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| **1. Introduction**  **AIC**  **Sentence 1:** Why is the character/theme important in the play?  **Sentence 2:** What is the character/theme’s role in the play? Include **context** information and link this to what Priestley’s message is.  **Sentence 3:** State your main argument – what are you going to show about this character/theme? |
| **2. First Impressions**  How does Priestley present this character/theme at the start of the play?  Include some key quotations – full or micro – and **dig in.**  [Character/theme] is presented as…  The [T] ‘…’ suggests…  Literally, this means…  Metaphorically, this could suggest…  Symbolically, Priestley is saying  He presents [character/theme] this way because… |
| **3. Character / Theme Development**  How does Priestley present [character/theme] in the middle of the play? Why has he made these changes?  Include some key quotations – full or micro – and **dig in.**  [Character/theme] is presented as…  The [T] ‘…’ suggests…  Literally, this means…  Metaphorically, this could suggest…  Symbolically, Priestley is saying  He presents [character/theme] this way because… |
| **4. Final Thoughts**  How does Priestley present [character/theme] at the end of the play? Why has he changed [character/theme] in this way?  Include some key quotations – full or micro – and **dig in.**  [Character/theme] is presented as…  The [T] ‘…’ suggests…  Literally, this means…  Metaphorically, this could suggest…  Symbolically, Priestley is saying  He presents [character/theme] this way because… |
| **5. Conclusion**  Recap: why is [character/theme] so important?  How does Priestley use [character/theme] to put across his ideas?  How does the context of the time support your ideas?  Why might an audience in Priestley’s time respond differently to a modern one? |
| **1. Introduction**  **Macbeth**  **Sentence 1:** Address the question – use key words.  **Sentence 2:** Why is the extract **pivotal**? Link your ideas to the question.  **Sentence 3:** How does this character/theme develop in the rest of the play? State your main argument – what are you going to show about this character/theme? |
| **2. Extract**  How does Shakespeare present this character/theme in this extract?  Include some key quotations – full or micro – and **dig in.**  [Character/theme] is presented as…  The [T] ‘…’ suggests…  Literally, this means…  Metaphorically, this could suggest…  Symbolically, Shakespeare is saying…  He presents [character/theme] this way because… |
| **3. Link 1**  How does Shakespeare present [character/theme] in another key moment? Explain why you have chosen this moment – why is it pivotal?  Does this moment:   * reinforce our perception of the character or theme? * develop or change our perception? * introduce the potential for different interpretations?   Include some key quotations – full or micro – and **dig in.** |
| **4. Link 2**  How does Shakespeare present [character/theme] in another key moment? Explain why you have chosen this moment – why is it pivotal?  Does this moment:   * reinforce our perception of the character or theme? * develop or change our perception? * introduce the potential for different interpretations?   Include some key quotations – full or micro – and **dig in.** |
| **5. Conclusion**  Recap: why is [character/theme] so important?  How does Shakespeare use [character/theme] to put across his ideas?  How does the context of the time support your ideas?  Why might an audience in Shakespeare’s time respond differently to a modern one? |
| **1. Introduction**  **J&H**  **Sentence 1:** Address the question – use key words.  **Sentence 2:** Why is the extract **pivotal**? Link your ideas to the question.  **Sentence 3:** How does this character/theme develop in the rest of the novel? State your main argument – what are you going to show about this character/theme? |
| **2. Extract**  How does Stevenson present this character/theme in this extract?  Include some key quotations – full or micro – and **dig in.**  [Character/theme] is presented as…  The [T] ‘…’ suggests…  Literally, this means…  Metaphorically, this could suggest…  Symbolically, Stevenson is saying…  He presents [character/theme] this way because… |
| **3. Link 1**  How does Stevenson present [character/theme] in another key moment?  Explain why you have chosen this moment – why is it pivotal?  Does this moment:   * reinforce our perception of the character or theme? * develop or change our perception? * introduce the potential for different interpretations?   Include some key quotations – full or micro – and **dig in.** |
| **4. Link 2**  How does Stevenson present [character/theme] in another key moment? Explain why you have chosen this moment – why is it pivotal?  Does this moment:   * reinforce our perception of the character or theme? * develop or change our perception? * introduce the potential for different interpretations?   Include some key quotations – full or micro – and **dig in.** |
| **5. Conclusion**  Recap: why is [character/theme] a so important?  How does Stevenson use [character/theme] to put across his ideas?  How does the context of the time support your ideas?  Why might a reader in Stevenson’s time respond differently to a modern one? |
| **1. Introduction**  **Conflict Poetry**  **Sentence 1:** ‘Both [named poem] and [chosen poem] present…’  **Sentence 2:** Outline any similarities and differences between the poems. Why did you choose the second poem?  **Sentence 3:** State your main argument – what are you going to show about this theme? |
| **2. Link 1**  Write about the way both poems deal with your first point – focusing on *feelings and attitudes* – and back up your ideas with **context**.  Include some key quotations – full or micro – and **dig in.**  Both poems present…  [Poem 1] suggests whereas [Poem 2] implies…  Similarly…  In contrast…  The [T] ‘…’ suggests…  Literally, this means…  Metaphorically, this could suggest…  Symbolically, the poet is saying… |
| **3. Link 2**  Write about the way both poems deal with your second point – focusing on *language techniques* – and back up your ideas with **context** where you can.  Include some key quotations – full or micro – and **dig in.** |
| **4. Link 3**  Write about the way both poems deal with your third point – focusing on *structure* – and back up your ideas with **context** where you can.  Include some key quotations – full or micro – and **dig in.** |
| **5. Possible Link 4 and Conclusion**  Write about the way both poems deal with your fourth point – focusing on *a volta or shift* – and back up your ideas with **context** where you can.  Include some key quotations – full or micro – and **dig in.**  **Conclude** by referring back to the question and summarising the similarities and differences between the poems.  Make sure you have answered the question and add in **context** if you haven’t already managed to. |