Hence it came about that I concealed my pleasures; and that when I reached years of reflection, and began to look round me and take stock of my progress and position in the world, I stood already committed to a profound duplicity of life. Many a man would have even blazoned such irregularities as I was guilty of; but from the high views that I had set before me, I regarded and hid them with an almost morbid sense of shame. It was thus rather the exacting nature of my aspirations than any particular degradation in my faults, that made me what I was, and, with even a deeper trench than in the majority of men, severed in me those provinces of good and ill which divide and compound man’s dual nature. In this case, I was driven to reflect deeply and inveterately on that hard law of life, which lies at the root of religion and is one of the most plentiful springs of distress. Though so profound a double-dealer, I was in no sense a hypocrite; both sides of me were in dead earnest; I was no more myself when I laid aside restraint and plunged in shame, than when I laboured, in the eye of day, at the furtherance of knowledge or the relief of sorrow and suffering.

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*

*

**Use in essays on…**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*
*

**Use in essays on…**

**Quotation**

**“I was no more myself when I laid aside restraint and plunged in shame, than when I laboured, in the eye of day, at the furtherance of knowledge or the relief of sorrow and suffering.”**

**Interpretation** Jekyll is explicit; he was equally himself when he was submitting to his desires and committing dreadful acts as he was when he was engaging in good.

**Techniques:** Juxtaposition; Alliteration.

**Analysis:**

* Alliteration in “no more myself” stresses the word “myself” – Jekyll’s self is dual and features both “shame” and “knowledge”.
* “Laid aside” and “plunged” are active, dynamic descriptions – Jekyll vigorously pursues “shame”, yet doing good is “laboured” and tiresome.
* Good takes place in “the eye of day” – evil is for night. Evil brings “shame”, but sibilance stresses good can bring “the relief of sorrow and suffering”.

**Use in essays on…**Duality of man; Good and evil; Desire and repression.

**CHAPTER ESSAY QUESTION:**

**In this extract,**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**

*

*

**Use in essays on…**

**Dr Jekyll and Mr Hyde – Extract Analysis**

**The Quotation Bank® GCSE English Literature Study Guides – free photocopiable resource. www.thequotationbank.co.uk**

**Teacher notes:**

This activity is designed to be used in class or set as a homework, to help pupils develop their AO1 and AO2 skills.

The resource is designed so that it can be revisited multiple times with different extracts, or used by pupils independently, to develop a bank of annotated extracts over time.

One example quotation is provided, taken from The Quotation Bank®: Dr Jekyll and Mr Hyde. The example models how to interpret a quotation, draw out the literary devices used, and analyse key words/techniques, as well as consider what exam questions this quotation could provide evidence for.

The Chapter section is left blank – a simple starter could be for pupils to locate the episode within the text. “In this extract” allows pupils to put the passage within a whole text context.

When using this resource with your pupils you may wish to give pupils two copies of the handout, so you can model the analysis with the whole class, using a quotation you have chosen, before they work independently.

Please note this resource is set at A3 size.

*Differentiated use of the resource:*

You may wish to give pupils suggested quotations to analyse, particularly where you feel pupils would benefit from more structure and support, or they could select their own. The template is provided as a Word document so you can type directly into the document to provide more scaffolding and support if you feel your pupils would benefit from this.

You may wish to give pupils a pre-chosen exam style question in the box at the bottom and ask them to find relevant quotations from the text before analysing them, or pupils could set their own exam question. This is an activity that could also work well in groups, with each member providing analysis for a different quotation before bringing them together in a group essay plan.

Pupil-focused instructions are provided below if you wish to use this resource for homework or independent learning.

**The Quotation Bank: Extract Analysis**

|  |  |
| --- | --- |
| **A01** | **Read, understand and respond to texts. Students should be able to:*** **Maintain a critical style and develop an *informed personal response***
* **Use textual references, *including quotations*, to support and illustrate *interpretations*.**
 |
| **A02** | **Analyse the *Language, Form and Structure* used by a writer to *create meanings and effects*, using *relevant subject terminology* where appropriate.**  |

This activity allows you to show off all your analytical and interpretative skills.

1. What chapter of the novel is this extract from? Quickly skimming through the text will remind you of where this extract comes from in the context of the rest of the novel.
2. Complete the sentence in the box at the bottom of the page, beginning, “In this extract….” You should explain what is happening in the extract.
3. Use the headings in the blank quotation boxes to help you analyse and interpret your chosen quotations
* Interpretation – Give your own personal response to the quotation. What does it suggest about a key theme or idea? What message is it conveying to the reader? You may want to include a brief contextual comment here if you like.
* Technique – What literary techniques are present in the quotation? This is just a list of techniques – you don’t need to analyse them at this point.
* Analysis – Break down the quotation into smaller parts and analyse the effect of language, form or structure. Aim for three different analytical points, covering three different techniques.
* Use in essays on…. Which possible exam questions or themes might this quotation be useful for?