

4.6 How plot orders events

Name: _____ Class: _____ Date: _____ **Total: 12 marks**

KEY WORDS archetypes 原型 • archetypal patterns 原型模式

Objective

Build the skills to explain **archetypal patterns** 原型模式.

You must be able to:

- state what an archetype is in the CED’s terms
- state what archetypes create for a reader
- state the CED’s explicit exam note
- explain why expectation matters more than the label

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Archetypes

Some patterns in dramatic situations are so common that they are considered archetypes.

■ What they create

These archetypes create certain expectations for how the dramatic situations will progress and be resolved. The expectation is the analytic material.

■ The exam note

“For the exam, students are not expected to identify or label archetypes.”
The CED says so explicitly, and it is worth reading carefully: recognising a pattern is useful, naming it is not required.

■ Expectation over label

What matters is what a reader expects and whether the text meets or refuses that expectation. A text that sets up a familiar pattern and breaks it has done something an analysis can discuss; the pattern’s name adds nothing.

2 Practice

2.1 State what archetypes create for a reader. [2]

2.2 State the CED’s explicit exam note. [2]

2.3 Expectation matters more than the label.

(a) Explain why. [2]

(b) State what a text does when it breaks a familiar pattern. [1]

3 Exam-style questions

3.1 The CED says students are [1]

- **A** required to label archetypes
- **B** not expected to identify or label archetypes
- **C** tested only on archetypes
- **D** forbidden to notice patterns

3.2 The analytic material in an archetype is [1]

- **A** its name
- **B** the expectation it creates
- **C** its origin
- **D** its date

3.3 A story sets up a familiar pattern and refuses to complete it.

(a) State what the reader experiences.

[1]

(b) Explain what an analysis should say.

[2]

Solutions

2.1 certain expectations for how the dramatic situations will progress and be resolved.

2.2 for the exam, students are not expected to identify or label archetypes.

2.3 (a) the analysis concerns whether the text meets or refuses the reader's expectation, which a name does not describe. (b) it produces an effect an analysis can discuss.

3.1 B. the CED's own note.

3.2 B. the expectation.

3.3 (a) an expectation raised and denied. (b) name the expectation the text raised and what the refusal makes the reader see instead.