

Paper 1, Question 2 (Language Analysis)

Summary – summarise the overall impression of the extract

1. A sentence to summarise the overall impression

Overall, the writer has used language to	describe Brighton as	<i>a bustling yet beautiful place to be.</i>
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Point – answer the question with a quote

2. The point (topic sentence)

In the extract, One of the ways in which, <i>Brighton is described by</i>	the writer shows	<i>Brighton as busy</i>	By	<i>'fifty thousand people besides himself'</i>
	the writer presents	<i>Brighton as picturesque</i>		
	the writer as	<i>a positive and attractive setting</i>	Through	<i>'like a pale Victorian water-colour'</i>
			In	<i>'fresh and glittering air'</i>

Explanation – explain what the quote shows – dropping in a method

3a. Commenting on a whole phrase or quotation

The use of this...	<i>metaphor</i> <i>simile</i> <i>personification</i> <i>repetition</i> <i>list</i> <i>hyperbole</i>	reinforces highlights conveys suggests implies demonstrates	<i>How crowded Brighton is and that people find it overwhelming.</i>
The writer's use of the...			<i>The elegance of Brighton and how timeless it is.</i>

3b. Commenting on a specific word choice

The verb '.....'	shows	<i>That despite all of the people, Hale feels isolated.</i>
The adjective '.....'	conveys	
The adverb '.....'	evokes	<i>That Brighton has a delicate culture that the tourists want to enjoy.</i>
The noun '.....'	suggests	
The preposition '....'	implies	<i>The idea of cleanliness and health, contrasting with the cities they may have come from.</i>
The abstract noun '...'	conjures	

Then repeat. You may wish to group quotes together to cover more of the extract at once.

Top Grade Tip! Find patterns of language.

Paper 1, Question 3 (Structure)

Comment on a section of the extract and what happens

1. Comment on the beginning of the extract and its effect

At the beginning of the extract,	the writer focuses our attention on	<i>The main protagonist</i>	who	<i>is worried for his safety.</i>
	The writer opens with	<i>The setting</i>		<i>Of Brighton, full of crowds but Hale is isolated.</i>
	The writer introduces	<i>The event</i>		
In the middle of the extract,	The writer shifts the focus to	<i>The object</i>	Which	<i>The train which is bringing in more potential threats to Hale.</i>
At the end of the extract,				<i>Hale thinking he's about</i>
	The writer ends with	<i>The dialogue</i>	Of	<i>to be murdered.</i>
		<i>The situation</i>		

Comment on why it happens

This makes the reader, As a reader, I The reader is led to,	feel concerned	<i>Why someone would want to murder Hale.</i>
	question	<i>What's happened in the protagonist's past to bring him to this point.</i>
	curious	<i>About whether the crowd will bring danger.</i>
	wonder	
	understand	

One paragraph for beginning, middle and end.

Structural Methods:

- Shifts in character, time, place/setting, topic
- Shifts between description and dialogue
- Shifts between external actions and internal thoughts
- A key sentence/paragraph that changes the tone of the extract
- Zooming in on something particular
- Motif/symbolism repeated
- Tension increase/decrease

Top Grade Tip! Compare the beginning to the end, or look out for a cyclical pattern.

Paper 1, Question 4 (Evaluation)

Introduce your evaluative point

1. The point (topic sentence)

I agree	Fully	With the statement	That	The character of Hale feels nervous and unsafe in this part of the text.
	Partially	With the student		
	To a certain extent	With the teacher	Through	
		With the reviewer		

Evidence – introduce your quotation (where you put your quote into your paragraph)

2: Introducing quotations

For instance, For example, This is clear This can be seen This is shown This is evidenced	‘.....’ ‘he drank his gin and tonic hastily’ ‘uncoiled endlessly past him, like a twisted piece of wire’ ‘bitten nails and inky fingers’
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Explanation – explain what the quote shows

3. Explain your quote (how does it support your point?)

This	shows conveys evokes suggests implies conjures	<i>The idea that Hale is nervous</i>	Because	<i>He is drinking alcohol early in the morning and rushing the drink.</i>
		<i>The idea that Hale is unsafe</i>		<i>He feels threatened by the crowds.</i>
				<i>This action is a nervous and unconscious habit.</i>

Zoom-in – specific words or phrases using subject terminology (language analysis)

4a. Commenting on a whole phrase or quotation

The use of this...	<i>metaphor</i> <i>simile</i> <i>personification</i> <i>repetition</i> <i>list</i> <i>hyperbole</i>	reinforces highlights conveys suggests implies demonstrates	<i>The idea that he clearly feels uncomfortable and is using alcohol to either give him confidence, or suppress negative emotions.</i>
The writer’s use of the...			<i>That the crowd could be dangerous to him and potentially harmful.</i>
			<i>That Hale is still feeling vulnerable and unsettled – this has not changed from the start of the extract.</i>

4b. Commenting on a specific word choice

The verb ‘.....’	shows conveys evokes suggests implies conjures	<i>He is restless and too worried to stay in the same place for too long.</i>
The adjective ‘.....’		<i>the image of a threat that is unravelling around him, like his internal emotions.</i>
The adverb ‘.....’		
The noun ‘.....’		<i>the idea that he is causing himself harm in anticipation of the danger he feels.</i>
The preposition ‘....’		
The abstract noun ‘...’		

Return to your evaluative point

Repeat steps 1-5 at least twice more.

Paper 1, Question 5 (Descriptive Writing)

Paragraph Focus	Sentence structures
Weather	<p>Double adjective start and a comma Ominous and foreboding, the deathly black clouds swarmed...</p> <p>Three single word sentences for drama Humidity. Heat. Hell.</p> <p>No No Just No ray of sunlight dancing across the land. No gentle breeze to alleviate the intense air. Just oppressive heat.</p>
Wide/Zoom out	<p>Preposition ... Beneath the ominous sky, lay a desert crying out for rain.</p> <p>Triple adjective/noun colon Dry, dusty and cracked: the desert land split like the skin of an old man.</p> <p>What once was was now What once was fresh, arable land, was now a forlorn wasteland.</p>
Narrow/Zoom in	<p>Preposition In the middle of/to the left of/next to/above the...</p> <p>Adverb start Frantically, people swarmed, searching for...</p>
Narrow/Zoom in	<p>Simile start Like a ghost town, the desert was left haunted by the souls lost here.</p> <p>Double verb start Groaning and creaking, the trees ...</p>
Narrow/Zoom in	<p>Linked sentence with a semi colon Decaying and forgotten, abandoned buildings whispered to one another of memories past; times of grandeur and importance.</p> <p>Repetition A little glimmer. A little light. A little hope.</p>
Wide/ Zoom out / Back to weather	<p>Ending with three The city was left abandoned, crumbling, deserted.</p> <p>Create a contrast from the beginning Finally, the ominous and foreboding clouds dissipated, the light of the sun had won again and a new day had begun.</p> <p>Repeat your opening paragraph, making changes – time of day/change in weather/change in time: present/past/future</p>

Paper 2, Question 2 (Comparison Summary)

Point – links the texts together under the theme in the question

1. The point (topic sentence)

In both extracts Both writers	the writers demonstrate	<i>the childish activities their children take part in</i>	<i>which shows how few activities the modern toddler does, compared to the Victorian child.</i>
	the writers presents	<i>the different activities available to their children</i>	<i>which shows how much more a child can achieve than a toddler.</i>
	reflect on	<i>their memories of their children's activities</i>	<i>Which demonstrates the passive nature of the toddler's activity in comparison to the Victorian child's more complex activities.</i>

Evidence – a quotation from Source A

2. Your quote (how does it support your point?)

This is clear This can be seen This is shown This is evidenced	in Source A	when the writer	states says refers to comments	<i>"switch off the television"</i>
				<i>"barks gibberish in the middle of the room."</i>
				<i>"twang his lips like a ruler"</i>

Explanation – explain how your quote proves your point

3. Explain your quote (how does it support your point?)

This	shows conveys evokes suggests implies conjures	the limited number of activities as it seems the television is the only object the toddler has access to in order to stimulate itself.
		the sense that the toddler is unable to complete any coherent task or activity with any understanding or interaction that makes sense.
		That the toddler is reliant on others for entertainment and stimulation as he cannot achieve it on his own.

Comparison link

4. Link to the second text

This is different to In contrast However, On the other hand,	Source B in Source B	<i>which shows the wide variety of activities undertaken by the Victorian child</i>
		<i>which shows how much the Victorian child can achieve</i>
		<i>Which demonstrates the highly dynamic nature of the Victorian child's activities</i>

Repeat Steps 2-4 for Source B. Repeat whole thing once more.

Paper 2, Question 3 (Language Analysis)

(See Paper 1 Question 2)

Paper 2, Question 4 (Comparison of Writer's Perspective)

Comparative point focused on the writer's perspectives and feelings

1. A linking point introducing a similarity or difference in the writer's perspectives

Both writers	convey show demonstrate portray	<i>a sense of shock at how quickly their children's youth has passed.</i>
		<i>a sense of wistfulness for a return to a time where they were more needed by their children.</i>

In Source A the writer	conveys shows demonstrates portrays	<i>a sense of bewilderment at how quickly their child's first year has gone.</i>	Whereas However Whilst On the other hand	the writer of Source B	<i>appears to be grieving the loss of her son's youth.</i>
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Evidence – introduce your quotation (where you put your quote into your paragraph)

2: Introducing quotations

For instance, For example, This is clear This can be seen This is shown This is evidenced	In Source A	<i>"of time slipping just beyond your grasp."</i>
		<i>"How is he one already?"</i>

Explanation – explain what the quote shows

3. Explain your quote (how does it support your point?)

This	shows conveys evokes suggests implies conjures	<i>The writer feels</i>	<i>perplexed upset nostalgic</i>	<i>because</i>	<i>he cannot control how quickly time is passing.</i>
					<i>he cannot return to his son being younger.</i>

Zoom-in – specific words or phrases using subject terminology (language analysis)

4a. Commenting on a whole phrase or quotation

The use of this... The writer's use of the...	<i>metaphor simile personification repetition list hyperbole rhetorical question</i>	reinforces highlights conveys suggests implies demonstrates	<i>the writer's feelings of powerlessness against his child growing up.</i>
			<i>The writer feels alarmed that a year has already passed, almost without him noticing.</i>

4b. Commenting on a specific word choice

The verb '.....' The adjective '.....' The adverb '.....' The noun '.....' The preposition '....' The abstract noun '...'	shows conveys evokes suggests implies conjures	<i>the writer feels desperate that he wants to hold on to his son's youth for as long as possible.</i>
		<i>the writer feels disbelief that time has raced on so fast; encouraging readers to savour those early years of parenting.</i>

Making a comparative link

5. Use a comparative word

In the same way, Similarly, This is similar in	In Source B The writer in Source B	feels thinks	<i>a sense of bewilderment at how quickly their child's first year has gone.</i>
On the other hand, Conversely,			<i>upset at the loss of her son's youth</i>

Repeat steps 2-4 for Source B

Then repeat whole thing at least twice more.

Paper 2 Question 5 (Opinion Writing)

Paragraph Focus	Sentence structures
Imagine / Describing the problem	Imagine this: No....., no, just Does this sound like a nightmare? Like a horror movie? Well we live in this world today. This is our reality and I blame
Persona / Anecdote – why this problem bothers you	Firstly, as a I witness every single day. I can't help but think more should be done. Our....., our and our deserve more! As I walk through I fail to notice Isn't that? Isn't that? This is preposterous.
Reasoning – why is this a problem? Bigger than just to you	Another thing to consider is.... Think about..... What if This will be devastating!
Reasoning – why is this a problem? Bigger than just to you	Not only is, but The lack of..... and is astounding and must change. No more, no more, just This will lead to and we cannot let this happen. At a time where is at an all time high, how can we continue this way? It would be catastrophic.
Logical solution – what do you recommend?	One possible solution is: Instead of..... we need Instead of let's include Instead of let's make Together we can make a difference.
Future contrast / describe the benefits	Repeat your opening paragraph, making changes – from negative to positive

A Christmas Carol

Point – introduce the idea in your paragraph with a connection to the question

1 The point (topic sentence)

In the extract Earlier in the novella, In the middle of the novella, In stave ____, In the stave where ____, Later in the novella, Towards the end of the novella,	Dickens shows	<i>Scrooge's transformation</i>	By	<i>Contrasting him at the beginning and the end</i>
	Dickens presents	<i>the tension of rich vs poor</i>		<i>Describing the slums of London</i>
	Dickens suggests	<i>Scrooge's miserliness</i>		<i>The Cratchits</i> <i>The Ghost of Christmas Present</i>
		<i>the theme of poverty</i>	Through	
		<i>generosity and kindness</i>		

Evidence – introduce your quotation (where you put your quote into your paragraph)

2: Introducing quotations

For instance, For example, This is clear This can be seen This is shown This is evidenced	When	Dickens Scrooge Fred Belle Tiny Tim	States Says Refers to Comments	'.....'
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Explanation – explain how your quote proves you point

3. Explain your quote (how does it support your point?)

This	shows	<i>That Fred disagrees with Scrooge's sentiments on Christmas and thinks it's a time for family.</i>
	conveys	<i>That Scrooge was consumed with wealth: perhaps trying to show that greed corrupts goodness.</i>
	evokes	<i>That being greedy is wrong and we should stick to Christian religious beliefs about sharing generosity.</i>
	suggests	
	implies	
	conjuges	

Zoom-in – specific words or phrases using subject terminology (language analysis)

4a. Commenting on a whole phrase or quotation

The use of this...	metaphor simile imperative motif contrast phrase repetition	reinforces highlights conveys suggests implies demonstrates	<i>The fact that Scrooge can transform.</i>
			<i>the fact that to have love and family, means more than money.</i>
			<i>That the poor are not responsible for their situation and need support.</i>
Dickens' use of this			

4b. Commenting on a specific word choice

The verb '.....' The adjective '.....' The adverb '.....' The noun '.....'	shows conveys evokes suggests implies conjuges	<i>a frightening image of death</i>	highlighting demonstrating emphasising	<i>Scrooge's future of dying alone.</i>
		<i>Scrooge's immoral actions</i>		<i>The dangers of greed.</i>
		<i>Tiny Tim's sweet mindset</i>		<i>Ideas about Christian values.</i>

Purpose – say what does the quotation does/why the author uses it and effect

5a. Giving a suggestion of why the author does this

Perhaps, Possibly, Potentially,	Dickens was suggesting Dickens was alluding to the idea Dickens was illustrating Dickens was highlighting	<i>greed was threatening and dangerous to the poor. the unjust actions of the rich have severe consequences on the poor. how everyone has the ability to change by embracing the true meaning of Christmas Spirit.</i>
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5b. Suggesting the impact on the audience

Making a Victorian audience This would make a Victorian audience An audience at the time may feel	Shocked Horried Scared Concerned Appalled Disgusted Fearful	<i>That</i>
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Social, historical context

6a. Ensure that your context is relevant to your point

At the time, In the late 18 th century, During the Victorian era,	there were lots of anxieties about	Charles Darwin's theory of evolution	<i>and Dickens shows ...</i> <i>An Dickens exploits this hypocrisy of ...</i>
		The Industrial Revolution	
		Victorian Christian traditions	
	People believed in	The divide between rich and poor	
	People were governed by ideas of	Christian values	

Macbeth

Point – introduce the idea in your paragraph with a connection to the question

1 The point (topic sentence)

In the extract Earlier in the play, In the middle of the play, In the _____ scene, Later in the play, Towards the end of the play,	Shakespeare shows	<i>Macbeth's desire for power</i>	By	<i>Him listening closely to the witches' prophecies.</i>
	Shakespeare presents	<i>The power of ambition</i>		<i>Macbeth desiring to become King.</i>
	Shakespeare suggests	<i>Macbeth's downfall</i>	Through	<i>Macbeth being tempted to commit regicide.</i>
		<i>How power can be dangerous</i>		<i>His willingness to be manipulated by Lady Macbeth.</i>
		<i>Macbeth's corrupt nature</i>		

Evidence – introduce your quotation (where you put your quote into your paragraph)

2: Introducing quotations

For instance, For example, This is clear This can be seen This is shown This is evidenced	When	Shakespeare The Stage Directions Macbeth Lady Macbeth The Witches (Any character)	States Says Refers to Comments	'.....' <i>The "fatal vision" of the dagger.</i> <i>"That is a step on which I must fall down or else o'er leap"</i> <i>"Stars, hide your fires, let not light see my black and deep desires."</i>
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Explanation – explain how your quote proves you point

3.

This	shows	<i>That Macbeth's real desire was to become King himself.</i>
	conveys	
	evokes	<i>That the witches were encouraging Macbeth's ambition.</i>
	suggests	
	implies	<i>That Macbeth did not want God to see his evil deeds; he knew that his own desires were causing him to commit sin.</i>
	conjures	

Zoom-in – specific words or phrases using subject terminology (language analysis)

4a. Commenting on a whole phrase or quotation

The use of this... Shakespeare's use of this	metaphor simile imperative alliteration monologue phrase	reinforces highlights conveys suggests implies demonstrates	<i>Macbeth turning towards the 'darkness' of the witches and Satan as he plots to commit regicide.</i>
			<i>the tragic consequences of Macbeth's ambition.</i>
			<i>how Macbeth views other human beings as mere objects in his pathway.</i>

4b. Commenting on a specific word choice

The verb '.....' The adjective '.....' The adverb '.....' The noun '.....'	shows conveys evokes suggests implies conjures	<i>a frightening image of unfettered violence</i>	highlighting demonstrating emphasising	<i>Macbeth's horrific sin.</i>
		<i>Macbeth's murderous intentions</i>		<i>Macbeth's disgust at his own wrongdoing.</i>
		<i>supernatural images of horror and death</i>		<i>how the witches are controlling Macbeth.</i>

Purpose - say what does the quotation does/why the author uses it and effect

5a. Giving a suggestion of why the author does this

Perhaps, Possibly, Potentially,	Shakespeare was suggesting Shakespeare was alluding to the idea Shakespeare was illustrating Shakespeare was highlighting	<i>that to disrupt the natural order would have disastrous consequences.</i> <i>that the witches are an evil force and are controlling Macbeth.</i>
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5b. Suggesting the impact on the audience

Making a Jacobean audience This would make a Jacobean audience An audience at the time may feel	Horried Appalled Saddened Understand Sympathise Despise Shocked Realise	<i>At Macbeth's sin of regicide.</i> <i>That a good man can quickly become corrupt by his own desire for power.</i> <i>That mankind's flaws are a danger to us all.</i>
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Social, historical context

6a. Ensure that your context is relevant to your point

At the time, In the early 17 th century, In 1606,	there were lots of anxieties about	Ideas about regicide	and Shakespeare shows the dangers of 'supernatural soliciting'.
		James' I interest in witches	Macbeth and Lady Macbeth's downfall is a warning to the Jacobean audiences about the dangers of stepping out of the Chain of Being and committing regicide.
		The Chain of Being	
	people were especially concerned about	The Divine Right of Kings	Shakespeare demonstrates how powerful women can be dangerous and that remaining in the place within the Chain of Being maintains an orderly society.
		The role of women	
	Shakespeare refers to People believed in People were governed by ideas of	Christianity	Shakespeare shows how turning towards evil will result in God turning his back on you; highlighting the importance of the Divine Right of Kings and Christianity.

In the extract, Shakespeare shows Macbeth's desire for power through Macbeth wanting the witches to stay and tell him more. **This can be seen when Macbeth states:** 'Stay you imperfect speakers!' **This implies that** Macbeth has enjoyed listening to the witches and liked what he heard so he wishes to hear more. **The use of the imperative verb 'Stay' suggests that** Macbeth is trying to command the witches highlighting the fact that he already sees himself as a powerful person who perhaps thinks he can control what is out of his control. Moreover, the adjective 'imperfect' suggests that Macbeth knows the witches are potentially dangerous and may not speak the truth and yet he still wants them to speak more with him. **Perhaps, Shakespeare is highlighting** that the witches are an evil force but also that Macbeth has evil within him in the first place to want to speak with them when they prophesize the death of King Duncan who Macbeth should be loyal to. **This would make a Jacobean audience** shocked at Macbeth's eagerness to hear what the witches have to say. **In the early 17th century,** people were especially concerned about the power of witches as they believed that they were allies of the devil and so Shakespeare shows the dangers of working alongside these dangerous women and listening to what they have to say.

An Inspector Calls

Point – introduce the idea in your paragraph with a connection to the question

1 The point (topic sentence)

At the beginning of the play, In the middle of the play, Towards the end of the play, In ____ scene, In Act One, In Act Two, In Act Three,	Priestley shows	<i>the selfishness of the Birlings</i>	By	<i>Birling's treatment of Eva Smith</i>
	Priestley presents	<i>the importance of responsibility</i>		<i>the Inspector's behaviour towards the family</i>
	Priestley suggests	<i>Ideas about gender</i>		<i>her unwillingness to accept any responsibility</i>
		<i>the character of '.....'</i>	Through	<i>Showing how naïve she is.</i>
		<i>Mrs Birling as unlikeable</i>		

Evidence – introduce your quotation (where you put your quote into your paragraph)

2: Introducing quotations

For instance, For example, This is clear This can be seen This is shown This is evidenced	When	Priestley The Inspector The stage directions Sheila Birling Gerald Eric Mrs Birling	States Says Refers to Comments	'.....' 'wretched girl's suicide' 'I cannot accept any responsibility' 'They're not cheap labour – they're people.'
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Explanation – explain how your quote proves you point

3.

This	shows conveys evokes suggests implies conjoins	<i>how much Mrs Birling looks down on the working class.</i>
		<i>how Sheila is beginning to take responsibility and become more aware of the world around her.</i>
		<i>how Mr Birling sees the investigation as an inconvenience and doesn't care at all for Eva Smith.</i>

Zoom-in – specific words or phrases using subject terminology (language analysis)

4a. Commenting on a whole phrase or quotation

The use of this... Priestley's use of this	metaphor simile monologue characterisation stage direction morality play	reinforces highlights conveys suggests implies demonstrates	<i>Birling's flawed Capitalist viewpoints.</i>
			<i>Sheila's naivety in understanding the world around her.</i>
			<i>Inspector's Goole's superiority and control of the situation.</i>

4b. Commenting on a specific word choice

The verb '.....' The adjective '.....' The adverb '.....' The noun '.....'	shows conveys evokes suggests implies conjoins	<i>Birling's lack of compassion for the working class.</i>	highlighting demonstrating emphasising	<i>The dislikable qualities of the middle and upper classes.</i>
		<i>The horrific treatment Eva Smith suffered.</i>		<i>The poor treatment working classes suffered at the hands of those in power.</i>
		<i>The idea that Mrs Birling is a hypocrite.</i>		<i>Ideas about the pretenses and immorality of the wealthier classes.</i>

Purpose - say what does the quotation does/why the author uses it and effect

5a. Giving a suggestion of why the author does this

Perhaps, Possibly, Potentially,	Priestley was suggesting Priestley was alluding to the idea Priestley was illustrating Priestley was highlighting	<i>That it is important to be socially responsible and care about issues that face humanity.</i> <i>The flaws of society in 1912 and ensuring people continued to act more as one community.</i> <i>The flawed ideas of Capitalism and encouraging people to be more Socialist.</i> <i>The importance of our moral conscience and ensuring we do the right thing and treat each other with kindness.</i>
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5b. Suggesting the impact on the audience

An audience at the time may feel An audience in 1945 would feel	Shocked Horried Concerned Disgusted Reflective Remorseful Encouraged	<i>At Birling's self-righteous behaviour</i> <i>The Birling family's treatment of Eva Smith</i> <i>The behaviour of society back in 1912</i> <i>That the post-war society will continue to improve having heeded the inspector's moral message.</i>
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Social, historical context

6a. Ensure that your context is relevant to your point

Priestley shows how society had changed from 1912 to 1945 for the better...	<i>Women's empowerment through the right to vote and their responsibility during the world wars</i>	Priestley shows	<i>How society should not revert to the ways of 1912 and should continue to become more socialist and care for each other.</i>
In 1945,	<i>Society had become less classist due to World War I and World War II</i>	Priestley highlights	<i>How important it is to work as one community and take social responsibility for one another – making a better society.</i>
In 1912,	<i>Society had become more socialist due to World War I and World War II</i>	Priestley demonstrates	<i>The poor social conscience and awareness of people in 1912 and how much better society is when people look after one another.</i>
Priestley is clearly showing changed in society such as...			

At the beginning of the play, Priestley shows the selfishness of Mr Birling through his reaction to the suicide of Eva Smith. For example, when Inspector Goole explains Eva Smith's tragic death Birling responds with 'Yes, yes. Horrid business. But I don't understand why you should come here.' This conveys that Birling does not care about things that don't directly impact him. The repetition of 'yes, yes' shows how Birling is almost dismissive of the girl's suicide and wants to move along quickly to find out how it affects him. Furthermore, the use of the noun 'business' makes him seem distant and unaffected. Perhaps, Priestley was highlighting the selfishness of the wealthier classes and people like Birling. An audience at the time may feel appalled by Birling's selfish and uncaring behaviour, particularly highlighting how unimportant the working classes seemed to Birling as though they were just disposable objects. Priestley shows how society had changed from 1912 to 1945 for the better, as a result of the world wars society had become more socialist, less classist and more caring for each other's well-being. Priestley shows how important it is to show care and compassion for one another and not act so selfishly.

Poetry

Point – introduce the idea in your paragraph with a connection to the question

1. The point (topic sentence) that links both poems together.

In both poems _____ and _____	The poets show	<i>the theme of memories</i>	By	<i>Showing positive memories of childhood</i>
	The poets present	<i>Individual experiences</i>		<i>Showing how violent war is</i>
	The poets explore	<i>The reality of battle</i>		
		<i>The power of humans</i>	Through	<i>The persona's tyrannical leadership</i>
		<i>The power of nature</i>		<i>Showing nature as intimidating</i>

Name one of your poems to analyse in this paragraph:

2: Introduce your poem to analyse

In	Name the Poem	The poet shows The poet presents The poet explores	Memories The violence of war Nature as intimidating	By Through	showing the persona's positive experiences of childhood.
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Evidence – introduce your quotation (where you put your quote into your paragraph)

3: Introducing quotations

For instance, For example, This is clear This can be seen This is shown This is evidenced	When	The poet The persona	States Says Refers to Comments Uses	'.....'
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Explanation – explain how your quote proves you point

4. Explain your quote

This	shows conveys evokes suggests implies conjures	<i>The power of nature can be frightening and make humans feel insignificant.</i>
		<i>The persona is traumatised by their experience of battle.</i>
		<i>That striving for power is ultimately pointless.</i>

Zoom-in – specific words or phrases using subject terminology (language analysis)

5a. Commenting on a whole phrase or quotation

The use of this... The poet's use of this	metaphor simile personification imagery Caesura Enjambment	reinforces highlights conveys suggests implies demonstrates	<i>The Duke's abuse of power</i>
			<i>The power of the natural world</i>
			<i>The fear the persona feels</i>

5b. Commenting on a specific word choice

The verb '.....' The adjective '.....' The adverb '.....' The noun '.....'	shows conveys evokes suggests implies conjures	<i>The aggression and violence of war</i>	highlighting demonstrating emphasising	<i>How soldiers are emotionally affected by war.</i>
		<i>The emotional turmoil the persona feels</i>		<i>How the government do not do enough to support ex-soldiers.</i>
		<i>The negative consequences of war</i>		<i>How the consequences of war can be long-lasting.</i>

Wider Context – consider the poets’ purpose and wider messages

6a: Showing what the poet was trying to achieve

Perhaps, Possibly, Potentially,	The poet was suggesting The poet was alluding to the idea The poet was illustrating The poet was highlighting	<i>His/her disgust at the way society and the government treat those who have fought.</i> <i>Anti-war ideas and beliefs.</i> <i>The horrors that those involved in conflict have to suffer/witness</i> <i>The way those in power exploit others</i>
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6b. Suggesting the impact on the reader/ how the poet wanted the readers to react

The poet wanted the readers to	Feel Realise Be alerted to Change Understand	<i>Sympathy for those in conflict who are forced to leave their homes.</i> <i>How those in power abuse their status.</i> <i>The treatment of soldiers when they return from duty.</i>
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6c: Identifying shared ideas across two poems

In both poems, the poets	examine	the <i>impact of war and the wider consequences of conflict.</i>
	explore	the <i>brutality and senselessness of the suffering of soldiers.</i>

Making a comparative link – use a comparative word

7a: Comparing similarities or differences in ideas between poems

In the same way, Similarly,	(name of poet)	uses	<i>that nature is intimidating.</i>
On the other hand, Conversely,		shows suggests	<i>feelings of anger.</i>

Then repeat steps 3-6 for your second poem.

In both poems ‘London’ and ‘Checkin’ out me History’ the poets present the power of humans through showing how those in power control and restrict civilians. In ‘London’ this can be seen when Blake states ‘the mind forged manacles’. This conveys that people in London are unable to think for themselves and that their minds are ‘chained’ by those in power. The use of this metaphor shows that people’s imagination and freedom is restricted (as are their lives). Perhaps, Blake was highlighting the abuse of those in power and showing the negative consequence the oppressive institutions, like the church and the monarchy, had on society. The is similar in ‘Checkin’ out me History’ where Agard shows the people in British Colonies like Guyana were unable to have control of their own education and were dictated to about what they should learn. This can be seen when Agard states: ‘Dem tell me’ showing he has no power over what he learnt. The use of this repeated phrase throughout the poem could represent how this control has been going on for centuries and is difficult to break out of and change. The plosive ‘Dem’ shows his anger and also the separation of ‘them’ and ‘us’. Potentially, Agard was suggesting how negative the Eurocentric view of history can be. Agard wanted the readers to realise how important it is for people to understand their cultural history in order to have a sense of identity.