



English Literature and Language



Crucial Knowledge



Language Techniques

Simile: comparing something using like or as

Metaphor: saying something is something else

Alliteration: two or more words beginning with the same letter/sound

Rhetorical Question: a question posed that doesn't require an answer

Triples: three words to describe something

Personification: giving non-human things human qualities

Emotive Language: words that create emotion in the reader

Repetition: the same word/phrase used more than once

Senses: taste, touch, smell, sight, sound

Onomatopoeia: sound words

Noun: a naming word and other word types:

Adjective – describing word

Verb – a doing word

Adverb – describes or modifies a verb or adjective



Language Techniques

Direct Address: Speaking directly to the reader

Alliteration: two or more words beginning with the same letter/sound

Facts: something that can be proven to be true

Opinion: your viewpoint on something

Rhetorical Question: a question posed that doesn't require an answer

Repetition: the same word/phrase used more than once

Exaggeration: to make something seem better or worse than it really is

Statistics: a fact using numbers

Triple: three words used to describe something



Language Techniques

Challenge!

Simile: comparing something using like or as

Metaphor: saying something is something else

Motif: a repeated idea, theme, or image that has a symbolic meaning of significance to the text.

Alliteration: two or more words beginning with the same letter/sound

Assonance: repetition of a vowel sound

Rhetorical Question: a question posed that doesn't require an answer

Triples (Rule of three): three words to describe something

Personification: giving non-human things human qualities

Emotive Language: words that create emotion in the reader

Exaggeration – making something sound better or worse than it really is

Repetition: the same word/phrase used more than once

Senses: taste, touch, smell, sight, sound

Sibilance: repetition of the 's' sound throughout the sentence

Superlative: the best of something (usually ends in -est)

Oxymoron: a comparison using contradictive terms

Onomatopoeia: sound words

Noun – a naming word and other word types:

Adjective – describing word

Verb – a doing word

Adverb – describes or modifies a verb or adjective

Connotations: The deeper meaning behind a word and what it could signify.

Pathetic Fallacy: where the weather reflects the mood

Direct Address: Speaking directly to the reader

Statistics: a fact using numbers

Semantic field: A group of words that relate to the same topic



Structural Techniques

Focus: What is happening in the beginning, middle and end of the poem?

Shift: A change in idea or perspective

Temporal Reference: References to time

Punctuation: the marks used in writing to separate sentences. Does the poem use punctuation, is it missing any?

Line Length: How long is the sentence or line in the poem, does this change throughout?

Juxtaposition: putting things that are not similar next to each other

Flashback: the writer decides to insert details from the past into a present narrative in order to provide plot information or insight into a character's motivation.



Poetry

Language Techniques

Simile: comparing something using like or as

Metaphor: saying something is something else

Alliteration: two or more words beginning with the same letter/sound

Rhetorical Question: a question posed that doesn't require an answer

Triples: three words to describe something

Personification: giving non-human things human qualities

Emotive Language: words that create emotion in the reader

Repetition: the same word/phrase used more than once

Senses: taste, touch, smell, sight, sound

Onomatopoeia: sound words

Noun: a naming word and other word types:

Adjective – describing word

Verb – a doing word

Adverb – describes or modifies a verb or adjective

Structural Techniques

Focus: What is happening in the beginning, middle and end of the poem?

Shift: A change in idea or perspective

Stanzas: How many stanzas are there? How many lines are in the stanza? What is the focus of the stanza?

Narrator: Who is the speaker of the poem? Does the point of view change?

Enjambment: The continuation of a sentence without a pause at the end of the line.

Caesura: A pause near the middle of the line, often signified with punctuation.

Rhyme Scheme: A pattern of rhymes at the end of each line in a poem.

Punctuation: the marks used in writing to separate sentences. Does the poem use punctuation, is it missing any?

Line Length: How long is the sentence or line in the poem, does this change throughout?

Volta: A change or shift of focus in a poem

Juxtaposition: Putting things that are not similar next to each other

Which exam does this link to?
Literature Paper 2:

Anthology Poetry: You are given a poem from the anthology and you must compare it to another. (30 marks)

Unseen Poetry: You must analyse a poem you haven't studied before. (24 marks)

Comparing Unseen Poetry: You are given another poem you haven't studied before and you should now compare them. (8 marks)

How to annotate a poem

- Read the question and identify the theme
- Read the poem
- Summarise each stanza
- Identify a language technique in each stanza
- What is the focus at the beginning of the poem?
- What does the focus shift to?
- What is the focus at the end of the poem?
- How does the writer feel about the theme?
- How do you feel about the theme?

How to structure your essay

Introduction: Briefly explain what the poem(s) is about and how it links to the theme of the question.

Point – make sure this answers the question.

Evidence – select evidence that supports your point and can be analysed fully.

What? What does the evidence show/mean? What is the importance? What is the effect on reader?

How? How does the writer do it? What language/structure techniques are used? Zoom in on a word, what does it suggest?

Why? The writer's intentions: what do they hope to achieve? Why have they used this particular feature?

Compare: How is this similar/different to the other poem?

Fiction

Language Techniques

Simile: comparing something using like or as

Metaphor: saying something is something else

Alliteration: two or more words beginning with the same letter/sound

Rhetorical Question: a question posed that doesn't require an answer

Triples: three words to describe something

Personification: giving non-human things human qualities

Emotive Language: words that create emotion in the reader

Repetition: the same word/phrase used more than once

Senses: taste, touch, smell, sight, sound

Onomatopoeia: sound words

Noun: a naming word and other word types:

Adjective – describing word

Verb – a doing word

Adverb – describes or modifies a verb or adjective

Structural Techniques

Focus: What is happening in the beginning, middle and end of the text?

Shift: A change in idea or perspective

Temporal Reference: References to time

Punctuation: The marks used in writing to separate sentences. Does the text use punctuation, is it missing any?

Line Length: How long is the sentence or line in the text, does this change throughout?

Juxtaposition: Putting things that are not similar next to each other

Flashback: The writer decides to insert details from the past into a present narrative in order to provide plot information or insight into a character's motivation.

Which exam does this link to?
Language Paper 1 (80 marks)

Q1: Find four things from the extract (4 marks)

Q2: Analyse language (8 marks)

Q3: Analyse structure (8 marks)

Q4: Opinion question, how much do you agree with a statement. (20 marks)

Q5: Writing to describe or to narrate. (40 marks)

How to structure creative writing (Q5)

Drop the reader into:

- An interesting setting
- A specific type of weather
- A conversation
- The middle of the action
- A character's thoughts

Shift the focus to:

- A different part of the setting
- A different character
- Movement in the distance
- Different sounds

Zoom the focus to:

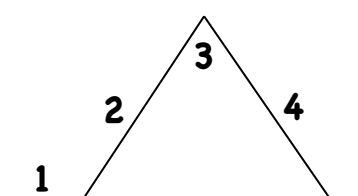
- Small action
- Character's reaction
- Character's thoughts

Link your final paragraph to:

- The opening paragraph
- A recurring idea in the text
- The weather

OR

Freytag's Pyramid



1. Exposition:

- What is the setting of your story?
- Who are your characters?

2. Rising Action:

- What event will start to cause tension in your story?

3. Climax:

- What is the tensest part of your story?

4. Falling Action:

- How will this problem be solved?

5. Resolution:

- How will the story end?

How to structure your essay

Point – make sure this answers the question.

Evidence – select evidence that supports your point and can be analysed fully.

What? What does the evidence show/mean? What is the importance? What is the effect on reader?

How? How does the writer do it? What language/structure techniques are used? Zoom in on a word, what does it suggest?

Why? The writer's intentions: what do they hope to achieve? Why have they used this particular feature?

Non-Fiction

Language Techniques

- Direct Address:** Speaking directly to the reader
- Alliteration:** two or more words beginning with the same letter/sound
- Facts:** something that can be proven to be true
- Opinion:** your viewpoint on something
- Rhetorical Question:** a question posed that doesn't require an answer
- Repetition:** the same word/phrase used more than once
- Exaggeration:** to make something seem better or worse than it really is
- Statistics:** a fact using numbers
- Triple:** three words used to describe something

Types of non-fiction texts

Biography and Autobiography
Newspaper Article
Speech
Information Leaflet
Blog
Letter
Diary Entry
Essay

Structural Techniques

- Focus:** What is happening in the beginning, middle and end of the text?
- Shift:** A change in idea or perspective
- Temporal Reference:** References to time
- Punctuation:** the marks used in writing to separate sentences. Does the text use punctuation, is it missing any?
- Line Length:** How long is the sentence or line in the text, does this change throughout?
- Juxtaposition:** putting things that are not similar next to each other
- Flashback:** the writer decides to insert details from the past into a present narrative in order to provide plot information or insight into a character's motivation.

PAF

- Purpose:** Your reason for writing. Writing to argue, persuade, explain, to advise etc.
- Audience:** Who the reader is. Could be an individual, or a broader group of people.
- Form:** How the writing will appear. A speech, a newspaper article, a letter, a diary entry etc.

How to structure your essay

- Point** - make sure this answers the question.
- Evidence** - select evidence that supports your point and can be analysed fully.
- What?** What does the evidence show/mean? What is the importance? What is the effect on reader?
- How?** How does the writer do it? What language/structure techniques are used? Zoom in on a word, what does it suggest?
- Why?** The writer's intentions: what do they hope to achieve? Why have they used this particular feature?
- Compare:** For question 2 and 4.

Which exam does this link to? Language Paper 2 (80 marks)

- Q1:** Pick for true or false statements (4 marks)
- Q2:** Compare information from both extracts (8 marks)
- Q3:** Analyse language (12 marks)
- Q4:** Compare the writer's ideas across both extracts. (16 marks)
- Q5:** Writing to argue/persuade/explain (40 marks)

How to structure writing to argue (Q5)

Freytag's Pyramid

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- 1. Introduction:**
 - Write an opening statement about your thoughts on the topic
 - Explain what you are going to argue about
 - Explain why it is important to consider the issue
 - Pose a rhetorical question about the issue
 - 2. Reasons why you agree:**
 - First reason
 - Second reason
 - Third reason
 - 3. The most important reason why you agree:**
 - Your most convincing point
 - 4. The other side of the argument:**
 - A reason someone else might disagree
 - Include another reason they may disagree
 - 5. Conclusion:**
 - Write a statement about your overall opinion of the topic
 - Express why it is important to think about your opinion
 - Pose a rhetorical question about the issue

Macbeth

Context (A03)

William Shakespeare – Was born in 1564 in Stratford-upon-Avon. During his life, plays and the arts flourished in the 'Golden Age'. He wrote Macbeth in 1606.

Plays at the time – Plays reflected the unsettling times of era (religious conflict, questioning of social order). Plays were seen by everyone, if the theatres were closed due the plague, the companies would travel further to perform their play.

Tragedy – This is a serious play or drama, usually about the destruction of the hero brought down by their hamartia (fatal flaw)

Jacobean & Elizabethan Era – Jacobean = King James' reign (1603-1625) Elizabethan = Queen Elizabeth I's reign (1558-1603)

King James I – Became King of England in 1603 after first being King of Scotland. Shakespeare was popular with Queen Elizabeth I, so wanted to impress King James I with the play Macbeth.

The Gunpowder Plot – the failed assassination attempt by a group of English Roman Catholics to blow up Parliament and King James I on November 5th 1605 because they did not support the Protestant King.

The Divine Right of Kings – the belief that the King or Queen was chosen by God.

The Great Chain of Being – The natural order of the world. The belief that God created a social hierarchy with the King at the top, second only to God. If you tried to alter your place in society it was seen as an act against God.

Supernatural – something that cannot be explained by science, such as: witches, ghosts and apparitions. Heavily believed in this era, many unfortunate events such as failed harvests were blamed on witches. King James I was a notorious witch-hunter, he made witchcraft illegal and wrote a book about witchcraft called 'Demonologie.'

The Role of Women – Women were viewed as inferior to men physically and emotionally. If a woman did not fit into this stereotype it would be considered frightening.

Plot Summary

Act 1:

- Three witches prophesise that Macbeth will become Thane of Cawdor and then King of Scotland.
- Macbeth becomes Thane of Cawdor and now hopes to become King.
- Lady Macbeth shares his ambition after reading Macbeth's letter.
- King Duncan arrives at Macbeth's castle, Macbeth arrives home and Lady Macbeth then persuades Macbeth to murder the King.

Act 2:

- Worried about the murder he is about to commit, Macbeth sees a vision of the dagger.
- Macbeth murders Duncan, Macbeth instantly feels guilty so Lady Macbeth helps to cover it up.
- Macduff finds Duncan murdered and raises the alarm.
- Malcolm and Donalbain slip away in fear of their lives but make themselves look guilty.
- Macbeth is crowned King, however Macduff will not attend the coronation.

Act 3:

- Banquo becomes suspicious of Macbeth so Macbeth orders the murder of him and his son Fleance. Fleance manages to escape.
- Macbeth sees Banquo's ghost at his banquet and indicates his guilt.
- Macbeth plans to see the witches again without Lady Macbeth's knowledge.
- Macduff flees to England.

Act 4:

- Macbeth receives three more prophecies from the witches.
- Macbeth orders for Macduff's family to be killed whilst Macduff is away.
- In England, Malcolm tests the loyalty of Macduff, who has recently arrived there from Scotland. Macduff then learns of the slaughter of his entire family.
- Malcolm tells Macduff that England will provide an army under Siward to defeat Macbeth.

Act 5:

- The English army marches on Macbeth disguised with branches taken from Birnam Wood.
- Macbeth learns his wife has died, apparently by suicide.
- Macbeth goes out to fight. He meets Macduff, who was born by Caesarean (so not of woman), and Macduff kills Macbeth in single combat.
- Macduff hails Malcolm as King of Scotland and Malcolm invites all to attend his coronation at Scone.

Characters



Macbeth: brave soldier and a powerful man, his ambition is his downfall.



Lady Macbeth: Macbeth's wife, a deeply ambitious woman who lusts for power and position.



Banquo: The brave, noble general who suspects Macbeth and ultimately ends up dead.



The Three Witches: Three weird sisters who plot mischief against Macbeth using spells and prophecies.



King Duncan: The good King of Scotland whom Macbeth murders.



Macduff: The Thane of Fife. He is hostile to Macbeth's kingship from the start.



Malcolm: The eldest son of Duncan, whose restoration to the throne signals Scotland's return to order.

Donalbain: Duncan's second son who flees after his death.

Fleance: Banquo's son, who survives Macbeth's attempt to murder him and flees.

Macbeth

Themes and Key Quotes

Ambition: Ambition means a strong desire to achieve something. Ambition is shown to destroy those who aim to win power unfairly through Macbeth and Lady Macbeth. However, Banquo, Malcom and Macduff all want greater things for themselves but don't allow ambition to overtake their morals.

"Thou wouldst be great, art not without ambition" – Lady Macbeth

"I have no spur to prick the sides of my intent, but only vaulting ambition." – Macbeth

"Let not light see my black and deep desires." – Macbeth

Loyalty and Betrayal: The characters in Macbeth show loyalty to their country, King and beliefs. Loyalty is rewarded in the play and betrayal is punished. The Macbeths pretend to be loyal and Macbeth betrays his own sense of right and wrong.

"Fair and noble hostess" – Duncan

"Allegiance clear" – Banquo

'look like the innocent flower,/But be the serpent under't' – Lady Macbeth

Supernatural: Supernatural forces are at work throughout the play. The witches cast spells to influence Macbeth, Lady Macbeth calls on evil spirits and when Duncan is killed strange and unnatural things start to happen.

"Fair is foul and foul is fair" – Witches

"All hail Macbeth, that shalt be king hereafter." – Witches

"Unsex me here." – Lady Macbeth

Guilt: Guilt is destructive in the play. Both Macbeth and Lady Macbeth are strong and ruthless characters but guilt eventually causes their downfalls.

"Will all great Neptune's ocean wash this blood clean from my hand?" – Macbeth

"The Thane of Fife had a wife, where is she now?" – Lady Macbeth

"Methought I heard a voice cry 'Sleep no more' – Macbeth

Fate and Free Will: Shakespeare explores whether people can control their own destinies. Macbeth's downfall comes after he tries to make the witches' prophecies come true.

"If chance would have me King, why chance may crown me" – Macbeth

"This supernatural soliciting cannot be ill, cannot be good" – Macbeth

Gender: Gender roles are explored through the relationship between Macbeth and Lady Macbeth. Traditional gender roles are disrupted in the play. Lady Macbeth sees her femininity as a barrier to get what she wants and mocks Macbeth's lack of masculinity. Courage and bravery are seen as masculine, Macbeth displays this at the beginning of the play.

"Plucked my nipple from his boneless gums and dashed the brains out." – Lady Macbeth

Good and Evil: Evil is linked to gender, Lady Macbeth links cruelty and aggression with masculinity. Macbeth is shown as a good man who does evil acts. He becomes increasingly evil as he becomes hardened to the many crimes he commits. In the play battles represent the conflict between good and evil.

"unseamed him from the navel to the chops." and "brave Macbeth" – the Captain (talking about Macbeth)

Which exam does this link to?
Literature Paper 1:

Macbeth: You will be given a short extract from the play. Your response should refer to the extract and the rest of the play.
(30 + 4 SPaG marks)

How to structure your essay

Point – make sure this answers the question.

Evidence – select evidence that supports your point and can be analysed fully.

What? What does the evidence show/mean? What is the importance? What is the effect on reader?

How? How does the writer do it? What language/structure techniques are used? Zoom in on a word, what does it suggest?

Why? The writer's intentions: what do they hope to achieve? Why have they used this particular feature?

Context: You can talk about context anywhere within your PEE. Don't just add it on the end!

- X2 paragraphs about the extract
- X2 paragraphs about the wider text

An Inspector Calls

Context (A03)

JB Priestley – the writer of AIC (1894–1984). Priestley was a well-known socialist. He fought in WW1 and his radio broadcast supported the Labour party.

England in 1912 – the year the play was set. Pre world wars: a conservative, capitalist and more classist society. Also the year the titanic sank, despite Mr Birling stating it was 'unsinkable'.

England in 1945 – the year the play was written. The World Wars (WW1 1914–1918; WW2 1939–1945) brought about much social change. The class system was less divided, society had become more socialist, the Labour party had won the vote by a landslide victory and women had the right to vote.

Edwardian Society – There was a strong class system with a huge divide between the rich and poor. No welfare state. Conservative society but lots of social unrest.

Social Class: The division of society based on their social and economic status. Generally, those with titles e.g. Lord/ Sir would be considered Upper Class; those who owned businesses or were educated in a profession would be considered middle class and those who worked for others would be seen as working class. Some believed that higher class people were 'superior' to the lower classes and would mistreat them.

Capitalism – private individuals like Mr Birling produce goods, motivated by profit.

Socialism – the government produces goods, and provides everything people need, not motivated by profit.

Women's Rights – During 1912 women were subservient to men. The suffragettes fought for women to have the right to vote which was granted in 1918 following women's role in WW1. However, this was only for women over the age of 30 or who owned their own house. All women did not gain the right to vote until 1928.

Plot Summary

Act 1:

- The Birling family and Gerald Croft are celebrating Sheila's engagement to Gerald.
- The evening is interrupted by the arrival of a police inspector named Inspector Goole making enquiries about the suicide of a young woman, Eva Smith.
- Mr Birling is shown a photograph of Eva. He admits that he employed her in his factory but sacked her for being one of the leaders of a strike for higher wages.
- Sheila is shown the photograph and realises that, she later had the girl sacked from her job as a shop assistant.
- When Gerald hears that the girl changed her name to Daisy Renton, his reaction shows that he too has known the girl.
- The Inspector suggests that many people share responsibility for the misery which prompted Eva Smith/Daisy Renton to end her life.
- Left alone with Gerald, Sheila warns him not to try to hide anything from the Inspector.

Act 2:

- Gerald admits that Daisy Renton was his mistress for six months.
- Mrs Birling tries to bully the Inspector and to control events.
- Sheila realises that the Inspector's enquiries are well founded, and that her mother might also have had some dealings with the girl.
- While Eric is out of the room, Mrs Birling is forced to admit that the girl asked for the help of a charity she worked for and was refused.
- It is revealed that the girl was pregnant, and Mrs Birling lays the blame for the girl's death on the father of the unborn child.
- There is a suspicion that Eric might have been the father of that unborn child.

Act 3:

- Eric confesses that he got the girl pregnant and that he stole money from his father's firm to support her.
- Learning that the girl had appealed to his mother for help and been turned down, Eric blames his mother for the girl's death.
- The Inspector makes a dramatic speech about the consequences of the kind of social irresponsibility that Mr Birling was preaching at the end of the dinner. He then leaves.
- Gerald and Mr Birling gradually prove that the man was not a real police inspector.
- A telephone call to the Infirmary reveals that there has been no recent suicide.
- Eric and Sheila continue to feel guilty about what they have done, but the others now shrug off any guilt.
- Mr Birling answers the telephone: a young woman has just died on her way to the Infirmary and an inspector is on his way to make enquiries.

Characters

Arthur Birling: A symbol of the Capitalist wealthy business owner. A social climber.

Sybil Birling: A symbol of the arrogance and pride of the upper classes. Cares about her reputation.

Sheila Birling: Starts off naive and unaware but becomes socially and politically empowered representing the changing roles of women in society.

Eric Birling: The typical rich and irresponsible son of wealthy parents. Disagrees with his father's viewpoints. Inspector empowers him to change and speak up to his father.

Gerald Croft: Upper class, son of a rival business owner. Shows those who have the potential to change but ultimately values money and status.

Inspector Goole: A symbol of socialism and Priestley's mouthpiece. Aims to teach the family a moral lesson about how to behave as a responsible citizen.

Eva Smith/Daisy Renton: Represents the working class female. Someone who initially was quite strong and determined but was worn down by the unjust treatment of her by Capitalist society. Has no lines.

Edna: The Birlings' maid. Has very few lines and represents the voiceless working class.

An Inspector Calls

Themes and Key Quotes

Responsibility: *An Inspector Calls* was first performed in the UK just after the end of World War Two, in 1946. It was a time of great change in Britain and many writers were concerned with the welfare of the poor. At that time there was no assistance for people who could not afford to look after themselves. Priestley wanted to address this issue. He also felt that if people were more considerate of one another, it would improve quality of life for all. This is why social responsibility is a key theme of the play. Priestley wanted his audience to be responsible for their own behaviour and responsible for the welfare of others.

"If men will not learn that lesson, then they will be taught it in fire and anguish" [Inspector]

"community and all that nonsense" [Mr Birling]

"but these girls aren't cheap labour- they're people" [Sheila]

"Probably between us we killed her" [Sheila]

"we are members of one body- we are responsible for each other" [Inspector]

"millions and millions of Eva Smiths and John Smiths" [Inspector]

Gender: *An Inspector Calls* was written after World War Two. As many British men went away to fight during the war, their positions in work had to be filled by women. This helped change existing perceptions. Men had to acknowledge the fact that women were just as capable as them. As a result of this, many women enjoyed a newfound freedom that working and earning money allowed them. Not all men saw this change in attitude as a good thing and stayed stuck in the past. Priestley explores the impact of these new gender roles through the independence of Eva Smith and the sexist attitudes of Mr. Birling.

"You were the wonderful fairy prince" [Sheila]

"a girl of that sort would ever refuse money." [Mrs Birling]

"She was a very pretty girl...that didn't make it any better." [Sheila Birling]

"I hate those hard-eyed dough-faced women." [Gerald]

Class: Before World War Two, Britain was divided by class. Two such classes were the wealthy land and factory owners and the poor workers. The war helped bring these two classes closer together and rationing meant that people of all classes were eating and even dressing the same. The war effort also meant that people from all classes were mixing together. This was certainly not the case before. Priestley wanted to highlight that inequality between the classes still existed and there was still more change to be done.

"Girls of that class" [Mrs Birling]

"About fifty, a rather cold woman and her husband's social superior" [Stage Directions]

"She was giving herself ridiculous airs...claiming elaborate fine feelings...that were simply absurd in a girl in her position." [Mrs Birling]

"Why shouldn't they try for higher wages? We try for the highest possible prices"

[Eric Birling]

"all mixed up together like bees in a hive" [Mr Birling]

Age/Generations: Age is an important theme in *An Inspector Calls*. Priestley uses it to show how he believed that there was hope in the younger generation's ability to learn and change. The older characters' opinions and behaviours are stubbornly fixed. Mr Birling refuses to learn and Mrs Birling cannot see the obvious about herself and her children. Eric and Sheila however are younger - they accept their mistakes and offer the chance for a brighter future.

"[sharply] your daughter isn't living on the moon" [Inspector]

"it frightens me the way you talk" [Sheila]

"look at them, the famous younger generation, and they can't even take a joke" [Mr Birling]

"Take my word for it, you youngsters - and I've learnt in the good hard school of experience." [Mr Birling]

Which exam does this link to?
Literature Paper 2:

An Inspector Calls: You will be given two questions and you will choose one to answer. You will have **no** extract. (30 + 4 SPaG marks)

How to structure your essay

Point - make sure this answers the question.

Evidence - select evidence that supports your point and can be analysed fully.

What? What does the evidence show/mean? What is the importance? What is the effect on reader?

How? How does the writer do it? What language/structure techniques are used? Zoom in on a word, what does it suggest?

Why? The writer's intentions: what do they hope to achieve? Why have they used this particular feature?

Context: You can talk about context anywhere within your PEE. Don't just add it on the end!

X4 PEE paragraphs, considering the beginning, middle and end.

A Christmas Carol

Context (A03)

Charles Dickens – 1843

A Christmas Carol is a moral tale about the spirit of giving and being kind to one another.

- **Charles Dickens' Life:** Dickens spent much of his childhood working due to his father being imprisoned for debt. Dickens experienced life as both poor and comfortable.
- **Life in Victorian England:** Overcrowding and poverty were daily issues, there was a huge class divide and the lack of healthcare and welfare resulted in lots of deaths. Children were expected to work to help their families.
- **Workhouses:** People were forced to work/live here due to poverty. The conditions were unbearable and often people preferred death.
- **Thomas Malthus' Poor Law:** Malthus argued that poverty was inevitable & believed that helping the poor made poverty worse. The 1834 Poor Law meant that in order to receive money or support you must go to the workhouse.
- **Industrial Revolution:** ACC was set during the end of this period. Working classes lost their jobs after being replaced by machines. Many people moved to cities to find work, making them overpopulated.
- **Poverty:** the state of being extremely poor. Working classes in Victorian England existed in poverty. Poor people lived in slums with open sewers in the street.
- **Christmas:** The Victorians were credited to making Christmas into the celebration it is today, it was hardly celebrated before the 19th century. ACC is credited to helping make Christmas traditions popular such as spreading peace and goodwill.

Plot Summary

Stave One

- It is Christmas Eve and Scrooge won't pay to heat the office properly. This means that his clerk, Bob Cratchit, is very cold.
- Scrooge has four Christmas visitors: his nephew, Fred; two charity collectors; and a carol singer. Scrooge is rude to all of them and sends them away.
- That night the Ghost of Jacob Marley, his dead business partner, appears. He tells Scrooge that his mean way of life will lead to misery and that three Ghosts will visit him to show him the error of his ways.

Stave Two

- The Ghost of Christmas Past shows Scrooge his unhappy childhood.
- They visit the house of Scrooge's first employer, Fezziwig, who is holding a Christmas party. Scrooge notices how much happiness can be obtained from very little money.
- Scrooge sees himself as a young man with Belle, the woman he was engaged to marry. Belle breaks off the engagement because she thinks Scrooge loves money more than he loves her.

Stave Three

- The Ghost of Christmas Present takes Scrooge to visit Christmas preparations at the Cratchits' house. Scrooge learns that Tiny Tim will not survive unless the future changes. This knowledge upsets Scrooge.
- The Ghost takes Scrooge to see different groups of people enjoying themselves at Christmas. Scrooge sees his nephew, Fred, with his family. They are discussing Scrooge and Fred is full of pity for him.
- At the end of the night the Ghost shows Scrooge two children: a boy, called Ignorance, and a girl, called Want. The Ghost says they belong to Man and warns Scrooge to beware of them both, but especially to beware of Ignorance.

Stave Four

- The mysterious Ghost of Christmas Yet to Come takes Scrooge into the future to witness different conversations about a dead man. No one cares that this man has died. In contrast, the Ghost then takes Scrooge to see the Cratchits who are deeply upset because Tiny Tim has died.
- Scrooge is shown a gravestone with his own name on it. He realises he is the dead man whom the people were talking about. He promises to change his ways.

Stave Five

- Scrooge is delighted to be given a second chance and makes Christmas happy for everyone. He sends a turkey to the Cratchits, gives money to the charity collectors, and joins Fred for Christmas. The next day he raises Bob's wages and promises to become a friend to Tiny Tim, who does not die.

Characters

Ebenezer Scrooge: Scrooge is the main character presented as an unpleasant man. He eventually redeems himself and shares his wealth.

Bob Cratchit: Bob is Scrooge's clerk and works in unpleasant conditions. He is a hard working family man.

Fred: Fred is Scrooge's nephew and only family. He is a kind-hearted and positive person.

The Ghost of Christmas Past: This is the first ghost to visit Scrooge after the ghost of Marley. An ephemeral spirit appearing both young and old, with light streaming from the top of its head. He represents memory.

The Ghost of Christmas Present: A jovial spirit (resembling a traditional 'Father Christmas') who represents generosity and Christmas spirit.

The Ghost of Christmas Yet to Come: A silent, ominous spirit in a black, hooded cloak who represents death.

Tiny Tim: A generous child who is Bob's ill and vulnerable son.

Jacob Marley: Scrooge's deceased business partner, who appears as a ghost warning Scrooge to change his ways.

Belle: Scrooge's former fiancée who breaks off their engagement because he values money more than their relationship.

Fezziwig: Scrooge's generous former employer.

Fan: Scrooge's deceased younger sister, the mother of Fred.

A Christmas Carol

Themes and Key Quotes

Christmas: Dickens wrote this novella before Christmas 1843. The story of Scrooge takes place on Christmas Eve and Christmas Day and uses the ideas of generosity and compassion that we associate with Christmas to highlight the transformation of the main character. We see Scrooge change from a miserly man, contrasting with the spirit of Christmas, to someone who is full of joy. "it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk and blind men see." - Bob Cratchit "I will honour Christmas in my heart, and try to keep it all the year." - Scrooge "Christmas time... is the only time I know of when men and women seem to open their shut-up hearts freely" - Fred

Redemption and Transformation: Redemption is the idea of being saved from sin or evil. In Scrooge we see a man who is transformed from a greedy, selfish miser into a generous and good-natured character by the end. "Your lip is trembling," said the Ghost. "And what is that upon your cheek?" - Ghost of Christmas Past "Scrooge was better than his word. He did it all and infinitely more." - Narrator

Social Injustice: Dickens felt strongly that Victorian society ignored the poverty of its underclass. On the one hand were the rich who enjoyed comfort and feasting at Christmas, and on the other were children forced to live in dreadful conditions in workhouses.

"Mankind was my business." - Marley's Ghost

"This boy is Ignorance. This girl is Want. Beware them both" - Ghost of Christmas Present

"Decrease the surplus population." - Scrooge

Greed: Dickens makes it clear that greed will lead to unhappiness. Dickens suggests that financial wealth will lead Scrooge to poverty of love and emotion.

"I wear the chain I forged in life." - Marley's Ghost

"Another idol has displaced me... a golden one" - Belle

"Christmas is a poor excuse every 25th of December to pick a man's pockets." - Scrooge

Family: Examples such as Fred, the Fezziwigs and the Cratchits emphasise the value that Dickens places on the comforts and pleasures of home and family life. The relationship between Scrooge and his sister Fan is also shown to be positive in the past.

"I am sorry for him; I couldn't be angry with him if I tried." - Fred (talking about Scrooge)

"Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father." - Narrator

Supernatural: The supernatural refers to events or beings that are beyond human or scientific explanation, such as ghosts or seeing into the future.

Dickens, like many Victorian authors, enjoyed writing in this genre as it was popular and allowed stories to go beyond normal human experience.

"Marley was dead: to begin with." - Narrator

"Scrooge... found himself face to face with the unearthly visitor" - Narrator

"It was shrouded in a deep black garment, which concealed its head, its face, its form and left nothing visible." - Narrator (about Ghost of Christmas yet to come)

Poverty: The Cratchits are used to show poverty throughout the novella. We also see glimpses of poverty in the Victorian era through the charity collectors and description of the Workhouses and the Treadmill.

"Reeked with crime and filth and misery" - Narrator

"Many thousands are in want of common necessitates" - Charity Men

"Brave in ribbons" - Narrator

"Are there no prisons?" - Scrooge

Which exam does this link to?
Literature Paper 1:

A Christmas Carol: You will be given a short extract from the novella. Your response should refer to the extract and the rest of the novella. (30 marks)

How to structure your essay

Point - make sure this answers the question.

Evidence - select evidence that supports your point and can be analysed fully.

What? What does the evidence show/mean? What is the importance? What is the effect on reader?

How? How does the writer do it? What language/structure techniques are used? Zoom in on a word, what does it suggest?

Why? The writer's intentions: what do they hope to achieve? Why have they used this particular feature?

Context: You can talk about context anywhere within your PEE. Don't just add it on the end!

- X2 paragraphs about the extract
- X2 paragraphs about the wider text

Anthology

Poetry

War Photographer – Carol Ann Duffy

Summary:

- Follows the journey of a man who returns from a war-torn land to develop his photographs.
- The pictures remind him of his experiences and the atrocities which are happening abroad.
- The violence in the war zones is contrasted with the nonchalant attitude of the Western world.

Themes:

Conflict, Memory, Individual Experience, Anger and Guilt

Compare to:

Personal experience of war can be compared to 'Remains' and 'Bayonet Charge'.

Key Quotations:

"Spools of suffering"
"He has a job to do"
"They do not care."

Key Structural Features

- The poem is set out in four stanzas, equal in length and follows a regular rhyme scheme. This reflects the 'ordered rows' of his photos in the dark room as he waits for his pictures to develop.

Remains – Simon Armitage

Summary:

- The account of a British soldier who had served in Iraq.
- Tells us a story about the killing of a man who loots a bank.
- The soldier isn't sure if the looter had a weapon.
- Great sense of guilt about the events the soldier recalls.

Themes:

Conflict, Memory, Individual Experience and Guilt

Compare to:

Guilt about war can be seen in 'War Photographer'.

Key Quotations:

"Three of a kind all letting fly"
"sort of inside out"
"blood-shadow stays on the street"

Key Structural Features

- There is no rhyme scheme or line length to the poem, seems more like a story.
- The tone quickly changes from anecdote to deeply concerning confession (almost like an overheard therapy session).

The Prelude – William Wordsworth

Summary:

- The poet finds a boat and rows it out onto a lake.
- He enjoys the scenery until a mountain appears on the horizon and the narrator finds its appearance terrifying.
- He hastily returns to the shore but his impressions of nature are changed for good.

Themes:

Power of Nature, Individual Experience, Pride and Memory

Compare to:

Negative memories can be compared to 'Remains'.
Power of Nature can be compared to 'Storm on the Island'

Key Quotations:

"Act of stealth/And troubled pleasure"
"An elfin pinnacle"
"Huge peak, black and huge"

Key Structural Features

- The poem is organised into three sections: the fairy-tale like opening, the darker tone when the mountain appears and the final reflection on the effect of the experience.

Kamikaze – Beatrice Garland

Summary:

- The Kamikaze pilots were seen as honouring their families and Japan by sacrificing themselves.
- The WWII pilot sets off on his mission.
- The pilot looks at the sea beneath him, remembers pleasant memories from his childhood and decides to return back.
- He is then ostracized by his family and the greater Japanese society.

Themes:

Power of Nature, Individual Experience, Conflict, Identity, Memory and Loss and Absence.

Compare to:

Nature is discussed in 'The Prelude' and 'Ozymandias' and memories are in 'Poppies' and 'The Emigree'.

Key Quotations:

"full of powerful incantations"
"a one-way journey into history"

Key Structural Features

- The first five stanzas are actually one sentence showing us the fluidness of memory and recounts.
- The pilot's voice is missing, showing how he has become isolated from society.

London – William Blake

Summary:

- The speaker describes a walk he takes around London.
- Everywhere he goes he is met with despair.
- The people in power do nothing to help the people he sees.

Themes:

Individual Experience, Power of Humans, Anger, and Loss and Absence.

Compare to:

Other experiences of places are found in 'The Emigree' and 'The Prelude'.

Key Quotations:

"each chartered street"
"marks of weakness, marks of woe"
"mind-forged manacles"

Key Structural Features

- The first person perspective gives us a very personal view.
- The rhyme scheme (ABAB) continues throughout the poem and shows us the relentlessness of the misery and corruption of the city.

Poppies – Jane Weir

Summary:

- Susan Owen, the mother of Wilfred Owen is the inspiration for this poem.
- A mother is suffering from the loss of her son after she sends him off to war.
- Weir is a textile artist and the language of textiles is seen throughout.

Themes:

Conflict, Identity, Individual Experience, Loss and Absence. Fear. and Memory

Compare to:

Loss is felt in 'The Emigree' and the effect of conflict appears in 'War Photographer'.

Key Quotations:

"spasms of paper red"
"I was brave"
"my stomach busy making tucks, darts, pleats"

Key Structural Features

- First person narrative helps us feel the mother's emotions.
- Lack of regular rhyme or rhythm emphasises the poem as memory or thoughts.

My Last Duchess – Robert Browning

Summary:

- The Duke of Ferrara is having a conversation with a messenger sent to arrange his next marriage.
- The Duke shows him a picture of his previous wife.
- He indicates that he had her killed for her failure to recognise his status in society.

Themes:

Power of Humans, Pride, Identity, and Memory

Compare to:

Abuse and craving of power is also in 'Ozymandias'. Abuse of power is similar in 'Checking Out Me History'.

Key Quotations:

"My gift of a nine-hundred-years-old name"
"I gave commands, then all smiles stopped together."

Key Structural Features

- Dramatic monologue, the speaker is the Duke himself. He controls the narrative.
- The use of enjambment shows the Duke's loss of control when angered.

Anthology Poetry

Storm on the Island – Seamus Heaney

Summary:

- Poem describes a storm happening on an island.
- The poem can be seen as a metaphor for the troubles in Northern Ireland.
- The first 8 letters of the title spell out 'Stormont' – the home of the Irish National Assembly.

Themes:

Power of Nature, Power of Humans, and Fear.

Compare to:

Nature overtaking humans is seen in 'Exposure' and 'The Prelude'.

Key Quotations:

"We are prepared"
"Spits like a tame cat/
Turned savage"
"It is a huge nothing
that we fear."

Key Structural Features

- First person narrative.
- It is inclusive, as if 'we' are part of the action.

Checking Out Me History – John Agard

Summary:

- Growing up in Guyana, the education system taught Agard about British History but not his own heritage.
- Agard decides that he wants to learn about his own heritage to create his own identity.

Themes:

Power of Humans, Identity and Anger

Compare to:

National identity can be found in 'Kamikaze'. Anger is also in 'London'.

Key Quotations:

"Dem tell me"
"Bandage up me eye"
"I carving out me
identity"

Key Structural Features

- The British stanzas sound childish and reference nursery rhyme figures.
- Italics are used to separate the stanzas about Caribbean history.

Ozymandias – Percy Bysshe Shelley

Summary:

- Shelley was a Romantic Poet, writing about the power of nature and human emotion.
- The narrator in the poem meets a traveller.
- The traveller tells him about a statue of a King standing in the desert.
- The inscription brags about how powerful the King was.
- The statue has now tumbled down and is half buried in sand.

Themes:

Power of Nature, Power of Humans, and Pride

Compare to:

The power of nature is in 'The Prelude', 'Exposure' and 'Storm on the Island'. Pride is also expressed in 'My Last Duchess'.

Key Quotations:

"Shatter'd visage"
"Sneer of cold command"
"Colossal wreck, boundless
and bare"

Key Structural Features

- Sonnet.
- Volta in line 9.
- The enormity of the desert rounds off the poem, showcasing the power of nature.

Charge of the Light Brigade – Alfred Tennyson

Summary:

- The poem is a tribute to the cavalry officers who died in a tragic charge against Russian forces.
- The group (Light Brigade) had been ordered to advance into a valley even though it was surrounded by enemy soldiers.

Themes:

Conflict, and Identity

Compare to:

Reality of war and glorification of troops is seen in both 'Exposure' and 'Bayonet Charge'.

Key Quotations:

"The six hundred"
"Valley of Death"
"Theirs not to reason
why"

Key Structural Features

- The poem is a narration in third person; the narrator clearly values the contributions and bravery of the soldiers.
- The regular rhythm helps to create the impression of charging cavalry men while some lines are rhyming couplets and triplets.

The Emigree – Carol Rumens

Summary:

- Poem discusses the feelings of someone who had to leave her own country as a child.
- Her home is under attack and she cannot return.
- She remembers her city with longing, even though an unknown entity threaten her and the city.

Themes:

Individual Experience, Loss and Absence. Identity and Memory

Compare to:

The poem explores the power of memory as in 'The Prelude', 'Poppies' and 'Remains'.

Key Quotations:

"Sick with tyrants"
"Time rolls its tanks"
"My city comes to me in
its own white plane"

Key Structural Features

- No regular rhyme or rhythm in the poem making it feel like the speaker's disjointed memories.
- Each stanza ends with phrases about 'sunlight' reflecting her positive view of the city and her memories of the place.

Exposure – Wilfred Owen

Summary:

- Owen wrote this poem from the trenches in 1917-1918. He had quickly become disillusioned with the war.
- WW1 soldiers are waiting overnight in the trenches.
- Although there is no fighting, the soldiers are in danger because they are exposed to the freezing cold.

Themes:

Power of Nature, Individual Experience, Conflict and Loss and Absence.

Compare to:

Nature in 'Storm on the Island' and loss of hope in 'London'.

Key Quotations:

"East winds that knife us"
"But nothing happens"
"All their eyes are ice"

Key Structural Features

- First person narrative in present tense.
 - Each of the eight stanzas ends with a short half line, many of which are similar – the monotony of trench life is felt by the lack of action.

Tissue – Imtiaz Dharker

Summary:

- The poem is about the importance of paper, although it is fragile it can still control human lives.
- "Tissue" also refers to human tissue which is also fragile.

Themes:

Power of Nature, Power of Humans, and Identity

Compare to:

Family identity is found in this poem, alongside 'Poppies'.

Key Quotations:

"Pages smoothed and
stroked and turned"
"Sun shines through their
borderlines"
"might fly our lives like
paper kites"

Key Structural Features:

- There is no rhyme scheme or regular line length, giving the poem a sense of freedom.
- The short stanzas seem to reflect the thin sheets of paper referenced in it.
- The poem moves through various ways in which paper influences our lives before moving on to talk about living tissue.

Bayonet Charge by Ted Hughes

Summary:

- The poem is from the perspective of a soldier in WW1.
- He is charging towards the enemy trenches with a bayonet (the blade attached to the end of a gun)
- His initial feelings of patriotism are replaced, as he charges, with an overriding sense of fear.

Themes:

Conflict and Fear.

Compare to:

Conflict in war is also in: 'Exposure' and 'The Charge of the Light Brigade'.

Key Quotations:

"Bullets smacking the
belly out of the air"
"Patriotic tear"
"Rolled like a flame"
"Terror's touchy
dynamite."

Key Structural Features:

- The text is in third person giving a remoteness and reportage quality to the poem.
- Lines are uneven and there is much use of enjambment and caesura to create an irregular rhythm to reflect the soldier's panic.

Anthology Poetry

Themes

	Power of Nature	Power of Humans	Conflict	Loss and Absence	Memory	Identity	Individual Experiences	Emotion: Anger	Emotion: Guilt	Emotion: Fear	Emotion: Pride
Ozymandias											
London											
The Prelude											
My Last Duchess											
The Charge of the Light Brigade											
Exposure											
Storm on the Island											
Bayonet Charge											
Remains											
Poppies											
War Photographer											
Tissue											
The Emigree											
Kamikaze											
Checking Out Me History											

Which exam does this link to?
Literature Paper 2:

Anthology Poetry: You are given one poem from the anthology and you must compare it to another of your choice. (30 marks)

How to structure your essay

Introduction: Briefly explain what the poem(s) is about and how it links to the theme of the question.

Point - make sure this answers the question.

Evidence - select evidence that supports your point and can be analysed fully.

What? What does the evidence show/mean? What is the importance? What is the effect on reader?

How? How does the writer do it? What language/structure techniques are used? Zoom in on a word, what does it suggest?

Why? The writer's intentions: what do they hope to achieve? Why have they used this particular feature?

Context: You can talk about context anywhere within your PEE. Don't just add it on the end!

Compare: How is this similar/different to the other poem?

How to annotate a poem

- Read the question and identify the theme
- Read the poem
- Summarise each stanza
- Identify a language technique in each stanza
- What is the focus at the beginning of the poem?
- What does the focus shift to?
- What is the focus at the end of the poem?
- How does the writer feel about the theme?
- How do you feel about the theme?