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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. |