

**A sample essay paragraph, using ideas directly from The Quotation Bank®**

***How does Stevenson depict evil in Dr Jekyll and Mr Hyde?***

One of the most disturbing depictions of evil in the novel is of its physical qualities and the brutal, animalistic violence that accompanies it; the almost inhuman destruction of Sir Danvers Carew highlights the physical power of evil, with words such as “trampling” and “hailing” emphasising the incessant nature of the violence. The simile of “ape-like” gives Hyde strong animal characteristics, but also suggests he has not yet fully evolved, and as he inflicts a metaphorical “storm of blows” he is also seen as an evil, brutal force of nature. Furthermore, evil dehumanises characters in the eyes of the reader – Carew is nothing more than “his victim”, “bones” and “a body” rather than a person, and his innocence and goodness is simply “shattered” by Hyde’s evil “fury”. Furthermore, the swiftness of the actions and evil behaviour is frightening – the entire attack on Carew occurs in a “moment”. Rather than simply being a mental concept, evil is depicted as having explicit physical consequences.

**A sample essay paragraph, using ideas directly from your chosen quotation.**

**Act**

**Quotation:**

**Interpretation:**

**Techniques:**

**Analysis:**







**Use in essays on…**

***The Carew Murder Case:***

**“And next moment, with ape-like fury, he was trampling his victim under foot, and hailing down a storm of blows, under which the bones were audibly shattered and the body jumped upon the roadway.”**

**Interpretation:** Brutal, animalistic violence and evil fill this image – the almost inhuman destruction of another human life highlights the power of evil.

**Techniques:** Simile; Language; Metaphor.

**Analysis:**

* The simile “ape-like” gives Hyde strong animal characteristics but also suggests he has not yet evolved from animals, and as he inflicts a metaphorical “storm of blows” he is also seen as a brutal force of nature.
* Hyde’s victim becomes totally dehumanised – he is nothing more than “his victim”, “bones” and a “body” rather than a person, and is “shattered”.
* The swiftness of these actions is frightening – it all occurs in a “moment”.

**Use in essays on…**Violence; Good and evil; Innocence.

**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, or used by pupils independently, to develop a bank of revision flashcards over time.

One example quotation is provided, taken from The Quotation Bank®: Dr Jekyll and Mr Hyde. The ‘perfect paragraph’ models how pupils can use the structured analysis developed in box 1 to create an examination-style paragraph.

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.

*Differentiated use of the resource:*

You may wish to give pupils a list of quotations to analyse, particularly where you feel pupils would benefit from more structure and support. 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 theme, list of themes or techniques, and ask them to find relevant quotations from the text before analysing them. This is an activity that could work well in groups.

To stretch pupils, and with your most able pupils, you may ask them to select the quotations that they feel are most relevant and useful to revise.

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

**The Quotation Bank Flashcards and perfect paragraphs!**

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| **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. Choose a quotation from the text
2. Use the headings in the blank quotation box to help you analyse and interpret the quotation

* 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 audience or 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?

1. Once you have analysed the quotation in detail, use the points you have made to write a ‘perfect paragraph’. Set yourself an exam style question, and remember the following:

* Make sure the first sentence answers the question and gives a clear interpretation – try to use the terms in the question in your answer.
* Use all your analysis from the quotation box above, in full sentences, to develop your answer.
* Try to use appropriate connectives to give the paragraph a clear structure.
* In your final sentence it is really useful to go back and explicitly address the question again, using the terms from the question to show you are focussed on the question set.

1. You can cut out the quotation analysis box and keep it as a revision flashcard for your final exams.