

**NAME:**

# ENGLISH

## KS4

# SUPPORT

# BOOKLET

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## The Deanery English Department: Literature Markscheme

<b>Band 6</b> <b>Exploratory &amp; Convincing</b>	<ul style="list-style-type: none"> <li>• A personal, critical and evaluative response given to the exam question asked – no wasted words</li> <li>• Quotes are carefully chosen – and not the same as the masses</li> <li>• Tentative vocabulary such as ‘perhaps, maybe, potentially’ are used to explore meanings &amp; effects</li> <li>• Methods identified are sophisticated and precise</li> <li>• Context is interwoven in the response, driven from writers’ choices</li> </ul>
<b>Band 5</b> <b>Thoughtful &amp; Developed</b>	<ul style="list-style-type: none"> <li>• Answers the question in their Thesis introduction and uses the rest of the essay to prove/reinforce it</li> <li>• Fully understands the text as a construct – that it was made for a reason and drives their essay from this</li> <li>• Quotes are precise, and embedded – with others used to reinforce or dispute ideas from other areas of the text</li> <li>• Methods are seamlessly interwoven – potentially within the topic sentences of the paragraphs</li> <li>• Phrases such as ‘another way...’, ‘also’, ‘furthermore’ are used to show depth and development to their ideas</li> <li>• Context is embedded within the response</li> </ul>
<b>Band 4</b> <b>Clear</b>	<ul style="list-style-type: none"> <li>• Clearly answers the exam question</li> <li>• Points that answer the question, have clear &amp; relevant supporting quotes</li> <li>• Clear explanations are provided</li> <li>• Essay covers the whole text</li> <li>• Cohesion from one paragraph to another – fluid response</li> <li>• Over 2 and a half pages long</li> <li>• Accurate and appropriate methods dropped in – including character as a construct – and effects explained clearly</li> <li>• Context chosen is relevant to the point being made and enhances the explanations</li> </ul>
<b>Band 3</b> <b>Ploddy</b>	<ul style="list-style-type: none"> <li>• Relies heavily on the extract and/or key moments</li> <li>• Correct, supported references and/or quotations</li> <li>• Reasoning provided – so ‘because...’ is evidence</li> <li>• No flow or order to the essay, rather paragraphs are all in isolation, but correct ideas &amp; knowledge</li> <li>• Page and a half or more written</li> <li>• Might drift at times away from the question</li> <li>• Contextual influences tend to be bolted on at the end of paragraphs</li> <li>• Methods are included and accurate –but there’s no effect</li> </ul>
<b>Band 2</b> <b>Attempts &amp; Some</b>	<ul style="list-style-type: none"> <li>• Relies heavily on the extract and/or key moments</li> <li>• Uses references and/or quotes, but they’re not appropriate or necessarily relevant</li> <li>• ‘because...’ is missing</li> <li>• 2 paragraphs or a page or so</li> <li>• Contextual influences limited to awareness of a writer and perhaps the time period the text was written in. Could be an attempt at writer’s intention here.</li> <li>• Methods are thrown in wrongly, or random, but attempted</li> </ul>
<b>Band 1:</b> <b>Simple &amp; Vague</b>	<ul style="list-style-type: none"> <li>• Re-tells the story</li> <li>• 1, maybe 2 paragraphs</li> <li>• No real comment on contextual influences</li> <li>• Methods are basic: writer, word etc</li> </ul>

## LITERARY METHODS

METHOD	DEFINITION	EXAMPLE
Noun	An object	'colossal <b>wreck</b> ' - Ozymandias
Adjective	A word to describe an object	' <b>colossal</b> wreck' - Ozymandias
Verb	An action	'I see every round as it <b>rips</b> through his life' - Remains
Adverb	A word to describe an action	'All my words flattened, rolled, turned into felt, <b>slowly</b> melting' - Poppies
Simile	Comparing two things together using 'like' or 'as'	'spits <b>like</b> a tame cat turned savage' - Storm on the Island
Metaphor	Comparing two things to one another, saying one thing IS another	'What, all my pretty <b>chickens</b> ?' (when Macduff finds out his children have been slaughtered by Macbeth)
Personification	Giving an inanimate object, a living quality	'pale flakes with fingering stealth <b>come feeling for</b> our faces' - Exposure
Pathetic Fallacy	Where the weather reflects the mood of the writing/character's feelings	' <b>Thunder, lightning and rain</b> ' in Macbeth when the witches are on stage
Sibilance	The repetition of 's' or 'sh' sounds	' <b>Fishes flashing silver as</b> their bellies swivelled towards the <b>sun</b> ' - Kamikaze
Plosives	Harsh consonant sounds	'Bullets <b>smacking</b> the belly out of the air' - Bayonet Charge
Onomatopoeia	A word spelt the way it sounds	'The cellar door flew open with a <b>booming</b> sound' - A Christmas Carol
Hyperbole	Exaggerating	' <b>All the perfumes</b> of Arabia will not sweeten this little hand' – Lady Macbeth trying to cover up the hallucinating blood on her hands
Alliteration	The use of the same letter at the start of a sequence of words	No <b>warmth</b> could <b>warm</b> , nor <b>wintery w</b> weather chill him. No <b>w</b> ind that blew was bitterer than he [...] – A Christmas Carol
Listing	Providing a number of ideas/reasons/options	'Scrooge! A <b>squeezing, wrenching, grasping, scraping, clutching, covetous</b> old sinner!' – A Christmas Carol
Persona	The person in the poem	For example, the persona in London, is the writer William Blake himself. However, the persona in Jane Weir's Poppies is a mother – not necessarily Weir herself.
Enjambment	Where a sentence in poetry runs over onto the next line/stanza	<i>Then I'm home on leave. <b>But I blink</b></i>  <i><b>and he bursts again</b> through the doors of the bank.</i> - Remains
Caesura	Where punctuation is used in poetry to create pauses or stops	Something is happening. A stranger's features faintly start to twist before his eyes - Exposure

Juxtaposition	Placing two contrasting things together in a phrase/sentence	' <b>Exploding comfortably</b> down the cliffs' - Storm on the Island
Volta	A turning point in a poem	And, as I rose upon the stroke, my boat Went heaving through the water like a swan; <b>When</b> , from behind that craggy steep till then The horizon's bound, a huge peak, black and huge - The Prelude
Irony	Language that says one thing but implies the opposite e.g sarcasm	'the faint half-flush that <b>dies</b> along her throat' – My Last Duchess
Lighting	In An Inspector Calls the lighting change is used for dramatic effect – to make the Birling household feel more intense with each member under scrutiny	'The <b>lighting should be pink and intimate, until the Inspector arrives where it should be brighter and harder</b> '
Entrances/Exits	In An Inspector Calls, Priestley uses entrances and exits of characters for dramatic effect	For example, when Gerald returns in Act 3 with the revelation that there's no Inspector Goole on the police force
Props	In An Inspector Calls, the props are used to indicate the characters' wealth and status. The doorbell & telephone are also used for dramatic effect	<b>Champagne = wealth</b> <b>Port &amp; cigars = Patriarchal society</b> <b>Telephone/doorbell = Priestley's opposed view to capitalism</b> <b>The photograph = control and power</b>
Character	Characters are often used by writers to convey an opinion	For example, Eva Smith is used in An Inspector Calls to represent all underprivileged working-class people
Motif	A repeated or recurring idea/image/symbol	For example, the <b>motif of hallucinations in Macbeth</b> are used to emphasise how characters cannot escape from their guilt
Dramatic Irony	Where the audience knows something that the other characters do not	For example, <b>we know Macbeth murdered King Duncan</b> – but the other characters do not
Soliloquy	Where the character speaks their thoughts aloud on stage, but the other characters cannot hear it	'Is this a dagger I see before me? Its handle towards my hand. Come let me clutch thee.'
Monologue	Where the character delivers a long speech to another character	'For brave Macbeth – well he deserves that name' – said during the sergeant's monologue after Macbeth had defeated the Norwegian army
Aside	Where the character onstage speaks directly to the audience only	'The Prince of Cumberland is a step on which I must fall or else o'erleap' – Macbeth after hearing Malcolm has been declared King Duncan's heir to the throne
Tone	The mood of a piece of writing	For example, <b>it might feel nostalgic like The Emigree and Poppies</b> , where the persona in each poem sounds sad as they reflect on their happier memories. <b>Or it may start with a foreboding tone</b> , like Macbeth, giving the impression that something bad is about to happen.
Shift/Pivotal moment	Where the writer changes our focus, or where something significant to the plot happens	For example, this could be moving from setting to introducing character. Or from the character's actions to their inner thoughts.

## MACBETH QUOTES

Key Moments	Quotes
<b>1. Battle</b>	<ul style="list-style-type: none"> <li>• Brave Macbeth, well he deserves that name</li> <li>• worthy cousin, valiant gentleman</li> <li>• He unseamed him from the nave to th'chaps</li> <li>• His brandish'd steel smoked with blood execution</li> <li>• As sparrows eagles - the hare the lion</li> </ul>
<b>2. Witches' Prophecies</b>	<ul style="list-style-type: none"> <li>• Instruments of darkness</li> <li>• Can the devil speak true?</li> <li>• Hail Macbeth, king hereafter</li> <li>• Stars hide your fires, let not light see my black and deep desires.</li> <li>• Stay imperfect speakers, tell me more</li> </ul>
<b>3. LM Persuades M to kill Duncan</b>	<ul style="list-style-type: none"> <li>• Come you spirits... unsex me here!</li> <li>• When you durst do it then you were a man</li> <li>• Take my milk for gall!</li> <li>• Stop up the passage to remorse</li> <li>• Look like th'innocent flower but be the serpent under't</li> <li>• It is too full o'the milk of human kindness</li> <li>• Screw your courage to the sticking place</li> <li>• Dashed the brains out had I sworn</li> </ul>
<b>4. Dagger Soliloquy</b>	<ul style="list-style-type: none"> <li>• Is this a dagger... the handle toward my hand... come let me clutch thee.</li> <li>• I have no spur to prick the sides of my intent, only vaulting ambition</li> <li>• Art thou a dagger of the mind?</li> </ul>
<b>5. Duncan's murder</b>	<ul style="list-style-type: none"> <li>• Will all great Neptune's ocean wash this blood clean from my hand?</li> <li>• Macbeth does murder sleep</li> <li>• My hands are of your colour but I shame to wear a heart so white</li> <li>• Go wash this filthy witness from your hand!</li> <li>• Amen stuck in my throat</li> </ul>
<b>6. Banquo's ghost</b>	<ul style="list-style-type: none"> <li>• We have scotched the snake, not killed it.</li> <li>• full of scorpions is my mind, dear wife!</li> <li>• Never shake thy gory locks at me!</li> <li>• Thou canst not say I did it!</li> <li>• Hence horrible shadow!</li> <li>• I am cabined, cribbed, confined</li> </ul>
<b>7. Macduff gets help from Malcolm/ Macduff murders</b>	<ul style="list-style-type: none"> <li>• Babes savagely slaughtered</li> <li>• hellkite! All? All my pretty chickens and their dam in one fell swoop?</li> </ul>
<b>8. LM sleepwalks and dies</b>	<ul style="list-style-type: none"> <li>• Out damned spot, out I say!</li> <li>• She has light by her continually</li> <li>• All the perfumes of Arabia will not sweeten this little hand!</li> <li>• What's done cannot be undone.</li> <li>• Who'd have thought the old man to have had so much blood in him?</li> </ul>
<b>9. The final battle and M dies</b>	<ul style="list-style-type: none"> <li>• I bear a charmed life</li> <li>• I have forgot the taste of fears</li> <li>• I will not yield to kiss the ground...</li> <li>• Juggling fiends which palter with us in a double sense</li> <li>• From his mother's womb untimely ripped</li> <li>• This dead butcher and his fiend-like queen</li> </ul>

## A CHRISTMAS CAROL QUOTES

Stave	Quotation
St 1	"Melancholy dinner... melancholy tavern"
St 1	"A tight-fisted hand.. A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!"
St 1	"No warmth could warm... No wind that blew was bitterer than he... Solitary as an oyster"
St 1	"If they would rather die, they had better do it, and decrease the surplus population"
St 1	"I wear the chain I forged in life... made up of cash boxes, ledgers, heavy purses' replied the Ghost of Marley. 'I made it link by link, and yard by yard; I girded it on of my own free will, and of my own free will I wore it. Is its pattern strange to you?'"
St 1	"Every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart."
St 2	"It was a strange figure-like a child: not so like a child as like an old man... from its head there sprung a bright clear jet of light"
St 2	"A solitary child... Scrooge sobbed"
St 2	"Scrooge had acted like a man out of his wits. His heart and soul were in the scene"
St 2	"Another idol has displaced me... A golden one"
St 2	"No more! Show me no more!"
St 2	"Your nobler aspirations fall off one by one until the master-passion, Gain, engrosses you."
St 3	"There sat a jolly Giant, glorious to see, who bore a glowing torch"
St 3	"God bless us, every one!"
St 3	"Scrooge was the Ogre of the family"
St 3	"A bleak, desert moor.. nothing grew. Where Miners live,' replied the Spirit. They were cheerful round a glowing fire, the old man singing a Christmas song and they joined in the chorus"
St 3	"A solitary lighthouse. Even here, the two men wished each other Merry Christmas... struck up a sturdy song"
St 3	"On a ship... dark, ghostly; but every man hummed a Christmas tune, or had a Christmas thought. And every man on board, good or bad, had a kinder word on that day than on any in the year"
St 3	"Rather a disagreeable animal, a savage animal, an animal that growled and grunted"
St 3	"Yellow, meagre, ragged, scowling, wolfish... devils lurked... They are Man's... The boy is Ignorance. This girl is Want... Beware, for I see that written which is Doom"
St 3	"Have they no refuge or resources?' cried Scrooge. 'Are there no prisons?' said the Spirit, turning on him for the last time with his own words. 'Are there no workhouses?'"
St 4	"The Phantom slowly, gravely, silently approached... Spirit scattered gloom and mystery... nothing but a spectral hand and one great heap of black"
St 4	"It's likely to be a very cheap funeral... I don't mind going if lunch is provided"
St 4	"Streets were foul, narrow, wretched, like so many cesspool, reeked with crime, filth, misery"
St 4	"He frightened every one away from him when he was alive, to profit us when he was dead!"
St 4	"Are these shadows of things that Will be, or shadows of things that May be?"
St 4	"I am not the man I was. Assure me that I may yet change these shadows you have shown me"
St 4	"I will honour Christmas in my heart... I will not shut out the lessons that they teach"
St 5	"I will live in the Past, the Present, and the Future! Scrooge repeated"
St 5	"I am light as a feather, I am as happy as an angel, I am as merry as a schoolboy"
St 5	"He had never dreamed that any walk – that anything – could give him so much happiness."
St 5	"I have come to dinner. Will you let me in, Fred?' He was at home in five minutes. Nothing could be heartier. Wonderful party, wonderful games, wonderful happiness"
St 5	"I am about to raise your salary"
St 5	"Better than his word. To Tiny Tim, who did not die, he was a second father. He became as good a friend, as good a master, and as good a man, as the good old city knew. His own heart laughed"
St 5	"And so, as Tiny Tim observed, God bless Us, Every One!"

## AN INSPECTOR CALLS QUOTES

<b>1. The Engagement Party</b>	<ol style="list-style-type: none"> <li>1. <i>The lighting should be pink and intimate, until the Inspector arrives, and then it should be brighter and harder.</i></li> <li>2. Except all last summer when you never came near me – Sheila</li> <li>3. Crofts and Birlings are ...working together for lower costs and higher prices – Mr B</li> </ol>
<b>2. Mr Birling's Capitalist Speech</b>	<ol style="list-style-type: none"> <li>1. I'm talking as a hard-headed practical man of business</li> <li>2. unsinkable, absolutely unsinkable</li> <li>3. You'd think that everybody has to look after everybody else, as if we were all mixed up together like bees in a hive</li> <li>4. Some people say that war is inevitable. And to that I say – fiddlesticks!</li> <li>5. A man has to mind his own business and look after himself and his own – and –</li> </ol>
<b>3. Mr Birling's interrogation</b>	<ol style="list-style-type: none"> <li>1. I can't accept any responsibility</li> <li>2. It's my duty to keep labour costs down</li> <li>3. She'd had a lot to say – far too much.– so she had to go</li> <li>4. If you don't come down hard on these people, they'll soon be asking for the earth</li> <li>5. 'But these girls aren't cheap labour – <i>they're people</i>' – Sheila</li> <li>6. 'We're respectable citizens and not criminals' – Mr Birling</li> </ol>
<b>4. Sheila's interrogation</b>	<ol style="list-style-type: none"> <li>1. I told him if they didn't get rid of that girl, I'd never go near the place again and I'd persuade mother to close our account</li> <li>2. If she'd been some miserable, plain little creature, I don't suppose I'd have done it</li> <li>3. I'll never, never do it again to anybody... I feel I can never go there again.</li> <li>4. If I could help her now, I would –</li> </ol>
<b>5. Gerald's interrogation</b>	<ol style="list-style-type: none"> <li>1. All she wanted was to talk – a little friendliness</li> <li>2. So I insisted on Daisy moving into those rooms and I made her take some money</li> <li>3. She didn't blame me at all. I wish to God she had now. Perhaps I'd feel better about it.</li> <li>4. I didn't feel the way about her as she felt about me.</li> </ol>
<b>6. Mrs Birling's interrogation</b>	<ol style="list-style-type: none"> <li>1. As if a girl of that sort would ever refuse money</li> <li>2. Go and look for the father of the child. It's his responsibility</li> <li>3. I did nothing I'm ashamed of.</li> <li>4. She was claiming elaborate fine feelings and scruples that were simply absurd for a girl in her position.</li> <li>5. "She needed not only money but advice, sympathy, friendliness...and you slammed the door in her face." – Inspector to Mrs Birling</li> </ol>
<b>7. Eric's interrogation</b>	<ol style="list-style-type: none"> <li>1. I was in that state where a chap easily turns nasty and I threatened to make a row</li> <li>2. I wasn't in love with her or anything – but I liked her – she was pretty and a good sport</li> <li>3. You're not the kind of father a chap could go to when he's in trouble</li> <li>4. I insisted on giving her enough money to keep her going.</li> <li>5. 'Just used her for the end of a stupid drunken evening, as if she was an animal, a thing, not a person.' – Inspector to Eric</li> </ol>
<b>8. Inspector's final speech</b>	<ol style="list-style-type: none"> <li>1. Each of you helped to kill her. Remember that. Never forget it.</li> <li>2. There are millions and millions and millions of Eva Smiths and John Smiths still left with us.</li> <li>3. We are members of one body</li> <li>4. If men will not learn that lesson, they will be taught it in blood and fire and anguish</li> </ol>
<b>9. The Ending</b>	<ol style="list-style-type: none"> <li>1. The whole story is just a lot of moonshine Nothing but an elaborate sell – Mr B</li> <li>2. I remember what he said, how he looked and what he made me feel. Fire and blood and anguish. It frightens me the way you talk and I can't listen to any more of it. – Sheila</li> <li>3. It's what happened to the girl and what we all did to her that matters. – Eric</li> <li>4. Everything's alright now, Sheila. What about this ring? – Gerald</li> </ol>

## Poetry Quotes To Learn

<b>REMAINS</b>	<p>"On another occasion, we get sent out"</p> <p>"I see every round as it rips through his life"</p> <p>"his bloody life in my bloody hands"</p>	<b>WAR PHOTOGRAPHER</b>	<p>"In his dark room he is finally alone"</p> <p>"of running children in a nightmare heat."</p> <p>"he earns his living and they do not care"</p>
<b>EXPOSURE</b>	<p>"the merciless iced east winds that knife us..."</p> <p>"Slowly, our ghosts drag home"</p> <p>"But nothing happens"</p>	<b>BAYONET CHARGE</b>	<p>"Suddenly he awoke and was running"</p> <p>"King, honour, human dignity etc, dropped like luxuries"</p> <p>"His terror's touchy dynamite"</p>
<b>STORM ON THE ISLAND</b>	<p>"We are prepared: we build our houses squat"</p> <p>"Spits like a tame cat turned savage"</p> <p>"Strange, it is a huge nothing that we fear."</p>	<b>THE PRELUDE</b>	<p>"One summer evening (led by her) I found"</p> <p>"A huge peak, black and huge"</p> <p>"By day, and were a trouble to my dreams"</p>
<b>TISSUE</b>	<p>"Paper that lets the light shine through"</p> <p>"pages smoothed and stroked and turned"</p> <p>"turned into your skin"</p>	<b>CHECKING OUT ME HISTORY</b>	<p>"Dem tell me"</p> <p>"Bandage up me eye"</p> <p>"I carving out me identity"</p>
<b>POPPIES</b>	<p>"Three days before Armistice Sunday"</p> <p>"released a song bird from its cage"</p> <p>"your playground voice catching on the wind"</p>	<b>KAMIKAZE</b>	<p>"Her father embarked at sunrise"</p> <p>"strung out like bunting"</p> <p>"which had been the better way to die."</p>
<b>MY LAST DUCHESS</b>	<p>"That's my last Duchess painted on the wall"</p> <p>"I gave commands; Then all smiles stopped together"</p> <p>"Notice Neptune taming a seahorse!"</p>	<b>OZYMANDIAS</b>	<p>"I met a traveller from an antique land"</p> <p>"sneer of cold command"</p> <p>"The lone and level sands stretch far away."</p>
<b>LONDON</b>	<p>"I wander through each chartered street"</p> <p>"The mind-forged manacles I hear"</p> <p>"And blights with plagues the Marriage hearse."</p>	<b>THE EMIGREE</b>	<p>"There once was a country... I left it as a child"</p> <p>"but I can't get it off my tongue. It tastes of sunlight"</p> <p>"and my shadow falls as evidence of sunlight"</p>
<b>CHARGE OF THE LIGHT BRIGADE</b>		<p>"Half a league, half a league,"</p> <p>"Jaws of death"</p> <p>"Noble six hundred"</p>	

## How to Revise English

- Complete past papers (attached to the school website – under English)
- Learn key quotes (attached to the school website – under English)
- Learn the criteria for each question and key sentence frames for how to answer each question effectively (use the knowledge organisers attached to the school website – under English)
- Learn the key literary methods that cross over most texts. These are useful for Literature, but also for Language!
- Read a range of texts – fiction and non-fiction

## Struggling specifically with Language Paper 1 Question 3?

### Structural features: ideas to get you started

The below features are in no particular order and should only be applied where relevant to the text assessed.

#### Changes or structural shifts in focus

- what these shifts are and where they occur
- how they are developed in and through the text
- why the writer might have chosen to take the reader on this particular reading 'journey' of discovery.

#### How and why a writer might use 'cinematic' techniques

For example to foreground or emphasise:

- starting points and end points
- developments
- sequential or causal points in the reader's understanding.

#### How and why a writer might change narrative perspectives, or change between narrative and dialogue

For example, through particular or changing narrative perspectives or changes between narrative and dialogue.

In particular: what, how and why these aspects might help a reader to engage with a character, theme, or mood at specific points in the text. For example: an inside perspective looking outwards or an outward perspective looking inwards.

#### Structural links between external actions or internal thoughts

For example, use and impact of techniques like 'flashback' to forewarn or foreshadow things to come, or remind the reader of things past.

#### How and why a writer might introduce, develop or end with the reader considering a character's positioning

For example in a particular setting, or through time, manner and place – possibly developed through chronological or non-chronological aspects of structure. Within this, are there any echoes, reiterations, repetitions, or recurring uses of imagery or motifs?

#### The writer's use of discourse markers or connectives and their impact on the whole

In particular, specific points in the text where the writer might position information or revelation to have impact at that moment of reading.

#### Possible aspects of structural stability or instability as a way of form helping to reinforce meaning

For example, switching from one point to another, juxtapositions or incongruities for effect at the specific points they might occur and how this might impact on meaning as a whole.

#### How the writer's conclusion might generate unanswered questions

For example, questions about earlier aspects of the text, or how this might contribute to wider meaning and shades of interpretation.

**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	<i>describe Brighton as</i>	<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 simile personification repetition</i>	reinforces highlights conveys	<i>How crowded Brighton is and that people find it overwhelming.</i>
The writer's use of the...	<i>list hyperbole</i>	suggests implies demonstrates	<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	<i>The idea of cleanliness and health, contrasting with the cities they may have come from.</i>
The preposition '.....'	implies	
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>
In the middle of the extract,	The writer introduces	<i>The event</i>	Which	<i>The train which is bringing in more potential threats to Hale.</i>
	The writer shifts the focus to	<i>The object</i>		<i>Hale thinking he's about</i>
At the end of the extract,	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,	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>
As a reader, I	curious	<i>About whether the crowd will bring danger.</i>
The reader is led to,	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	<i>With the statement</i>	That	<i>The character of Hale feels nervous and unsafe in this part of the text.</i>
	Partially	<i>With the student</i>		
	To a certain extent	<i>With the teacher</i>	Through	
		<i>With the reviewer</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	'.....' <i>'he drank his gin and tonic hastily'</i> <i>'uncoiled endlessly past him, like a twisted piece of wire'</i> <i>'bitten nails and inky fingers'</i>
--	--

### Explanation – explain what the quote shows

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

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

### 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>	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>
	<i>simile</i>		<i>That the crowd could be dangerous to him and potentially harmful.</i>
	<i>personification</i>		<i>That Hale is still feeling vulnerable and unsettled – this has not changed from the start of the extract.</i>
	<i>repetition</i>		
	<i>list</i>		
	<i>hyperbole</i>		

#### 4b. Commenting on a specific word choice

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

### 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  <b>Ominous and foreboding, the deathly black clouds swarmed...</b></p> <p>Three single word sentences for drama  <b>Humidity. Heat. Hell.</b></p> <p>No ..... No ..... Just .....</p> <b>No ray of sunlight dancing across the land. No gentle breeze to alleviate the intense air. Just oppressive heat.</b>
Wide/Zoom out	<p>Preposition ...  <b>Beneath the ominous sky, lay a desert crying out for rain.</b></p> <p>Triple adjective/noun colon  <b>Dry, dusty and cracked: the desert land split like the skin of an old man.</b></p> <p>What once was ..... was now .....</p> <b>What once was fresh, arable land, was now a forlorn wasteland.</b>
Narrow/Zoom in	<p>Preposition  <b>In the middle of/to the left of/next to/above the...</b></p> <p>Adverb start  <b>Frantically, people swarmed, searching for...</b></p>
Narrow/Zoom in	<p>Simile start  <b>Like a ghost town, the desert was left haunted by the souls lost here.</b></p> <p>Double verb start  <b>Groaning and creaking, the trees ...</b></p>
Narrow/Zoom in	<p>Linked sentence with a semi colon  <b>Decaying and forgotten, abandoned buildings whispered to one another of memories past; times of grandeur and importance.</b></p> <p>Repetition  <b>A little glimmer. A little light. A little hope.</b></p>
Wide/ Zoom out / Back to weather	<p>Ending with three  <b>The city was left abandoned, crumbling, deserted.</b></p> <p>Create a contrast from the beginning  <b>Finally, the ominous and foreboding clouds dissipated, the light of the sun had won again and a new day had begun.</b></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	<i>convey</i>	<i>a sense of shock at how quickly their children's youth has passed.</i>
	<i>show</i>	
	<i>demonstrate</i>	<i>a sense of wistfulness for a return to a time where they were more needed by their children.</i>
	<i>portray</i>	

In Source A the writer	<i>conveys</i> <i>shows</i> <i>demonstrates</i> <i>portrays</i>	<i>a sense of bewilderment at how quickly their child's first year has gone.</i>	<i>Whereas</i> <i>However</i> <i>Whilst</i> <i>On the other hand</i>	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	<i>In Source A</i>	<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	<i>shows</i> <i>conveys</i> <i>evokes</i> <i>suggests</i> <i>implies</i> <i>conjures</i>	<i>The writer feels</i>	<i>perplexed</i> <i>upset</i> <i>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...	<i>metaphor</i> <i>simile</i> <i>personification</i> <i>repetition</i>	reinforces highlights conveys suggests implies demonstrates	<i>the writer's feelings of powerlessness against his child growing up.</i>
The writer's use of the...	<i>list</i> <i>hyperbole</i> <i>rhetorical question</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 '.....'	<i>shows</i> <i>conveys</i> <i>evokes</i> <i>suggests</i> <i>implies</i> <i>conjures</i>	<i>the writer feels desperate that he wants to hold on to his son's youth for as long as possible.</i>
The adjective '.....'		<i>the writer feels disbelief that time has raced on so fast; encouraging readers to savour those early years of parenting.</i>
The adverb '.....'		
The noun '.....'		
The preposition '.....'		
The abstract noun '.....'		

### 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>	Through	<i>The Cratchits</i>
			<i>the theme of poverty</i>		<i>The Ghost of Christmas Present</i>
		<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	
	conjures	

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

#### 4a. Commenting on a whole phrase or quotation

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

#### 4b. Commenting on a specific word choice

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

### 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 Horrified 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 <sup>th</sup> 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	
	People believed in	Victorian Christian traditions	
		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	<i>That the witches were encouraging Macbeth's ambition.</i>
	evokes	<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>
	suggests	
	implies	
	conjures	

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

## 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	Horrified 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 <sup>th</sup> century,  In 1606,	there were lots of anxieties about	<i>Ideas about regicide</i>	<i>and Shakespeare shows the dangers of 'supernatural soliciting'.</i>	
		James' I interest in witches	<i>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.</i>	
		The Chain of Being		
	people were especially concerned about	The Divine Right of Kings	<i>Shakespeare demonstrates how powerful women can be dangerous and that remaining in the place within the Chain of Being maintains an orderly society.</i>	
		The role of women		
		Christianity	<i>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.</i>	
Shakespeare refers to				
People believed in				
People were governed by ideas of				

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 17<sup>th</sup> 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>	Through	<i>her unwillingness to accept any responsibility</i>
		<i>the character of '.....'</i>		<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	'.....' <i>'wretched girl's suicide'</i> <i>'I cannot accept any responsibility'</i> <i>'They're not cheap labour – they're people.'</i>
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### Explanation – explain how your quote proves you point

#### 3.

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

### 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 monologue characterisation	reinforces highlights conveys suggests	<i>Birling's flawed Capitalist viewpoints.</i>
Priestley's use of this	stage direction morality play	implies demonstrates	<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 '.....'	shows conveys evokes suggests implies conjures	<i>Birling's lack of compassion for the working class.</i>	highlighting demonstrating emphasising	<i>The disliked qualities of the middle and upper classes.</i>
The adjective '.....'		<i>The horrific treatment Eva Smith suffered.</i>		<i>The poor treatment working classes suffered at the hands of those in power.</i>
The adverb '.....'			<i>The idea that Mrs Birling is a hypocrite.</i>	
The noun '.....'				

## 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, Priestley is clearly showing changed in society such as...	<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>

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>	Through	<i>The persona's tyrannical leadership</i>
		<i>The power of humans</i>		<i>Showing nature as intimidating</i>
		<i>The power of nature</i>		

### Name one of your poems to analyse in this paragraph:

#### 2: Introduce your poem to analyse

In	Name the Poem	<i>The poet shows The poet presents The poet explores</i>	<i>Memories The violence of war Nature as intimidating</i>	By  Through	<i>showing the persona's positive experiences of childhood.</i>
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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	<i>The power of nature can be frightening and make humans feel insignificant.</i>
	conveys	<i>The persona is traumatised by their experience of battle.</i>
	evokes	<i>That striving for power is ultimately pointless.</i>
	suggests	
	implies	
	conjures	

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

#### 5a. Commenting on a whole phrase or quotation

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

#### 5b. Commenting on a specific word choice

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

## 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,	<i>(name of poet)</i>	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. This 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.