



Inference / connotations / implied meaning

- These are important as they help the reader to understand the text on a deeper level.
- Always consider these in your analysis of texts.

How can a reader start to gain understanding of a **poem's** implied meaning? Consider the following:

- **Form**
- **Structure**
- **Rhyme** and **rhythm**

These can give clues about the poem's **implied meaning**.

How can I effectively analyse a poem or play?

- Use a range of **terminology** (linguistic, literary and poetic).
- Use **topic sentences** to introduce each of your paragraphs.
- Use **SEA** to structure each paragraph of your analysis.
- **Stretch** your SEA paragraph to consider more than one aspect of meaning.

How do I successfully explore a play?

- Show awareness of the **drama** genre.
- Analyse both **stage directions** and **dialogue**.
- Discuss **stagecraft** in your analysis, linking this to **implied meaning**.
- Use drama-specific **terminology** (such as soliloquy, monologue, stichomythia, etc.) in your analysis.
- Consider how the **structure** of the play adds to meaning.

What are important aspects of characterisation to consider in an analysis of a play?

- The playwright's use of **stage directions**.
- The playwright's use of **stagecraft**.
- The playwright's use of **dialogue**.

What are important aspects of language to consider in an analysis of a play?

- How **dialogue** can be used to present a character.
- Particular aspects of language that are specific to the drama **genre** (e.g. monologues, soliloquys, asides etc.).
- Close analysis using a wide range of **terminology** (literary, linguistic, poetic and dramatic).

How do I make use of context effectively in my analysis of texts?

- Use a **range** of context to incorporate **biographical**, **historical**, **cultural** and **social** context.
- Integrate contextual references into your analysis.
- Link the contextual references to **implied meaning**.
- Make contextual references **throughout** your essay.

Sample analysis: Extract from *A Doll's House* by Henrik Ibsen (1879)

At the time in which Ibsen was writing, women were viewed in society as the "weaker sex" and often infantilised and belittled. This attitude towards women is represented in the play when in Act 1, Torvald refers to Nora using the noun phrases "*an odd little soul*" and "*my sweet little skylark*". In both quotations the attributive adjective "*little*" is used, connoting that Torvald believes in the ideas of the time that women were weak and unimportant. In addition, the possessive determiner "*my*" suggests that Torvald sees Nora as his; in the 19th century, women were legally the property of their husbands or fathers. The attributive adjective "*sweet*" may mirror the societal view that women should be attractive and appealing. Even the reference to the metaphorical concrete noun "*skylark*" reflects societal views of women, with connotations of fragility and flightiness.

Key quotations from the text:

"an odd little soul"

"my sweet little skylark"

Why is this an effective analysis?

- It uses a **range** of terminology.
- It focuses on the **effect** of the writer's choices.
- It uses **short quotations** from the text.
- It **integrates context** into the analysis and links it to meaning.