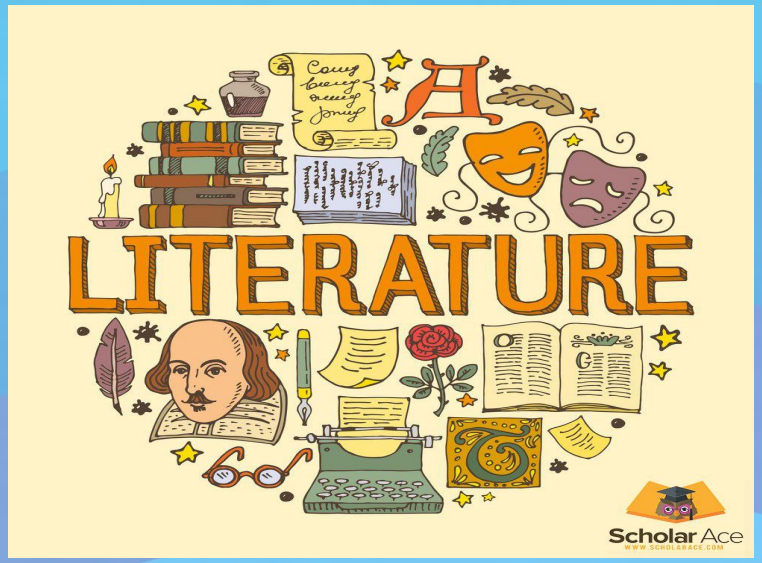
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English Language

English Literature

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AIM HIGH

Back to first page

A Christmas Carol

An Inspector Calls

Macbeth

Unseen Poetry

Poetry Anthology

Jekyll and Hyde

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BACK TO MAIN MENU

Themes and Motifs

Structure

Context

Language

WORK HARD
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MACBETH REVISION

THEMES





Tutoring with Gavin

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BACK TO MACBETH MENU

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Features of tragedy

BACK TO MACBETH MENU

Narrative sequence of Macbeth

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BACK TO MACBETH MENU

Feature	Description
Anagnorisis	A group of characters who narrate the play.
Peripeteia	Mental blindness.
Ate	An event that sets the tragedy to begin.
Hamartia	The revelation of a fact not previously known.
Chorus	A satisfactory ending that restores the order of society.
Complicating action	An action that has an outcome that is the opposite of the intention.
Catharsis	The protagonist's fatal flaw.
Hubris	The protagonist's overbearing arrogance

NEXT SLIDE

Feature	Description
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BACK TO MACBETH MENU

NEXT SLIDE

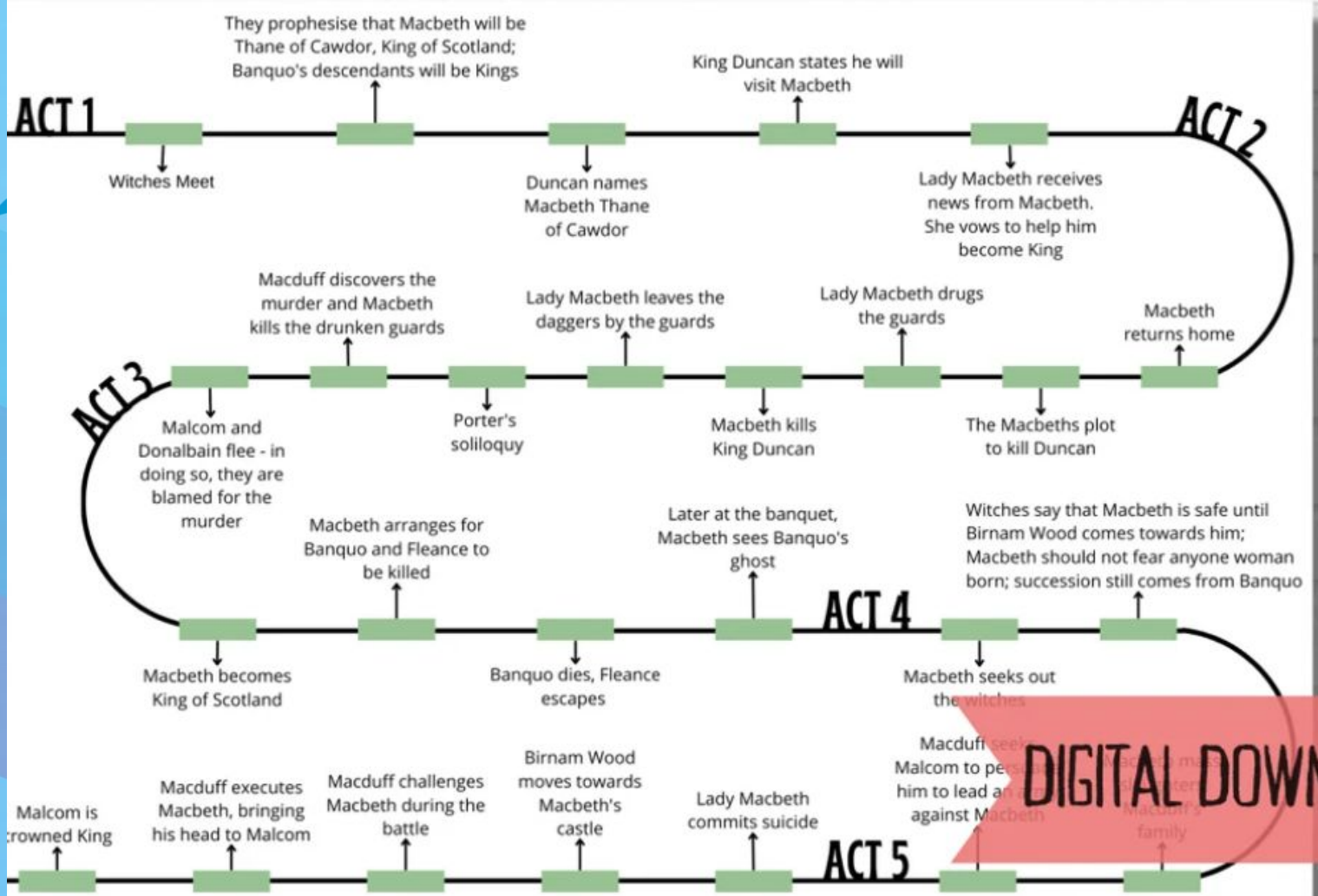
BACK TO MACBETH MENU

Feature	In Macbeth
Anagnorisis	In V.viii Macduff uses an imperative to tell Macbeth to 'Despair thy charm!' and that he was 'untimely ripped' from his 'mother's womb'. Ironically, given his association with evil, Macbeth cries 'curs'd be the tongue that tells me so, for it hath cow'd my better part of man." The visceral violence of the imagery in Macduff's declarative echoes both Lady Macbeth's observations on motherhood and the killing of Macduff's family. It is this point of anagnorisis that forces Macbeth to confront the delusion he has been clinging onto as the equivocation of each of the witches' prophecies has been revealed. This point of the play serves then as the final point in the tragic decline of Macbeth: he had previously lost his reputation, honour, wife, and titles, now, in a cyclical reference to I.ii, Macbeth has lost his courage. His head was, to a Jacobean audience's view, metaphorically lost in I.iii when the witches' predictions entered it; it is physically lost in an extra-diegetic decapitation at the end of this scene.
Peripeteia	In IV.i. Macbeth says he'll 'make assurance double sure' by having Macduff and his family killed so that he can't harm Macbeth. This generates peripeteia as it is this failed attempt of Macduff's life that motivates him to kill Macbeth.
Ate	Banquo suggests, "to win us to our harm, / The instruments of darkness tell us truths only to betray us in the end"; Macbeth says that "this supernatural soliciting cannot be ill, cannot be good." Shakespeare presents Macbeth as regarding the witches as being paradoxically both good and bad for him. His lack of clarity on where witches sit in the chain of being and outside god's kingdom is exposed by Banquo's noble certainty and demonstrates not just Macbeth's ate, but also a religious certainty that James I would have approved of in early 17th century England.

NEXT SLIDE

Hamartia	Macbeth's hamartia can be argued to be a range of aspects of his personality - or perhaps a composite of these. A traditional interpretation highlights his greed and ambition outside of the restrictions of the chain of being; one could argue that the love he has for his wife also subverts gender normative behaviour in Renaissance England in that he values her above his religious conscience and so this could be his hamartia; perhaps also his delusional hubris both that he could successfully be king and escape retribution for regicide could be considered.
Chorus	The witches are a close approximation of a chorus both outlining sequence ("By the pricking of my thumb, something wicked this way comes") but also enigmatically alluding to the thematic conflict in the play ("Lesser than Macbeth but greater").
Complicating action	This could be when the witches first tempt Macbeth in I.iii., it could be Lady Macbeth manipulating him in I.vii, but the point of no return is the extra-diegetic regicide of Duncan between II.i and II.ii.
Catharsis	Macbeth's death resolves the issues of the play and is just punishment delivered in revenge by MacDuff. His decapitation ('behold where stands. The usurper's curs'd head'), provides a cyclical reference to the death of the traitor Macdonwald in I.ii The anagnorisis described above completes the cathartic end of the play.
Hubris	Macbeth's ate is not only a symptom of his hubris, it is perhaps a cause of it. At the start of V.v. Macbeth uses a hubristic imperative as demands 'Hand our banners on the outward walls!' in an effort to demonstrate his nonchalance regarding the threat of Malcolm and the English. His hubris is quickly eroded though and he demonstrates a range of emotions through V.v. culminating in the almost nihilistic impotence of the imperatives, "Blow wind! Come wrack! At least we'll die with harness on our back."

BACK TO MACBETH MENU



BACK TO MACBETH MENU

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Macbeth Context Notes

BACK TO MACBETH MENU

- Lancelot Andrews (a bishop and scholar and contemporary of Shakespeare) described the people involved in the failed plot to blow up parliament in the following way: “"Be they fair or foul, glad or sad (as the poet calleth Him) the great Diespiter, 'the Father of days' hath made them both." Shakespeare echoes these words in the witches’ speech from A1 S1.

- The play was performed in 1606, two years after James I ascended to the throne (he is supposed to be a descendent of Banquo and so Banquo is portrayed as a noble character).

- James I published a book called ‘Demonology’ that explored witchcraft.

- James I’s wife (Princess Anne of Denmark)’s ship nearly sank due to a storm when sailing to Edinburgh to meet James. He executed 30 women in Berwick who he accused of making the storm due to witchcraft. In I.iii the witches plot to make a ship ‘tempest tossed’.

- The porter references the Jesuit plotter ‘Father Garnet when he says the equivocator ‘could not equivocate to heaven’ (II.iii)

- ‘Look the the innocent flower but be the serpent under it’ (I.v) is an allusion to the medal the Protestant Dutch struck to celebrate the discovery of the Catholic gunpowder plot.

- The ‘two-fold balls and treble scepters’ Macbeth sees in the ‘glass’ (IV.i) reference James I being king of England and Scotland (Wales only gets a scepter for being a principality and not a kingdom).

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BACK TO MAIN MENU

Reading (Qs 1-4)

Writing (Q5)

Writer's methods

Punctuation

Vocabulary

Tips to secure marks

BACK TO LANGUAGE MENU

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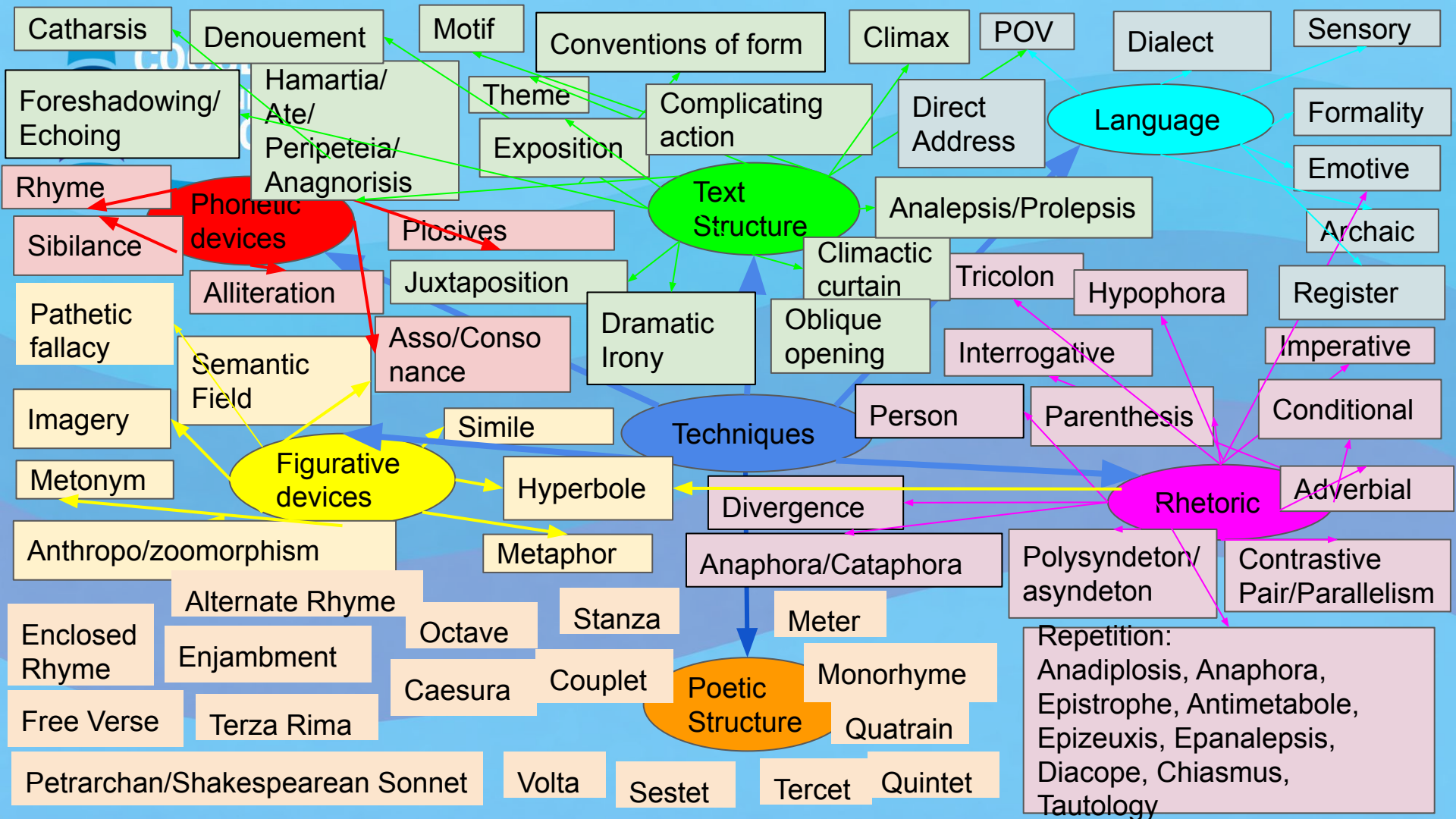
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BACK TO LANGUAGE MENU

Use the internet to define the terms on the next slide - select your top ten to use in all narrative and descriptive pieces you write.

NEXT SLIDE

AIM HIGH


Catharsis
Denouement
Motif
Conventions of form
Climax
POV
Dialect
Sensory
Foreshadowing/ Echoing
Hamartia/ Ate/ Peripeteia/ Anagnorisis
Theme
Exposition
Complicating action
Direct Address
Language
Formality
Emotive
Rhyme
Phonetic devices
Text Structure
Analepsis/Prolepsis
Archaic
Sibilance
Plosives
Climactic curtain
Tricolon
Hypophora
Register
Alliteration
Juxtaposition
Pathetic fallacy
Dramatic Irony
Oblique opening
Interrogative
Imperative
Semantic Field
Asso/Conso nance
Imagery
Simile
Techniques
Person
Parenthesis
Conditional
Metonym
Figurative devices
Hyperbole
Divergence
Rhetoric
Adverbial
Anthropo/zoomorphism
Metaphor
Anaphora/Cataphora
Polysyndeton/ asyndeton
Contrastive Pair/Parallelism
Alternate Rhyme
Enclosed Rhyme
Enjambment
Octave
Stanza
Meter
Caesura
Couplet
Poetic Structure
Monorhyme
Quatrain
Free Verse
Terza Rima
Repetition: Anadiplosis, Anaphora, Epistrophe, Antimetabole, Epizeuxis, Epanalepsis, Diacope, Chiasmus, Tautology
Petrarchan/Shakespearean Sonnet
Volta
Sestet
Tercet
Quintet

Tips to secure marks - check your work includes these features.

BACK TO LANGUAGE MENU

Feature	Tick
No more than two characters and a maximum of two settings. (AO5)	
Range of punctuation (at least one colon, semicolon and dash). (AO6)	
Range of sentence types and lengths and one single sentence paragraph. (AO6)	
Range of sophisticated vocabulary (AO5 and 6).	
Range of figurative and phonetic devices (AO5)	
An engaging and original structure (prolepsis/analepsis, narrative/dialogue, cyclical structure, sensory description, zoom in/out) (AO5)	
Nuanced and complex ideas developed (AO5)	
Humour (AO5)	
Paragraphs are fluently linked with discourse markers (AO5)	
Your writing is clearly matched to purpose and audience (A05)	

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Select 20 words that you will revise and learn to use in all creative writing from this list. As well as what they mean, you should learn how to use them appropriately - practise makes perfect.

BACK TO LANGUAGE MENU

WORK HARD AIM HIGH

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Make notes from these videos.

BACK TO LANGUAGE MENU

AIM HIGH

Poems - ‘Power and Conflict’: Quick Revision videos

‘Remains’ by Simon Armitage

‘Exposure’ by Wilfred Owen

BACK TO MAIN MENU

‘War Photographer’ by Carol Ann Duffy

‘Bayonet Charge’ by Ted Hughes

‘Poppies’ by Jane Weir

‘Kamikaze’ by Beatrice Garland

NEXT SLIDE

Poems - ‘Power and Conflict’: Quick Revision videos

‘Charge of the Light Brigade’
by Tennyson

‘Ozymandias’ by Percy Shelley

BACK TO MAIN MENU

‘Storm on the Island’
by Seamus Heaney

Extract from ‘ The Prelude’
By William Wordsworth

‘My Last Duchess’
by Robert Browning

‘London’ by William Blake

NEXT SLIDE

Poems - ‘Power and Conflict’: Quick Revision videos

‘Tissue’
By Imtiaz Dharker

Online resource for all poems

BACK TO MAIN MENU

‘’Checking Out me History’
By John Agard

‘The Emigree’
By Carol Rumens

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BACK TO MAIN MENU

.Copies of the poems and areas to focus on.

- Copies of the poems and tasks to complete around each poem.

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COQUET COMMUNITY SCHOOL

A Christmas Carol

BACK TO MAIN MENU

Themes

Structure

Context

Language

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Structure

BACK TO Christmas Carol menu

The novella is set out in five Staves. This is an unusual structure that mimics the way a musical piece is put together. The Staves follow the action of the story with the first stave setting the scene, the middle stave showing the turning point for Scrooge and the final stave concluding the story by presenting him as a changed man.

Carols and the five staves

Carols are songs that are popular at Christmas time and usually deal with stories of Christ's birth or with themes associated with the festive season. Some carols focus on joy and the spirit of giving to others.
The structure of Dickens's novella uses a similar structure to a song to present a moral tale of transformation.

Three ghosts

The structure of the three ghosts showing the past, present and future appeals to readers on many levels. The number three is significant in fairy stories, religious tales and in traditional myths and legends. Characters are often faced with three choices, granted three wishes, or given three opportunities to change. Scrooge is shown his past, the present and a possible future and then finally finds the willingness to transform.

- the structure links to the theme of Christmas by reflecting the shape of a typical carol
- it has a clear beginning, middle and end through which we see a character's transformation
- the structure of three ghosts, showing the past, present and future, appeals to readers
- Scrooge's redemption in the final stave leaves the reader with a sense of both completion and possibility

NEXT SLIDE

	How?	Why?	Effect?
Clear narrative voice	Dickens uses a narrative voice that offers opinions on the characters. For example 'Oh! But he was a tight-fisted hand at the grindstone, Scrooge!'	The narrative voice is entertaining and instructs the reader how to feel about Scrooge.	We trust the narrator and know instantly that Scrooge is a man who is miserly and unpleasant.
Simile	When Dickens first presents Scrooge he describes him as 'Hard and sharp as flint'.	The simile likens the character to something that the reader can recognise.	We see that Scrooge is tough and unbreakable.
Dialogue	Dickens reveals the characters through the things they say. Scrooge famously uses the words 'Bah!' and 'Humbug!' in response to Christmas wishes.	The simple words are memorable and show that Scrooge is dismissive about Christmas.	Scrooge's determination to disengage with the spirit of Christmas shows him to be bad-tempered.
Personification	When Dickens describes Scrooge's childhood, he uses personification to emphasise how 'merry' the sound of the young boys is by saying 'the crisp air laughed to hear it!'	The sound of the boys playing and shouting is so delightful that even the 'air' is laughing.	The effect of this personification is to show how everything is affected by the good nature of the children. This contrasts with Scrooge's adult self.
Metaphor	The children 'Ignorance' and 'Want' are used to represent all the poor children in society: 'They were a boy and girl. Yellow, meagre, ragged, scowling, wolfish'.	The children under the Ghost of Christmas Present's cloak are a metaphor showing the effects of greed and miserliness.	The reader, like Scrooge, feels pity for these 'ragged' children and this extends to a sense of responsibility for all the poor and homeless children in society.

Back to Christmas Carol menu

BACK TO MAIN MENU

COQUET COMMUNITY SCHOOL

Dr Jekyll and Mr Hyde

BACK TO MAIN MENU

The next 40 x slides contain content for this topic.

Please scroll down through the document to view this information.

Back buttons are included on each page to get you back to this page.

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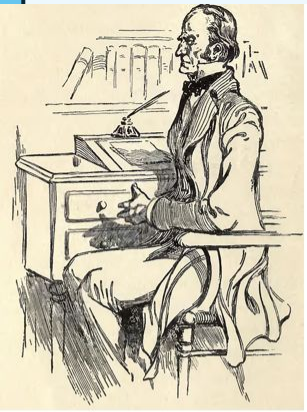
COQUET COMMUNITY SCHOOL

Characters

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Utterson



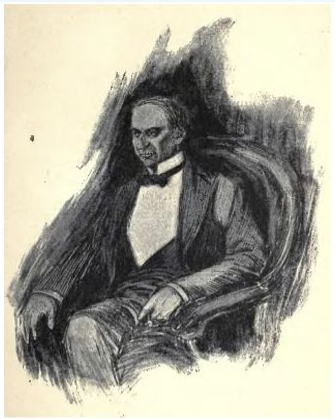
Dr Lanyon



Mr Edward Hyde



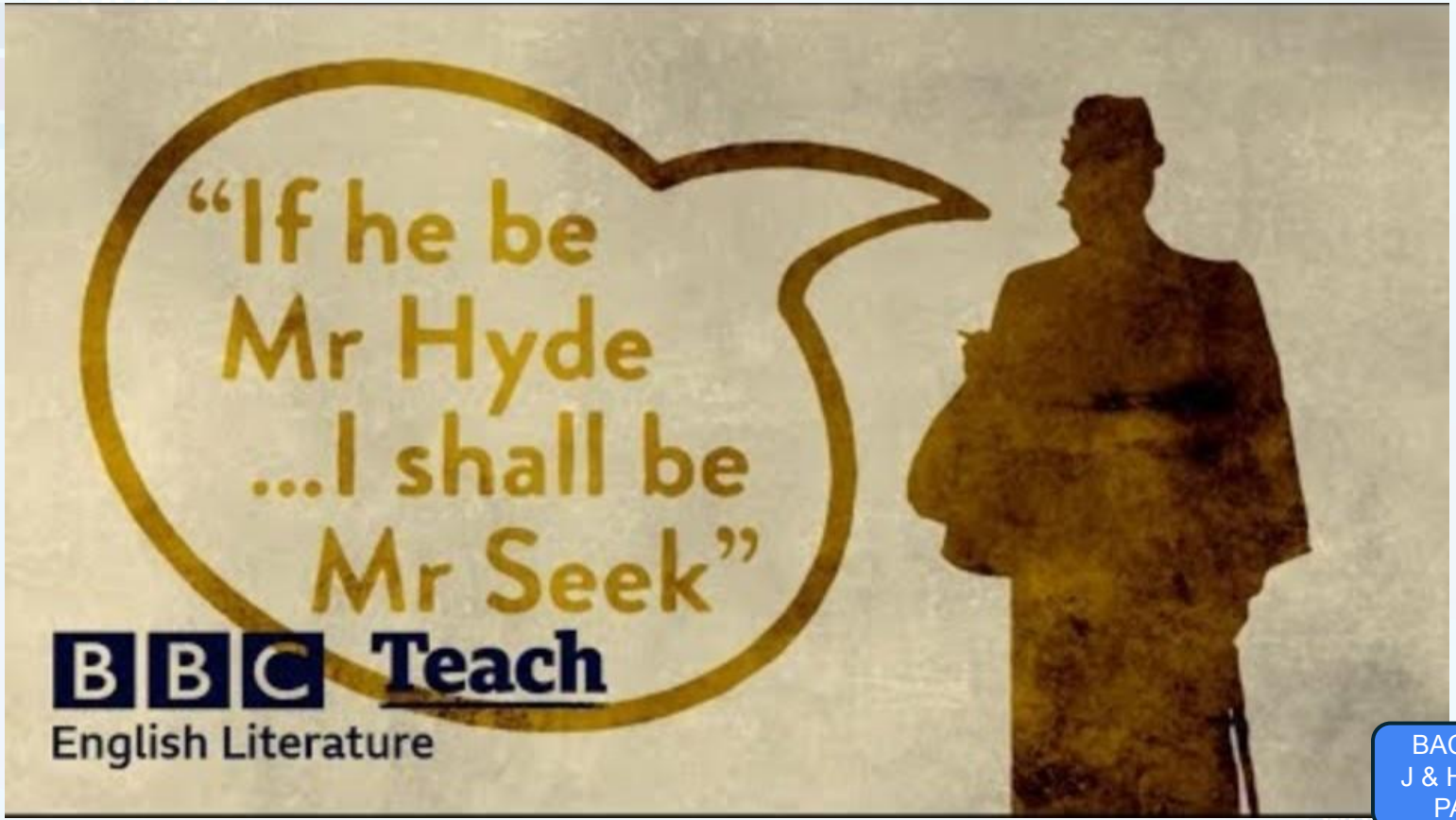
Minor characters



Dr Henry Jekyll

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PAGE

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PAGE

Characters

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Dr Gabriel Utterson

The narrator tells the story from the perspective of Utterson for the majority of the novella

- Utterson is a lawyer and very 'repressed': he rarely drinks, has little in the way of 'fun' and is sometimes jealous of people who have transgressed or committed wrongs.
- Rather than judge those who do wrong, he feels sorry for them or tries to help them.
- He is highly respected as a person in Victorian society because of his excellent reputation.
- He is also friends with Dr Lanyon and Enfield.
- Utterson is Dr Jekyll's lawyer and so deals with his will, but also considers him his friend.
- He is initially fascinated by Hyde but comes to be disgusted by his violence.
- Utterson tries to warn Dr Jekyll away from Mr Hyde.

Dr Henry Jekyll

- Well respected in Victorian society, Jekyll is a doctor of medicine with many friends.

Utterson learns Hyde is living in Jekyll's house and starts to question Jekyll about him. Jekyll tells him not to worry.

- When Hyde kills Sir Danvers Carew, Jekyll becomes reclusive and isolates himself away from his friends.
- After the police say Hyde is missing, Jekyll becomes happier once more.
- Jekyll later disappears and so Utterson reads the confession and new will that Jekyll left him.
- It is revealed that Jekyll was Hyde and we begin to understand Jekyll's inner most thoughts.
- Jekyll's confession reveals that he was trying to remove the evil from himself to create a purely good being, but instead transformed himself into a completely

Dr Hastie Lanyon

Previously he had been close friends with Dr Jekyll, but distanced himself from the scientist after learning of Jekyll's bizarre – and what he sees as unchristian and blasphemous – experiments.

- Lanyon, like Utterson, is highly respected in society.
- However, Lanyon later becomes very ill and refuses to speak to anyone about Jekyll.
- He later dies and leaves Utterson with a letter which he says must not be read until Jekyll either disappears or dies himself.
- The letter reveals Lanyon witnessed Jekyll's transformation into Hyde and reveals Hyde's true

Mr Edward Hyde

A small, heavily disfigured and deformed man, who is described as 'ape like' but also a 'juggernaut'.

- He hurts a young girl and does not seem to care – something that Enfield witnessed.
- He is violent towards Utterson and later attacks Sir Danvers Carew – a highly respected gentleman.
- Hyde is described as not being human and unnatural, as if he is not quite evolved. People seem to feel a natural disgust for Hyde.
- Hyde's crimes take place at night.
- Hyde's body is discovered on the floor of Jekyll's laboratory.

Minor Characters

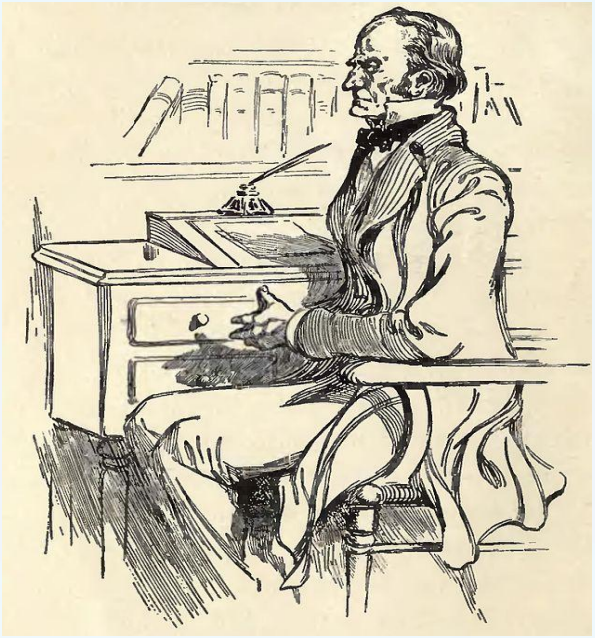
Sir Danvers Carew: A very respected and prominent member of Victorian society who is brutally murdered by Hyde launching a police investigation.

- Enfield: Utterson's cousin, he only appears a couple of times in the novel but is used to introduce the idea of Hyde to Utterson.
- Mr Guest: A clerk who works for Utterson and discovers the similarity between Jekyll and Hyde's handwriting.
- Richard Poole: Jekyll's butler, he grows suspicious of Hyde and of Jekyll's behaviour and asks for Utterson's assistance. They discover Hyde's dead body in Jekyll's laboratory

BACK TO J & H MAIN PAGE

Who is Utterson?

- The narrator tells the **story from the perspective of Utterson for the majority of the novella.**
- **Utterson is a lawyer** and very **'repressed**': he rarely drinks, has little in the way of 'fun' and is sometimes almost envious of people who have transgressed or committed wrongs.
- **Rather than judge those who do wrong, he feels sorry for them or tries to help them**.
- He is **highly respected** as a person in Victorian society because of his **excellent reputation**.
- He is also **friends with Dr Lanyon and Enfield**.
- **Utterson is Dr Jekyll's lawyer** and so deals with his will, but **also considers him his friend.**
- He is initially **fascinated by Hyde but comes to be disgusted by his violence**.
- **Utterson tries to warn Dr Jekyll away from Mr Hyde**.
- **Utterson guides us through the mystery before it is eventually solved**. He is the **detective figure** in the novel.



"lean, long, dusty, dreary and yet somehow lovable"

Who is Dr Jekyll?

BACK TO J & H MAIN PAGE

- **Well respected** in Victorian society, **Jekyll is a doctor of medicine with many friends**.
- **Utterson learns Hyde is living in Jekyll's house** and starts to question Jekyll about him. Jekyll tells him not to worry.
- When **Hyde kills Sir Danvers Carew, Jekyll becomes reclusive and isolates himself** away from his friends.
- **After the police say Hyde is missing, Jekyll becomes happier once more**.
- **Jekyll later disappears and so Utterson reads the confession and new will that Jekyll left him**.
- It is revealed that **Jekyll was Hyde** and **we begin to understand Jekyll's inner most thoughts**.



"I have been doomed to such a dreadful shipwreck: that man is not truly one, but truly two."

Who is Hyde?

BACK TO J & H MAIN PAGE

- A **small, heavily disfigured and deformed man**, who is described as '**ape like**' but also a '**juggernaut**'.
- He **hurts a young girl and does not seem to care** – something that Enfield witnessed.
- He is **violent towards Utterson** and **later attacks Sir Danvers Carew** – a highly respected gentleman.
- Hyde is described as not being human and **unnatural, as if he is not quite evolved**. People seem to feel a natural disgust for Hyde.
- **Hyde's crimes take place at night**.
- **Hyde's body is discovered on the floor of Jekyll's laboratory**.
- **Lanyon's letter and Jekyll's confession reveal Hyde was Jekyll**.



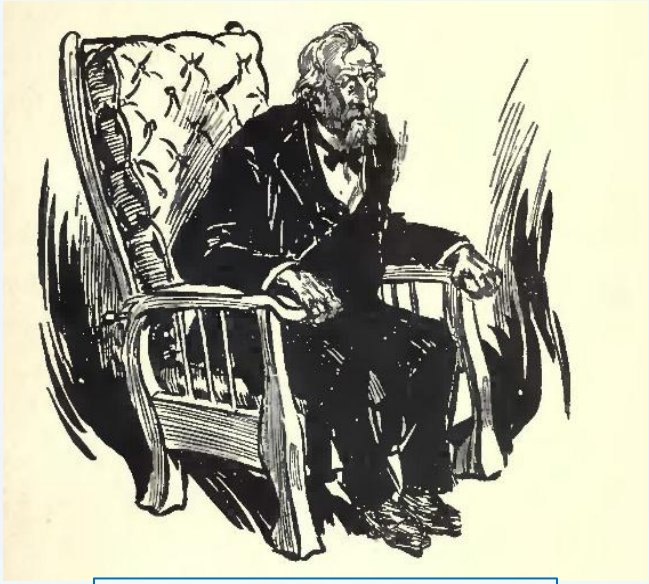
"All human beings, as we meet them, are commingled out of good and evil: and Edward Hyde, alone, in the ranks of mankind, was pure evil."

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Who is Dr Lanyon?

BACK TO J & H MAIN PAGE

- Previously, he **had been close friends with Dr Jekyll,** but **distanced himself** from the scientist after learning of Jekyll's bizarre – and what **he sees as unchristian and blasphemous – experiments.**
- Lanyon, like Utterson, is **highly respected** in society.
- However, Lanyon later **becomes very ill and refuses to speak to anyone about Jekyll**.
- He later **dies and leaves Utterson with a letter** which he says must not be read until Jekyll either disappears or dies himself.
- The **letter reveals Lanyon witnessed Jekyll's transformation into Hyde and reveals Hyde's true identity**.



"Unscientific balderdash"

"He had his death-warrant written legibly upon his face..."

Minor characters

- **Who are they?**
- **Why are they important to the novel?**
- **Sir Danvers Carew: A very respected and prominent member of Victorian society who is brutally murdered by Hyde launching a police investigation.**
- **Enfield: Utterson's cousin, he only appears a couple of times in the novel but is used to introduce the idea of Hyde to Utterson.**
- **Mr Guest: A clerk who works for Utterson and discovers the similarity between Jekyll and Hyde's handwriting.**
- **Richard Poole: Jekyll's butler, he grows suspicious of Hyde and of Jekyll's behaviour and asks for Utterson's assistance. They discover Hyde's dead body in Jekyll's laboratory wearing his clothes.**



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Themes

BACK TO J & H MAIN PAGE

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DR JEKYLL AND MR HYDE

BBC Teach

English Literature

BACK TO J & H MAIN PAGE

Theme: The duality of man

What does it mean?	Where do we see it in the novel e.g. events / characters?	How does it link to the historical context?	Key quotes:
The quality or condition of being dual	Jeykll splitting into Jekyll and Hyde	Sigmund Freud's theory: Id, Ego and Superego	"that man is not truly one, but truly two"

BACK TO J & H MAIN PAGE

Duality



'My master(...) is a tall, fine build of a man and this was more of a dwarf' (Poole: chapter 8)

What are the connotations of the noun 'dwarf'?

What do this contrasting image of the two men show?

What does this quote reveal about Victorian attitudes?

'Those provinces of good and ill that divide and compound man's dual nature' (Dr Jekyll: chapter 10)



What does Stevenson mean by 'dual nature'?

Can you think of an alternative interpretation?

What does Jekyll hope to achieve by inventing Hyde?

BACK TO J & H MAIN PAGE

What is different between the main entrance to Dr Jekyll's house and the entrance used by Hyde?



'and at the door of this, which wore a great air of wealth and comfort'

'it was two storeys high; showed no window, nothing but a door on the lower storey.'

What does this reveal about Victorian society?

'all human beings, as we meet them, are commingled out of good and evil'.'

Which abstract nouns are juxtaposed here?

What is suggested by the verb commingled?

Who is Stevenson attacking through the use of the noun phrase 'all human beings'?



Theme: Good Vs Evil

What does it mean?	Where do we see it in the novel e.g. events / characters?	How does it link to the historical context?	Key quotes:
Good is the desired behaviour Evil is immoral or wicked behaviour	Utterson, for example, is good Jekyll also has a 'good' side Hyde is evil	Consider the idea that good needs evil to exist and vice versa – this challenged religious beliefs as they believed that God was wholly good	Jekyll says Hyde is "alone in the ranks of mankind, pure evil"

BACK TO J & H MAIN PAGE

Theme: Science Vs Religion

What does it mean?

Science is the intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world through observation and experiment.

Religion is the belief in and worship of a superhuman controlling power, especially a personal God or gods.

Where do we see it in the novel e.g. events / characters?

The reason behind Jekyll and Lanyon's fallout

How does it link to the historical context?

The Victorians were very religious but Darwin's Theory of Evolution (1859) challenged their beliefs

Key quotes:

"unscientific balderdash", added the doctor, flushing suddenly purple"

BACK TO J & H MAIN PAGE

SCIENCE AND DISCOVERY



'a new province of knowledge and new avenues to fame and power shall be laid open to you...' (Dr Hyde chapter 9)

How does Hyde describe the effect of his potion here?

What do the nouns fame and power suggest?

What does this reveal about Stevenson's attitude to science?

'His face became suddenly black, and the features seemed to melt and alter...' (Dr Lanyon, chapter 9)



What is Lanyon's opinion of Jekyll's practice?

Can you think of an alternative interpretation?

What does Jekyll hope to achieve by inventing Hyde?

BACK TO J & H MAIN PAGE

What technique is being used to describe Jekyll's transformation?

'shook the very fortress of identity'. (Jekyll describing the transformation)



Where else in the novella does Stevenson present the idea as scientific discovery as something dangerous?

'child of Hell'

What is our impression of Mr Hyde here?

How does this suggest that Jekyll's scientific discoveries were blasphemous?

How might a Victorian audience react to Jekyll's scientific discoveries?



Theme: Conflict (Psychological and Physical)

What does it mean?	Where do we see it in the novel e.g. events / characters?	How does it link to the historical context?	Key quotes:
A conflict is a clash of interest – this can be mental and physical.	The central thematic conflict is internal: Jekyll versus his own animalistic, evil impulses which are personified in the character of Mr. Hyde. Jekyll wishes to separate his wickedness from his everyday, upstanding persona. Hyde is violent.	Victorians were expected to behave in a certain way and have certain beliefs but many would have felt psychological conflict with this. Crime and Punishment increased in the Victorian era. Offences went up from about 5,000 per year in 1800 to about 20,000 per year in 1840	"I concealed my pleasures"

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Theme: Temptation

What does it mean?	Where do we see it in the novel e.g. events / characters?	How does it link to the historical context?	Key quotes:
The desire to do something, especially something wrong or unwise.	Jekyll gives Lanyon, his distant friend, a critical choice: he can take the potion Lanyon had helped him obtain or he can leave without any explanation	Victorians were expected to guard themselves against any temptations.	"will you be wise? Will you be guided?...or has the greed of curiosity too much commanded you...as you decide you shall be left …. neither richer nor wiser."

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Theme: Reputation / Appearances

What does it mean?	Where do we see it in the novel e.g. events / characters?	How does it link to the historical context?	Key quotes:
Reputation refers to the beliefs or opinions that are generally held about someone or something.	We see Utterson concerned with the idea of reputation. Jekyll also knows the importance of his reputation.	Victorians always put up a front to maintain a good appearance and uphold their reputation.	"I feel very strongly about putting questions; it partakes too much of the style of the day of judgment. You start a question, and it's like starting a stone. You sit quietly on the top of a hill; and away the stone goes, starting others; and presently some bland old bird (the last you would have thought of) is knocked on the head in his own back garden and the family have to change their name. No sir, I make it a rule of mine: the more it looks like Queer Street, the less I ask."

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Theme: Repression

What does it mean?	Where do we see it in the novel e.g. events / characters?	How does it link to the historical context?	Key quotes:
The action or process of suppressing a thought or desire in oneself so that it remains unconscious.	Utterson remain repressed and doesn't give into his temptations whereas Jekyll does give in to his temptations e.g. taking the potion to become Hyde.	In 1923, Sigmund Freud identified that there are three key elements to our character: the 'Id'- represents our true desires, the 'Ego' - part of the mind that seeks to satisfy the 'Id' and the 'Superego' - part of the mind which obeys society's rules rather than our own desires.	"though he enjoyed the theatre, had not crossed the doors of one for twenty years"

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RESPECTABILITY AND REPRESSION



'as the first edge of my penitence wore off, the lower side of me, so long indulged, so recently chained down, began to growl for license' Dr Jekyll chapter 10)' (Dr Hyde chapter 9)

How is repression presented here?

What does Jekyll compare his hidden desires to here?

What does he link his respectable side to?

'...the mark of a modest man...' (Chapter 1)



How is Utterson presented in the novella?

How does he conduct himself?

How does this link to social/historical context?

In what way does he repress himself?

What does the verb 'tortured' suggest?

'...I began to be tortured with throes and longings... '. (Dr Jekyll, chapter 10)



Why do you think Stevenson presents ideas of repression in this way? What do you think Stevenson thinks about repressive behaviour?

Which character is being described here?

'she had an evil face, smoothed by hypocrisy: but her manners were excellent'

What does the metaphor 'smoothed by hypocrisy' suggest?

What type of word is 'smoothed'?

How does this link to the theme of respectability and repression?



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Theme: Friendship

What does it mean?	Where do we see it in the novel e.g. events / characters?	How does it link to the historical context?	Key quotes:
A relationship between friends	Utterson worries about Jekyll Jekyll hosts a dinner party Lanyon and Jekyll's face difficulties with their friendship	Victorians were concerned with their social status so their friends would be of a similar social class.	"all intelligent reputable men and all judges of good wine"

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COQUET COMMUNITY SCHOOL

Context

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Read the info and write a paragraph in response to why Stevenson wrote the novel.

Historical context

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10 mins

Part of the mark scheme for the exam questions asks you to be able to explain the novella based on the time it was written in (the Victo ll find some key contextual information below:

- Robert Louis Stevenson was born in Edinburgh in Scotland in 1850 and came from a family of scientists, engineers, religious figures and even a professor of philosophy. Because of this, it is possible to explain why Stevenson was so interested in the relationship between science and nature in his novella.

- As a child, Stevenson was often very ill – including suffering from lung problems – who would often distract himself from his illness by reading about travel and adventures. This later inspired him to write 'Treasure Island' and he would travel the world before dying in the Samoan Islands in the South Pacific in 1894 at the relatively young age of 44.

- Stevenson's illness meant he would often suffer from nightmares and this influenced his writing in Jekyll and Hyde. Think about how Hyde generally only appears at night and how Utterson has a dream involving both Jekyll and Hyde. The darkness of the city at night provided the perfect backdrop for an evil and notorious character like Hyde to commit his crimes.

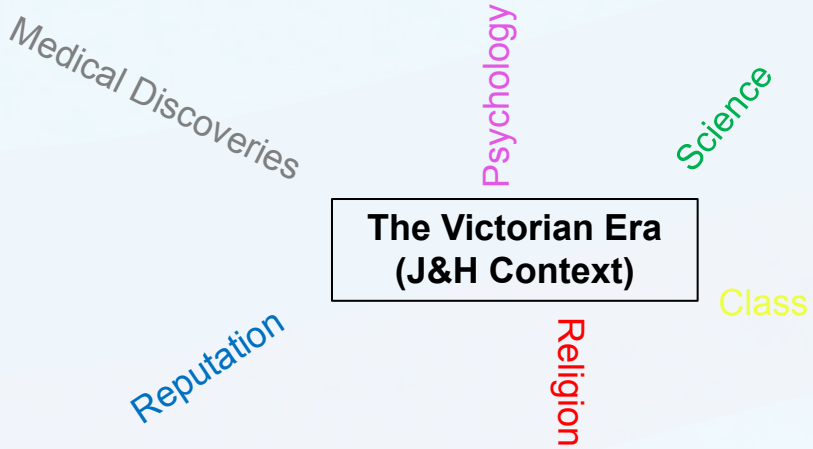
- In 1859 Charles Darwin published his famous *On the Origin of Species*, which explained Darwin's Theory of Evolution. This introduced the idea of animals changing in response to their environments through mutations at birth, or evolving. This theory questioned accepted Christian beliefs that the world was created in seven days.

- Many people within society also struggled to accept the idea that humans could have evolved from other animals such as chimpanzees. It was this idea of evolution that again inspired Stevenson to write *Jekyll and Hyde*.

- Science and religion are two very important themes in the novella, and at this time many felt science and religion were at odds with each other – to believe in one meant you could not believe in the other. Characters like Dr Lanyon and Mr Utterson have scientific minds but seem to be very religious in their beliefs as well. Jekyll, by experimenting on himself, seems to 'play God' and as such loses his life. Was this Stevenson suggesting only God should have this power?

- The novella is packed full with ideas of duality: everyone has two sides to them (the good and the evil); nature is in conflict with the supernatural; science is in conflict with religion.

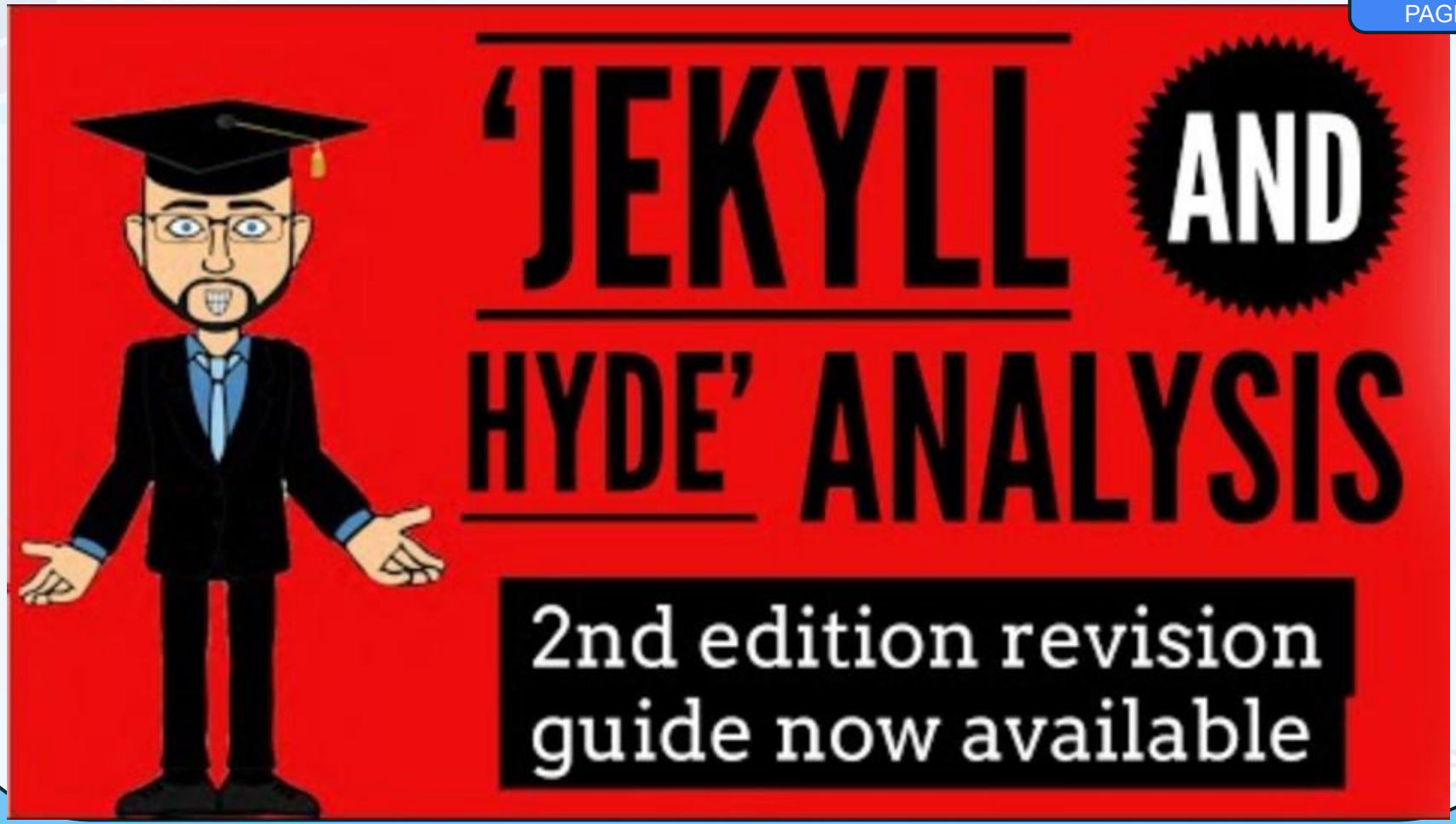
- It was published in 1886 and only two years later the Jack the Ripper murders were causing chaos and panic in London. A series of violent attacks took place on prostitutes across the city with five being killed by the mysterious Ripper – whose true identity was never discovered. Rumours were spreading that the serial killer could be middle or upper class, challenging the idea that those high up in society were naturally good and morally strong.



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Context

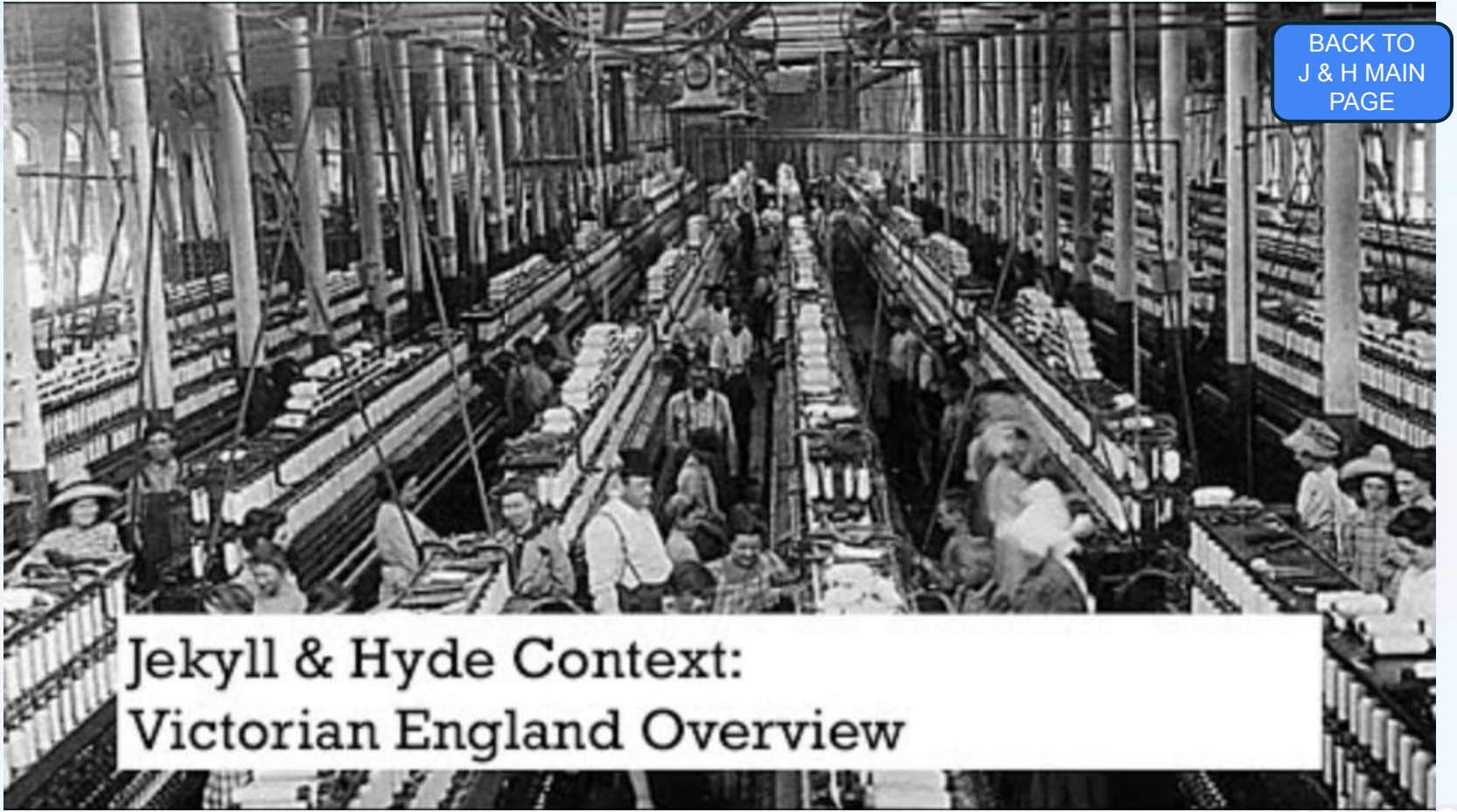
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Jekyll & Hyde Context: Victorian England Overview

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Plot

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Dr. Jekyll
And
Mr. Hyde
In 7
Minutes
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Plot revision – number the chapters then place in the correct order

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Utterson and Enfield are out for walk and pass Jekyll's window, where they see him confined like a prisoner. Utterson calls out and Jekyll's face has a look of 'abject terror and despair'. Shocked, Utterson and Enfield leave.	Utterson looks at Dr. Jekyll's will and discovers that he has left his possessions to Mr. Hyde in the event of his disappearance. Utterson watches the door and sees Hyde unlock it, then goes to warn Jekyll. Jekyll isn't in, but Poole tells him that the servants have been told to obey Hyde.	The contents of Lanyon's letter tells of how he received a letter from Jekyll asking him to collect chemicals, a vial and notebook from Jekyll's laboratory and give it to a man who would call at midnight. A grotesque man arrives and drinks the potion which transforms him into Jekyll, causing Lanyon to fall ill.	Jekyll tells the story of how he turned into Hyde. It began as a scientific investigation into the duality of human nature and an attempt to destroy his 'darker self'. Eventually he became addicted to being Hyde, who increasingly took over and destroyed him.	Two weeks later, Utterson goes to a dinner party at Jekyll's house and tells him about his concerns. Jekyll laughs off his worries.
Utterson goes to Jekyll's house and finds him 'looking deadly sick'. He asks about Hyde but Jekyll shows him a letter that says he won't be back. Utterson believes the letter has been forged by Jekyll to cover for Hyde.	Nearly a year later, an elderly gentleman is murdered in the street by Hyde. A letter to Utterson is found on the body. Utterson recognises the murder weapon has a broken walking cane of Jekyll's. He takes the police to Jekyll's house to find Hyde, but are told he hasn't been there for two months. They find the other half of the cane and signs of a quick exit.	Passing a strange-looking door whilst out for a walk, Enfield tells Utterson about incident involving a man (Hyde) trampling on a young girl. The man paid the girl compensation. Enfield says the man had a key to the door (which leads to Dr. Jekyll's laboratory)	Hyde has disappeared and Jekyll seems happier and more sociable until a sudden depression strikes him. Utterson visits Dr. Lanyon on his death-bed, who hints that Jekyll is the cause of his illness. Utterson writes to Jekyll and receives a reply that suggests he is has fallen 'under a dark influence'. Lanyon dies and leaves a note for Utterson to open after the death or disappearance of Jekyll. Utterson tries to revisit Jekyll but is told by Poole that he is living in isolation.	Poole visits Utterson and asks him to come to Jekyll's house. The door to the laboratory is locked and the voice inside sounds like Hyde. Poole says that the voice has been asking for days for a chemical to be brought, but has rejected it each time as it is not pure. They break down the door and find a twitching body with a vial in its hands. There is also a will which leaves everything to Utterson and a package containing Jekyll's confession and a letter asking Utterson to read Lanyon's letter.

Tick and fix

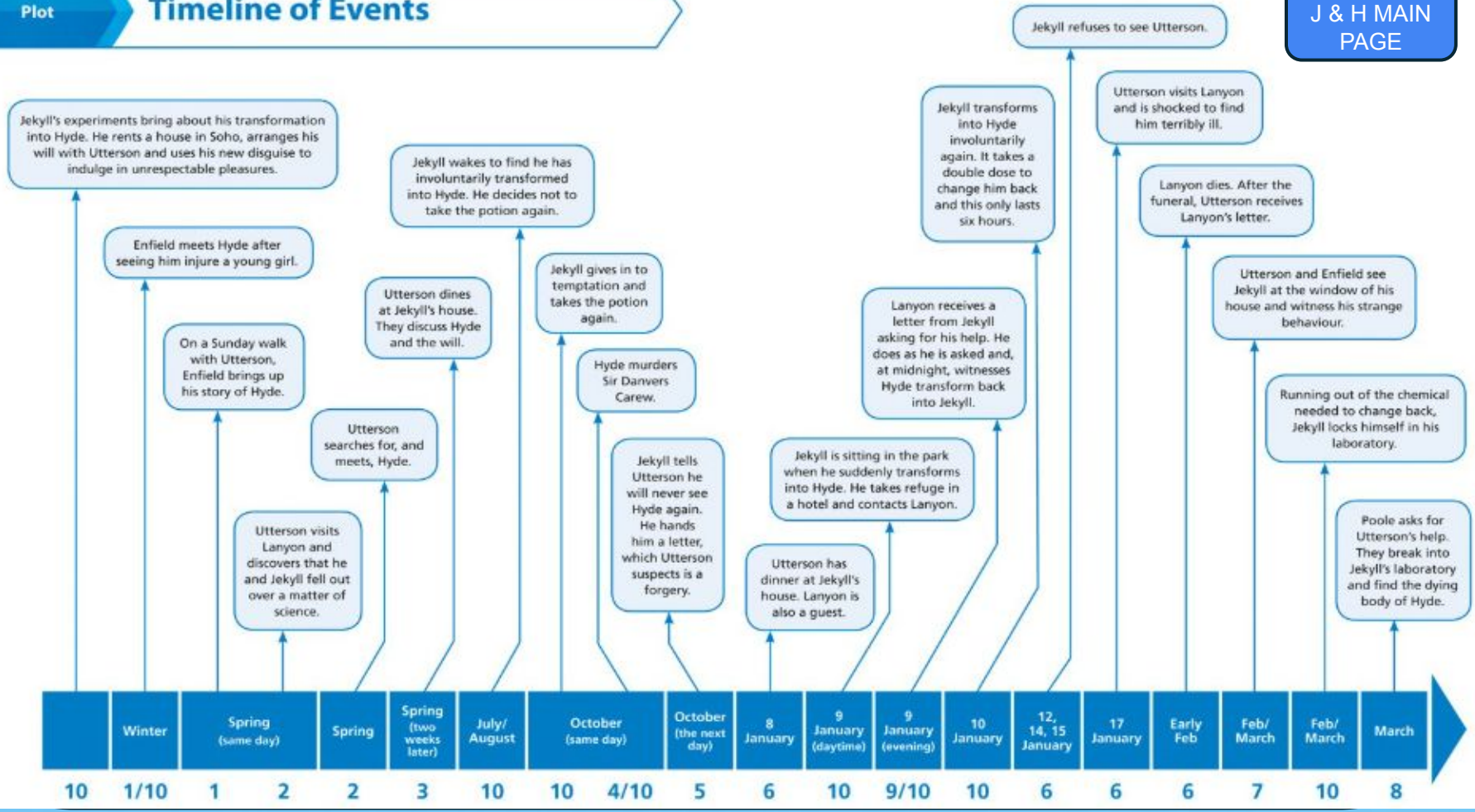
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Utterson and Enfield are out for walk and pass Jekyll's window, where they see him confined like a prisoner. Utterson calls out and Jekyll's face has a look of 'abject terror and despair'. Shocked, Utterson and Enfield leave. **7**	Utterson looks at Dr. Jekyll's will and discovers that he has left his possessions to Mr. Hyde in the event of his disappearance. Utterson watches the door and sees Hyde unlock it, then goes to warn Jekyll. Jekyll isn't in, but Poole tells him that the servants have been told to obey Hyde. **2**	The contents of Lanyon's letter tells of how he received a letter from Jekyll asking him to collect chemicals, a vial and notebook from Jekyll's laboratory and give it to a man who would call at midnight. A grotesque man arrives and drinks the potion which transforms him into Jekyll, causing Lanyon to fall ill. **9**	Jekyll tells the story of how he turned into Hyde. It began as a scientific investigation into the duality of human nature and an attempt to destroy his 'darker self'. Eventually he became addicted to being Hyde, who increasingly took over and destroyed him. **10**	Two weeks later, Utterson goes to a dinner party at Jekyll's house and tells him about his concerns. Jekyll laughs off his worries. **3**
Utterson goes to Jekyll's house and finds him 'looking deadly sick'. He asks about Hyde but Jekyll shows him a letter that says he won't be back. Utterson believes the letter has been forged by Jekyll to cover for Hyde. **5**	Nearly a year later, an elderly gentleman is murdered in the street by Hyde. A letter to Utterson is found on the body. Utterson recognises the murder weapon has a broken walking cane of Jekyll's. He takes the police to Jekyll's house to find Hyde, but are told he hasn't been there for two months. They find the other half of the cane and signs of a quick exit. **4**	Passing a strange-looking door whilst out for a walk, Enfield tells Utterson about incident involving a man (Hyde) trampling on a young girl. The man paid the girl compensation. Enfield says the man had a key to the door (which leads to Dr. Jekyll's laboratory) **1**	Hyde has disappeared and Jekyll seems happier and more sociable until a sudden depression strikes him. Utterson visits Dr. Lanyon on his death-bed, who hints that Jekyll is the cause of his illness. Utterson writes to Jekyll and receives a reply that suggests he is has fallen 'under a dark influence'. Lanyon dies and leaves a note for Utterson to open after the death or disappearance of Jekyll. Utterson tries to revisit Jekyll but is told by Poole that he is living in isolation. **6**	Poole visits Utterson and asks him to come to Jekyll's house. The door to the laboratory is locked and the voice inside sounds like Hyde. Poole says that the voice has been asking for days for a chemical to be brought, but has rejected it each time as it is not pure. They break down the door and find a twitching body with a vial in its hands. There is also a will which leaves everything to Utterson and a package containing Jekyll's confession and a letter asking Utterson to read Lanyon's letter. **8**

Plot

Timeline of Events

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Key vocabulary

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‘Jekyll and Hyde’ - Key vocabulary glossary

Atavism- A tendency to revert to something ancient or ancestral

Duality- Two contrasting qualities coming from the same source

Epistolary Style- An *epistolary* novel is a novel written as a series of documents. The usual form is letters, although diary entries, newspaper clippings and other documents are sometimes used

Evolution- The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth

Foil Character- A character who contrasts with another character

Humanity- Human beings collectively

Metamorphosis- (In an insect or amphibian) the process of transformation from an immature form to an adult form in two or more distinct stages

- A change of the form or nature of a thing or person into a completely different one

Narrative Voice- The perspective the story is told from

Pathetic Fallacy- Where the weather reflects emotions

Pathos- A quality that evokes pity or sadness

Reliable Narrator- Tells a story and is accurate and impartial

Repression- The action or process of suppressing a thought or desire in oneself so that it remains unconscious

Respectability- The quality of being socially acceptable

Symbolism- The use of symbols to represent ideas or qualities

Troglodytic- A member of a prehistoric race of people that lived in caves, dens, or holes.

- A person considered to be reclusive, reactionary, out of date, or brutish

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Symbolism

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Symbols

5 mins



The architecture of Jekyll's house is symbolic of the morality of the characters, the duality of Jekyll's mind, the secrecy within the characters and the gothic genre.



Fog is used as a symbol of secrecy. In the novel gossip is the destroyer of reputation and the characters seek to conceal the haunting truth.



The potion that Jekyll takes which initiates Jekyll's metamorphosis into Hyde has similarities with alcohol. It is addictive and separates the sin from Jekyll.



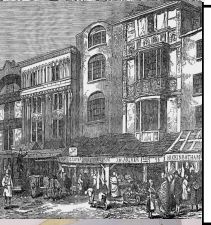
The walking stick/cane is used to symbolise Hyde's brutality and aggression. It links Utterson to the crime as he gave the walking stick to Jekyll – does this make him feel responsible?



Hyde's "ape-like" appearance is perhaps symbolic of Darwin's Theory of Evolution – Hyde is less evolved. Could also be what Stevenson thinks is the true identity of humans.



Darkness and light is symbolic of morality. London is dark therefore the city and the characters inside have a perverse morality.



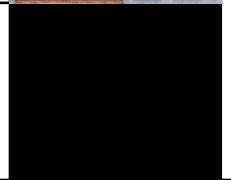
Soho London is described as "dark and dingy" and is used to symbolise the inner wickedness of the characters as the novel suggests that people who live in a sinful place are sinful themselves.



Doors are used to reflect the personalities of the characters i.e. Jekyll's door: "a great air of wealth and comfort" compared to Hyde's door: "blistered and disdained". Doors are also used to hint at the duality of the human mind. Windows are symbolic of transparency and a lack of secrecy.



The novel is expressed through letters and perspectives which gives the impression that the events in the novel are witness statements in a criminal trial.



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COQUET COMMUNITY SCHOOL

Exam style questions

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Exam style questions

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Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*

Read the following extract from Chapter 1 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, the reader is introduced to the character of Mr Utterson.

MR. UTTERSON the lawyer was a man of a rugged countenance, that was never lighted by a smile; cold, scanty and embarrassed in discourse; backward in sentiment; lean, long, dusty, dreary, and yet somehow lovable. At friendly meetings, and when the wine was to his taste, something eminently human beaconed from his eye; something indeed which never found its way into his talk, but which spoke not only in these silent symbols of the after-dinner face, but more often and loudly in the acts of his life. He was austere with himself; drank gin when he was alone, to mortify a taste for vintages; and though he enjoyed the theatre, had not crossed the doors of one for twenty years. But he had an approved tolerance for others; sometimes wondering, almost with envy, at the high pressure of spirits involved in their misdeeds; and in any extremity inclined to help rather than to reprove.

"I incline to Cain's heresy," he used to say quaintly: "I let my brother go to the devil in his own way." In this character, it was frequently his fortune to be the last reputable acquaintance and the last good influence in the lives of down-going men. And to such as these, so long as they came about his chambers, he never marked a shade of change in his demeanour.

No doubt the feat was easy to Mr. Utterson; for he was undemonstrative at the best, and even his friendship seemed to be founded in a similar catholicity of good-nature. It is the mark of a modest man to accept his friendly circle ready-made from the hands of opportunity; and that was the lawyer's way. His friends were those of his own blood or those whom he had known the longest; his affections, like ivy, were the growth of time, they implied no aptness in the object.

1. Starting with this extract, what are some of the different ideas Stevenson presents about Mr Utterson?

Write about:

- how Stevenson presents Mr Utterson in this extract;
- how Stevenson presents, develops and uses the character of Mr Utterson in the novel as a whole.

[30 marks]

Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*

Read the following extract from Chapter 1 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, Mr Enfield tries to describe his feelings about Mr Hyde to Mr Utterson.

He is not easy to describe. There is something wrong with his appearance; something displeasing, something downright detestable. I never saw a man I so disliked, and yet I scarce know why. He must be deformed somewhere; he gives a strong feeling of deformity, although I couldn't specify the point. He's an extraordinary-looking man, and yet I really can name nothing out of the way. No, sir; I can make no hand of it; I can't describe him. And it's not want of memory; for I declare I can see him this moment.'

Mr. Utterson again walked some way in silence and obviously under a weight of consideration.

'You are sure he used a key?' he inquired at last.

'My dear sir...' began Enfield, surprised out of himself.

'Yes, I know,' said Utterson; 'I know it must seem strange. The fact is, if I do not ask you the name of the other party, it is because I know it already. You see, Richard, your tale has gone home. If you have been inexact in any point, you had better correct it.'

'I think you might have warned me,' returned the other, with a touch of sullenness. 'But I have been pedantically exact, as you call it. The fellow had a key; and what's more, he has it still. I saw him use it, not a week ago.'

Mr. Utterson sighed deeply but said never a word; and the young man presently resumed. 'Here is another lesson to say nothing,' said he. 'I am ashamed of my long tongue. Let us make a bargain never to refer to this again.'

'With all my heart,' said the lawyer. 'I shake hands on that, Richard.'

4. Starting with this extract, how does Stevenson forward ideas about secrets and secrecy in his novel?

Write about:

- how Stevenson presents secrecy in this extract;
- how Stevenson presents secrecy and its consequences in the novel as a whole.

[30 marks]

Exam style questions

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Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*

Read the following extract from Chapter 2 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, Mr Utterson waits outside Mr Hyde's door in order to meet the man he has heard so much about.

From that time forward, Mr. Utterson began to haunt the door in the by-street of shops. In the morning before office hours, at noon when business was plenty, and time scarce, at night under the face of the fogged city moon, by all lights and at all hours of solitude or concourse, the lawyer was to be found on his chosen post.
'If he be Mr. Hyde,' he had thought, 'I shall be Mr. Seek.'
And at last his patience was rewarded. It was a fine dry night; frost in the air; the streets as clean as a ballroom floor; the lamps, unshaken, by any wind, drawing a regular pattern of light and shadow. By ten o'clock, when the shops were closed, the by-street was very solitary and, in spite of the low growl of London from all round, very silent. Small sounds carried far; domestic sounds out of the houses were clearly audible on either side of the roadway; and the rumour of the approach of any passenger preceded him by a long time. Mr. Utterson had been some minutes at his post, when he was aware of an odd, light footstep drawing near. In the course of his nightly patrols, he had long grown accustomed to the quaint effect with which the footfalls of a single person, while he is still a great way off, suddenly spring out distinct from the vast hum and clatter of the city. Yet his attention had never before been so sharply and decisively arrested; and it was with a strong, superstitious prevision of success that he withdrew into the entry of the court.
The steps drew swiftly nearer, and swelled out suddenly louder as they turned the end of the street. The lawyer, looking forth from the entry, could soon see what manner of man he had to deal with. He was small and very plainly dressed, and the look of him, even at that distance, went somehow strongly against the watcher's inclination. But he made straight for the door, crossing the roadway to save time; and as he came, he drew a key from his pocket like one approaching home.
Mr. Utterson stepped out and touched him on the shoulder as he passed.' Mr. Hyde, I think?'

6. Starting with this extract, how does Stevenson deliberately use the setting of his novel to convey ideas about Mr Hyde's character?

Write about:
- how Stevenson uses the setting of this extract to create ideas about Mr Hyde;
- how Stevenson presents Mr Hyde in different settings to suggest ideas about him in the novel as a whole.

[30 marks]

Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*

Read the following extract from Chapter 10 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, Dr Jekyll is describing the day he unexpectedly transformed in Mr Hyde in Regent's Park, and how he called on Dr Lanyon for help.

Thenceforward, he sat all day over the fire in the private room, gnawing his nails; there he dined, sitting alone with his fears, the waiter visibly quailing before his eye; and thence, when the night was fully come, he set forth in the corner of a closed cab, and was driven to and fro about the streets of the city. He, I say — I cannot say, I. That child of Hell had nothing human; nothing lived in him but fear and hatred. And when at last, thinking the driver had begun to grow suspicious, he discharged the cab and ventured on foot, attired in his misfitting clothes, an object marked out for observation, into the midst of the nocturnal passengers, these two base passions raged within him like a tempest. He walked fast, hunted by his fears, chattering to himself, skulking through the less-frequented thoroughfares, counting the minutes that still divided him from midnight. Once a woman spoke to him, offering, I think, a box of lights. He smote her in the face, and she fled.

When I came to myself at Lanyon's, the horror of my old friend perhaps affected me somewhat: I do not know; it was at least but a drop in the sea to the abhorrence with which I looked back upon these hours. A change had come over me. It was no longer the fear of the gallows, it was the horror of being Hyde that racked me. I received Lanyon's condemnation partly in a dream; it was partly in a dream that I came home to my own house and got into bed. I slept after the prostration of the day, with a stringent and profound slumber which not even the nightmares that wrung me could avail to break. I awoke in the morning shaken, weakened, but refreshed. I still hated and feared the thought of the brute that slept within me, and I had not of course forgotten the appalling dangers of the day before; but I was once more at home, in my own house and close to my drugs; and gratitude for my escape shone so strong in my soul that it almost rivalled the brightness of hope.

14. Starting with this extract, what thoughts and ideas does Stevenson present about the duality of human nature?

Write about:
- how Stevenson presents the duality of human nature in this extract;
- how Stevenson presents and develops ideas about the duality of human nature, particularly between Jekyll and Hyde, in the novel as a whole.

[30 marks]

Unseen Poetry

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Revision mat

Example question and answer

Techniques

Revision video

Breakdown

BBC Bitesize

Language Structure Form

Symbolism
The presentation of an object or image that represents something else

Colloquial
The language of speech. Usually much more informal and chatty.

Verbs
Words that describes an action, state or occurrence. They can create a sense of pace.

Abstract nouns
Words that name things that are not concrete. The senses cannot detect an abstract noun. e.g. love, hate, fear.

Synecdoche
A figure of speech in which a part is substituted for the whole, eg. 'lend me a hand'.

Imagery
Visually descriptive or figurative language to create a picture for the reader

Simile
A comparison of two things, using the words 'like' or 'as'. E.g. As fast as lightening.

Personification
Giving an object human or animal qualities

Metaphor
A comparison of two things by saying one thing is / was the other

Euphemism
A mild expression used to replace something more offensive, rude or sexual

Onomatopoeia
A word whose sound reflects its meaning. E.g. bang, pop, crash.

Semantic field
When a group of words are linked by their similar connotations.

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Ode
A poem that is serious and thoughtful in tone and has a precise, formal structure

Elegy
A poem of serious reflection, typically a lament for the dead

Free verse
Poetry without formal meter or rhyme patterns

Sonnet
A particular type of poem with 14 lines and a formal rhyme scheme. Often associated with love.

Caesura
A pause in the middle of a line of poetry or prose

Refrain
A phrase, line or group of words repeated throughout a poem

The exam itself

What to expect:
1 hour
2 questions
AO1 and AO2
2 poems linked by a theme

Question 1 (15 marks)
Write about Poem A and its effect on you.

Question 2 (25 marks)
Compare Poem A and Poem B.

You are advised to consider:
- what the poem is about and how it is organised;
- the ideas the poet may have wanted us to think about;
- the poet's choice of words, phrases and images and the effects they create;
- how you respond to the poem.

Approaches to the exam

Read the questions carefully and find the linking theme
1 minute
Read both Poem A and Poem B and note 1st impressions
2 minutes
Read Poem A and annotate, ready for the question
5 minutes
Read and annotate Poem B and make links to Poem A
5 minutes
Write answer to Question 1
15-20 minutes
Write answer to Question 2
25-30 minutes
Check answers.
2 minutes

Read the questions carefully and find the linking theme
1 minute
Read both Poem A and Poem B and note 1st impressions
2 minutes
Read Poem A and annotate, ready for the question
5 minutes
Write answer to Question 1
15-20 minutes
Read and annotate Poem B and make links to Poem A
5 minutes
Write answer to Question 2
25-30 minutes
Check answers.
2 minutes

Discourse markers and comparative vocabulary

Initially	Furthermore
In addition	Subsequently
Moreover	Consequently
Additionally	Ultimately

Similarly	Like
Equally	In the same way
Likewise	Also
As with	Both

Whereas	Unlike
On the other hand	However
Instead of	Conversely
Alternatively	Although
Otherwise	In contrast



If you can address the following questions in your answers, you will have covered everything

Question
Possible sentence frame
How does the title communicate ideas linked to the question?
The theme of _____ can be explored immediately through an interpretation of the title, as...
How does the use of language in the opening of the poem link to the question?
By introducing the idea of _____ through the quotation '_____', the writer is...
What tone is created at the start of the poem?
Initially, the poet establishes a tone of _____ through their use of _____ in order to...
How are the ideas introduced at the start of the poem developed in the middle section? Which techniques are used here?
As the poem progresses, the theme of _____ is explored through the writer's use of...
Is the poem structured in order to achieve a particular effect? How are ideas shifting between stanzas?
The poet effectively manipulates the structure of the poem, in order to explore the idea of _____, through their use of...
Is there rhyme? What words are linked for emphasis? If there isn't one, why not?
It can be interpreted that the _____ rhyme scheme has been used in order to highlight...
Can you identify the form of the poem? If so, how does this link with the main ideas expressed?
The poem's form, that of a _____, links to the theme / idea of _____ because...
Is there a change in tone / attitude by the end of the poem?
The poet's decision to shift the tone from _____ to _____, towards the end of the poem, can be interpreted to represent...
What does the last line / word of the poem suggest about the main idea? Can you link it back to the start?
By closing the poem with the quotation '_____', the writer is hoping to leave the audience with a sense of...
What do you think the poet is trying to communicate in the poem? How should the reader feel / what should they think at the end?
Throughout the poem, the poet attempts to communicate the idea of _____, in order to make the reader consider...

Describing atmosphere, mood, and tone.

Happy:
Joyful
Interesting
Proud
Accepting
Powerful
Peaceful
Intimate
Optimistic
Inspiring
Open
Playful
Sensitive
Hopeful
Loving
Provocative
Courageous
Fulfilling
Respecting
Confident
Important
Inquisitive
Amusing
Ecstatic
Liberating

Surprise:
Startling
Confusing
Amazing
Exciting
Energetic
Eager
Awe-inspiring
Astonishing
Perplexing
Disillusioning
Dismaying
Shocking
Staggering
Bewildering
Mystifying
Unsettling
Astounding
Impressive
Alarming
Aghast
Stunning

Fear:
Humiliating
Hopless
Submissive
Insecure
Anxious
Scary
Terrifying
Frightening
Worrying
Inadequate
Inferior
Worthless
Insignificant
Inadequate
Alienated
Disrespectful
Ridiculing
Unnerving
Disconcerting
Daunting
Startling
Alarming
Formidable
Overwhelming
Tense

Anger:
Hurtful
Threatening
Hateful
Maddening
Aggressive
Frustrated
Distant
Critical
Sarcastic
Sceptical
Suspicious
Withdrawn
Irritating
Infuriating
Hostile
Provocative
Enraging
Furious
Violating
Resentful
Jealous
Insecure
Devastating
Embarrassing

Disgust:
Disapproving
Disappointing
Awful
Avoidable
Hesitating
Aversion
Detestable
Revulsive
Repulsive
Revolting
Repugnant
Loathsome
Judgemental
Distasteful
Repugnant
Aversive
Odious
Nauseating
Turbulent

Sad:
Guilty
Abandoned
Despairing
Depressing
Lonely
Bored
Indifferent
Apathetic
Isolated
Abandoned
Empty
Vulnerable
Powerless
Victimising
Ignorant
Shameful
Remorseful
Sorrowful
Miserable
Melancholic
Wretched
Desolate
Tragic
Harrowing

Comparative analysis method

You must start your comparison with an overview of how both poems explore a similar theme. This doesn't need to be too long, but it will shape the direction of your essay. For example:

Although both poems explore the idea of _____, they do so in contrasting ways. Poem A focuses more on _____, whereas Poem B...

As you will have already written about Poem A, you would not be expected to repeat all of your analysis. Therefore, one option is to focus more on Poem B. You can analyse Poem B in a similar manner to your answer to Poem A but make links to Poem A at each separate point. This might read like:

Poet B explores the theme of _____ through their use of _____. This is done in order to _____. Similarly, Poet A also uses _____, however in this instance it creates an alternative impression of...

Your comparisons shouldn't be completely random and should be linked in some way. For example, both poems may use the same technique but for a different effect or they might be establishing the same tone through differing methods.

You should conclude with an evaluative statement that recognises the merits of both poems but ultimately expresses a preference for one's exploration of the theme.

Hints and tips

Read all of the information provided. It will give you a clue about the main theme of the poems.

Don't panic if you don't understand a poem, read it carefully and break it down into manageable chunks.

Focus on the words and phrases that you understand, rather than those that you don't.

Focus on the poet's intention and the effect on the reader.

Don't just feature spot / label techniques. Always consider what effect a technique has.

Always use evidence and quotations. Remember quotation marks.

Take your time to plan your answers and annotate the poems.

Read your answers carefully.

Oxymoron
A combination of seemingly opposing terms in the same idea

Paradox
A rhetorical figure embodying a seeming contradiction that is nonetheless true.

Synesthesia
A figure of speech in which one sense is described using terms from another.

Litotes
Understatement for effect, often used for irony.

Plosive
The spitting sound that is produced by the 'p', 'b', 't', 'k', 'd' and 'g' sounds

Sibilance
The use of words with a hissing 's', 'sh' or 'z' sound

Metre
The regular use of stressed and unstressed syllables in poetry

Stanza
The blocks of lines into which a poem is divided (sometimes called 'verses')

Repetition
Repeating a word or phrase for emphasis

Rhyme
Corresponding sounds in words, usually at the end of lines (though not aways)

Rhythm
The 'movement' or beat (of a poem) created through meter and stress

Enjambment
The continuation of a sentence over two lines (a run-on line)

Couplet
A pair of successive rhymed lines

Dissonance
Harsh-sounding, unusual, or impolite words in poetry to create a disturbing effect.

Juxtaposition
The placing of two contrasting things / ideas close together

Alliteration
Repeating the same sound or letter in close proximity

Assonance
Repetition of identical or similar vowel sounds in a sequence of words

Consonance
The repetition of the same consonant two or more times in short succession,

Technique	Definition	Effect	Example
Simile	*Comparing one thing to another, normally using "like" or "as…as…".*	**Comparison can highlight certain themes or moods; emphasises similarities between ideas.**	*Fishing boats strung out like bunting on a green-blue translucent sea.*
Metaphor	*Applying one thing to another in a non-literal way, normally using "it is…".*	**More forceful in its comparison – more powerful highlighting of themes or ideas.**	*Bandage up me eye with me own history.*
Personification	*Giving an inanimate object/thing human attributes.*	**Gives power, influence or imminence (presence) to an object/thing.**	*In the merciless iced winds that knive us…*
Alliteration	*Repetition of the same letter/sound with adjacent or closely connected words.*	**Emphasises particular sounds to reflect themes/objects/moods within texts.**	*And wrinkled lip, and sneer of cold command.*
Sibilance	*Repetition of the "s" sound with adjacent or closely connected words.*	**Emphasises softer, whispering tones in the text, or mimicking an object (wind, bullets etc.)**	*Sudden successive flights of bullets streak the silence.*
Onomatopoeia	*A word of which its name is also associated with its sound.*	**Emphasis on sudden sounds, mimicking objects/noises within the poem, vivid imagery.**	*Crash, thud, bang, crack*
Repetition	*Repeating words/ideas across a text.*	**Draws attention to and highlights importance of a theme/idea within text.**	*Cannon to the right of them, cannon to the left of them, cannon behind them.*
Juxtaposition/ Oxymoron	*Contrasting opposite ideas/concepts across a text/with two words next to one another.*	**Contrasts whilst also comparing two opposites, subverts expectations/norms.**	*And blights with plagues the marriage hearse. (Oxymoron)*
Rhyme	*Correspondence between sounds of words, normally at ends of lines in poems.*	**Reflects patterns/routines/rhythms within the text; creates emphasis on certain sounds.**	*Theirs not to make reply, theirs but to do and die.*
Enjambment	*The continuation of a sentence without punctuation past a line/stanza.*	**Reflects ideas in the text relating to freedom, flowing freely or builds pace.**	*I found / a little boat tied to a willow tree / within a rocky cove*
Caesura/ End-stopped line	*The use of punctuation/pauses within a line of poetry/at the end of a line*	**Reflects ideas in the text relating to entrapment, pauses or rigidity.**	*In every voice, in every ban, the mind-forged manacles I hear:…*
Half-rhyme	*When two words have similar vowel/consonants but are not perfect rhymes so it is incomplete.*	**Creates unnerving, fractured effect; reflecting broken/imperfect ideas within the text.**	*A stare, snow-dazed / deep into grassier ditches. So we drowse, sun-dozed.*

BACK TO UNSEEN POETRY PAGE

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AIM HIGH

Question: In ‘Scaffolding’, how does the poet present the speaker’s feelings about their relationship?

Scaffolding

Masons, when they start upon a building,
Are careful to test out the scaffolding;

Make sure that planks won’t slip at busy points,
Secure all ladders, tighten bolted joints.

And yet all this comes down when the job’s done
Showing off walls of sure and solid stone.

So if, my dear, there sometimes seem to be
Old bridges breaking between you and me

Never fear. We may let the scaffolds fall
Confident that we have built our wall.

Seamus Heaney

Example answer:

In "Scaffolding," Seamus Heaney uses the metaphor of building construction to explore the speaker's feelings about their relationship. The poem focuses on the "scaffolding" – the temporary supports that help them build a strong and lasting connection.

The speaker recognizes the importance of these temporary supports, acknowledging that they are crucial for the relationship to progress: "Make sure that planks won't slip at busy points." This highlights the need for carefulness and attention to detail in their interactions, suggesting a conscious effort to maintain stability and avoid unnecessary friction.

However, the speaker also expresses a degree of apprehension about the eventual removal of the scaffolding: "And yet all this comes down when the job's done." This line reveals a sense of uncertainty and a fear of vulnerability. The speaker wonders if the relationship will be strong enough to stand on its own without the temporary supports, highlighting a natural anxiety about the transition to a more independent phase.

Despite these anxieties, the poem ultimately conveys a sense of optimism and appreciation for the strength of their bond. The image of "walls of sure and solid stone" suggests that a strong foundation has been built, implying that the relationship has the resilience to withstand the challenges that lie ahead.

In conclusion, "Scaffolding" presents a nuanced portrayal of the speaker's feelings about their relationship, acknowledging both the importance of temporary support and the anxieties associated with its eventual removal

BACK TO UNSEEN POETRY PAGE

BACK TO MAIN MENU

An Inspector Calls

Themes and Motifs

Structure

Context

Language

Character

BACK TO MAIN MENU

Themes and motifs

BACK TO INSPECTOR CALLS MENU

Responsibility

Capitalism Vs Socialism

Class

Gender

COQUET COMMUNITY SCHOOL
BE KIND
WORK HARD
AIM HIGH

COQUET COMMUNITY SCHOOL

Responsibility

	How does Priestley show this?	Evidence	Analysis
Sheila feels socially responsible	Sheila is shocked when she learns that she had a part to play in Eva's death.	*"All right Gerald, you needn't look at me like that. At least I'm trying to tell the truth. I expect you've done things you're ashamed of too."*	Sheila takes responsibility for her actions and tells the truth. Gerald is being judgemental of her even though he has not yet taken responsibility for his own actions.
Mr Birling does not feel socially responsible	Mr Birling refuses to take any responsibility for Eva Smith's death.	*"If we were all responsible for everything that happened to everybody we'd had anything to do with, it would be very awkward, wouldn't it?"*	Mr Birling dismisses the idea that we should be responsible for each other, suggesting that such a situation would be 'awkward'.
Eric feels socially responsible	Eric shows that he takes responsibility for his actions in the final act of the play.	*"I don't see much nonsense about it when a girl goes and kills herself. You lot may be letting yourselves out nicely, but I can't. Nor can mother. We did her in all right."*	Eric clearly shows that he has a sense of social responsibility. Whilst Gerald and Eric's parents are enjoying being in the clear, Eric still takes the matter of Eva's death very seriously. He is even brave enough to tell his mother that she should feel responsible too.
Mrs Birling does not feel socially responsible	Sybil Birling will not take any responsibility for the death of Eva Smith even after she has been questioned by the Inspector.	*"I should think not. Eric, I'm absolutely ashamed of you."*	In telling Eric that she is ashamed of him she shows that she has learned nothing from the Inspector's investigation. The audience would know that she is in no position to be questioning the behaviour of anyone else given her own treatment of Eva Smith and lack of social responsibility.
The Inspector's lessons	When the Inspector is questioning the Birlings.	*"It's better to ask for the earth than to take it."*	Here the Inspector is suggesting that it is socially irresponsible to be greedy and 'take' things without permission. This is a

BACK TO THEMES AND MOTIFS

COQUET COMMUNITY SCHOOL

Capitalism Vs Socialism

BACK TO THEMES AND MOTIFS

What is Capitalism?

Capitalism is an **economic system** where the **factors of production** (capital goods, natural resources, and entrepreneurship, the skill of setting up businesses) are owned and controlled by **private groups or individuals**. People who **control** these factors set up and own **companies**. Individuals own their labour (they get paid for it).

One motto of Capitalism is **"Greed is good"**. Business owners want to keep their **sale prices low to attract customers** and **compete** with others, so their production costs need to be as low as possible to increase profit. In a Capitalist society, people are **rewarded according to their wealth, not contribution**.

What is Socialism?

On the other hand, Socialism is where the **factors of production** are owned **equally by everyone in society**. Socialism considers the resources' **usefulness** to people. For example, a Socialist government would **provide services** such as **education** and **health care**. People in society are **rewarded by how much they contribute**. Socialism also ensures that those who can't contribute to production, such as the elderly, are **still cared for**. There are aspects of socialism within British society: our NHS, free education and benefits system are examples.



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Socialism was initially designed in the nineteenth century to **improve the standard of living for the working class**. Poverty is not possible in an ideal Socialist society because everyone has **equal access** to profits and resources such as health care. Everyone owns the means of production, so they **cannot be exploited for their labour** - everyone contributes and everyone benefits.

AN INSPECTOR CALLS



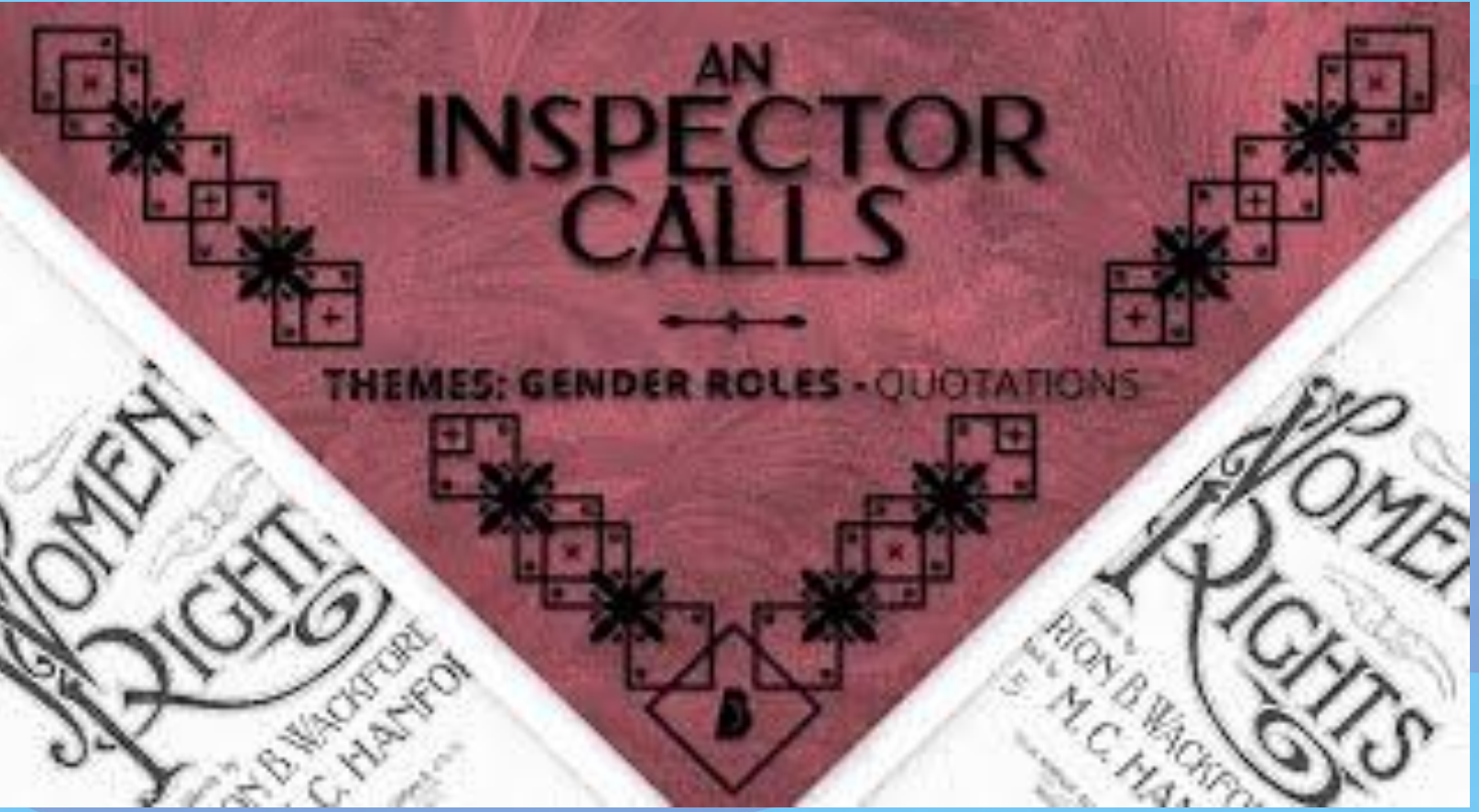
SOCIAL CLASS



KEY QUOTES AND ANALYSIS

BACK TO THEMES AND MOTIFS

BE KIND
WORK HARD
AIM HIGH



BACK TO THEMES AND MOTIFS

Structure

Also see: [Structure & Chronology - English Lit: AQA GCSE An Inspector Calls]

BACK TO INSPECTOR CALLS MENU

Plot Summary (AO1)

Act 1

The Birling family (Arthur, Sybil, Sheila and Eric) and Gerald Croft, are having a meal to celebrate the engagement of Sheila and Gerald.

Arthur Birling makes a toast. In it, he informs the younger members of the family that their future looks bright and that it is important to look after themselves. Priestley makes use of dramatic irony to undermine Arthur Birling – Birling says there won't be a war and talks about the success of the Titanic.

Just as Mr. Birling says, "a man has to mind his own business and look after himself and his own", the doorbell rings. Shortly after, the maid shows Inspector Goole into the room.

The Inspector explains that a young woman has died after drinking bleach. He questions Mr. Birling, who admits to having her sacked after she was involved in a strike at the factory. The Inspector then questions Sheila, who admits to having the girl sacked from Milwards because she was jealous that the girl looked better in the dress she liked than she did.

Act 2

The Inspector's attention falls on Gerald. When questioned, he admits that he knew the girl. After meeting her at the Palace Music Hall in Brumley, Gerald set her up in the flat of a friend and they became lovers. After a happy period, it came to an end and Eva / Daisy left Brumley and went to the seaside. After the questioning, Gerald goes for a walk.

The Inspector questions Mrs. Birling next. She admits that the girl came to her charitable organisation and asked for help, as she was pregnant and could not ask the father for money. Mrs. Birling believes the girl is putting on graces and is offended that she uses the name "Mrs. Birling". She therefore persuades the other members of the charity to refuse her request. Mrs. Birling is defiant and refuses to accept she did anything wrong. She tells the Inspector that the father of the child is to blame and it is the Inspector's "duty" to arrest him.

Instead of leaving as Mrs. Birling hoped, the Inspector waits to "do his duty."

Act 3

Eric returns to the house and into the firing line. He knows that his secret is already out but does explain what happened – he had an affair with the girl and she fell pregnant. He offered to marry her but she declined, knowing that he didn't love her. Eric gave her money to begin with, which he stole from his father's business. When she realised the money was stolen, she refused to take any more.

The Birling family appear to have learnt their lesson and seem sorry for what they have done. The Inspector tells them that we all have to look after each other and that there are plenty of other people in the world like Eva Smith. He then leaves.

Shortly after, Gerald Croft returns from his walk. He brings into doubt the identity of the Inspector (having spoken to a policeman who has never heard of him) and even explains that it is possible that Eva Smith never existed.

Quickly convinced by Gerald's arguments, Mr. and Mrs. Birling decide that it was a joke and laugh the whole thing off. They have not really learnt anything.

Eric and Sheila are not so easily swayed. They argue with their parents that this doesn't change anything – they are still responsible for the terrible things they did.

The telephone rings – it is for Mr. Birling. A young woman has just died at the infirmary and a police inspector is on his way to the house. The play ends on this chilling note, leaving both the audience and the Birlings in suspense.

Context

1901- Queen Victoria died. King Edward VII, her son, became king. The era changed from the Victorian era and became the Edwardian era.

1910- King Edward VII died and his son, King George v, took the throne.

April 15th 1912- the Titanic sank. Approximately 1,500 people died.

1914- WW1 broke out.

1918- Germany surrenders and WW1 ends. Approximately 8 million lost their lives.

1920s- A time of prosperity.

1930s- America is bankrupted which effects the rest of the world. It was named the Great Depression. Adolf Hitler becomes the Fuhrer (dictator) of Germany.

1939- WW2 broke out.

1945- Germany surrenders and WW2 ends. 60 million people were killed including Holocaust victims, soldiers and civilians. This was 2.5% of the world's population.

Spring 1912- The play is set two weeks before the Titanic sank and two years before WW1 broke out. During this period there was a very strict social hierarchy where the rich and the poor were divided. The rich generally did not care about the poor. The capitalists took charge of the country; there was no welfare system so this was a laissez-faire society.

During WW1 no matter how rich or poor young men were they were forced to conscript to the armed forces and fight the Germans. What do you suppose the implication would be for the characters in the play?

1916- Priestley served during WW1 and was wounded in 1916 by mortar fire. His experiences during the war, like so many other soldiers, changed his perception of society.

1918- Women were given the vote and although men were still considered the superior gender this was a monumental step for women's rights.

1945- 'An Inspector Calls' was published during a time when Britain was in great disorder. People had learnt to 'pull together' during this time they had to take care of one another and this is an important moral message in the play.

BACK TO INSPECTOR CALLS MENU

COQUET COMMUNITY SCHOOL

Language in an Inspector Calls

BACK TO INSPECTOR CALLS MENU

BE KIND
WORK HARD
AIM HIGH

COQUET COMMUNITY SCHOOL

Character and plot quiz

BACK TO INSPECTOR CALLS MENU

BE KIND
WORK HARD
AIM HIGH

COQUET COMMUNITY SCHOOL

Character and quote matching activity

BACK TO INSPECTOR CALLS MENU

BE KIND
WORK HARD
AIM HIGH

COQUET COMMUNITY SCHOOL

Quiz

BACK TO INSPECTOR CALLS MENU

BACK TO MAIN MENU

BE KIND
WORK HARD
AIM HIGH