



This activity will...

- Build confidence
- Highlight nuances in question structures
- Encourage students' independent responses
- Develop skills of analysis
- Practice focusing content for an essay

It is useful to introduce this activity at the beginning of term and then later as part of the revision process.

In advance of the supervision:

1. Prepare a list of essay questions around one topic/text. The questions should focus on different aspects of the topic/text and offer alternative ways to respond. For example*:

Simple proposition/question

'Marriage does not provide a satisfying conclusion in Cervantes's *novelas*.' Discuss.

Proposition/question implying two possibilities

'Time in *Cien años de soledad* is not linear, but circular.' Discuss.

Does the verisimilitude of the characters or the setting enhance or detract from the overall dramatic effect of a literary work? Answer with reference to at least two texts.

No proposition; single idea

Discuss the social impact of Russian industrialisation strategies.

Discuss the relationship between fantasy and memory in Martín Gaité's *El cuarto de atrás*.

No proposition; more than one idea

Discuss the significance of the links between TWO of the following with reference to TWO OR MORE authors: (i) identity; (ii) space; (iii) honour; (iv) gender.

In the supervision:

2. Discuss previous lecture/essay topic as usual.
3. When you feel the students are ready to move on, introduce one essay question and ask students to either discuss or note down how they would approach writing a response. In a revision session, students would be expected to consider content of argument. If these questions are introducing an unfamiliar topic which students will subsequently need to read around, focus discussion on teasing out implications and on potential ways of structuring a response.
4. Discuss students' suggestions.
5. Follow the same procedure with the remaining questions. Students will need to pay attention to the difference in focus.
6. If you have more than one student in your supervision, you could provide each with a different question and ask them to talk about how they would interpret it. Students can compare their ideas and discuss the differences in the questions.