

The Analytical Structure

Point

Evidence

Technique

Analysis

Technique

Analysis

Context

Writers Intentions

Link

Breakdown of each part

Point

Clear point demonstrating an idea in response to the question. Must use words from the question.

Evidence

Clear concise (not really long) quote that directly shows your point of view.

Don't use "this is shown by the quote", try and embed the quote in your sentence.

TOP TIP: If you're struggling to make your point, find a quote that supports the question and reword what the quote is saying to make your point.

Technique

Pick out any language or structure technique (check our technique sheet for these).

Impressive techniques are ones that look at the whole text such as: semantic field and motif.

Analysis

Explain what your technique does, what this shows and why.

What your technique does: what the effect of the technique is, does it emphasise something?

**What it shows: what is the deeper meanings?
How does it show the question? What does the character symbolise?**

Why: explain why you have said this deeper meaning, explain why the character symbolises this.

Technique

(+ another quote if preferred)

Can pick out another technique in the quote you have or choose another quote.

Pick out any language or structure technique (check our technique sheet for these).

If you used a language technique before, aim to use a structure one to show you have a deeper understanding within your analysis.

Analysis

Explain what your technique does, what this shows and why.

Think about linking it to the bigger picture- what is the character emblematic or symbolic of? are they a microcosm (something small represents a larger idea) for something?

Context

Have a link to your context. Link what you last said and then introduce the context so it doesn't seem bolted on (examiners don't like this).

Explain the context you're talking about, not referencing the text.

Make sure the context directly links to what you've been analysing in the quote/ quotes.

Writers Intentions

Think about WHY the writer has created the character in this way.

You should be explaining why the writer has demonstrated the point you made and what they want to show their audience/ readership.

Think about the audience/ readership at the time and whether the message was needed in that society.

Example of each part

Question: How does Priestley use the character of the inspector to suggest ways that society could be improved?

Point

Priestley creates the Inspector as the antithesis and foil to Mr Birling to be didactic in the ways that society could improve. As the Inspector is the embodiment of socialism, juxtaposing Mr Birling who is the embodiment of capitalism, he highlights how society could be improved through reducing the ignorant capitalist mindset and replacing this with a socialist one.

Evidence

He personifies capitalist ignorance through Mr Birling as he is pompous in boasting to the Inspector that he was "an alderman for years".

Technique

Mr Birling uses the lexis "years" to place emphasis to the Inspector on his well-established status,

Analysis

Yet as the Inspector ignores this, Mr Birling is both dumbfounded and aggravated as he is unaware of how to interact with somebody unphased by classism. Thus, this is the epitome of what society should aim to abolish in order to improve- classism, ignorance and pompousness. Contrastingly, the Inspector remains composed and intolerant to Mr Birling's pretentious and supercilious ways when interacting with him.

Technique(+Quote2)

The Inspector breaks Mr Birling's egotistical dramatic monologue, where he expresses his self-proclaimed omniscience that the "titanic is unsinkable". Not only does the dramatic irony undermine his ego, but the Inspector's arrival also causes Mr Birling's speeches to shorten as he [cutting through, massively]

Analysis

Consequently, the Inspector's intolerance to Mr Birling's blatant unscrupulousness, it causes Mr Birling's egotistical speeches to shorten emulating how the introduction of socialism, which Priestley makes synonymous with morality, causes a reduction in egoistical and selfish individuals gaining power in society- this being key to improving society.

Context

Link to context: Priestley introduces a key conflict of ideas that plagued society through the Inspector and Mr Birling- socialism vs capitalism.

Context: Socialism was the belief that wealth should be evenly distributed in society; socialists favoured the welfare system and promoted equality to abolish oppression. Capitalism, however, was focused on the personal gain of the individual and wealth not being distributed- the wealth earned by the individual should be kept

Writers Intentions

Thus, as Priestley personifies this through the Inspector and Mr Birling, he portrays capitalism in a detrimental light to the audience and shows how society can be improved through abolishing the stagnant, regressive and selfish views of capitalism. By replacing these ideals with socialism, he shows the audience how this would promote a more equal society that aims to eliminate oppression rather than enforce it.

Sentence starters

Point:

The writers creates (insert name) as emblematic of (insert) to highlight...
(insert character) is used didactically by (insert writers name) to reinforce...
(insert character) is used as a construct to explore...
(insert name) highlights the message of (insert message of writer) through.
Reword what quote you've chosen and use word from question.
(insert writers name) creates (insert character) as a microcosm of (insert) to...

Evidence:

Embed quote by explaining it and then
(Insert character) symbolises (insert) as they say (insert quote)

Technique:

As their speech is littered with plosives, it creates a harsh sound emulating...
The diction on (insert) connotes (insert) emphasising...
There is a clear semantic field of (insert) that plagues (insert name) speech...
This reinforces the motif of (insert)...
The short fragmented sentences is (atypical/ typical) of (insert character),
illuminating...
(you can use any technique from the list, make sure you can say what the
technique does)

Analysis

This reinforces...

This compounds...

This elucidates...

This highlights...

Thus, (insert character) is the epitome of (insert) because...

This exacerbates....

This demonstrates...

This exhibits...

This displays...

This emphasises...

This implies...

This is suggestive that...

This reinforces that...

MAKE SURE EXPLAIN WHY YOU SAID IT SHOWS THIS!!

Words like: because, as, because of this reason, consequently, due to... make this part easier to say why

Technique / (+2 quotes)

Different technique from first one

The alliteration on (insert) emphasis...

The diction used makes (insert character) an archetype of...

The juxtaposition on (insert) and (insert) creates a conflicting image, elucidating...

The abundance of ellipsis in (insert character) speech reinforces..

The use of pathetic fallacy sets a (insert) ambience, foreshadowing...

Analysis

This reinforces...

This compounds...

This elucidates...

This highlights...

Thus, (insert character) is the epitome of (insert) because...

This exacerbates...

This demonstrates...

This exhibits...

This displays...

This emphasises...

This implies...

This is suggestive that...

This reinforces that...

Context

As (insert character) is (insert) they show typical views of (insert)... (explain context after)
(insert writer) creates (insert character) as a microcosm of (insert) as at the time.... (explain context after)

(insert character) is emblematic of (insert context) because (explain context)

Writers intentions

In (insert writer) political diatribe, (he/ she) aims to critique to the (reader/ audience)

In (insert writer) allegorical (novel/play), (he/she) persistently highlights to the (reader/ audience) that...

Due to (insert what spoke about contextually), (insert writer) felt obliged to diminish the prejudices around...

(insert writer) uses the social issues in (insert era) so it would resonate deeply with their (reader/ audience) that...

(insert writer) holds up a mirror to (his/ her) (reader/ audience) and makes them reflect on...

Thus, (insert writer) personifies the theme of (insert) through the character of (insert) to...