


- Read through my feedback and edit your writing.

# Quote quiz:

- Letter 2 *Walton*  *hubris* (pride as tragic flaw)
- “Do not suppose... that I am Wavering in my resolutions. Those are as fixed as

fate.”

— ambitious

— like Frank.

— FORESHADOWS

# Quote quiz:

- Chapter 2

- “Destiny was too potent.”

→ Strong

→ = destiny can't stop it

→ Tragedy is relentless

# Quote quiz:

- **Chapter 4**

- “How dangerous is the acquirement of knowledge and how much happier the man is who believes his native town to be the World, than he who aspires to become greater than his nature will allow.”


railways - new technology  
travel

fear of science

hubris

breaking  
boundaries  
not natural to  
push for  
more

# Quote quiz:

- Chapter 7
- Henry to Frankenstein: 'Are we always to be unhappy?'

# Quote quiz:

- Chapter 23
- “Nothing is so painful to the human mind as a great and Sudden change.”

↳ Science: // Stasis

# To begin:

- What ideas does the creature give us about society?

- Selfish
- Un caring  
presume
- Entitlements
- Crime / punishment
- Unknown & feared
- SOC finds it hard to adapt to new ideas
- Reject if we don't know how to react
- judgemental  
↳ by appearance

## **To begin:**

- What message could Shelley be trying to portray to the reader through her use of the monster?



**Today we are exploring  
critical views about this  
text.**

- To what extent do you agree with Bowerback?

- Look through **all** your notes on “Frankenstein.”
- Make a bullet point list of key critical ways of seeing the text.

# **Critical views of “Frankenstein”:**

- On Monday, we will revise “Faustus.”
- On Wednesday, you will do a full mock paper.
- I will choose your section A and section B questions, but you should be prepared to write about all the texts in depth.

# Key advice: section A

- Get ticks in the opening paragraph – talk about the question, talk about the text
- Significance/extent: you need to be debating and weighing up
- ONLY talk about the terms in the question – if you **don't** think “sin” is important, you look at examples of sin and explain why they aren't significant. You **don't** explore completely different themes which you believe are significant.

# **Key advice: section B**

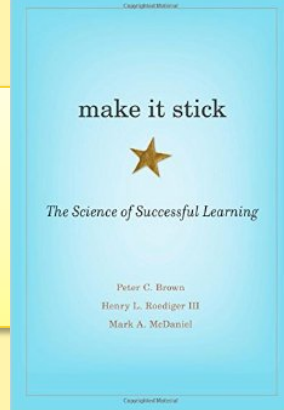
- Write about all 3 texts evenly
- Link to the key term in the question
- Open your essay by exploring the key term/s in the question

# Key (gothic) ideas you could be asked about:

- Pride
- Victims
- Villains
- Corruption of society
- Transgression
- Violence
- Excitement
- Good/evil
- Fear
- Shock
- Ambition
- Sin
- Morality
- Cruelty
- Setting
- Mind/body
- Pain
- Threats to normal values
- Death
- Hate
- Anger
- Liminality
- Typicality (typical gothic hero...)
- The unexplainable
- Entrapment
- Exploitation
- Darkness
- Concealment
- Corruption
- Rational/emotional
- Doubling
- Position of women
- Distortion
- Hubris
- Obsession
- Attractiveness of evil
- Supernatural
- Murder
- Suffering
- Boundaries
- Subconscious desires
- Punishment
- Disrupting the natural order
- Inevitability
- Tension/suspense
- The superhuman/inhuman
- Desire
- Science
- Power/powerlessness
- Terror
- Melodrama
- Emotion
- Shock
- Past mistakes
- Nightmare
- Religion
- Witches/devils/monsters



# Self-testing



- “Learning is deeper and more enduring if it is effortful.”
- “The act of retrieving learning from memory has two profound benefits. One, it tells you what you know and don’t know, and therefore where to focus further study to improve the areas where you’re weak. Two, recalling what you have learned causes your brain to reconsolidate the memory, which strengthens its connections to what you already know and makes it easier for you to recall in the future”
- “Retrieval practice—recalling facts or concepts or events from memory—is a more effective learning strategy than review by rereading. Flashcards are a simple example. Retrieval strengthens the memory and interrupts forgetting. A single, simple quiz after reading a text or hearing a lecture produces better learning and remembering than rereading the text or reviewing lecture notes.”

— understand the quote first!

- How do we revise the quotations?

— Cover, try to remember, check  
↳ say aloud / write down  
↳ wrong = do it again

— annotate key quotes, hide it,  
write it from memory, annotate,  
check it

— Sister/Mum! test you — give scenario  
you say quote

- How do we revise the key themes and gothic ideas?

— Brainstorm one by one using notes and text THEN

↳ practice essay

↳ hide, write from memory, correct in a different pen.

# Revision

- Your task is to devise a quiz on each text.
- You need to cover:
  - Key quotes
  - Key themes
  - Key ideas
  - Critical viewpoints