independent opinions and interpretations of literary texts.

AO4 Communication

Communicate a relevant, structured and supported response appropriate to literary study.

On the second page copy the following **Key Concepts** shown below.

You can either *write* or *print & paste* these.

The key concepts for Cambridge International AS & A Level Literature in English are:

- **Language**
Exploring the variety and use of language in literary texts. Identifying literary techniques and explaining how their use contributes to a reader's analysis and understanding of the text.
- **Form**
Considering the ways in which writers use – or depart from – conventions of literary forms of prose, poetry and drama and how those inform meaning and effects.
- **Structure**
When analysed in reading: the organisation of a text or passage, its shape and development and how this contributes to the readers' understanding of its meaning and effects.
When used in writing: the construction of a relevant and supported argument appropriate to the question.
- **Genre**
Exploring the characteristics of different text types: for example, tragedy, comedy and satire.
- **Context**
Exploring the relationship between a text and its historical, social and cultural backgrounds and the ways in which this can illuminate the reading of a text. In response to unseen texts, considering the ways in which a text's meaning is shaped by conventions of form alongside those of language and style.
- **Style**
Analysing the ways in which choices regarding form, structure and language interact to create a distinctive style, for different forms and genres.
- **Interpretation**
At AS Level: Evaluating and explaining different ideas within a text.
At A Level: Evaluating and explaining different ideas within a text and using different critical readings to explore an understanding of texts and to help support literary arguments.

On the third page copy the following **Command Words** shown below.

You can either *write or print & paste* these.

Command words

Command words and their meanings help candidates know what is expected from them in the exam. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Assess	make an informed judgement
Comment	give an informed opinion
Compare	identify/comment on similarities and/or differences
Consider	<u>review and respond to given information</u>
Contrast	<u>identify/comment on differences</u>
Demonstrate	<u>show how or give an example</u>
Describe	state the points of a topic / give characteristics and main features
Develop	<u>take forward to a more advanced stage or build upon given information</u>
Discuss	write about issue(s) or topic(s) in depth in a structured way
Examine	investigate closely, in detail
Explain	set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals

Phrases such as 'In what ways ... ?' and 'How far, and in what ways' may also be seen in the assessment for this syllabus

Page 4 start your glossary with the 20 terms assigned. Number each term in a list.

Page 5, and 6 should be left blank for a glossary.

You will use your notebook as a reference tool throughout the year and we will add to this during the year. It must be handwritten clearly and neatly in pen (any color).

Title the next page (page 7) Vocabulary

Vocabulary Instructions:

Write each of the following vocabulary words on its own page.

1. Write the word first and either underline or highlight it.
2. Write a definition that clearly explains the meaning of the word.
3. Include a pronunciation guide if you think you need to have it (this is optional).
4. Include a sample of text that shows the word being used. You may **handwrite or print & paste this** (An excerpt of a poem, story, or text that incorporates the term)

You will need to familiarize yourself with these words as you will be using them in your writing and annotations throughout the year; you will be tested on them during the year. This is your notebook to use, so feel free to make it creative and aesthetic.

Sample Notebook entry:

en·jamb·ment

noun

(in verse) the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.

"he uses enjambment less than many poets"

Example: **The Red Wheelbarrow** (By William Carlos Williams)

*So much depends
upon*

*a red wheel
barrow*

*glazed with rain
water*

*beside the white
chickens*

**All lines except lines 4 and 7 are enjambment*

Vocabulary Terms:

1. Imagery
2. Metaphor
3. Simile
4. Personification
5. Apostrophe (in poetry)
6. Alliteration
7. Onomatopoeia
8. Hyperbole
9. Consonance
10. Assonance
11. Prose
12. Enjambment
13. Caesura
14. Refrain
15. Stanza
16. Meter
17. Elision
18. Polysyndeton
19. Asyndeton
20. Repetition