

# Applying Crucial Knowledge

## Writing a PEE paragraph (Analysis) Language

Know	Remember	Understand	Apply
Point	Answer the question Reword the question to help	The writer presents _____ as _____ ... One way the writer presents _____ is _____	The writer presents Emily as shocked.
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"> <li>What does the evidence show/mean/connote?</li> <li>What is the effect on you as the reader?</li> </ul>	<p>This highlights... This shows... This implies... This connotes... This reveals...</p> <p>This makes me feel... This impacts me because... This encourages me, as a reader, to...</p>	This <b>highlights</b> how <b>incredulous</b> the situation that Emily found herself in was. The phrase is repeated which <b>shows</b> how she cannot order her thoughts because of how shocked she was. This, coupled with the exclamation mark, <b>informs</b> the reader that she was taken aback at the sight of the dinosaur which adds to her shock and surprise. The <b>reader</b> is also left feeling <b>shocked</b> as they relate to and reflect the actions and emotions of the character.
How?	<p>does the writer do it?</p> <ul style="list-style-type: none"> <li>Identify techniques</li> <li>Zoom in on a word</li> <li>Say a lot about a little</li> </ul>	<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>	The <b>repetition</b> of the <b>verb</b> '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 <b>word 'can't'</b> also makes it appear that she does not have a choice; they she is unable to understand what is happening.
Why?	<ul style="list-style-type: none"> <li>Writer's intentions (why have they done it)</li> </ul>	<p>The writer intended to... The writer wanted the audience to... The message within was... The writer attempts to... Perhaps the writer wanted to...</p>	The <b>writer</b> 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 <b>reader</b> to engage with the fantasy and make-believe of the extract.

## Writing a PEE paragraph (Analysis) Literature

Know	Remember	Understand	Apply
Point	Answer the question Reword the question to help	The writer presents _____ as _____ ... One way the writer presents _____ is _____	Lady Macbeth presents herself as <b>manipulative</b> when she successfully <b>convinced</b> 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"> <li>What does the evidence show/mean/connote?</li> <li>What is the effect on you as the reader? How is this different to a reader at the time?</li> </ul>	<p>This highlights... This shows... This implies... This connotes... This reveals...</p> <p>This makes me reader feel... This impacts the me because... This encourages the me to... An audience in the Jacobean times might feel... Similarly, an audience in the 1600s may feel...</p>	<p>This shows that that LM is attempting to <b>persuade</b> Macbeth to be something he isn't: 'innocent flower' <b>represents</b> 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 <b>slyness</b> and <b>cunning</b> which she believes is required to complete the unthinkable task of killing the King. The reader is exposed to Lady Macbeth's <b>manipulative</b> 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"> <li>Identify techniques</li> <li>Zoom in on a word</li> <li>Say a lot about a little</li> </ul>	<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 <b>imperative verbs</b> 'Look' and 'be; proves Lady Macbeth's domineering nature - this lends itself to her being <b>manipulative</b> as it shows that she is willing to take <b>control</b> of the situation to ensure the deed is completed. The contrasting images provided through the use of the <b>common nouns</b> 'flower' and 'serpent' highlight how different Lady Macbeth wants Macbeth to be demonstrating her <b>manipulative</b> ways.</p>
Why?	<ul style="list-style-type: none"> <li>Writer's intentions (why have they done it)</li> <li>Context</li> </ul>	<p>The writer intended to... The writer wanted the audience to... The message within was... The writer attempts to... Perhaps the writer wanted to... In 1606... This links to Jacobean England because...</p>	<p><b>Shakespeare's</b> use of these two images is a direct link to <b>The Gunpowder Plot</b> that was foiled in <b>1605</b>. As a reward for their success at thwarting the plan, <b>King James I</b> issued medals featuring a flower and a serpent. This reinforces <b>Shakespeare's</b> didactic message that treason will be punished by death.</p>