

Applying Crucial Knowledge

Writing a PEE paragraph (Analysis) Language

Know	Remember	Understand	Apply
Point	Answer the question Reword the question to help	The write has used...	The writer has used repetition to show how shocked Emily was.
Evidence	Selective quotation	This is shown in the extract: '_____'	'I can't believe it; I just can't believe it!'
Explanation What?	<ul style="list-style-type: none"> What does the evidence show/mean/connote? What is the effect on the reader? 	<p>This highlights...</p> <p>This shows...</p> <p>This implies...</p> <p>This connotes...</p> <p>This reveals...</p> <p>This makes the reader feel...</p> <p>This impacts the reader because...</p> <p>This encourages the reader to...</p>	<p>This highlights how incredulous the situation that Emily found herself in was. The phrase is repeated which shows how she cannot order her thoughts because of how shocked she was. This, coupled with the exclamation mark, informs the reader that she was taken aback at the sight of the dinosaur which adds to her shock and surprise. The reader is also left feeling shocked as they relate to and reflect the actions and emotions of the character.</p>
How?	<p>does the writer do it?</p> <ul style="list-style-type: none"> Identify techniques Zoom in on a word Say a lot about a little 	<p>The use of the [technique]...</p> <p>The writer uses [technique] to _____</p> <p>The adjective '_____' shows/connotes...</p> <p>This could also suggest that...</p>	<p>The repetition of the verb 'believe' makes it situation seem as if it's impossible; the situation is beyond the imagination which makes the reader understand Emily's disbelief at the scene that was unfolding before her. The word 'can't' also makes it appear that she does not have a choice; they she is unable to understand what is happening.</p>
Why?	<ul style="list-style-type: none"> Writer's intentions (why have they done it) 	<p>The writer intended to...</p> <p>The writer wanted the audience to...</p> <p>The message within was...</p> <p>The writer attempts to...</p>	<p>The writer has done this to achieve a sense of disbelief at the setting of Emily's predicament. The use of dinosaurs in a modern-day setting allows the reader to engage with the fantasy and make-believe of the extract.</p>

Writing a PEE paragraph (Analysis)

Literature - Macbeth

Know	Remember	Understand	Apply
Point	Answer the question Reword the question to help	The writer has used _____ to _____	Lady Macbeth presents herself as manipulative when she successfully convinced Macbeth to commit regicide and kill King Duncan.
Evidence	Selective quotation	This is shown in the extract: '_____'	'Look like the innocent flower, but be the serpent under't'
Explanation What?	<ul style="list-style-type: none"> What does the evidence show/mean/connote? What is the effect on the reader? 	<p>This highlights... This shows... This implies... This connotes... This reveals...</p> <p>This makes the reader feel... This impacts the reader because... This encourages the reader to...</p>	<p>This shows that that LM is attempting to persuade Macbeth to be something he isn't: 'innocent flower' represents Macbeth at this point of the play – he is loyal and brave and trusted by others. Her demand for him to be a 'serpent' has connotations of slyness and cunning which she believes is required to complete the unthinkable task of killing the King. The reader is exposed to Lady Macbeth's manipulative ways through this command and the reader realises at this point that without her, Macbeth is not likely to follow through with the murder.</p>
How?	<p>does the writer do it?</p> <ul style="list-style-type: none"> Identify techniques Zoom in on a word Say a lot about a little 	<p>The use of the [technique]... The writer uses [technique] to _____</p> <p>The adjective '_____' shows/connotes...</p> <p>This could also suggest that...</p>	<p>The use of imperative verbs 'Look' and 'be; proves Lady Macbeth's domineering nature – this lends itself to her being manipulative as it shows that she is willing to take control of the situation to ensure the deed is completed. The contrasting images provided through the use of the common nouns 'flower' and 'serpent' highlight how different Lady Macbeth wants Macbeth to be demonstrating her manipulative ways.</p>
Why?	<ul style="list-style-type: none"> Writer's intentions (why have they done it) Context 	<p>The writer intended to... The writer wanted the audience to... The message within was... The writer attempts to...</p> <p>In 1606... This links to Jacobean England because...</p>	<p>Shakespeare's use of these two images is a direct link to The Gunpowder Plot that was foiled in 1605. As a reward for their success at thwarting the plan, King James I issued medals featuring a flower and a serpent. This reinforces Shakespeare's didactic message that treason will be punished by death.</p>

Analysing an UNSEEN POEM (Paper 2 Section C)

WILSON (ideas to link into ISLA essay)

Know	Remember	Understand	Apply
What?	<ul style="list-style-type: none"> What is it about? Who is speaking? What happens and why? 	<p>The poem explores...</p> <p>The speaker...</p>	A person is talking to someone he loves and is telling them what to do once he is gone: to remember how they loved him.
Ideas?	<ul style="list-style-type: none"> What ideas/themes does the poet explore? 	<p>Love? Hate? Relationships? Nature? Death?</p> <p>Violence? Kindness?</p>	The poet is exploring themes of love, growing old and death.
Language?	<ul style="list-style-type: none"> What language devices are used? What words stand out in the poem? 	<p>Simile</p> <p>Metaphor</p> <p>Alliteration/Assonance</p> <p>Rhetorical Question</p> <p>Triplet</p> <p>Personification</p> <p>Emotive language/Exaggeration</p> <p>Repetition</p> <p>Superlative/Senses/Sibilance</p> <p>Onomatopoeia/oxymoron</p> <p>NOUN! (word classes...)</p>	There are lots of words that relate to love like 'beauty', 'soft' and 'grace' but also negative ones that relate to death and darkness like 'shadows deep', 'sorrows' and 'fled'.
Structure?	<ul style="list-style-type: none"> What structure features are used? How is it laid out and organised? 	<p>Focus of paragraphs</p> <p>Organisation</p> <p>Punctuation</p> <p>Sentences</p> <p>Rhyme, Rhythm, end-stopped lines, enjambment, narrative</p>	There are three stanzas with four lines each. It features an ABBA rhyme scheme.
Opinion?	<ul style="list-style-type: none"> What do you think about the poem? Why did the poet write it? Is there a message? 		The poet might be saying that although death will take the people we love, it's important to remember the actual love we experienced.
Now...	<ul style="list-style-type: none"> PLAN in ISLA 	<p>Introduction</p> <p>Structure</p> <p>Language</p> <p>Attitude</p>	

Writing a Poetry Analysis Essay

ISLA

Know	Remember	Understand	Apply
Introduction	Briefly explain what the poem is about and how it links to the theme in the question	'Exposure' by Wilfred Owen is about... This engages the reader because...	'Exposure' describes the experience of soldiers lying awake in trenches during World War One, being afraid of an enemy attack, however the interesting thing about this poem is that the author, Wilfred Owen, makes the weather appear to be the soldiers' main enemy. The poem shows the power of nature against people, but also the physical effect of war.
Structure (PEE)	Focus of paragraphs Organisation Punctuation Sentences Rhyme, Rhythm, end-stopped lines, enjambment, narrative	One structural feature that engages the reader is...	The poem "Exposure" has a set form of an "ABBAC" rhyming structure. This reflects the monotonous nature of the man's experience in the trenches. Owen also uses a half rhyme to emphasize the soldiers' rough, and disorientating experience: 'merciless iced east winds that knive us.....' & 'curious, nervous.' It is jagged and reflects the physical reality of the soldier's life in trenches. On the other hand, the fact that the half rhyme appears at the end of the stanza, leaving a gap in rhythm in the poem, mirrors the lack of hope from the men and could be a metaphorical way of showing the soldiers' fading energy. The gap in the end of the stanza, (which is repeated at least once in every stanza) could also be Owens pointing out that the soldiers constantly feel a gap in their lives where their family used to be.
Language (PEE)	Simile Metaphor Alliteration/Assonance Rhetorical Question Triplet Personification Emotive language/Exaggeration Repetition Superlative/Senses/Sibilance Onomatopoeia/oxymoron NOUN! (word classes...)	One language feature included in this poem to engage the reader is...	'Exposure' uses bleak language to portray how much influence nature and the weather can have when you are exposed to it: 'less deathly than the air that shudders, black with snow'. This is a powerful section of imagery used by Owen to describe just how deadly being exposed is. The imagery is oxymoronic because snow is normally white, but Owen is saying there is black snow. The whiteness of snow symbolizes purity and happiness but the black symbolizes death or evil. These two contrasting themes are rarely seen juxtaposing each other however the fact that they are in this poem could be to symbolize the pureness of the soldiers who are fighting for their country being in the same place that so much death has taken place. Equally, it could also be to demonstrate the idea that the men are constantly longing for things that are pure, such as their families or their home but they are having to kill people in order to get back to their families and to remove them from the ugliness of war and as a result are committing vile, impure acts that completely go against human nature. Owen has also personified the wind in this section of imagery: "the air that shuddered". Giving the air a description of shuddering demonstrates another of show of nature having lots of power, but it also implies the air is not happy about something. It could be the fact that it has seen so much death and destruction or that it can see the pain the men are suffering at its hands. Either way it gives the air human qualities and it makes the air appear to be a sentient being that can feel. This in turn reinforces the main theme of the poem which is that even though the war itself is terrible, the thing that the soldiers are finding hard is the physical side of coping with being exposed.
Attitude (PEE)	How would you describe the poem? How does it make you feel? How do you think the writer feels?	The overall tone/mood of the poem is... This engages the reader because...	"Exposure" shows the horrors of war and affect war has whilst you are in it but in ways you don't think about or wouldn't expect. "Exposure" tells the reader the hidden side of war. It allows the reader to consider the deeper levels of the hardships encountered by those fighting for their country and encourages empathy between the reader and characters.

Writing a PEE paragraph (Analysis)

Literature – An Inspector Calls

Know	Remember	Understand	Apply
Point	Answer the question Reword the question to help	The write has used _____ to _____	Priestley encourages us to view Eva as an ambitious character who is ultimately punished for attempts to alter her predetermined place in society.
Evidence	Selective quotation	This is shown in the extract: '_____'	And this girl. Eva Smith, was one of them, she'd had a lot to say – far too much – so she had to go'.
Explanation What?	<ul style="list-style-type: none"> What does the evidence show/mean/connote? What is the effect on the reader? 	<p>This highlights... This shows... This implies... This connotes... This reveals...</p> <p>This makes the reader feel... This impacts the reader because... This encourages the reader to...</p>	<p>This shows that by demanding higher wages and leading the other girls on strike, Eva was striving for recognition above her station. 'One of them' suggests that whilst she is the ring leader, Eva is in fact a figure head for all other women of that class who aimed for more. This section of the text also serves to highlight the contrast in views between Mr Birling who represents the older generation and Eva Smith, the personification of the younger generation.</p>
How?	<p>does the writer do it?</p> <ul style="list-style-type: none"> Identify techniques Zoom in on a word Say a lot about a little 	<p>The use of the [technique]... The writer uses [technique] to _____</p> <p>The adjective '_____' shows/connotes...</p> <p>This could also suggest that...</p>	<p>Whilst the phrase 'she had to go' refers to her being sacked from Birling and Co, it could be seen to foreshadow her death and removal from society as a whole. The dashes used also show Birling's anger and frustration as he reflects on his memories of Eva. This invites us feel sympathy for Eva as we see just how outraged Mr Birling is by her attempt to better herself.</p>
Why?	<ul style="list-style-type: none"> Writer's intentions (why have they done it) Context 	<p>The writer intended to... The writer wanted the audience to... The message within was... The writer attempts to...</p> <p>In 1912/1945... This links to pre/post war England because...</p>	<p>Priestley's inclusion of Eva's campaign for better wages serves as a reminder of the poor and unfair working conditions that many women suffered during this time. Writing in 1945 in the aftermath of WW2, Priestley could be seen to use Eva as a warning of what can happen if we allow ourselves to fall back into the bad habits of the past.</p>

Writing a PEE paragraph (Analysis)

Literature – A Christmas Carol

Know	Remember	Understand	Apply
Point	Answer the question Reword the question to help	The write has used _____ to _____	Dickens presents Scrooge as a selfish individual who has little contact with anyone in society.
Evidence	Selective quotation	This is shown in the extract: '_____'	'self-contained, and solitary as an oyster' and 'hard and sharp as flint'.
Explanation What?	<ul style="list-style-type: none"> What does the evidence show/mean/connote? What is the effect on the reader? 	<p>This highlights... This shows... This implies... This connotes... This reveals...</p> <p>This makes the reader feel... This impacts the reader because... This encourages the reader to...</p>	This shows that Scrooge does not interact with others, he is operational by himself and the use of the simile shows that he protects himself from the outside world like an oyster in its shell. This is important as the reader appreciates the lonely status of the protagonist from the outset which creates an instant distance from him, and dislike from the audience.
How?	<p>does the writer do it?</p> <ul style="list-style-type: none"> Identify techniques Zoom in on a word Say a lot about a little 	<p>The use of the [technique]... The writer uses [technique] to _____</p> <p>The adjective '_____' shows/connotes...</p> <p>This could also suggest that...</p>	Dickens uses the similes to reinforce the harshness of Scrooge's character. The adjective 'hard' is used to connote Scrooge's cruel nature. Whilst this depicts him as a negative character in Stave 1 it also shows he has potential to change. The noun 'flint' juxtaposes the hard exterior by implying there is a spark of goodness inside. Throughout the novella fire can be seen as an extended motif for Christmas Spirit and generosity.
Why?	<ul style="list-style-type: none"> Writer's intentions (why have they done it) Context 	<p>The writer intended to... The writer wanted the audience to... The message within was... The writer attempts to...</p> <p>Victorian Britain...</p>	Dickens was notably opposed to social injustice, particularly those that oppressed the working class. Dickens presents Scrooge in such a negative light in the beginning of the novella to dissuade those that were wealthy and in power to be like him. As the novella progresses and Scrooge's character becomes more agreeable Dickens uses him as a role model for change in society. This echoes Dickens belief that we should all help each other to thrive.

Writing a Poetry Comparison Analysis Essay

ISLA

Know	Remember	Understand	Apply
Introduction	Briefly explain what the poems are about and how it links to the theme in the question	'_____' by _____ is about... This engages the reader because...	Both 'Charge of the Light Brigade' and 'Bayonet Charge' portray the negative effects of war. 'Charge of the Light Brigade' depicts the experiences of the soldiers of the Light Brigade during the Crimean war, following a 'blunder' that leads to disastrous consequences. Tennyson, as Poet Laurette, celebrates and honours the soldiers, while exploring the negative effects of war. Similarly, 'Bayonet Charge' depicts the negative effects of war, though through a single soldier's perspective. Unlike Tennyson, Hughes explicitly questions whether patriotism is enough to
Structure (PEE)	F ocus of paragraphs O rganisation P unctuation S entences Rhyme, Rhythm, end-stopped lines, enjambment, narrative	One structural feature that engages the reader is...	POEM A – Tennyson uses a refrain in 'Charge of the Light Brigade' to portray the effects of war. Stanzas one to three end with 'rode the six hundred', establishing the bravery of the Light Brigade in the face of war. However, Tennyson alters the refrain in the second half of the poem. Stanza four ends 'not the six hundred', while stanza five ends with 'all that was left of the, left of the six hundred.' Tennyson effectively portrays the dangers the soldiers face, and through his refrain, creates a sense of hopelessness for these soldiers who will not return from war. Despite the Light Brigade's 'honour' and bravery, war has brought them violence and death. POEM B – 'Bayonet Charge' begins en medias res, to demonstrate the disorientating effect of war. Hughes opens the first stanza with 'suddenly he awoke and was running.' The poem begins in the middle of the action, with the soldier waking suddenly and 'running', establishing a fast pace from the outset. Beginning the poem this way has a disorientating effect on the reader, mimicking the confusion and chaos experienced by the soldier at war. Moreover, the pace mirrors the pace of the battlefield, and the resulting feeling of panic.
Language (PEE)	S imile M etaphor A lliteration/Assonance R hetorical Question T riplet P ersonification E motive language/Exaggeration R epetition S uperlative/Senses/Sibilance O nomatopoeia/oxymoron NOUN! (word classes...)	One language feature included in this poem to engage the reader is...	POEM A – In 'Charge of the Light Brigade', Tennyson personifies death to portray the terrible effects of war. He describes the soldiers charging into the 'jaws of death', 'the mouth of hell.' This suggests that the soldier's honourable actions will result in their demise. The personification of death and hell makes them sound monstrous, emphasising the terrible fates befalling the men. While celebrating loyalty and patriotism in his role as Poet Laurette, Tennyson is also drawing the reader's attention to the consequences of war. POEM B – Moreover, Hughes also utilises personification to demonstrate the horrors of war in 'Bayonet Charge'. In the first stanza, Hughes describes the rifle fire, with 'bullets smacking the belly out of the air.' While Tennyson personifies death, Hughes personifies nature, describing the bullets hitting the air's 'belly'. Here, he emphasises the vulnerability of nature, showing the effect of war on the surroundings, and those in it.
Attitude (PEE)	How would you describe the poem? How does it make you feel? How do you think the writer feels?	The overall tone/mood of the poem is... This engages the reader because...	POEM A – Tennyson portrays a complex combination of attitudes in 'Charge of the Light Brigade'. As Poet Laurette, he is obliged to produce a patriotic poem, with the message to 'honour the Light Brigade, Nobel Six Hundred! Here, he celebrates the actions of those at war, portraying the soldiers are heroic. However, he juxtaposes this by portraying the negative effects of war. He suggests that someone 'blundered', resulting in death and violence. Therefore, Tennyson explores both the positive and negative impact of war. POEM B – However, Hughes portrays a negative attitude towards war and its effects. Unlike Tennyson, he criticises the notion of war being honourable, stating 'King, honour [...] dropped like luxuries.' Here, Hughes is suggesting that patriotic values aren't worth the pain and suffering caused by war, with the negative effects far outweighing the positives.

