



YEAR 9

POST AND PREP

AUTUMN 1

*Building stronger memory through
preparation, revisiting and connection*



Name:



Form:



RED POST

Reconnect
long-term
knowledge



GREEN POST

Revisit
recent
learning



PREP

Prepare
for what's
ahead



UXBRIDGE
HIGH SCHOOL

POST AND PREP



• SUBJECT TIMETABLE •



Use this to keep on track of all of your subjects.
You can find each subject on the contents page.



SUBJECT



WHEN WILL IT BE SET?



WHEN DO YOU NEED
TO HAND IT IN?



COMPUTER SCIENCE



ENGLISH



GEOGRAPHY



MATHS



LANGUAGES



MUSIC



HISTORY



SCIENCE





POST AND PREP



• **YEAR 9** •

• CONTENTS •



Use this booklet to keep track of your Post and Prep tasks for each subject.
Your tasks for each subject will be set out in the timetable.

Stay organised. Keep on track. Succeed!

	HOW TO SUCCEED IN POST AND PREP	.....	PAGES 4
	A SIMPLE MODEL OF LEARNING	.....	PAGES 5
	WHY DO WE DO POST AND PREP?	.....	PAGES 6
	HOW LEARNING STICKS: TOOLS FOR HOME LEARNING	.....	PAGES 7
	COMPUTER SCIENCE	.....	PAGES 9 - 32
	ENGLISH	.....	PAGES 34 - 84
	GEOGRAPHY	.....	PAGES 86 - 103
	MATHS	.....	PAGES 105 - 127
	LANGUAGES	.....	SEPARATE BOOKLET
	MUSIC	.....	PAGES 129 - 135
	HISTORY	.....	PAGES 137 - 151
	SCIENCE	.....	PAGES 153 - 233
	ENRICHMENT REFLECTION	.....	PAGES 234 - 235



Look after your booklet and bring it to every lesson.
It will help you stay organised and achieve your best.

HOW TO SUCCEED IN POST AND PREP



Follow these simple strategies to stay organised, build good habits and achieve success in Post and Prep.



HOW LONG WILL EACH SUBJECT TAKE?

Each Post and Prep activity should take around
5–10 minutes.



HOW SHOULD I DO MY HOMEWORK?

- ✓ Space out your work across the week – don't do it all in one day!
- ✓ Revisit tasks for 5 minutes to help you remember key ideas.
- ✓ Take effort, but balance and rest are important.



EXAMPLE SCENARIO

If I have Maths, Geography and Science all due on Friday, I will spread my work out so it's easier to manage.

For example:

- Maths Post on Tuesday
- Geography Prep on Wednesday,
- Science task on Thursday

This way, my brain has time to process and remember more — and I don't feel rushed.



WHAT IF I AM ABSENT WHEN IT NEEDS TO BE HANDED IN?

If you are absent on Hand-in day, you must hand in your Post & Prep on the next day you are in.



WHAT IF I AM NOT SURE HOW TO DO THE TASK?

Sometimes we may not understand things the first time we do them and that is okay.

The important thing is to ask your teacher for help at least two days before your post and prep is due or attend Post and Prep club for support.



TIPS FOR SUCCESS

- ✓ **SPACE YOUR WORK**
Spread your tasks across different evenings.
- ✓ **REVISIT FOR 5 MINUTES**
Go back over your work for 5 minutes to check you remember key ideas.
- ✓ **TAKE EFFORT, BUT BALANCE**
Work hard, but balance your effort with rest and downtime.



PREPARATION



RETRIEVAL



SUCCESS

Use this guide every week to build strong habits and achieve your goals.

A SIMPLE MODEL OF LEARNING



THE SAD TRUTH:

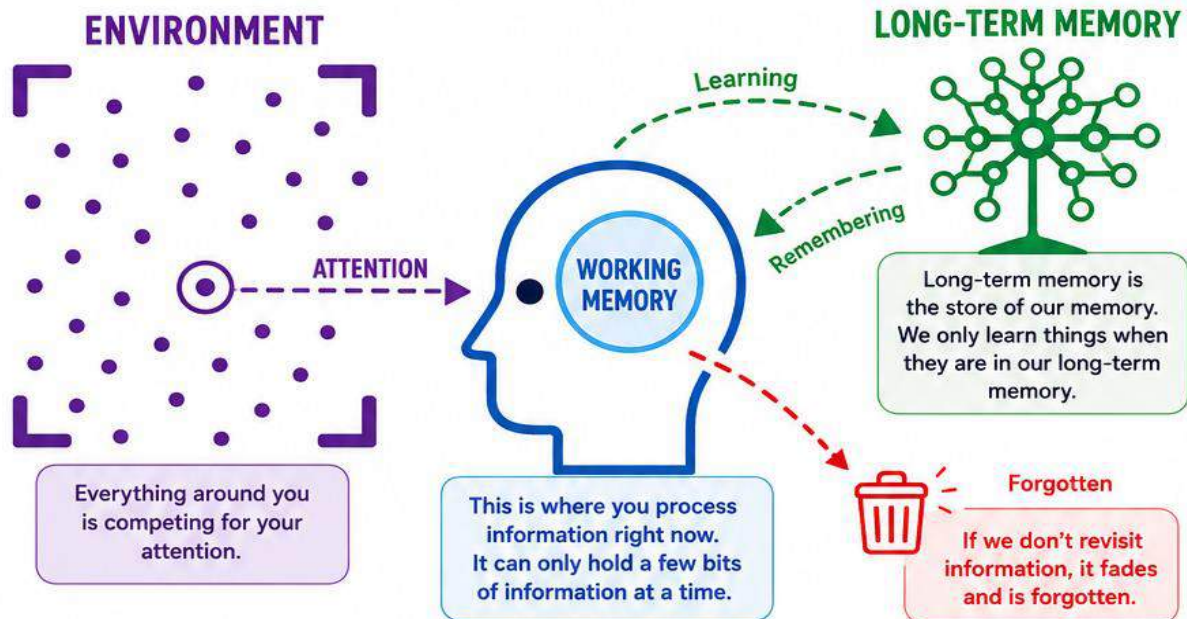
You can be taught all the content in the world, but the way our brain works is that when we learn in class, we're using working memory. Working memory can only hold a few bits of information at a time.



THE GOOD NEWS:

If we want things to go to our long-term memory, we need to constantly revisit them. That's why **Post** and **Prep** helps things stick in our memory!

HERE'S HOW YOUR BRAIN WORKS WHEN YOU LEARN IN CLASS:



1 RED POST



Reviews what we learned before.

It connects new learning to what we already know, strengthening the path to long-term memory.

**Purpose: Bring it back.
Keep it fresh.**

2 GREEN POST



Reviews what you've just learned.

It helps move new learning from working memory into long-term memory before you forget it.

**Purpose: Lock it in.
Make it stick.**

3 PREP



Prepares you for things ahead.

It builds background knowledge so your brain is ready to understand what's coming.

**Purpose: Get ready.
Stay one step ahead.**



THAT'S WHY POST AND PREP HELP THINGS STICK!

- ✓ **Red Post** = reviews what we learned before.
- ✓ **Green Post** = reviews what you've just learned.
- ✓ **Prep** = prepares you for things ahead.

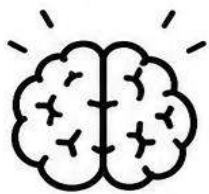


Together, they help your brain remember more, for longer!

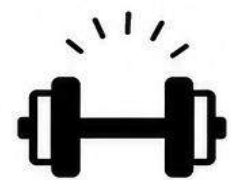


**YOUR BRAIN IS LIKE A MUSCLE –
THE MORE YOU USE IT, THE STRONGER IT GETS!
KEEP LEARNING. KEEP REVISITING. KEEP GROWING.**





WHY DO WE DO POST AND PREP?



Our brain is like a muscle – it needs **preparation**, **revisiting**, **linking**, and **practice** to stay strong. If we don't revisit, we forget.

Here are the different sections of Post and Prep and how they help strengthen your brain.

SECTION NAME	HOW TO FIND IT	WHAT YOU'LL BE DOING	HOW IT HELPS YOUR BRAIN
 LEARNING BOX	Always at the top of every task. It will be in a black box .	 Reading a short explanation of the big idea you're revisiting and how it links to class learning.	 Focuses your thinking and reminds your brain where this learning fits in your overall knowledge.
 PREP	This focuses on a new topic. It will be in an orange box .	 Learning key words, diagrams, or ideas that you'll use in the next lesson.	 Prepares your brain by creating pathways so new knowledge feels familiar and easier to understand.
 GREEN POST	This focuses on something that you learned about two weeks ago. It will be in a green box .	 Doing short recall tasks, quizzes, or questions to refresh what you learned recently.	 Strengthens memory by reminding your brain just as it's starting to forget – making knowledge stick.
 RED POST	This focuses on knowledge or a skill you learned a term or more before. Comes a few weeks or a term later. It will be in a red box .	 Practicing or recapping skills that link to what you are learning now and will help you understand.	 Reconnects past and present knowledge, helping your brain see how everything fits together.
 CHALLENGE BOX	Found after the main tasks. It's in a blue box .	 Applying or analysing what you know in a new way.	 Stretches your thinking and deepens understanding by building stronger brain connections.
 SELF-QUIZZING BOX	This will be found at the very end of the Post and Prep for the week. This will include a set of questions focused on this week's learning for you to practice and test on yourself.	 Regularly quizzing yourself on what you have learned.	 Regularly testing yourself on what you have learned helps you to remember more in the long term.



**EVERY STUDENT WHO COMPLETES EACH TASK EACH WEEK –
EVERY TASK, EVERY WEEK –
RECEIVES A GOLDEN ACHIEVER AWARD!**



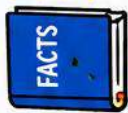
BUILD YOUR KNOWLEDGE. MAKE IT STICK!

THE 3 TYPES OF KNOWLEDGE (SCHEMAS)

Our memory is organised into different types of knowledge. They all **connect** and help you learn and remember.

1. DECLARATIVE (What do I know?)

Knowing facts and information. It answers "what is it?"



EXAMPLE:
What is an algorithm?
Define variable.

2. PROCEDURAL (How do I do it?)

Knowing how to do something or follow a method.

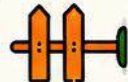


EXAMPLE:
Write the steps to create a flowchart.

TYPES OF KNOWLEDGE

3. CONDITIONAL (When do I use it?)

Knowing when, why and in what situation to use knowledge.



EXAMPLE:
When would you use a loop instead of repetition?

All 3 types work together!
The more you **connect** them, the stronger your understanding.



HOW TO REVISE EFFECTIVELY

Don't just re-read it... **RETRIEVE** it!

1. FLASHCARDS

- Write a question on one side.
- Write the answer on the other.
- Test yourself – say the answer out loud.
- Check and repeat.



Great for facts and definitions!

2. SELF-QUIZZING

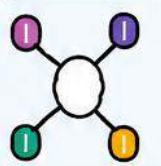
- Use the self-quizzing questions in your booklet.
- Write or say the answer from memory.
- Check, correct and improve.



Retrieval makes your memory stronger!

3. MIND MAPS

- Write the main topic in the middle.
- Add key ideas around it as branches.
- Add examples and links.
- Review and redraw from memory.



Helps you see the big picture!

4. SPACED PRACTICE

- Review today.
- Review again in 2–3 days.
- Review again in 1 week.
- Review again in 1 month.



Small, regular practice = long-term success!

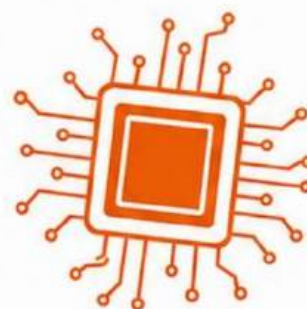


BE ACTIVE. BE CONSISTENT. BE PROUD.

YOU'VE GOT THIS!



THE MORE YOU RETRIEVE, THE STRONGER YOUR MEMORY. THE STRONGER YOUR MEMORY, THE BETTER YOU WILL BE!



— YEAR 9 —

COMPUTER SCIENCE

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **orange boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

Post tasks



1

Week 1

Page 10
to 13

2

Week 2

Page 14
to 17

3

Week 3

Page 18
to 20

4

Week 4

Page 21
to 24

5

Week 5

Page 25
to 28

6

Week 6

Page 29
to 32



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.

Prep
tasks





POST AND PREP

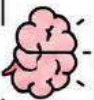
LEARNING MAP – PYTHON UNIT



This map shows what you will recap and prepare for in each lesson.

		Green Post = recap this term's Python	Red Post = recap last term (Cyber Security)	Prep = prepare for the next lesson
1	Variables	POST Variables		PREP Inputs & Data Types
2	Inputs & Data Types		POST Cyber — Social Engineering	PREP If Statements
3	If Statements	POST If Statements		PREP While Loops
4	While Loops		POST Cyber — Malware	PREP For Loops
5	For Loops	POST For Loops		PREP Lists
6	Lists		POST Cyber — Network Attacks & Protection	PREP Python Test
7	Python Test	POST Python Revision		PREP Next unit

LEARNING BOX: VARIABLES



Year 9 Computing — K01 Python: Variables (recap)



GOLDEN THREAD

This term we started programming in Python. This week we recap the very first idea: **storing information in variables.**



KEY IDEA

A variable is a named store that holds a value you can use and change later.

name = value

The value can be text or a number, and you can update it at any time.



VISUAL REPRESENTATION

VARIABLE	VALUE
name	"Sam"
score	0
level	1



IMPORTANT MISCONCEPTION

Students think a variable name can be anything.

It cannot start with a number or contain a space, and using a variable before giving it a value causes an error.



WHEN TO USE THIS

Use a variable whenever a value might change or needs to be reused — a score, a name, a total.



THINKING STEPS

- 1 What value do I need to store?
- 2 What is a clear name for it?
- 3 Will it change later?
- 4 How will I use it?



WRITING STEPS

- 1 choose a clear name
- 2 use = to assign a value
- 3 read the value by its name
- 4 print using commas.

```
score = 0
level = 1
name = "Sam"
score = score + 10
level = level + 1
print(name, score, level)
```



SUMMARY

A variable is a named store for a value.

Make it with **name = value** and change it whenever you need to.

Use clear names and update the value as your program runs.

EXAMPLE AND NON-EXAMPLE: VARIABLES



Year 9 Computing — K01 Python: Variables (recap)



GOLDEN THREAD

We are recapping how to store and use values in variables.



EXAMPLE ANSWER

```
score = 0
score = score + 10
print("Your score is", score)
```

WHAT IS GOOD ABOUT THIS?

- ✓ uses a clear name
- ✓ gives the variable a value before using it
- ✓ updates the value correctly
- ✓ prints with commas



NON-EXAMPLE ANSWER

```
3score = ten
print("Your score is " + 3score)
```

WHAT IS WRONG WITH THIS?

- ✗ the name starts with a number
- ✗ ten has no quotes or value, so it is undefined
- ✗ joins text with + instead of commas
- ✗ the program will not run



REMEMBER

★ Give a variable a clear name and a value before you use it, and print with commas.



GREEN POST: VARIABLES



Year 9 Computing — K01 Python: Variables (recap)



INSTRUCTIONS

Recap of this lesson. A variable is a named store that holds a value you can use and change later. Answer every part from memory before checking your notes.



CODE

```
name = "Sam"
score = 0
level = 1
score = score + 10
print("Player", name, "is on level",
      level, "with score", score)
```



QUESTION 1

name holds: _____

score holds after line 4: _____

level holds: _____



QUESTION 2

What value does score start as? _____

What does score = score + 10 do? _____

What is score now? _____



QUESTION 3

Write three lines of Python that create a variable for a pet's name, create a variable for its age, then print a sentence using both.



CHALLENGE

This line breaks two variable rules: 3score = ten.
Explain both mistakes and rewrite it correctly.



NAMING A VARIABLE

- 1 choose a clear name
- 2 no spaces, don't start with a number
- 3 use = to assign
- 4 the name now holds that value



USING A VARIABLE

- 1 use the name to read the value
- 2 reassign with = to change it
- 3 do maths then store the result
- 4 print using commas

PREP LEARNING BOX: INPUTS & DATA TYPES



Year 9 Computing — K01 Python: Inputs & Data Types (prep for next lesson)



GOLDEN THREAD

Last lesson we stored values in variables — next lesson we collect values from the user with `input()` and learn the data types those values can be.



KEY IDEA

`input()` pauses the program so the user can type. It ALWAYS gives back a string (text).

Main data types: integer (whole number), float (decimal), string (text), Boolean (True/False).

To do maths with a typed number we cast it with `int()` or `float()`.

VISUAL REPRESENTATION

DATA TYPE	/	EXAMPLE
Integer (int)		7
Float (float)		3.5
String (str)		"hello"
Boolean (bool)		True



IMPORTANT MISCONCEPTION

Students think `input()` gives a number when you type a number. It does not — `input()` always gives a STRING, so "7" + "7" becomes "77", not 14. You must cast with `int()` first.



WHEN TO USE THIS

Use `input()` whenever the program needs information from the user.
Cast to `int()` or `float()` whenever you need to do calculations with what they typed.



WRITING STEPS

- 1 write variable = `input("prompt ")`
- 2 decide the data type
- 3 cast with `int()` or `float()` if needed
- 4 print using commas.



THINKING STEPS

- 1 What information do I need?
- 2 What data type should it be?
- 3 Do I need to do maths with it?
- 4 If yes, cast it.



SUMMARY

`input()` always returns text.
Cast it to a number before doing any maths.

EXAMPLE AND NON-EXAMPLE: INPUTS & DATA TYPES



Year 9 Computing — K01 Python: Inputs & Data Types (prep)



GOLDEN THREAD

Last lesson we stored values in variables — now we prepare to collect an age from the user and use it correctly.

DATA TYPE	EXAMPLE
int	7
float	3.5
str	"hello"
bool	True



EXAMPLE ANSWER

```
age = input("How old are you? ")
age = int(age)
next_year = age + 1
print("Next year you will be", next_year)
```



NON-EXAMPLE ANSWER

```
age = input("How old are you? ")
next_year = age + 1
print("Next year you will be " + next_year)
```

WHAT IS GOOD ABOUT THIS?

- ✓ casts the input to an int before maths
- ✓ clear variable names
- ✓ uses commas in `print()` not + joining
- ✓ runs correctly

WHAT IS WRONG WITH THIS?

- ✗ input never cast, so age is a string
- ✗ age + 1 crashes (cannot add a number to a string)
- ✗ uses + to join in `print()` instead of commas
- ✗ does not produce the right answer



REMEMBER

`input()` always returns a string.
Cast with `int()` or `float()` before doing maths.



SELF-QUIZZING & FEEDFORWARD



Year 9 Computing — K01 Python: Week 2 (Social Engineering & If Statements)



SELF-QUIZZING

Cover your learning box. Answer from memory.
Check and correct. Repeat three times,
then test again after a one-day gap.
Retrieval makes memory stronger.

	WHAT DO I KNOW?	HOW DO I USE IT?	WHEN DO I USE IT?	MISTAKES TO AVOID
 SOCIAL ENGINEERING	What is social engineering?	What steps help you spot a phishing email?	When is an email likely to be a phishing attempt?	Why should you never share a password, even if the message looks official?
 IF STATEMENTS	What does an if statement do, and what is the difference between = and ==?	How do you write an if/else so the correct code runs?	When would you add an elif?	What happens if you forget the colon or the indentation?



FEEDFORWARD

Reflect. Improve. Develop.

FEEDFORWARD TARGETS

- ☐ use key vocabulary accurately
- ☐ explain my thinking clearly
- ☐ support ideas with examples
- ☐ check and improve my work



NEXT TIME I NEED TO



WHAT I DID WELL

Today I successfully...



MY TARGET

My feedforward target is:



Small improvements lead to stronger learning.



LEARNING BOX: SOCIAL ENGINEERING



Year 9 Computing — Cyber Security (last term recap)



GOLDEN THREAD

Last term we studied Cyber Security.
This week we reconnect that knowledge,
starting with how **attackers target people** rather than machines.



KEY IDEA

Social engineering means
manipulating people into giving
away information or access.

Common forms:

- **phishing** (fake emails or messages)
- **blagging/pretexting** (inventing a scenario to gain trust)
- **shouldering** (watching someone enter details)
- **pharming** (fake websites)
- **baiting** (leaving infected devices to be picked up)



VISUAL REPRESENTATION

FORM	HOW IT WORKS
Phishing	fake message asking for details
Shouldering	watching you type
Pharming	fake website
Baiting	tempting infected item



IMPORTANT MISCONCEPTION

Students think attacks only target computers with clever code.
In fact people are the weakest link — most attacks trick a person into helping.



WHEN TO USE THIS

Recognise social engineering whenever a message asks for personal information, creates urgency, or seems too good to be true.



THINKING STEPS

- 1 Who is this message really from?
- 2 What is it asking me to do?
- 3 Is it creating pressure or urgency?
- 4 Should I check with a trusted adult?



RESPONSE STEPS

- 1 do not click links or reply
- 2 check the sender carefully
- 3 never share passwords
- 4 report it to a teacher or IT



SUMMARY

Social engineering targets people, not just machines.
Stay alert to messages that ask for details or create urgency.

EXAMPLE AND NON-EXAMPLE: SOCIAL ENGINEERING



Year 9 Computing — Cyber Security (last term recap)



GOLDEN THREAD

We are recapping how to spot and respond to social engineering.



SCENARIO

An email says it is from the school IT team.
It asks you to reply with your username and password to 'verify your account', and warns your account will be deleted today if you do not.



EXAMPLE ANSWER

This looks like phishing. The urgency and the request for a password are warning signs. I will not reply, I will not click any link, and I will report it to my teacher or IT.



NON-EXAMPLE ANSWER

It's from IT so I replied with my password so my account isn't deleted.



WHAT IS GOOD ABOUT THIS?

- ✓ Identifies it as phishing.
- ✓ Spots the urgency and password request as clues.
- ✓ Does not reply or click.
- ✓ Reports it to a trusted adult.



WHAT IS WRONG WITH THIS?

- ✗ Assumes the sender is genuine.
- ✗ Shares a password (never do this).
- ✗ Reacts to the urgency instead of checking.
- ✗ Does not report it.



REMEMBER

Genuine organisations never ask for your password.
Check the sender, ignore urgency, and report it.



L2

RED POST: SOCIAL ENGINEERING



Year 9 Computing — Cyber Security (last term recap)



INSTRUCTIONS

This recaps last term's Cyber Security unit. Social engineering means tricking people into giving away information or access. Answer from memory first.



KEY FACTS

Common forms —

- phishing (fake emails or messages)
- blagging/pretexting (inventing a scenario to gain trust)
- shouldering (watching someone enter details)
- pharming (fake websites)
- baiting (leaving infected devices to be picked up)



SCENARIO

"You receive an email that says it is from the school IT team. It asks you to reply with your username and password to 'verify your account', and warns your account will be deleted today if you do not."



QUESTION 1

Which type of social engineering is this? _____

Give two clues it is fake. _____

What should you do? _____



QUESTION 2

What is the difference between phishing and shouldering? _____

Name one way a school protects against phishing. _____



QUESTION 3

Write a short warning you could give a Year 7 student explaining how to spot a phishing email.



CHALLENGE

Why do attackers often target people rather than trying to break the computer system itself?

PREP LEARNING BOX: IF STATEMENTS



Year 9 Computing — K01 Python: If Statements (prep for next lesson)



GOLDEN THREAD

We have collected user input and learned data types — next lesson we use those values to make decisions with if statements.



KEY IDEA

Selection means the program chooses what to do.

An if statement runs its code only when its condition is True. Use elif for other conditions and else for everything left.

Each condition ends with a colon and the code below is indented.

Compare values with ==, !=, <, >, <=, >=.

```
if age >= 13:
    print("Teenager")
elif age >= 5:
    print("Child")
else:
    print("Too young")
```

VISUAL REPRESENTATION

CONDITION	RESULT
age >= 13 is True	run the if code
age >= 13 is False	run the else code

IMPORTANT MISCONCEPTION

Students use = instead of ==.
A single = assigns a value; double == checks if two values are equal.
Students also forget the colon and the indentation.



WHEN TO USE THIS

Use an if statement whenever the program should only do something in certain cases — like checking an age, a password or a score.



WRITING STEPS

- 1 write if then the condition
- 2 end the line with a colon
- 3 indent the code that runs
- 4 add elif / else for other cases.



THINKING STEPS

- 1 What am I testing?
- 2 What is the condition?
- 3 What should happen if it is True?
- 4 What should happen otherwise?



SUMMARY

if runs code only when its condition is True.
Use == to compare, and remember the colon and indentation.

EXAMPLE AND NON-EXAMPLE: IF STATEMENTS



Year 9 Computing — K01 Python: If Statements (prep)



GOLDEN THREAD

We have learned about input and data types — now we prepare to use a value in a decision with if/else.



EXAMPLE ANSWER

```
age = 13
if age >= 13:
    print("You can create an account")
else:
    print("You are too young")
```



NON-EXAMPLE ANSWER

```
age = 13
if age = 13
    print("You can create an account")
```

WHAT IS GOOD ABOUT THIS?

- ✓ uses == style comparison correctly with >=
- ✓ ends the condition with a colon
- ✓ indents the code under if and else
- ✓ prints a clear message for each case

WHAT IS WRONG WITH THIS?

- ✗ uses a single = instead of ==
- ✗ missing the colon at the end of the if line
- ✗ the print is not indented
- ✗ would not run and shows a syntax error



REMEMBER

Use == to compare, end the if line with a colon, and indent the code underneath.



SELF-QUIZZING & FEEDFORWARD



Year 9 Computing — K01 Python: Week 2 (Social Engineering & If Statements)



SELF-QUIZZING

Cover your learning box. Answer from memory.
Check and correct. Repeat three times,
then test again after a one-day gap.
Retrieval makes memory stronger.

	WHAT DO I KNOW?	HOW DO I USE IT?	WHEN DO I USE IT?	MISTAKES TO AVOID
 SOCIAL ENGINEERING	What is social engineering?	What steps help you spot a phishing email?	When is an email likely to be a phishing attempt?	Why should you never share a password, even if the message looks official?
 IF STATEMENTS	What does an if statement do, and what is the difference between = and ==?	How do you write an if/else so the correct code runs?	When would you add an elif?	What happens if you forget the colon or the indentation?



FEEDFORWARD

Reflect. Improve. Develop.

FEEDFORWARD TARGETS

- ☐ use key vocabulary accurately
- ☐ explain my thinking clearly
- ☐ support ideas with examples
- ☐ check and improve my work



NEXT TIME I NEED TO



WHAT I DID WELL

Today I successfully...



MY TARGET

My feedforward target is:



Small improvements lead to stronger learning.



L3

GREEN POST: IF STATEMENTS



Year 9 Computing — KO1 Python: If Statements (recap)



INSTRUCTIONS

Recap of this lesson. An if statement runs code only when its condition is True. Answer from memory before checking your notes.



CODE

```
age = 13
if age >= 13:
    print("You can create an account")
else:
    print("You are too young")
```



QUESTION 1

- ① Which line runs — the if or the else? _____
- ② What is printed? _____
- ③ What does >= mean? _____



QUESTION 2

- ① Now age = 10. Is the condition True or False?

- ② Which branch runs? _____
- ③ What is printed? _____



QUESTION 3

Write an if/else that checks if a variable score is 50 or more.
Print 'Pass' if it is and 'Fail' if it is not.



CHALLENGE

This code has an error: `if score = 50:`.
Explain what is wrong and the difference between = and ==.



COMPARISON OPERATORS

== equal to
!= not equal to
< less than
> greater than
<= less than or equal to
>= greater than or equal to



STRUCTURE OF AN IF

- ① if then the condition
- ② end with a colon
- ③ indent the code
- ④ use elif / else for other cases

PREP LEARNING BOX: WHILE LOOPS



Year 9 Computing — K01 Python: While Loops (prep for next lesson)



GOLDEN THREAD

We have made decisions with if statements — next lesson we use a condition to repeat code with a while loop.



KEY IDEA

A while loop repeats a block of code while its condition is True.

It is condition-controlled (indefinite) iteration — we do not know in advance how many times it runs.

The condition must eventually become False, or the loop runs forever (an infinite loop).

```
count = 1
while count <= 5:
    print("Count is", count)
    count = count + 1
print("Finished")
```



WHEN TO USE THIS

Use a while loop to repeat something an unknown number of times — like asking for a password until it is correct.



WRITING STEPS

- 1 set a starting variable
- 2 write while then the condition and a colon
- 3 indent the repeated code
- 4 update the variable so the loop can stop.

VISUAL REPRESENTATION

CONDITION	WHAT HAPPENS
Condition True	run the loop body again
Condition False	stop and move on

Example: while count <= 5 repeats until count becomes 6.

IMPORTANT MISCONCEPTION

Students forget to change the variable inside the loop, so the condition never becomes False — an infinite loop.

A while loop is not the same as an if: an if runs once, a while repeats.

THINKING STEPS

- 1 What should repeat?
- 2 What condition keeps it going?
- 3 How will it become False?
- 4 What changes each time?



SUMMARY

A while loop must update its condition each time, or it runs forever.

EXAMPLE AND NON-EXAMPLE: WHILE LOOPS



Year 9 Computing — K01 Python: While Loops (prep)



GOLDEN THREAD

We have made decisions with if — now we prepare to repeat code with a condition, and learn how to stop a loop running forever.



EXAMPLE ANSWER

```
count = 1
while count <= 5:
    print("Number", count)
    count = count + 1
```

WHAT IS GOOD ABOUT THIS?

- ✓ the condition will become False
- ✓ count is updated each time
- ✓ it prints 1 to 5 then stops
- ✓ correct indentation



NON-EXAMPLE ANSWER

```
count = 1
while count <= 5:
    print("Number", count)
```

WHAT IS WRONG WITH THIS?

- ✗ count is never changed
- ✗ the condition stays True forever — an infinite loop
- ✗ it prints "Number 1" endlessly
- ✗ the program will freeze



REMEMBER

A while loop must update its condition, or it will run forever.



SELF-QUIZZING & FEEDFORWARD



Year 9 Computing — K01 Python: Week 3 (If Statements & While Loops)



SELF-QUIZZING

Cover your learning box. Answer from memory.
Check and correct. Repeat three times,
then test again after a one-day gap.
Retrieval makes memory stronger.

	WHAT DO I KNOW?	HOW DO I USE IT?	WHEN DO I USE IT?	MISTAKES TO AVOID
 IF STATEMENTS	What does an if statement do, and what is the difference between = and ==?	How do you write an if/else so the correct code runs?	When would you add an elif?	Why do students get an error using = instead of ==?
 WHILE LOOPS	What is a while loop — is it definite or indefinite iteration?	What steps make a while loop stop instead of running forever?	When should you use a while loop instead of a for loop?	What mistake causes an infinite loop?



FEEDFORWARD

Reflect. Improve. Develop.

FEEDFORWARD TARGETS

- ☐  use key vocabulary accurately
- ☐  explain my thinking clearly
- ☐  support ideas with examples
- ☐  check and improve my work



NEXT TIME I NEED TO



WHAT I DID WELL

Today I successfully...



MY TARGET

My feedforward target is:



Small improvements lead to stronger learning.



LEARNING BOX: MALWARE

Year 9 Computing — Cyber Security (last term recap)



GOLDEN THREAD

Last term we studied Cyber Security.
This week we reconnect our knowledge of malware —
malicious software designed to harm a device.



KEY IDEA

Malware is malicious software.
Types:

- **virus** (attaches to a file and spreads when the file is run)
- **worm** (copies itself across a network with no host file)
- **trojan** (disguised as useful software)
- **ransomware** (locks or encrypts files and demands payment)
- **spyware** (secretly records what a user does)



VISUAL REPRESENTATION

TYPE	WHAT IT DOES
Virus	spreads through infected files
Worm	self-copies across a network
Trojan	hides inside 'useful' software
Ransomware	locks files for payment



IMPORTANT MISCONCEPTION

Students mix up viruses and worms.
A virus needs a host file and a user to run it; a worm spreads by itself across a network with no host.



WHEN TO USE THIS

Think about malware whenever downloading files, opening attachments, or using unknown devices.



THINKING STEPS

- 1 Where did this file come from?
- 2 Do I trust the source?
- 3 Could it be disguised?
- 4 Is my anti-malware up to date?



PROTECTION STEPS

- 1 install anti-malware
- 2 keep software updated
- 3 avoid unknown links and downloads
- 4 back up important files.



SUMMARY

Malware is malicious software.
Know the types, and protect devices by updating, scanning and backing up.



EXAMPLE AND NON-EXAMPLE: MALWARE

Year 9 Computing — Cyber Security (last term recap)



GOLDEN THREAD

We are recapping how to identify malware and protect a device.



SCENARIO

A user downloads a free game from an unknown website.
Soon their files are locked and a message demands payment to unlock them.



EXAMPLE ANSWER

This is ransomware. It most likely came from the unknown download. To protect against it I would only download from trusted sources, keep anti-malware updated, and back up my files.



NON-EXAMPLE ANSWER

It's just a virus. I'll pay the money so I get my files back.



WHAT IS GOOD ABOUT THIS?

- ✓ Correctly names ransomware.
- ✓ Identifies the likely source (unknown download).
- ✓ Gives clear prevention methods (trusted sources, anti-malware, backups).
- ✓ Explains why each method helps (prevents infection, detects threats, restores files).



WHAT IS WRONG WITH THIS?

- ✗ Calls it a virus when it is ransomware.
- ✗ Assumes paying is safe (it often is not).
- ✗ Gives no prevention method.
- ✗ Ignores the importance of backups.



REMEMBER

Only download from trusted sources, keep anti-malware updated, and back up files so ransomware can't force you to pay.



L4

RED POST: MALWARE



Year 9 Computing — Cyber Security (last term recap)



INSTRUCTIONS

This recaps last term's Cyber Security unit.
Malware means malicious software designed to harm or take control of a device. Answer from memory first.



KEY FACTS

- **Types** — virus (attaches to a file and spreads when the file is run)
- **worm** (copies itself across a network with no host file)
- **trojan** (disguised as useful software)
- **ransomware** (locks or encrypts files and demands payment)
- **spyware** (secretly records what a user does)



SCENARIO

A user downloads a free game from an unknown website. Soon afterwards their files are locked and a message appears demanding payment to unlock them.



QUESTION 1

Which type of malware is this? _____

How did it most likely get onto the device?

Name one way to prevent it. _____



QUESTION 2

What is the difference between a virus and a worm? _____

What does a trojan pretend to be?



QUESTION 3

Explain two things a user should do to protect a device from malware, and why each one helps.



CHALLENGE

Why is ransomware especially damaging for a hospital or a school compared with a single home user?



REMINDER: PROTECTING AGAINST MALWARE

- install anti-malware
- keep software updated or downloads
- do not open unknown links
- back up important files

PREP LEARNING BOX: FOR LOOPS



Year 9 Computing — K01 Python: For Loops (prep for next lesson)



GOLDEN THREAD

We have repeated code with while loops — next lesson
we repeat a set number of times with a for loop and range().



KEY IDEA

A for loop repeats a set number of times — count-controlled (define) iteration.

It uses range():

- range(n) counts from 0 up to n-1
 - range(a, b) counts from a up to b-1
 - range(a, b, step) counts in steps
- The loop stops before the end number.

```
for i in range(5):
    print("Hello", i)
print("Done")
```



VISUAL REPRESENTATION

CODE	WHAT IT DOES
range(5)	0, 1, 2, 3, 4 (5 times)
range(2, 6)	2, 3, 4, 5 (4 times)
range(1, 10, 2)	1, 3, 5, 7, 9

```
for i in range(2, 6):
    print("Number", i)
```



IMPORTANT MISCONCEPTION

Students think range(5) gives 1 to 5. It actually gives 0 to 4, range always starts at 0 unless told otherwise and stops before the end number.



WHEN TO USE THIS

Use a for loop when you know exactly how many times to repeat — like printing something 10 times or working through 5 scores.



THINKING STEPS

- 1 How many times should it repeat?
- 2 What number does it start at?
- 3 What number does it stop before?
- 4 What happens each time?



WRITING STEPS

- 1 write for then a variable name
- 2 use range() with the right numbers
- 3 end the line with a colon
- 4 indent the repeated code



SUMMARY

A for loop repeats a set number of times. range starts at 0 and stops before the end number.

EXAMPLE AND NON-EXAMPLE: FOR LOOPS



Year 9 Computing — K01 Python: For Loops (prep)



GOLDEN THREAD

We have repeated code with while loops — now we prepare to repeat a set number of times with a for loop.



EXAMPLE ANSWER

```
for number in range(5):
    print(number)
```



NON-EXAMPLE ANSWER

```
for number in range(5)
    print(number)
```

WHAT IS GOOD ABOUT THIS?

- ✓ uses range() correctly
- ✓ runs exactly 5 times
- ✓ prints 0, 1, 2, 3, 4
- ✓ the code is indented under the for line

WHAT IS WRONG WITH THIS?

- ✗ missing the colon at the end of the for line
- ✗ the print is not indented
- ✗ assumes it will print 1 to 5 (it prints 0 to 4)
- ✗ would not run and shows a syntax error



REMEMBER

range starts at 0 and stops before the end number. End the for line with a colon and indent the code.



SELF-QUIZZING & FEEDFORWARD



Year 9 Computing — K01 Python: Week 4 (Malware & For Loops)



SELF-QUIZZING

Cover your learning box. Answer from memory.
Check and correct. Repeat three times,
then test again after a one-day gap.
Retrieval makes memory stronger.

	WHAT DO I KNOW?	HOW DO I USE IT?	WHEN DO I USE IT?	MISTAKES TO AVOID
 MALWARE	What is malware, and name three types.	What steps protect a device from malware?	When is a download most likely to be risky?	What is the difference between a virus and a worm?
 FOR LOOPS	What is a for loop, and what does range(5) produce?	How do you use range() to repeat code a set number of times?	When should you use a for loop instead of a while loop?	Why does range(5) not print 1 to 5?



FEEDFORWARD

Reflect. Improve. Develop.

FEEDFORWARD TARGETS

- ☐  use key vocabulary accurately
- ☐  explain my thinking clearly
- ☐  support ideas with examples
- ☐  check and improve my work



NEXT TIME I NEED TO



WHAT I DID WELL

Today I successfully...



MY TARGET

My feedforward target is:



Small improvements lead to stronger learning.



PREP LEARNING BOX: LISTS



Year 9 Computing — K01 Python: Lists (prep for next lesson)



GOLDEN THREAD

We have repeated code with loops — next lesson we store many values together in a list and use loops to work through them.



KEY IDEA

A list stores several values in one variable, inside square brackets [].

Each item has an index (its position) and counting starts at 0.

- Access an item with list[index]
- Add an item with .append()
- Count items with len()

```
colours = ["red", "green", "blue"]
first = colours[0]
second = colours[1]
colours.append("yellow")
total = len(colours)
```



VISUAL REPRESENTATION

(The list is colours = ["red", "green", "blue"])

INDEX	ITEM
0	"red"
1	"green"
2	"blue"

```
print(colours[0])
print(colours[1])
print(len(colours))
```



IMPORTANT MISCONCEPTION

Students think the first item is index 1. It is not — the first item is index 0. So colours[1] is the SECOND item ("green"), not the first.



WHEN TO USE THIS

Use a list when you have several related values — scores, names, colours — instead of making lots of separate variables.



THINKING STEPS

- 1 What values belong together?
- 2 What order are they in?
- 3 Which index do I need?
- 4 Remember counting starts at 0.



WRITING STEPS

- 1 create with name = []
- 2 separate items with commas
- 3 access with name[index]
- 4 add with name.append().



SUMMARY

The first item in a list is at index 0, not 1.

EXAMPLE AND NON-EXAMPLE: LISTS



Year 9 Computing — K01 Python: Lists (prep)



GOLDEN THREAD

We have repeated code with loops — now we prepare to store several values in a list and access them by index.



EXAMPLE ANSWER

```
colours = ["red", "green", "blue"]
print(colours[0])
colours.append("yellow")
print(len(colours))
```



NON-EXAMPLE ANSWER

```
colours = ["red", "green", "blue"]
print(colours[1])
print(colours[3])
```

WHAT IS GOOD ABOUT THIS?

- ✓ uses index 0 to get the first item "red"
- ✓ uses .append() to add "yellow" correctly
- ✓ len() counts 4 items
- ✓ uses commas in print().

WHAT IS WRONG WITH THIS?

- ✗ index 1 gives "green", not the first colour
- ✗ assumes counting starts at 1 (it starts at 0)
- ✗ index 3 is out of range (only 0,1,2 exist)
- ✗ colours[3] crashes with an error.



REMEMBER

The first item in a list is at index 0. The last index is one less than the length.

L5

GREEN POST: FOR LOOPS



Year 9 Computing — K01 Python: For Loops (recap)



INSTRUCTIONS

Recap of this lesson.

A for loop repeats a set number of times using `range()`.

Answer from memory before checking your notes.



CODE

```
for number in range(5):  
    print(number)
```



QUESTION 1

How many times does the loop run? _____

What is the first value printed? _____

What is the last value printed? _____



QUESTION 2

For `range(2, 6)`, what values are printed?

How many times does it run? _____

Does it include 6? _____



QUESTION 3

Write a for loop that prints the word 'Hello' three times.



CHALLENGE

List the values produced by `range(1, 10, 2)` and explain what the third number (2) does.



HOW `range()` WORKS

- `range(n)` → 0 to n-1
- `range(a, b)` → a to b-1
- `range(a, b, step)` → counts in steps



KEY POINTS

- 1 a for loop is count-controlled
- 2 range starts at 0 unless told otherwise
- 3 it stops before the end number
- 4 use commas in `print()`.

L5

GREEN POST: FOR LOOPS



Year 9 Computing — K01 Python: For Loops (recap)



INSTRUCTIONS

Recap of this lesson.

A for loop repeats a set number of times using range().

Answer from memory before checking your notes.



CODE

```
for number in range(5):  
    print(number)
```



QUESTION 1

How many times does the loop run? _____

What is the first value printed? _____

What is the last value printed? _____



QUESTION 2

For range(2, 6), what values are printed?

How many times does it run? _____

Does it include 6? _____



QUESTION 3

Write a for loop that prints the word 'Hello' three times.



CHALLENGE

List the values produced by range(1, 10, 2) and explain what the third number (2) does.



HOW range() WORKS

- range(n) → 0 to n-1
- range(a, b) → a to b-1
- range(a, b, step) → counts in steps



KEY POINTS

- 1 a for loop is count-controlled
- 2 range starts at 0 unless told otherwise
- 3 it stops before the end number
- 4 use commas in print().



SELF-QUIZZING & FEEDFORWARD



Year 9 Computing — KO1 Python: Week 5 (For Loops & Lists)



SELF-QUIZZING

Cover your learning box. Answer from memory. Check and correct. Repeat three times, then test again after a one-day gap. Retrieval makes memory stronger.

	WHAT DO I KNOW?	HOW DO I USE IT?	WHEN DO I USE IT?	MISTAKES TO AVOID
 FOR LOOPS	What is a for loop, and what does <code>range(5)</code> produce?	How do you make a loop count from 2 up to 5?	When should you use a for loop instead of a while loop?	Why does <code>range(5)</code> not print 1 to 5?
 LISTS	What is a list, and what index does the first item have?	How do you get the first item and add a new item to a list?	When is a list better than lots of separate variables?	Why is the first item not at index 1?



FEEDFORWARD

Reflect. Improve. Develop.

FEEDFORWARD TARGETS

- ☐  use key vocabulary accurately
- ☐  explain my thinking clearly
- ☐  support ideas with examples
- ☐  check and improve my work



NEXT TIME I NEED TO



WHAT I DID WELL

Today I successfully...



MY TARGET

My feedforward target is:



Small improvements lead to stronger learning.



LEARNING BOX: NETWORK ATTACKS & PROTECTION



Year 9 Computing — Cyber Security (last term recap)



GOLDEN THREAD

Last term we studied Cyber Security. This week we reconnect how networks are attacked and how organisations protect themselves.



KEY IDEA

Attacks —

- **DDoS** (flooding a server with fake requests so it goes offline)
- **brute force** (trying many passwords until one works)
- **data interception** (capturing data as it travels)

Protection —

- firewall, encryption, strong passwords, anti-malware, penetration testing.



VISUAL REPRESENTATION

ATTACK	PROTECTION
DDoS	firewall & traffic filtering
Brute force	strong passwords & lockouts
Data interception	encryption



IMPORTANT MISCONCEPTION

- Students confuse DDoS and brute force. DDoS floods a server to take it offline; brute force tries many passwords to break into an account.
- Also, a strong password alone is not enough without other protection.



THINKING STEPS

- 1 What is being attacked — a service or an account?
- 2 How is the attack working?
- 3 What protection fits it?
- 4 Is more than one layer needed?



WHEN TO USE THIS

Think about network protection whenever data is stored, sent, or accessed online.



PROTECTION STEPS

- 1 use firewalls to filter traffic
- 2 encrypt data
- 3 use strong passwords and two-factor test for weaknesses with
- 4 penetration testing.



SUMMARY

Networks face different attacks and need layered protection — firewalls, encryption, strong passwords and testing.



EXAMPLE AND NON-EXAMPLE: NETWORK ATTACKS & PROTECTION



Year 9 Computing — Cyber Security (last term recap)



GOLDEN THREAD

We are recapping how to identify a network attack and choose the right protection.



SCENARIO

A shopping website suddenly goes offline. It is being flooded with millions of fake requests from many computers at once, so real customers cannot get through.



EXAMPLE ANSWER

This is a DDoS attack. The company could use a firewall and traffic filtering to block fake requests, and monitoring to spot the flood early. One protection is not enough, so they should layer several.



NON-EXAMPLE ANSWER

It's a brute force attack, so a stronger password will fix it.



WHAT IS GOOD ABOUT THIS?

- ✓ Correctly names a DDoS attack.
- ✓ Explains the flood of fake requests from many computers.
- ✓ Gives suitable protection (firewall, traffic filtering, monitoring).
- ✓ Notes that layered protection is needed.



WHAT IS WRONG WITH THIS?

- ✗ Confuses DDoS with brute force.
- ✗ A password does not stop a flood of traffic.
- ✗ Gives only one method.
- ✗ Misunderstands the type of attack.



REMEMBER

DDoS floods a service; brute force targets a password. Match the protection to the attack and use more than one layer.



L6

RED POST: NETWORK ATTACKS & PROTECTION



Year 9 Computing — Cyber Security (last term recap)



INSTRUCTIONS

This recaps last term's Cyber Security unit. Networks can be attacked in different ways, and organisations use several methods to protect themselves.

Answer from memory first.



KEY FACTS

Attacks —

- **DDoS** (flooding a server with fake requests so it goes offline)
- **brute force** (trying many passwords until one works)
- **data interception** (capturing data as it travels)

Protection —

- firewall
- encryption
- strong passwords
- anti-malware
- penetration testing



SCENARIO

"A shopping website suddenly goes offline. The company finds it is being flooded with millions of fake requests from many computers at once, so real customers cannot get through."



QUESTION 1

- ① Which type of attack is this? _____
- ② Name one method to protect passwords. _____
- ③ What does encryption do to data?



QUESTION 2

- ① What is the difference between a DDoS attack and a brute force attack? _____

- ② What is a firewall for? _____



QUESTION 3

Explain two ways a company could protect its network, and why each one helps.

- ① _____

- ② _____



CHALLENGE

Why is a strong password not enough on its own to keep an account safe?



REMINDER: PROTECTING A NETWORK

Firewalls filter traffic and block threats.



Encryption scrambles data so it cannot be read.



Strong passwords and two-factor authentication protect accounts.



Penetration testing finds weaknesses before attackers do.

PREP: YOUR PYTHON TEST



Year 9 Computing — K01 Python: Test Preparation



GOLDEN THREAD

Next lesson is your end-of-unit test.

This page helps you get familiar with everything the test will cover.



WHAT THE TEST COVERS

- ☐ Variables
- ☐ Inputs & data types (input, casting)
- ☐ If statements (selection)
- ☐ While loops
- ☐ For loops and range()
- ☐ Lists and indexes



KEY VOCABULARY

Draw a line to match each term with its meaning.

TERM	PLAIN MEANING
variable	• A test that is True or False
input	• Doing something again and again
cast	• Where an item is in a list, starting at 0
condition	• Changing a value to a different type
iteration	• Information typed in by the user
index	• A named container that stores a value



SPOT THE FEATURE

Look at the code below. Tick which features you can find.

```
name = input("Name? ")
age = int(input("Age? "))
if age >= 13:
    print(name, "can sign up")
for i in range(3):
    print("Welcome", name)
```

- ☐ a variable
- ☐ an input
- ☐ a cast
- ☐ an if statement
- ☐ a for loop



REVISION TIP

Read each Learning Box again, cover it, and try to say the key idea out loud from memory. Repeat until it sticks.



SELF-QUIZZING & FEEDFORWARD



Year 9 Computing — K01 Python: Week 6 (Network Attacks & Python Test)



SELF-QUIZZING

Cover your learning box. Answer from memory.
Check and correct. Repeat three times,
then test again after a one-day gap.
Retrieval makes memory stronger.

	WHAT DO I KNOW?	HOW DO I USE IT?	WHEN DO I USE IT?	MISTAKES TO AVOID
 NETWORK ATTACKS	What is a DDoS attack, and name two ways to protect a network.	How does encryption protect data, and what does a firewall do?	When is a strong password alone not enough?	Why do students confuse DDoS and brute force attacks?
 PYTHON TEST REVISION	Name the four data types and say what a variable stores.	How do you collect an input, cast it, and use it in an if statement?	When do you use a for loop, a while loop and a list?	Which common mistakes cause errors — = vs ==, a missing colon, or the wrong list index?



FEEDFORWARD

Reflect. Improve. Develop.

FEEDFORWARD TARGETS

- ☐ use key vocabulary accurately
- ☐ explain my thinking clearly
- ☐ support ideas with examples
- ☐ check and improve my work



NEXT TIME I NEED TO



WHAT I DID WELL

Today I successfully...



MY TARGET

My feedforward target is:



Small improvements lead to stronger learning.





— YEAR 9 —

ENGLISH

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **red boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

Post tasks ◀

1

Week 1

Page 34
to 42

2

Week 2

Page 43
to 52

3

Week 3

Page 53
to 61

4

Week 4

Page 62
to 67

5

Week 5

Page 68
to 78

6

Week 6

Page 79
to 84



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in a red box.

Prep tasks ▶





K011 – MAKING INFERENCES ABOUT THE MESSAGE OF A POEM



LEARNING BOX:
**WHAT DOES THIS TOPIC
LINK TO AND WHY?**



Last term we learned about poetic devices and how to compare poems.



KEY IDEA
Making accurate inferences regarding a poet's message.



WHAT IT IS NOT
(COMMON MISCONCEPTION)
It is **not** just spotting what the poem is about or summarising the plot.

Inferences go beyond the obvious – they are ideas you work out using evidence and your own thinking.



WHEN TO USE IT
(EXAMPLE QUESTION)
We should use inference when a question asks about the message, ideas or feelings in the poem.

For example:
'What is the message of this poem?'
'What ideas does the poet explore?'
Use evidence and inference to explain.



PICTURE TO REPRESENT THE KEY IDEA

The poet's message is often beneath the surface.
We make inferences to discover the deeper meaning behind the words.



THINKING STEPS

- 1 Read the poem carefully.
- 2 Identify key words, images and poetic devices.
- 3 Think about what these suggest or imply.
- 4 Infer the poet's message (the big idea or feeling).



WRITING STEPS

- 1 Write a clear topic sentence answering the question.
- 2 Use evidence (quotes or references) to support your ideas.
- 3 Analyse how the evidence helps reveal the message.
- 4 Conclude with the overall message of the poem.



CHECKING STEPS

- 1 Have I answered the question clearly?
- 2 Have I used specific evidence from the poem?
- 3 Have I explained how the evidence shows the message?
- 4 Does my conclusion link back to the overall message?



LINK TO PRIOR LEARNING
We used our knowledge of poetic devices and comparison to understand how poets create meaning. Now we use that understanding to infer the deeper message.



K011 – MAKING INFERENCES ABOUT THE MESSAGE OF A POEM



LEARNING BOX: WHAT DOES THIS TOPIC LINK TO AND WHY?
Last term we learned about poetic devices and how to compare poems.



WHAT IS GOOD ABOUT IT?
(SUCCESS CRITERIA HIGHLIGHTED)

EXAMPLE – SHAKESPEARE SONNET 18

'Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimm'd;

But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:

So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.



NON-EXAMPLE
(COMMON MISCONCEPTION)

EXAMPLE – SHAKESPEARE SONNET 18

'Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimm'd;

But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:

So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.

GOOD RESPONSE

Shakespeare's message is that true love and beauty are eternal and never fade. He uses the **contrast** between his love and a summer's day to highlight this. 'For example, 'Rough winds do shake the darling buds of May' suggests that nature is unstable and temporary. In contrast, 'thy eternal summer shall not fade' shows that his love is permanent and beyond the effects of time.

The final couplet reinforces this message: 'So long as men can breathe, or eyes can see, / So long lives this, and this gives life to thee.' This suggests that his love will live on forever through the poem, even after he is gone. Overall, Shakespeare uses contrast and the idea of **eternity** to convey the **message** that his love is timeless and unchanging.

SUCCESS CRITERIA

- Clear inference about the poem's message.
- Uses specific evidence from the poem (quotes).
- Explains how the evidence supports the inference.
- Links ideas across the poem (not just one line).
- Uses subject terminology (e.g. contrast, imagery, eternity) accurately.
- Well-structured and focused analysis.

POOR RESPONSE

Shakespeare is saying that his love is better than a summer's day. Summer is nice but it doesn't last long. He thinks his love will last longer. The poem is about how beautiful his partner is.



WHAT IS WRONG WITH IT?

- No clear inference about the deeper message – it stays at surface level.
- No specific quotes or evidence from the poem.
- No explanation of how the poem's language conveys the message.
- Does not explore ideas across the poem.
- Too general – could be about any love poem.
- Misusing key terminology and analytical thinking.



REMEMBER: Good inferences dig deeper. Use evidence, explain it, and show how it helps us understand the poet's message.



POST-TASK: Making Inferences About a Poet's Message

THE POEM

Shakespeare's Sonnet 18 — "Shall I Compare Thee to a Summer's Day?"

- 1 Shall I compare thee to a summer's day?
- 2 Thou art more lovely and more temperate:
- 3 Rough winds do shake the darling buds of May,
- 4 And summer's lease hath all too short a date:
- 5 Sometime too hot the eye of heaven shines,
- 6 And often is his gold complexion dimm'd;
- 7 And every fair from fair sometime declines,
- 8 By chance, or nature's changing course, untrimm'd;
- 9 But thy eternal summer shall not fade,
- 10 Nor lose possession of that fair thou ow'st;
- 11 Nor shall death brag thou wander'st in his shade,
- 12 When in eternal lines to Time thou grow'st:
- 13 So long as men can breathe, or eyes can see,
- 14 So long lives this, and this gives life to thee.

GLOSSARY OF TRICKY WORDS

WORD / PHRASE	MEANING
 temperate	calm, mild and balanced (not too extreme)
 darling buds	young flower buds just starting to open
 lease	a rented period of time — summer's time is limited like a lease
 fair	beauty or beautiful person
 untrimm'd	stripped of beauty, left in disorder
 eternal	lasting forever, never-ending
 ow'st	own or possess

YOUR TASK: Use the steps below to make inferences about the poem's message.

STEP 1: IDENTIFY THE SUBJECT AND SURFACE MEANING

What is this poem literally about?
What is the poet doing / saying on the surface?

 Your ideas:

- _____
- _____
- _____

SENTENCE STARTER:

On the surface, this poem is about...

1



SUBJECT

Who or what is the poem about?

2



SURFACE MEANING

What is the poet doing / saying?

3



THINK BEYOND

What might the poet really be saying?

4



INFERENCE

What can we infer about the poet's message?

5



POET'S MESSAGE

What is the overall message or purpose of the poem?



TOP TIP: Look for language, structure and form clues to help you go deeper than the surface meaning!

2

STEP 2: FIND A KEY WORD OR PHRASE THAT CARRIES DEEPER MEANING



Which word or phrase do you think is most important?
Why might the poet have chosen it?



WRITE YOUR CHOSEN
WORD OR PHRASE:

SENTENCE STARTER:



The [name word class
'adjective' or 'noun' etc] /
phrase "_____"
is significant because...

3

STEP 3: EXPLORE CONNOTATIONS



What deeper meanings, feelings or ideas does your
chosen word or phrase carry?



YOUR IDEAS:

- ---
- ---
- ---

SENTENCE STARTERS:



The [word class] "_____"
has connotations of...

This links to ideas of...

4

STEP 4: INFER THE POET'S MESSAGE



What is the deeper message Shakespeare is
communicating — about love, beauty, time,
or remembrance?



YOUR IDEAS:

- ---
- ---
- ---

SENTENCE STARTERS:



Shakespeare's message
seems to be that...

The poet implies that...

5

STEP 5: SPOT THE VOLTA (TURNING POINT)



A sonnet often has a volta — a shift in tone,
argument or feeling. Look at line 9:

"But thy eternal summer shall not fade..."

How does this change the poem's message?



YOUR IDEAS:

- ---
- ---
- ---
- ---



TOP TIP: Use evidence from the poem to support your ideas. Always explain how
the word or phrase helps to create meaning.





WRITE YOUR INFERENCE PARAGRAPH



1. SENTENCE STARTER

The volta in this poem is at line _____ because...

After this point, the poem shifts to...



2. NOW WRITE YOUR FULL INFERENCE PARAGRAPH

(refer to the model paragraph in the learning box to support)



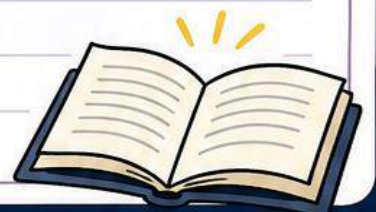
QUESTION:

How does Shakespeare use language to convey his message about love and time in Sonnet 18?



YOUR ANSWER:

Lined area for writing the answer, featuring a vertical dashed line with dots on the left side.





K011 – THE MERCHANT OF VENICE: CONTEXTUAL BACKGROUND



LEARNING BOX: WHAT DOES THIS TOPIC LINK TO AND WHY?

Last year we learned about Shakespearean tragedies. This term we are going to use it to expand our understanding of Shakespeare's work, this time focusing on a tragedy/comedy.



WHAT IT IS NOT (COMMON MISCONCEPTION)

It is **not** just a list of random facts from the past.

Context should not be used in isolation – it must be linked to the play and help explain ideas, characters, themes or Shakespeare's choices.



KEY IDEA

Context is the background information that helps us understand a text.

Geographical context: Where the play is set and the physical location of places.

Historical context: The time period and events that were happening then.

Authorial context: Information about Shakespeare and the time he wrote.



WHEN TO USE IT (EXAMPLE QUESTION)

We should use contextual knowledge in all analytical writing.

It helps us understand how the story, characters and themes fit into their time and place, and why the writer might have made certain choices.

For example:

'How does the historical context of the play influence the events or characters?'

'How might Shakespeare's background influence his writing of this play?'

Use context to explain your ideas.



THE MERCHANT OF VENICE

- Geographical
- Historical
- Authorial

Context helps us understand Shakespeare's play more deeply. By exploring where, when and by whom it was written, we can better understand the characters, themes and events.



THINKING STEPS

- 1 Identify the type of context (geographical, historical, authorial).
- 2 Recall key information related to that context.
- 3 Consider how this context influences the play.
- 4 Think about how it helps explain characters, themes or events.



WRITING STEPS

- 1 Make a clear point about how context is relevant.
- 2 Use specific contextual details to support your point.
- 3 Explain how this context influences the play.
- 4 Link back to the question or focus of the task.



CHECKING STEPS

- 1 Have I answered the question clearly?
- 2 Have I used accurate contextual information?
- 3 Have I explained how the context influences the play?
- 4 Is my response clear, focused and using precise language?



LINK TO PRIOR LEARNING

We used our knowledge of Shakespearean tragedies to understand how context shapes a play. Now we use that understanding to explore a tragedy/comedy.



K011 – THE MERCHANT OF VENICE: USING HISTORICAL CONTEXT IN ANALYSIS

Focus: How historical context about the treatment of Jewish people helps us understand Shylock and the play.



EXAMPLE – HIGH LEVEL RESPONSE

In Shakespeare's time, Jewish people were treated with prejudice and were often seen as outsiders who were not fully part of English society. This helps us to understand Shylock's experiences in the play.

"Shakespeare portrays Shylock as a character who has been deeply affected by the unfair treatment of Jewish people in Elizabethan England. For example, in 'Hath not a Jew eyes?', Shylock challenges the prejudice he faces by reminding the audience that he is human and deserves the same respect as anyone else. This reflects how Jewish people were seen as less than Christian people at the time. Shakespeare uses Shylock to illustrate the pain caused by prejudice and to make the audience question the injustice in Antonio's hatred of him. Through Shylock, Shakespeare exemplifies the theme of justice and shows that prejudice can lead to cruelty and a desire for revenge."

WHAT IS GOOD ABOUT IT?

- ✓ Links historical context clearly to Shylock.
- ✓ Explains how context influences the character and theme.
- ✓ Uses textual evidence to support analysis.
- ✓ Uses higher-level words to explore meaning.
- ✓ Shows understanding of writer's purpose.



NON-EXAMPLE – LOW LEVEL RESPONSE

Jewish people were treated badly in Shakespeare's time. This is shown in the play.

Shylock is a Jewish man and he is treated badly by other characters. This shows that Jewish people were not liked in Shakespeare's time. Antonio is mean to him and calls him a dog. This shows that people were cruel to Jews. This is bad and unfair. Shakespeare wrote this play to show that people should be kinder to others.

WHAT IS WRONG WITH IT?

- ✗ Context is just mentioned, not explained.
- ✗ Weak link to Shylock and the play.
- ✗ Uses low-level words (e.g. 'bad', 'shows').
- ✗ Lack of analysis – only describes.
- ✗ No clear understanding of writer's purpose.



LINK TO PRIOR LEARNING

We used our knowledge of context when studying other texts to understand how time, place and writer influence characters and themes. Now we apply this to *The Merchant of Venice*.





PREP TASK:

Before we begin studying *The Merchant of Venice*, you need to build some background knowledge about the world Shakespeare was writing about. This prep task introduces you to the historical and geographical context of the play. You will use this knowledge next lesson.



READ THE FOLLOWING INFORMATION CAREFULLY.

HISTORICAL CONTEXT



ELIZABETHAN ERA
(1596–1597)

The *Merchant of Venice* was written by **William Shakespeare** around 1596–1597, during the reign of Queen Elizabeth I — a period known as the **Elizabethan era**.



JEWISH PEOPLE EXPELLED

Jewish people had been officially expelled from England since 1290 under the **Edict of Expulsion** issued by **King Edward I**, meaning most English audiences would never have met a Jewish person.



PERSECUTION ACROSS EUROPE

Jewish people across Europe faced widespread **persecution**, including being forced to live in segregated areas, barred from many professions, and subjected to violence. One of the few occupations they were permitted to undertake was **moneylending**, as Christian doctrine condemned Christians from charging interest — this is the profession of Shylock, the Jewish character at the centre of the play.



ANTI-SEMITISM DEEPROOTED

Anti-Semitism — prejudice and discrimination against Jewish people — was deeply embedded in European society and culture during this era. A notable public event just before the play was written was the trial and execution of **Roderigo Lopez** in 1594, a Portuguese Jewish doctor accused of plotting to poison Queen Elizabeth I, which intensified anti-Jewish sentiment in England and may have influenced Shakespeare's portrayal of Shylock.



WHY IT MATTERS

Understanding this historical context is essential because it helps us interpret how Shylock was likely to have been received by Elizabethan audiences, and why the treatment of Jewish characters in the play raises important **moral** and **ethical** questions for modern readers.

GEOGRAPHICAL CONTEXT



VENICE, ITALY

The play is set primarily in **Venice**, a powerful city-state in northern Italy that was, in the late sixteenth century, one of the most important **trading centres** in the entire world. Its position on the Adriatic Sea made it a hub for commerce between Europe, the Middle East, and Asia, and it was renowned for its wealth, its merchants, and its complex financial systems.



A REPUBLIC, NOT A MONARCHY

Venice was unusual for its time in that it was a **republic** rather than a monarchy, governed by elected officials rather than a king or queen. It prided itself on a system of **laws** that applied equally to all residents — including foreigners and Jewish people — which is why questions of law and legal contracts are so central to the plot of the play.



THE GHETTO

Within Venice, Jewish people were required to live in a restricted area called the **Ghetto** — a word that actually originates from Venice itself. The Venetian Ghetto was established in 1516, and Jewish residents were **locked** inside its gates at night and forced to wear identifying badges during the day.



BELMONT

The play also features scenes set in **Belmont**, a fictional, wealthy estate outside of Venice. Belmont represents a romantic, idealistic world of aristocracy and leisure — a deliberate contrast to the tense, commercial world of Venice.



KEY TAKEAWAY: The *Merchant of Venice* is shaped by the world of Shakespeare's time—historical prejudice and powerful places. Understanding this context helps us explore the play more deeply and think critically about its themes.

“Context is the key to understanding character and conflict.”



YOUR TASK

Now that you have read the background information, complete the following three steps.

Each step builds towards writing a short paragraph that introduces context in an analytical way.



STEP 1: CHECK YOUR UNDERSTANDING

Answer the following questions **in full sentences**, using **only** the information from the knowledge section above.

a)



Why might Elizabethan audiences have held negative views about Jewish people, despite never having met one?

b)



Why was moneylending one of the few professions open to Jewish people in this period?

c)



What was the Venetian Ghetto, and what does the word 'Ghetto' originally come from?

d)



What is the key contrast between Venice and Belmont in the play?



TOP TIP: Be clear, specific and accurate. Use your answers to build a strong foundation for your context paragraph!





STEP 2: IDENTIFY & CATEGORISE



Below are six pieces of context. Label each one with either **H (Historical)** or **G (Geographical)**, and then write a single sentence explaining why it matters to an audience reading the play.



1.

Venice was a republic governed by elected officials and a strict legal system.

Label (H / G): _____

Why it matters: _____



2.

Jewish people had been expelled from England in 1290.

Label (H / G): _____

Why it matters: _____



3.

The Venetian Ghetto required Jewish residents to live in a locked, restricted area.

Label (H / G): _____

Why it matters: _____



4.

Roderigo Lopez, a Jewish doctor, was executed in 1594 for an alleged plot against Queen Elizabeth I.

Label (H / G): _____

Why it matters: _____



5.

Belmont is a fictional wealthy estate that contrasts with commercial Venice.

Label (H / G): _____

Why it matters: _____



6.

Anti-Semitism was widespread across Europe in the sixteenth century.

Label (H / G): _____

Why it matters: _____





CHALLENGE:

STEP 3: WRITE A CONTEXT PARAGRAPH



Using what you have learned, write a short paragraph (5–8 sentences) that **introduces the context of** *The Merchant of Venice* for a reader who has never studied it.



Include at least one piece of **historical context** and one piece of **geographical context**.



Explain why this context is **important** for understanding the play (not just what it is).



Use one of the following **sentence starters** to introduce your context (as modelled in class).



SUGGESTED SENTENCE STARTERS:



• “Written during the Elizabethan era, Shakespeare’s *The Merchant of Venice* reflects a society in which...”



• “Set in the trading city of Venice, the play is shaped by a world where...”



• “To understand this play, it is important to consider the historical context of...”



YOUR PARAGRAPH:







SELF-QUIZZING

KO11: I can use context to interpret the meaning and the author's intent of a text and use to support an analytical paragraph.

1

Read the learning boxes.



2

Cover them completely.



3

Answer from memory.



4

Check and correct.



5

Repeat.



DECLARATIVE KNOWLEDGE



This is the 'what'.
Facts and information you need to know.

Answer the following from memory:

1. What are the three main types of context?
Give a brief definition of each.

2. In what ways were Jewish people treated in Elizabethan England?

3. How does this historical context help us understand Shylock?

4. What key themes in *The Merchant of Venice* are connected to this context?

5. Give two key words linked to this context and explain what each means.
a) _____

- b) _____

PROCEDURAL KNOWLEDGE



This is the 'how'.
Skills and processes you need to use.

Answer the following from memory:

1. How do you select the most relevant context for a question?

2. How can context influence your understanding of a character or theme?
Give an example.

3. How do you integrate context smoothly into an analytical paragraph?

4. How do you use evidence from the text alongside context?

5. Write one sentence that shows how you would explain the link between historical context and Shylock.

CONDITIONAL KNOWLEDGE



This is the 'when and why'.
Knowing when and why to use your knowledge and skills.

Answer the following from memory:

1. When should you use context in your analysis?

2. Why does historical context help us understand the author's intent?

3. When is it most effective to link context to a character or theme?

4. How does using context improve the quality of an analytical paragraph?

5. What happens if you 'bolt on' context that is not linked to the text?



CHALLENGE YOURSELF

Take your self-quizzing further. Answer the questions below in full sentences.

1. Explain how the treatment of Jewish people in Elizabethan England influences our understanding of Shylock.

2. Write a mini analytical paragraph (5–6 sentences) that uses historical context to explain how Shakespeare presents Shylock.



MEMORY CHECK

After self-quizzing, reflect on your knowledge. Answer the questions below.

1. What can I remember confidently?

2. What do I still need to learn?

3. Which areas will I focus on next?

The more you quiz yourself, the more you remember!



Focus: Using context and making inferences to interpret meaning and the author's intent.



FEEDFORWARD IS ABOUT WHAT TO DO NEXT.

Use the sections below to reflect on your learning across the whole topic and identify the most important area to improve.

1. STATEMENTS OF IMPROVEMENT



Tick the statements that apply to you.

KNOWLEDGE (DECLARATIVE)

- ☐ I can define the three types of context (geographical, historical, authorial).
- ☐ I can recall key historical facts about *The Merchant of Venice*, especially the treatment of Jewish people in Elizabethan England.
- ☐ I understand how this context influences Shylock and the themes of the play.
- ☐ I can recall key vocabulary (e.g. prejudice, discrimination, outsider, justice, authority) and use it.

SKILLS (PROCEDURAL)

- ☐ I can select the most relevant context for a question.
- ☐ I can explain how context influences characters and themes.
- ☐ I can make relevant inferences about characters' thoughts, feelings and motives using evidence and context.
- ☐ I can integrate context and inferences smoothly into an analytical paragraph.
- ☐ I can use evidence from the text alongside context to support my inferences.

UNDERSTANDING (CONDITIONAL)

- ☐ I know when and why to use context in my analysis.
- ☐ I know how historical context helps us understand the author's intent.
- ☐ I know how to make inferences that are logical, relevant and well-supported.
- ☐ I know how using context and inferences improves the quality of my analytical writing.



Be honest with yourself. Identifying areas to improve is a strength!

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.



Focus on improving my recall of historical context and key facts.



Focus on selecting the most relevant context for a question.



Focus on making relevant inferences about characters using evidence and context.



Focus on explaining how context influences characters and themes.



Focus on integrating context and inferences smoothly into my analytical paragraphs.



Focus on analysing how context shows the author's intent and purpose.



Focus on one priority at a time for the greatest impact.

3. ACTION PLAN



One small change I will make next time I write an analytical paragraph:



I will check my improvement by:

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.



4. REFLECTION CHECK

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?



5. REMEMBER

Strong analysis is built on these key principles.
Keep practising them to become a more confident and effective writer.



CONTEXT

Use historical, geographical and authorial context to deepen meaning.



EVIDENCE

Embed quotations smoothly and purposefully.



INFERENCES

Use context and evidence to make logical, relevant inferences.



ANALYSIS

Explain methods in detail and explore their effects.



AUTHOR'S INTENT

Consider why Shakespeare wrote the play and his purpose.



STRUCTURE & COHERENCE

Organise ideas clearly and link context and inferences.



FINAL THOUGHT

Small improvements today lead to big results tomorrow.
Keep practising. Keep reflecting. Keep improving.



K011: CONTEXTUAL BACKGROUND

The Merchant of Venice

LEARNING BOX: WHAT DOES THIS TOPIC LINK TO AND WHY?



Last term we learned...

How writers use language, structure and characters to create meanings.



This term we are going to use it to...

Understand why Shakespeare created certain characters, conflicts and themes by exploring the world he was writing in.

Context helps us understand the choices a writer makes.

KEY IDEA

Context = understanding the world around a text to explain deeper meanings.



GEOGRAPHICAL CONTEXT

Where the story is set and how the location influences ideas.



HISTORICAL CONTEXT

Events, beliefs and attitudes from the time the text was written.



AUTHORIAL CONTEXT

Information about Shakespeare and his purpose as a writer.

WHAT IT IS NOT (COMMON MISCONCEPTION)



Context is NOT just adding random facts about history.



Context should not replace analysis of the quotation.



Context should explain why Shakespeare may have presented ideas in a certain way.

WHEN TO USE IT

Use context when a question asks:

"How does Shakespeare present...?"

Example:

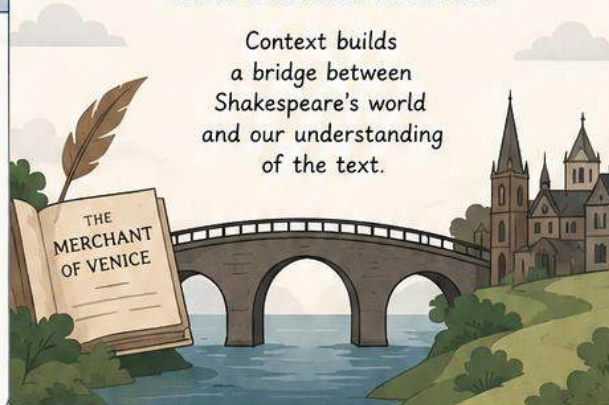
How does Shakespeare present attitudes towards Shylock?



Context can help explain:

- attitudes towards Jewish people in Elizabethan England
- religious conflict
- beliefs about money and society

PICTURE TO REPRESENT THE KEY IDEA



THINKING STEPS



- 1 Identify the theme, character or idea in the question.
- 2 Find evidence from the text.
- 3 Ask: "What was happening in Shakespeare's world that links to this?"
- 4 Connect the context back to Shakespeare's message.

WRITING STEPS



- 1 Make a clear argument about Shakespeare's presentation of an idea.
- 2 Embed a relevant quotation.
- 3 Analyse Shakespeare's methods (language/structure).
- 4 Add contextual knowledge to explain deeper meaning.

CHECKING STEPS



- 1 Have I answered the question?
- 2 Have I analysed the quotation?
- 3 Is my context linked to my argument?
- 4 Have I explained Shakespeare's purpose?



EXAMPLE (GOOD RESPONSE)

Question:

How does Shakespeare present Shylock?

Shakespeare presents Shylock as a character who experiences prejudice and isolation. The description of him as an "alien" reflects Elizabethan fears towards outsiders. During Shakespeare's time, Jewish communities faced discrimination, which may have influenced Shakespeare's presentation of Shylock as both a victim and a controversial figure.

WHAT IS GOOD ABOUT IT?

- Uses a clear argument
- Includes relevant context
- Links context to the quotation
- Explains Shakespeare's purpose
- Shows understanding of the society Shakespeare wrote for

SUCCESS CRITERIA



Context



Evidence



Analysis



Writer's Purpose



NON-EXAMPLE (MISCONCEPTION)

Shakespeare wrote The Merchant of Venice in 1596. Elizabethans liked money. Shylock is Jewish. Shakespeare lived a long time ago.

WHAT IS WRONG WITH IT?

- Gives facts without linking them to the question.
- Does not analyse Shakespeare's choices.
- Does not explain how context changes our understanding.
- Context becomes a history lesson instead of literary analysis.



KEY VOCABULARY



Context	Information about the world surrounding a text.
Elizabethan	Relating to the reign of Queen Elizabeth I.
Society	The people, beliefs and structures of a community.
Attitudes	Opinions and beliefs held by people.
Purpose	The reason why a writer creates a text.



K011 HOMEWORK: USING CONTEXT – THE MERCHANT OF VENICE



LEARNING GOAL

To understand how contextual knowledge helps us explain Shakespeare's choices.



KEY IDEA

Context builds a bridge between Shakespeare's world and our understanding of the text.



CONTEXT HELPS US UNDERSTAND:

- why Shakespeare created certain characters
- why conflicts happen in the play
- what messages Shakespeare may have wanted audiences to consider



TASK 1: MATCH THE CONTEXT TYPE

Match each example to the correct type of context.

CONTEXT TYPE



Geographical Context



Historical Context



Authorial Context

EXAMPLE

A) Shakespeare explored how society treated outsiders and religious minorities.

B) The play is set in Venice, a major trading city connected to wealth and business.

C) Shakespeare created characters and conflicts to explore ideas about prejudice, justice and society.



TASK 2: FIND THE SUCCESS CRITERIA

QUESTION:

How does Shakespeare present Shylock?

Read the model paragraph.

Highlight or label where the paragraph includes:

- ✓ Clear argument about Shakespeare's presentation
- ✓ Embedded quotation
- ✓ Language analysis
- ✓ Relevant context
- ✓ Shakespeare's purpose



MODEL RESPONSE

Shakespeare presents Shylock as a character who experiences prejudice and isolation. When Shylock is described as "misbeliever", Shakespeare uses this noun to emphasise how he is viewed as an outsider by Venetian society. This links to historical attitudes towards Jewish people during Shakespeare's time, where antisemitism was common and Jewish communities often faced discrimination. Shakespeare may have created Shylock as a complex character to encourage audiences to question how society treats those who are seen as different.



SUCCESS CRITERIA CHECK — WRITE THE NUMBER NEXT TO THE SENTENCE IN THE PARAGRAPH ABOVE

SUCCESS CRITERIA		FOUND? (WRITE THE NUMBER)
1.	Clear argument	
2.	Quotation included	
3.	Analysis of Shakespeare's method	
4.	Context linked to the quotation	
5.	Explains Shakespeare's purpose	

TASK 3: IMPROVE THE WEAK RESPONSE 1

The paragraph below includes context, but it does not explain Shakespeare's choices.

WEAK PARAGRAPH

“

You call me misbeliever, cut-throat dog,
And spet upon my Jewish gaberdine;
And all for use of that which is mine own.
Well then, it now appears you need my help:”

WEAK EXAMPLE (CONTEXT)



Shakespeare wrote *The Merchant of Venice* in 1596.



Elizabethans had different beliefs. Shylock is Jewish and he is a moneylender. Shakespeare lived a long time ago.

YOUR CHALLENGE: IMPROVE IT

Rewrite the paragraph so it includes:

- ☒ A clear argument
- ☒ Context about antisemitism
- ☒ A quotation
- ☒ Shakespeare's purpose
- ☒ Analysis of Shakespeare's language



SENTENCE STARTER

Shakespeare presents Shylock as _____.

The quotation “_____” suggests _____.

This reflects attitudes towards _____ during Shakespeare's time.

Shakespeare may have included this to _____.



REMEMBER:
EXPLAIN THE HOW
AND THE WHY!

K01: INFERENCE SKILLS

THE MERCHANT OF VENICE

Antonio at the Opening of the Play



WHAT DOES THIS TOPIC LINK TO AND WHY?



Last term we learned...

How writers use language and quotations to create ideas about characters.



This term we are going to use it to...

Explore what we can infer about characters by analysing their actions, emotions and possible futures.



Inference allows us to understand what Shakespeare suggests without directly telling us.

WHAT IS INFERENCE?

Inference =
reading between the lines

Shakespeare does not always tell us exactly what a character thinks or feels.

We use clues from the text to uncover deeper meanings.



EVIDENCE



REASONING

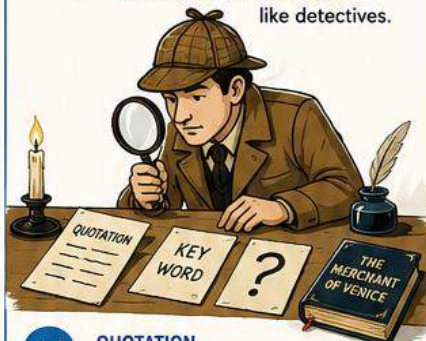


INTERPRETATION



READER DETECTIVE SKILLS

Readers investigate clues like detectives.



QUOTATION

What does Shakespeare say?



KEY WORD

Zoom in on an important word or phrase.



WHAT IT SUGGESTS

What does this reveal about Antonio?



SHAKESPEARE'S MESSAGE

What is Shakespeare's purpose in presenting him this way?

*Readers become detectives:
we uncover hidden meanings
in the text.*

THE 3 F'S OF INFERENCE

1

FACING



What is the character experiencing?

Ask:

- What problems does the character have?
- What situation are they in?
- What challenges might they face?

ANTONIO EXAMPLE:

He is facing unexplained sadness despite his wealth and success.

2

FEELING



What emotions might the character experience?

Ask:

- How might they feel?
- What words reveal their emotions?
- What does their behaviour suggest?

ANTONIO EXAMPLE:

Antonio appears lonely, troubled and emotionally confused.

3

FUTURE



What might happen later?

Ask:

- What could this hint about?
- Is Shakespeare giving us a warning?
- Is this foreshadowing?

ANTONIO EXAMPLE:

His sadness may foreshadow future difficulties.



WHAT INFERENCE IS NOT

- ✗ Random guessing
- ✗ Retelling the story
- ✗ Making predictions without evidence



STRONG INFERENCE NEEDS:



QUOTATION



ANALYSIS



MEANING



WHEN TO USE INFERENCE

Use inference when a question asks:

- "What can you infer about...?"
- "How is the character presented?"
- "What does this suggest about...?"



THINKING STEPS

- 1 Read the quotation carefully.
- 2 Identify the clues Shakespeare gives us.
- 3 Ask:
 - What is Antonio facing?
 - How might he be feeling?
 - What could this suggest about his future?
- 4 Link your inference to Shakespeare's message.

HOW TO WRITE AN INFERENCE PARAGRAPH

1 MAKE AN IDEA



What does Shakespeare suggest about Antonio?

2 FIND EVIDENCE



Choose a quotation.

3 ZOOM IN



Analyse an important word or phrase.

4 EXPLAIN



What does this reveal about Antonio?

5 LINK TO PURPOSE



Why has Shakespeare presented him this way?



EXAMPLE (GOOD RESPONSE)

Question:

How does Shakespeare present Antonio at the beginning of the play?



Shakespeare presents Antonio as emotionally troubled at the beginning of the play. When he states "*I know not why I am so sad*", the adjective "*so sad*" suggests that Antonio is experiencing an unexplained inner conflict. This could imply that he is isolated from others despite being wealthy and respected. Shakespeare may present Antonio's sadness to foreshadow the challenges he will face later in the play.

WHAT IS GOOD ABOUT IT?

- ✓ Makes a clear inference
- ✓ Uses a relevant quotation
- ✓ Analyses a specific word
- ✓ Explains what this suggests
- ✓ Links ideas to Shakespeare's purpose



SUCCESS CRITERIA



INFERENCE



EVIDENCE



ZOOM IN



EXPLAIN



WRITER'S PURPOSE



NON-EXAMPLE (MISCONCEPTION)

"Antonio is sad because Shakespeare says he is sad. He is a rich merchant and he has friends." He might have problems later."

WHAT IS WRONG WITH IT?

- ✗ Only repeats information from the text.
- ✗ Does not explain why Antonio might feel this way.
- ✗ Does not analyse Shakespeare's choices.
- ✗ Makes predictions without explaining them.

KEY VOCABULARY



Inference

A conclusion made using clues and evidence.

Suggests

Gives the idea that something may be true.

Implies

Hints at a deeper meaning.

Emotion

A feeling or reaction.

Characterisation

How a writer creates and develops a character.

Foreshadowing

Hints about events that may happen later.



KO1 HOMEWORK: INFERENCE SKILLS – FACING, FEELING, FUTURE



The Merchant of Venice: Antonio's Introduction



LEARNING GOAL

To use evidence from the text to infer what Shakespeare suggests about Antonio.



KEY IDEA

Inference means reading between the lines.



REMEMBER

A strong reader does not just identify what happens — they explore what Shakespeare is suggesting about a character.



FORMULA

Evidence + Reasoning + Interpretation = Strong Inference



TASK 1: THE INFERENCE DETECTIVE



1. READ THE QUOTATION

"I know not why I am so sad."

— Antonio, Act 1 Scene 1

2. MATCH THE INFERENCE

Match the inference to the correct part of the **3 F's**.

THE 3 F's



FACING (A)

Antonio may be experiencing sadness or emotional struggle.



FEELING (B)

Antonio may face difficulties because his sadness hints that something is wrong.



FUTURE (C)

Antonio is facing an unexplained sadness despite having wealth and friends.



ANSWERS

Facing → _____

Feeling → _____

Future → _____



TASK 2: FIND THE SUCCESS CRITERIA



READ THE MODEL RESPONSE

Shakespeare presents Antonio as a character who is emotionally troubled at the beginning of the play. When Antonio states, **"I know not why I am so sad,"** the adjective **"sad"** suggests that he is experiencing an inner conflict that he cannot explain. This creates the impression that Antonio feels isolated despite his wealth and friendships. Shakespeare may introduce Antonio's sadness to foreshadow the challenges and dangers he will experience later in the play.

HIGHLIGHT WHERE THE PARAGRAPH INCLUDES:



Inference



Evidence



Zooming in on a word



Explanation



Shakespeare's purpose

SUCCESS CRITERIA CHECK ☒

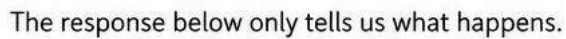
SUCCESS CRITERIA	FOUND?	
Inference about Antonio	☐ Yes	☐ No
Relevant quotation	☐ Yes	☐ No
Zooms in on a word	☐ Yes	☐ No
Explains what this reveals	☐ Yes	☐ No
Links to Shakespeare's purpose	☐ Yes	☐ No



TASK 3: IMPROVE THE WEAK RESPONSE

Rewrite the weak response and add what is missing to make it strong!





Improve it by adding inference.

ANTONIO'S QUOTATION

“ In sooth, I know not why I am so sad:
It wearies me; you say it wearies you;
But how I caught it, found it, or came by it,
What stuff 'tis made of, whereof it is born,
I am to learn. ”

— Antonio, Act 1 Scene 1,
The Merchant of Venice



Antonio is sad because he says, "I know not why I am so sad." He is rich and has friends. He might have problems later.



- ✓ What Antonio is facing
- ✓ How Antonio might be feeling
- ✓ What this suggests about his future
- ✓ Shakespeare's purpose



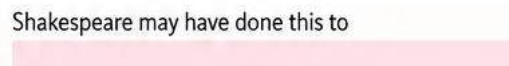
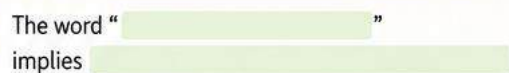
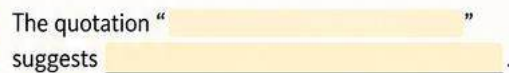
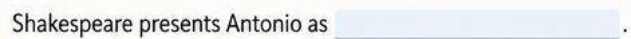
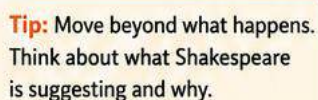
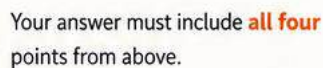
Shakespeare presents Antonio as _____.

The quotation “_____” suggests _____.

The word “_____” implies _____.

This could foreshadow _____.

Shakespeare may have done this to _____.



CHALLENGE 1

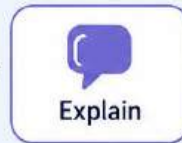


WRITE A SHORT PARAGRAPH ANSWERING:

Why might Shakespeare choose to begin the play with Antonio feeling sad rather than happy?



USE:



SENTENCE STARTER:

By presenting Antonio as sad from the opening of the play, Shakespeare may be suggesting **that...**

_____, which could foreshadow _____.



K01 SELF-QUIZZING: INFERENCE SKILLS

Antonio (*The Merchant of Venice*)



SELF-QUIZZING INSTRUCTIONS

1



**READ THE
LEARNING BOX
CAREFULLY.**

Make sure you understand the key idea, examples and thinking steps.

2



**COVER THE
LEARNING BOX.**

Do not look at your notes.

3



**ANSWER THE
QUESTIONS FROM
MEMORY.**

Complete the grid below.

4



**CHECK YOUR
ANSWERS.**

Uncover the learning box and correct anything you missed.

5



**REPEAT THIS
PROCESS
THREE TIMES.**

Each retrieval attempt strengthens your memory.

6



**RETURN AFTER
ONE DAY AND
TEST YOURSELF
AGAIN.**



SELF-QUIZZING GRID

QUESTION	MY ANSWER
1 What does inference mean?	
2 What are the 3 F's of inference?	
3 What quotation shows Antonio is unhappy at the start of the play?	
4 What does the word "sad" suggest about Antonio?	
5 What should you include to create a strong inference?	
6 What are the thinking steps when analysing a character?	
7 What are the writing steps for an inference paragraph?	
8 When would you use inference in an exam question?	
9 Why is "Antonio is sad because Shakespeare says he is sad" a weak response?	
10 How could Antonio's sadness foreshadow future events?	
11 What might Antonio's sadness suggest about his future in the play?	



K04

COMPARING INFERENCES ABOUT DIFFERENT CHARACTERS' EMOTIONS IN *THE MERCHANT OF VENICE*

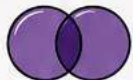


THE GOLDEN THREAD: By comparing inferences about different characters' emotions in *The Merchant of Venice*, we deepen our understanding of their motivations, relationships and the play's key themes.



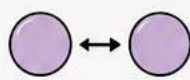
1. WHAT DOES COMPARISON MEAN?

Comparison means exploring similarities and differences between two or more things.



SIMILARITIES

What is the same?



DIFFERENCES

What is different?

WE COMPARE TO:

- ✓ Spot patterns and contrasts
- ✓ Understand characters more deeply
- ✓ Explain why the playwright presents them this way
- ✓ Link to themes and messages

2. WHAT DOES INFERENCE MEAN?

Inference means reading between the lines to understand a character's emotions, thoughts and feelings based on:



THEIR WORDS

What they say



THEIR ACTIONS

What they do



CONTEXT

The situation they are in



LANGUAGE

Choices and tone

INFERENCES ARE NOT:

- ✗ Stating the obvious
- ✗ Telling the reader what a character feels
- ✗ Making guesses without evidence

3. KEY CHARACTERS IN *THE MERCHANT OF VENICE* – A BRIEF SUMMARY

ANTONIO



A noble merchant in Venice. He is generous, loyal and selfless, especially towards Bassanio.

BASSANIO



Antonio's friend. He is romantic, ambitious and sometimes impulsive in his pursuit of love and success.

SHYLOCK



A Jewish moneylender. He is resentful, controlled and seeks justice for past mistreatment.

PORTIA



A wealthy heiress. She is intelligent, resourceful and compassionate, using wit and disguise to achieve justice.

NERISSA



Portia's loyal attendant. She is clever, observant and plays an active role in the plan against Shylock.

LAUNCELOT GOBBO



Shylock's servant. He is foolish, comic relief, and often speaks carelessly.

4. EMOTIONS EXPERIENCED BY KEY CHARACTERS



LOVE / AFFECTION



ANGER / RAGE



FEAR / ANXIETY



SADNESS / HURT



HOPE / AMBITION



DESIRE FOR JUSTICE

	LOVE / AFFECTION	ANGER / RAGE	FEAR / ANXIETY	SADNESS / HURT	HOPE / AMBITION	DESIRE FOR JUSTICE
ANTONIO	Deep love for Bassanio; willing to risk everything for his friend.	Angry at injustice towards Shylock, but calm and self-controlled.	Little fear of death; accepts his fate bravely.	Hurt by Venice's treatment of Shylock; sacrifices his own comfort.	Hopes Bassanio will succeed and be happy with Portia.	Believes in mercy and fairness over revenge.
BASSANIO	In love with Portia; willing to risk wealth and friendship.	Annoyed by delays and setbacks in winning Portia.	Worried about repaying the loan and losing Antonio.	Distressed when he thinks Antonio will die.	Ambitious to win Portia and live a successful life.	Supports Antonio and believes in doing what is right.
SHYLOCK	No affection shown; isolated and mistrustful.	Consumed by anger at Christian treatment; seeks revenge.	Fears further insults and rejection.	Deeply hurt by prejudice and discrimination.	Hopes for respect and repayment of his bond.	Believes in strict justice and "an eye for an eye".
PORTIA	Loves Bassanio deeply.	Angry at injustice towards Shylock; disguises this with control.	Takes a risk disguised as a lawyer.	Saddened by the hatred and division in Venice.	Hopes to save Antonio and teach a lesson in mercy.	Uses the law cleverly to achieve justice.
NERISSA	Loyal love for Portia.	Annoyed by Shylock's cruelty.	Nervous but courageous in her role.	Sympathetic towards Shylock and the injustices.	Hopes the plan will succeed and bring peace.	Supports fair treatment and compassion.
LAUNCELOT GOBBO	Self-centred; cares mainly for himself.	Easily irritated and speaks without thinking.	Afraid of punishment from Shylock.	Rarely shows sadness; more concerned with comfort.	Hopes for food, drink and personal gain.	No real sense of justice; acts for self-interest.

5. HOW DO WE INFER EMOTIONS?



LOOK CLOSELY

Read the text carefully.



THINK DEEPLY

Ask: What does this suggest about how they feel?



FIND EVIDENCE

Identify words, actions and context clues.



MAKE AN INFERENCE

Write what the character might be feeling and why, using evidence.

6. HOW DO WE COMPARE INFERENCES?



CHOOSE

Pick two or more characters.



IDENTIFY

Infer each character's emotions.



COMPARE

Find similarities and differences in their emotions.



EXPLAIN

Explain why these emotions are similar or different using evidence.



TAKE AWAY

By making thoughtful inferences and comparing them, we uncover the deeper meaning behind characters' emotions and the powerful messages of the play.

KEY VOCABULARY TO USE IN YOUR RESPONSES:

suggests • implies • reveals • indicates • contrasts with • similar to • in contrast • whereas • both • however • on the other hand • instead • like • unlike



K04

COMPARING INFERENCES ABOUT DIFFERENT CHARACTERS' EMOTIONS IN *THE MERCHANT OF VENICE*



THE GOLDEN THREAD: By comparing inferences about different characters' emotions in *The Merchant of Venice*, we deepen our understanding of their motivations, relationships and the play's key themes.



EXAMPLE: A SUCCESSFUL COMPARISON

QUESTION: Compare inferences about Bassanio and Shylock's emotions in Act 1 of *The Merchant of Venice*.

BASSANIO



"I do beseech you, grave Signior, think you upon the agreement."

(Act 1, Scene 1)

SHYLOCK



"Hath not a Jew eyes? hath not a Jew hands, organs, dimensions, senses, affections, passions?"

(Act 1, Scene 3)

COMPARISON OF INFERENCES

Bassanio feels hopeful and anxious. When he says, "think you upon the agreement", he is politely appealing to Shylock's sense of fairness, showing he is worried about whether Shylock will agree to the loan. In contrast, Shylock feels deeply hurt, angry and resentful. His rhetorical questions in "Hath not a Jew eyes?" reveal his pain at being treated with prejudice. While Bassanio's emotions are shaped by love and friendship, Shylock's emotions are shaped by years of mistreatment and the desire for justice.



NON-EXAMPLE: AN UNSUCCESSFUL COMPARISON

QUESTION: Compare inferences about Bassanio and Shylock's emotions in Act 1 of *The Merchant of Venice*.

BASSANIO



"I do beseech you, grave Signior, think you upon the agreement."

(Act 1, Scene 1)

SHYLOCK



"Hath not a Jew eyes? hath not a Jew hands, organs, dimensions, senses, affections, passions?"

(Act 1, Scene 3)

COMPARISON OF INFERENCES

Bassanio is asking Shylock for money. He is **polite**.

Shylock is **angry** because people don't like him.

They feel **different** emotions.

Bassanio wants money for his friend.

Shylock wants to be treated the same.

They are **different**.



WHY THIS EXAMPLE IS SUCCESSFUL

- ✓ **CLEAR COMPARISON:** Explains both characters' emotions and directly compares them.
- ✓ **EVIDENCE-BASED:** Uses precise quotes to support each inference.
- ✓ **EXPLAINS INFERENCES:** Goes beyond what is stated to explain what the characters are likely feeling and why.
- ✓ **ANALYSES LANGUAGE:** Considers how the characters' words and tone reveal their emotions.
- ✓ **CONTEXTUAL UNDERSTANDING:** Links emotions to their motivations and experiences.
- ✓ **LINKS TO THEMES:** Shows how their emotions reflect key themes like prejudice, justice and friendship.



This response is thoughtful, detailed and shows a clear understanding of both characters and the play.



WHY THIS NON-EXAMPLE IS UNSUCCESSFUL

- ✗ **TOO SIMPLE:** Ideas are repetitive and lack depth.
- ✗ **NO REAL INFERENCE:** Merely restates obvious facts instead of exploring emotions.
- ✗ **LACKS EVIDENCE USE:** Quotes are included but not analysed or explained.
- ✗ **NO COMPARISON:** Fails to explore similarities or differences in any meaningful way.
- ✗ **NO EXPLANATION OF 'WHY':** Does not explain the reasons behind the characters' emotions.
- ✗ **MISSING CONTEXT AND THEMES:** No connection to the play's context, motivations or key themes.



This response is too basic and needs deeper inference, analysis and comparison.



WHAT COULD THE NON-EXAMPLE DO INSTEAD?

GO BEYOND THE OBVIOUS



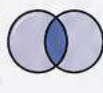
Say what the character might be feeling, not just what they are doing.

USE AND EXPLAIN QUOTES



Choose key words and explain how they reveal emotion.

COMPARE, NOT JUST LIST



Identify similarities and differences between the characters' emotions.

EXPLAIN THE 'WHY'



Think about why they feel this way – link to experiences, relationships and motivations.

LINK TO THEMES



Show how their emotions connect to bigger ideas in the play (e.g. justice, prejudice, loyalty).



KEY TAKEAWAY

A strong comparison explores both characters' emotions in depth, uses evidence, explains inferences and shows how they connect to the play's themes and context.

"Think deeply. Use evidence. Compare thoughtfully. Explain fully."





THE GOLDEN THREAD: By comparing inferences about different characters' emotions in *The Merchant of Venice*, we deepen our understanding of their motivations, relationships and the play's key themes.



TASK: Read the extracts carefully and complete the activities below. Remember to use evidence, explain your inferences and compare the characters' emotions in depth.

1 IDENTIFY THE INFERENCES

Read the two extracts below. For each character, write two inferences about how they are feeling and explain how you know.

BASSANIO (Act 1, Scene 1)

"I do beseech you,
grave Signior,
think you upon
the agreement."

SHYLOCK (Act 1, Scene 3)

"Hath not a Jew eyes? hath not a Jew
hands, organs, dimensions, senses,
affections, passions?"

BASSANIO:

1. Inference: _____

Evidence: _____

2. Inference: _____

Evidence: _____

SHYLOCK:

1. Inference: _____

Evidence: _____

2. Inference: _____

Evidence: _____

2 COMPARE THE INFERENCES

Write a paragraph comparing Bassanio and Shylock's emotions in these extracts. Consider similarities, differences and what the emotions reveal about their motivations.

3 COMPLETE THE COMPARISON TABLE

Use your inferences to complete the table below.

♥ LOVE / AFFECTION

🔴 ANGER / RAGE

😬 FEAR / ANXIETY

💧 SADNESS / HURT

★ HOPE / AMBITION

⚖️ DESIRE FOR JUSTICE

CHARACTER	What emotion(s) are they experiencing in these extracts?	What evidence shows this? (quotes / actions / context)	Why are they feeling this way? (explain your inference)	What does this emotion reveal about their motivations? (link to themes if possible)
BASSANIO (Act 1, Scene 1)				
SHYLOCK (Act 1, Scene 3)				

4 DEEPER EXPLANATION

Choose one character (Bassanio or Shylock). Explain how their emotions in these extracts are shaped by their experiences and the play's themes (e.g. friendship, prejudice, justice, loyalty).



Character chosen: _____

5 EXTEND YOUR THINKING

How do the emotions of Bassanio and Shylock in these extracts influence the conflict in the play? Refer to both characters in your answer.



6 CHALLENGE: SYNTHESISE AND EVALUATE

Evaluate how effectively Shakespeare presents and contrasts the emotions of Bassanio and Shylock in Act 1. Use evidence from the extracts and your wider knowledge of the play.

SUCCESS CRITERIA – WHAT MAKES A STRONG ANSWER?



- ✓ Makes clear, specific inferences about each character's emotions.
- ✓ Uses relevant quotes, actions and context as evidence.
- ✓ Compares similarities and differences in depth.
- ✓ Explains why the characters feel this way.
- ✓ Links emotions to character motivations and key themes.
- ✓ Writes in a clear, analytical and sophisticated way.



KEY TAKEAWAY

Strong comparison uncovers how different characters' emotions drive the story and reveal Shakespeare's key themes.



CHECK YOUR WORK:

- ☐ Have I made inferences, not just listed emotions?
- ☐ Have I compared both characters in detail?
- ☐ Have I used evidence and explained it?
- ☐ Have I linked my ideas to themes and the wider play?



K04

CHALLENGE TASK

★ FOR HIGHER ABILITY ★

COMPARING INFERENCES ABOUT DIFFERENT CHARACTERS' EMOTIONS IN THE MERCHANT OF VENICE



YOUR CHALLENGE:



In Act 1 of *The Merchant of Venice*, explore how the emotions of two characters are shaped by their motivations, relationships and the world around them. Compare them in depth and explain what this reveals about Shakespeare's ideas about justice, prejudice, loyalty and human nature.



1 CHOOSE YOUR FOCUS

Choose TWO characters from the list below to compare. You must write about their emotions in Act 1.



ANTONIO

A generous merchant; loyal and self-sacrificing.



BASSANIO

Ambitious, romantic and driven by friendship and love.



SHYLOCK

A wronged moneylender; seeks justice and respect.



PORTIA

Intelligent, compassionate and determined to do good.



NERISSA

Loyal and observant; plays a crucial role in the plan.



LAUNCELOT GOBBO

Shylock's servant; unreliable and foolish.

My chosen characters: _____ and _____

3 SYNTHESISE AND COMPARE

Write a comparative paragraph (or two) that explores both characters' emotions in depth. You must:

- Explore how their emotions are shaped by their motivations and experiences.
- Use a range of evidence (quotes, actions, language, context).
- Compare similarities and/or differences in their emotional journeys.
- Explain how this links to key themes in *The Merchant of Venice*.

4 ADVANCED SENTENCE STARTERS

- Shakespeare presents _____ as _____, whose emotions are shaped by _____.
- Their feelings of _____ emerge when _____, revealing _____.
- In contrast, _____ experiences _____ because _____.
- Both characters feel _____, yet this is expressed differently because _____.
- This contrast highlights Shakespeare's exploration of _____, suggesting that _____.
- Ultimately, the audience is invited to consider _____, as these emotions expose _____.

2 DEEP INFERENCE PLANNING

Plan your exploration of each character's emotions. Identify key moments, possible inferences and what these reveal.

	CHARACTER 1:	CHARACTER 2:
KEY MOMENTS IN ACT 1	What key moments affect their emotions?	What key moments affect their emotions?
INFERRED EMOTIONS	What do they feel and how do you know?	What do they feel and how do you know?
EVIDENCE	Key quotes / actions / language choices:	Key quotes / actions / language choices:
WHY?	Why do they feel this way? (Link to motivations, relationships, context)	Why do they feel this way? (Link to motivations, relationships, context)
WHAT DOES THIS REVEAL?	What does this reveal about the character and Shakespeare's themes?	What does this reveal about the character and Shakespeare's themes?

VOCABULARY BANK: POWERFUL WORDS & PHRASES

EMOTIONS	MOTIVATIONS	RELATIONSHIPS	ANALYSIS	EVALUATIVE
apprehensive	driven by	loyal to	reveals	significant
indignant	compelled by	bound by	suggests	compelling
resentful	motivated by	in conflict with	implies	powerful
reluctant	seeking to	mistrustful of	reflects	poignant
compassionate	fuelled by	dependent on	illustrates	thought-provoking
angushed	influenced by	disillusioned by	demonstrates	complex
determined	yearning for	betrayed by	symbolises	intriguing
disillusioned	desires to	protective of	underscores	profound
hopeful	aspires to	exploited by	highlights	evocative
vulnerable	determined to	allegiant to	foregrounds	shrewd
bittersweet	preoccupied	antagonistic	emphasises	insightful
tormented	consumed by	sympathetic to	juxtaposes	resonant

5 THEMES TO EXPLORE

Choose at least TWO themes to link to in your response.



JUSTICE

Who deserves it, who defines it, and why?



LOYALTY

What does loyalty demand, and at what cost?



PREJUDICE

How do stereotypes shape behaviour?



FRIENDSHIP

How do relationships influence choices?



IDENTITY

How do others see us and how do we see ourselves?

FINAL CHECKLIST

- Have I made clear inferences about both characters' emotions?
- Have I used a wide range of evidence?
- Have I compared in depth, not just listed?
- Have I explained how emotions link to motivations, relationships and themes?
- Is my language analytical, sophisticated and precise?



REFLECT: THINK LIKE A CRITIC

What is Shakespeare really saying about human nature through these characters?

How might a modern audience relate to their emotions today?

What big ideas or questions does this comparison leave the audience with?

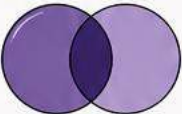
“The quality of mercy is not strain'd. It droppeth as the gentle rain from heaven.”

— PORTIA





THE GOLDEN THREAD: By identifying the language techniques Shakespeare uses, we deepen our understanding of character, theme and the play's enduring impact.

TECHNIQUE & DEFINITION	ETYMOLOGY – WHERE IT COMES FROM	EXAMPLE FROM <i>THE MERCHANT OF VENICE</i>	HOW IT WORKS & EFFECT ON THE AUDIENCE	REAL-WORLD APPLICATION
1 METAPHOR A figure of speech that makes a direct comparison between two unlike things without using 'like' or 'as'. 	From Greek: metaphora 'a transfer, a carrying over' 	"All that glisters is not gold." – Act 2, Scene 7 Context: Spoken by Prince of Morocco, warning against being deceived by outward appearances. 	- Creates vivid imagery that sticks in the mind. - Reveals deeper truths about characters and situations. - Highlights key themes such as deception, greed and appearance vs reality. 	We use metaphors in everyday language to make ideas more powerful and relatable. Example: "Time is a thief." (This means time takes things away from us without permission.) 
2 PERSONIFICATION A figure of speech in which human qualities are given to non-human things or abstract ideas. 	From Latin: personificare 'to make into a person' 	"Hath not the rain a father?" – Act 1, Scene 3 Context: Shylock personifies rain as having a father, challenging Christian ideas in a witty, humanising way. 	- Makes the world feel alive and connected. - Emphasises emotions and attitudes. - Can be used to challenge, mock or create sympathy. 	We personify things to express how we feel about them. Example: "The wind whispered through the trees." (The wind doesn't literally whisper, but the phrase makes the scene more vivid and atmospheric.)
3 SOLILOQUY When a character speaks their thoughts aloud alone on stage, revealing their inner feelings or conflicts. 	From Latin: solus 'alone' + loqui 'to speak' = speaking alone 	"To be, or not to be: that is the question." – Act 3, Scene 1 (Hamlet – though not in <i>The Merchant of Venice</i>) In TMOV: Bassanio's soliloquy before seeking Portia's help (Act 3, Scene 2) reveals his fears and love. 	- Gives the audience direct access to a character's private thoughts. - Builds empathy and understanding. - Reveals motives and inner conflict. 	Similar to someone talking to themselves when making an important decision. Example: Thinking aloud before a big interview: "What if I fail? I need to stay calm and be prepared."
4 ANTITHESIS The use of strongly contrasting ideas in a balanced or parallel structure. 	From Greek: antithesis 'a setting opposite' (anti 'against' + thesis 'placing') 	"The quality of mercy is not strained, It droppeth as the gentle rain from heaven Upon the place beneath." – Act 4, Scene 1 (Portia) Mercy vs. justice are set in contrast. 	- Highlights conflict between opposing ideas. - Makes arguments more persuasive and memorable. - Reflects the moral dilemmas in the play. 	Used in debates, advertising and speeches to show contrast clearly. Example: "Easy to promise, hard to deliver." (Sets up a clear opposition.)
5 IRONY (DRAMATIC) When the audience knows something that the characters in the play do not. 	From Greek: eironeia 'dissimulation, feigned ignorance' 	The audience knows Portia is the lawyer in disguise long before the other characters do. – Act 4, Scene 1 This creates suspense and dramatic tension. 	- Creates suspense and engagement. - Makes moments more powerful and satisfying. - Can lead to humour or tragedy. 	Like watching a film where you know a surprise coming. Example: You see the villain behind the door, but the hero doesn't know yet! 



Shakespeare's language is rich, deliberate and deeply meaningful. By identifying these techniques, we unlock the play's themes, characters and Shakespeare's extraordinary craft.

WHAT TO DO WITH THIS KNOWLEDGE:

- ✓ Identify the technique in the text.
- ✓ Analyse its effect and purpose.
- ✓ Link it to character, theme and context.
- ✓ Use it in your own writing for impact.





THE GOLDEN THREAD: By identifying the language techniques Shakespeare uses, we deepen our understanding of character, theme and the play's enduring impact.



EXAMPLES vs NON-EXAMPLES: CAN YOU SPOT THE DIFFERENCE?



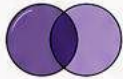
EXAMPLE: This is a correct example of the technique. It shows the key features and creates a clear effect.



NON-EXAMPLE: This is **NOT** an example of the technique. It does not show the key features or create that effect.

1 METAPHOR

A figure of speech that makes a direct comparison between two unlike things without using 'like' or 'as'.



EXAMPLE (This is correct)

"All that glisters is not gold."

– Act 2, Scene 7

This compares something that looks valuable to gold, suggesting it is not what it seems.



NON-EXAMPLE (This is NOT correct)

"He is as kind as a gentleman."

– NOT in the play

This uses 'as', which makes it a simile, not a metaphor.



WHY?

Metaphors make a direct comparison without using 'like' or 'as'. This sentence uses 'as', so it is a simile, not a metaphor.



2 PERSONIFICATION

A figure of speech in which human qualities are given to non-human things or abstract ideas.



EXAMPLE (This is correct)

"The wind whispered through the trees."

– Act 1, Scene 1

The wind is given the human action of whispering.



NON-EXAMPLE (This is NOT correct)

"The wind is very strong today."

– NOT in the play

This describes the wind, but does not give it any human qualities.



WHY?

Personification gives human qualities (actions, feelings or speech) to something that is not human. This sentence only describes the wind.



3 SOLILOQUY

When a character speaks their thoughts aloud alone on stage, revealing their inner feelings or conflicts.



EXAMPLE (This is correct)

"To be, or not to be: that is the question."

– Act 3, Scene 1 (Hamlet – though not in *The Merchant of Venice*, it is a soliloquy example)

The character speaks alone, revealing deep inner thoughts.



NON-EXAMPLE (This is NOT correct)

"Why, how now, Antonio!"

– Act 1, Scene 1

Antonio is speaking to other characters, not speaking alone.



WHY?

A soliloquy is spoken alone so the audience hears the character's private thoughts. This is spoken to other people.



4 ANTITHESIS

The use of strongly contrasting ideas in a balanced or parallel structure.



EXAMPLE (This is correct)

"The quality of mercy is not strained, It droppeth as the gentle rain from heaven."

– Act 4, Scene 1 (Portia)

Mercy (compassion) is contrasted with force or strain.



NON-EXAMPLE (This is NOT correct)

"Mercy is a good thing."

– NOT in the play

This is a simple statement with no contrast between ideas.



WHY?

Antithesis sets two contrasting ideas against each other to highlight a difference. This sentence has only one idea.



5 IRONY (DRAMATIC)

When the audience knows something that the characters in the play do not.



EXAMPLE (This is correct)

The audience knows Portia is the lawyer in disguise long before the other characters do.

– Act 4, Scene 1

This creates suspense and dramatic tension.



NON-EXAMPLE (This is NOT correct)

Shylock knows Antonio will not pay back the money."

– NOT irony

This is information the character knows, but so does the audience.



WHY?

Dramatic irony happens when the audience knows something the characters do not. In this sentence, everyone knows.



KEY TAKEAWAY

Look for the key features of each device: how it is written and what effect it creates.



CHECK YOUR UNDERSTANDING

- ☐ Can you explain why each example is correct?
- ☐ Can you explain why each non-example is incorrect?
- ☐ Can you find your own examples from *The Merchant of Venice*?



K02

IDENTIFYING LANGUAGE DEVICES IN *THE MERCHANT OF VENICE*



THE GOLDEN THREAD: By identifying the language techniques Shakespeare uses, we deepen our understanding of character, theme and the play's enduring impact.



TASK: Identify the language technique used in each extract from *The Merchant of Venice*. Then, explain how it creates meaning or impact.

1

METAPHOR

"All that glisters
is not gold."

– Act 2, Scene 7



a) What is the language technique used? _____

b) How does this create meaning or impact?



2

PERSONIFICATION

"The wind whispered
through the trees."

– Act 1, Scene 1



a) What is the language technique used? _____

b) How does this create meaning or impact?



3

SOLILOQUY

"To be, or not to be:
that is the question."

– Act 3, Scene 1

(Hamlet – though not in
The Merchant of Venice,
it is an example of a
soliloquy)



a) What is the language technique used? _____

b) How does this create meaning or impact?



4

ANTITHESIS

"The quality of mercy
is not strained,
It droppeth as the
gentle rain from heaven."

– Act 4, Scene 1 (Portia)



a) What is the language technique used? _____

b) How does this create meaning or impact?



5

IRONY (DRAMATIC)

"The audience knows
Portia is the lawyer
in disguise long before
the other characters do."

– Act 4, Scene 1



a) What is the language technique used? _____

b) How does this create meaning or impact?



EXTENSION (CHALLENGE)

Choose one of the extracts above. Rewrite it using a different language technique (not the one already used). Then, explain how the effect would change.



CHECK YOUR UNDERSTANDING

Tick each box when you are confident:

- ☐ I can identify five key language techniques.
- ☐ I can explain how each technique creates meaning or impact.
- ☐ I can use examples from *The Merchant of Venice*.
- ☐ I can explain why Shakespeare's language is so effective.



KEY TAKEAWAY

Shakespeare's language is powerful and purposeful. Identifying techniques helps us understand characters, themes and the impact he has on his audience.

"Language shapes meaning.
Understanding deepens impact."



K02 & K04

THE MERCHANT OF VENICE SELF-QUIZ: TEST YOUR KNOWLEDGE!



PART A: K02 – IDENTIFYING LANGUAGE TECHNIQUES



- What is a metaphor? Give your own example.

- What is personification? Give your own example.

- What is a soliloquy? Give an example of a character who delivers one in *The Merchant of Venice*.

- What is antithesis? Give your own example.

- What is dramatic irony? Give your own example.

- Match the language technique to its definition.

A. Metaphor	☐	i. When the audience knows something the characters do not.
B. Personification	☐	ii. Speaking your thoughts aloud when alone on stage.
C. Soliloquy	☐	iii. A comparison without using 'like' or 'as'.
D. Antithesis	☐	iv. Giving human qualities to non-human things.
E. Irony (Dramatic)	☐	v. Contrasting ideas in a balanced or parallel structure.
- Identify the language technique used in each quote.
 - "The quality of mercy is not strained." _____
 - "The wind whispered through the trees." _____
 - "To be, or not to be: that is the question." _____
 - "All that glisters is not gold." _____
 - The audience knows Shylock does not get the money back. _____
- Why does Shakespeare use language techniques in *The Merchant of Venice*? Give two reasons.
 - _____
 - _____
- Choose one language technique and explain how it helps to reveal a character's emotions or the play's themes.

- Create your own sentence or short quote that uses one of the five language techniques.
Technique: _____
Your sentence/quote: _____

PART B: K04 – COMPARING INFERENCES ABOUT CHARACTERS' EMOTIONS



- What does it mean to make an inference?

- What does it mean to compare?

- Name two characters from *The Merchant of Venice* and suggest one emotion each that they experience.
Character 1: _____ Emotion: _____
Character 2: _____ Emotion: _____
- How might Bassanio be feeling when he says, "I do beseech you, grave Signior, think you upon the agreement" (Act 1, Scene 1)?

- How might Shylock be feeling when he says, "Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions?" (Act 1, Scene 3)?

- Compare Bassanio and Shylock's feelings at this point in the play. What similarities or differences can you infer?

- How does Portia's soliloquy (Act 1, Scene 2) reveal her emotions?

- Choose two characters (e.g., Portia and Shylock). How do their emotions influence their decisions and actions in the play?

- Which key themes are most closely linked to the emotions of these characters? (Tick two)
☐ Justice ☐ Mercy ☐ Prejudice ☐ Loyalty ☐ Friendship ☐ Identity
- Explain how comparing inferences about characters' emotions helps us to understand the play more deeply.

★ CHALLENGE QUESTION

How do Shakespeare's language techniques shape the emotions of multiple characters and highlight the key themes of *The Merchant of Venice*?



SELF-ASSESSMENT: HOW CONFIDENT AM I?

Circle your confidence level for each part.

K02 – Identifying Language Techniques

Not confident Somewhat confident Confident Very confident

K04 – Comparing Inferences About Characters' Emotions

Not confident Somewhat confident Confident Very confident





KS3 ENGLISH FEEDFORWARD – NEXT STEPS



WHAT IS FEEDFORWARD?

Feedforward helps you know what to do next to improve your work.
Use the steps below to strengthen your skills in English.

K02

IDENTIFYING LANGUAGE TECHNIQUES



Next Steps (F4)

- 1 Re-read the text carefully.
- 2 Identify the language techniques used by the writer.
- 3 Find and underline or highlight examples in the text.
- 4 Explain how each technique creates meaning or affects the reader.
- 5 Use subject vocabulary accurately in your answers.

Statements of Improvement

Code	Statement of Improvement
4a	You need to clearly identify and name the language techniques used in the text.
4b	You should select and analyse specific quotations to support your points.
4c	You need to explain how the language techniques create meaning and affect the reader.
4d	You should explore a range of different language techniques, not just the obvious ones.
4e	You need to use accurate subject vocabulary when discussing language techniques.

Feedforward Points

Complete each next step to earn points!

/ 5

K04

COMPARING INFERENCES ABOUT CHARACTERS' EMOTIONS



Next Steps (F4)

- 1 Re-read the text carefully.
- 2 Identify the characters and the emotions they experience.
- 3 Find and note down evidence (quotations, actions, language) for each character.
- 4 Compare the characters' emotions – what is similar and what is different?
- 5 Explain how these emotions influence their actions and the events in the play.

Statements of Improvement

Code	Statement of Improvement
4a	You need to clearly compare and contrast different viewpoints in the text.
4b	Your analysis should use specific and relevant quotations to support comparisons.
4c	Your comparisons should go beyond surface-level similarities and differences.
4d	You need to compare the techniques used by different writers or characters.
4e	You should compare the different effects on the reader.

Feedforward Points

Complete each next step to earn points!

/ 5



YOUR FEEDFORWARD POINTS

Earn points by completing all next steps in both sections.

/ 5

KO2 Points

/ 5

KO4 Points

=

/ 10

TOTAL POINTS



TAKE ACTION TODAY. SMALL STEPS LEAD TO BIG IMPROVEMENTS!



LEARNING BOX



KO1: INFERENCES

Inference — reading between the lines.
It's what the writer implies but doesn't state directly.
You use evidence from the text to make a reasoned judgment about meaning, character, or theme.

TICK THE PATHWAY THAT BEST DESCRIBES YOUR CURRENT ABILITY.

**A****PATHWAY A**☐

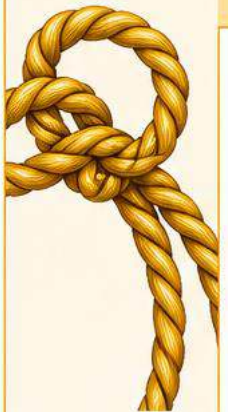
I can make detailed and accurate inferences, using quotes to support my ideas.

B**PATHWAY B**☐

I can make a range of detailed inference from a text, using precise quotes to support my ideas.

C**PATHWAY C**☐

I make detailed and insightful inferences, using a range of precise evidence from the whole text to support my ideas.

**THE GOLDEN THREAD: WHY INFERENCES MATTER IN YOUR ESSAYS****FACING**

What obstacle is the character faced with?



Identify the challenge, conflict or dilemma in front of them.

FEELING

How is the character feeling?



Infer their emotions, attitudes or inner conflict.

FUTURE

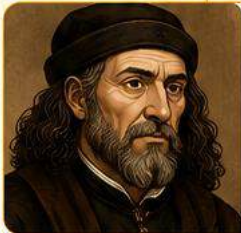
What does this foreshadow?



What might this lead to later in the text?

Strong essays don't just tell the story — they explore what the writer implies.

Use the **FACING–FEELING–FUTURE** model to build powerful inferences about a character.

**MODEL INFERENCE – SHYLOCK IN THE MERCHANT OF VENICE**

Shylock is faced with the loss of his daughter and his money. Shakespeare shows he is feeling humiliated and powerless through the repetition of 'my daughter' and 'my ducats'.

This foreshadows that Shylock's downfall will be total — he will lose not just possessions but his identity and religion.

EXAMPLE – GOOD INFERENCE

“Shakespeare's use of 'I am not well in health' suggests Shylock is suppressing deep emotional pain — the physical language masks psychological suffering, implying he cannot openly grieve in a society that dismisses him.”

NON-EXAMPLE – WEAK INFERENCE

“Shylock says he is not well. This shows he is ill.”

✗ Why it's weak: it retrieves information from the text rather than reading beneath the surface.

**BEFORE YOU WRITE – THINKING STEPS**

- 1 Read the extract carefully twice.
- 2 Ask: what does the writer imply but not say?
- 3 Apply Facing / Feeling / Future to the key character.
- 4 Choose your most precise quote — not the first one you see.
- 5 Ask yourself: what does the word choice specifically suggest?

**WRITING STEPS**

- 1 Make your inference as a clear claim ("Shakespeare implies...").
- 2 Embed your quote naturally within your sentence.
- 3 Analyse the specific language, not just the quote.
- 4 Zoom out — link to theme, context, or the wider text (Pathway C move).

SENTENCE STARTER BANK

- "This implies that..."
- "Shakespeare suggests that beneath the surface..."
- "The word '___' connotes... which could suggest..."
- "This foreshadows..."
- "The reader is led to infer..."

**QUICK SELF-CHECK**

Have I said what the writer implies — or just what they say?





K01: POST TASK

Analyse how Shylock is described in the play *Merchant of Venice*.



YOUR QUOTES

Quote 1: "The devil can cite scripture for his purpose"

Antonio describing Shylock — Act 1, Scene 3

Quote 2: "I hate him for he is a Christian"

Shylock — Act 1, Scene 3

1 STEP 1 — READ AND ANNOTATE

Read both quotes carefully. On your copy:

- Underline any word that feels significant.
- Circle any word you have a strong reaction to.
- Put a question mark next to anything that surprises you.

3 STEP 3 — ZOOM IN ON THE LANGUAGE

Pick one word from each quote that you think carries the most meaning. Answer these questions for each.

Quote 1 — Your chosen word: _____

- What does this word literally mean?

- What does it connote (suggest or imply)?

- Why might Shakespeare have chosen this word over a simpler alternative?

Quote 2 — Your chosen word: _____

- What does this word literally mean?

- What does it connote (suggest or imply)?

- Why might Shakespeare have chosen this word over a simpler alternative?

5 STEP 5 — WRITE YOUR INFERENCE

Now write one inference paragraph per quote. Use the sentence starters below if you need them.

SENTENCE STARTER BANK:

- "Shakespeare implies that..."
- "The noun/verb/adjective '___' connotes..."
- "This suggests that beneath the surface..."
- "This could foreshadow..."
- "The reader is led to infer..."
- "Antonio/Shylock is faced with... which reveals..."

Inference for Quote 1: _____

Inference for Quote 2: _____

2 STEP 2 — IDENTIFY THE WORD CLASSES

For each quote, complete the table below. Focus on the words you underlined or circled.

Quote	Word	Word Class	What does this word class do in the sentence?
Quote 1	devil	Noun	Names what Antonio is comparing Shylock to
Quote 1			
Quote 1			
Quote 2	hate	Verb	Shows Shylock's action / emotional state directly
Quote 2			
Quote 2			



Think about: Why might Shakespeare choose a verb for Shylock's feeling rather than an adjective like "I am hateful"? What does a verb suggest about the intensity or agency of the emotion?

4 STEP 4 — FACING, FEELING, FUTURE

Use the framework below to build your inference for each quote. Jot your ideas in the boxes before you write.

Quote 1: "The devil can cite scripture for his purpose"

	Your Ideas
FACING — What obstacle or conflict is Antonio faced with?	
FEELING — What does Antonio's language reveal about how he feels towards Shylock?	
FUTURE — What might this foreshadow about their relationship or Shylock's fate?	

Quote 2: "I hate him for he is a Christian"

	Your Ideas
FACING — What obstacle or conflict is Shylock faced with in Venetian society?	
FEELING — What does Shylock's word choice reveal about how he feels?	
FUTURE — What might this foreshadow about how Shylock will act later in the play?	

GOOD EXAMPLE VS

✓ **Good inference:**
"Shakespeare's use of the noun 'devil' implies that Antonio views Shylock as fundamentally deceptive and dangerous — not merely dishonest, but something almost supernatural in his threat. This foreshadows that Antonio will never truly trust Shylock, suggesting their conflict will escalate beyond a simple financial dispute into something far more destructive."

WEAK EXAMPLE

✗ **Weak inference — and why it's weak:**
"Antonio calls Shylock the devil. This shows Antonio doesn't like Shylock."
— **Why it's weak:** it tells us what the quote says, not what it implies. There's no analysis of language or word class, and no link to feeling or foreshadowing.

6 STEP 6 — SELF-CHECK

Before you finish, ask yourself:



"Have I said what Shakespeare implies — or just what he says?"

If you've only said what he says, go back and dig deeper.



PATHWAY C CHALLENGE:

Can you write a third paragraph that links both quotes together — exploring how Shakespeare presents prejudice as running in both directions between Antonio and Shylock? Consider what this suggests about the world of Venice as a whole.



LEARNING BOX

KO2: LANGUAGE TECHNIQUE



TICK THE PATHWAY THAT BEST DESCRIBES YOUR CURRENT ABILITY:



A

PATHWAY A



I can identify important word classes and a simple language techniques in a text.

B

PATHWAY B



I can explain the effect of language techniques in detail using subject terminology.

C

PATHWAY C



I can analyse a range of language techniques in detail with the most appropriate evidence and consistently using sophisticated subject terminology.



KO2: LANGUAGE TECHNIQUES — ZOOMORPHISM IN THE MERCHANT OF VENICE ESSAYS?

Language techniques are never decorative — Shakespeare chooses every word deliberately. When you analyse zoomorphism in your essays, you are doing three things at once:

- **Revealing character** — what does comparing someone to an animal tell us about how they are perceived, or how they see themselves?
- **Exposing theme** — zoomorphism in *The Merchant of Venice* connects directly to themes of prejudice, power, and dehumanisation.
- **Showing authorial intent** — you move from what Shakespeare writes to why he writes it, which is where the highest marks live.



Remember: Spotting the technique earns you nothing on its own. It's the so what? that counts.



WHAT IS ZOOMORPHISM?

Zoomorphism — when a writer applies animal qualities, characteristics, or imagery to a human being. It is the reverse of anthropomorphism (giving human qualities to animals).

In *The Merchant of Venice*, zoomorphism is used repeatedly to dehumanise characters — particularly Shylock — and to reveal the prejudices of Venetian society. Shakespeare uses it to make the audience question who the real “animal” in the play is.

KEY QUOTES — ZOOMORPHISM IN THE MERCHANT OF VENICE

Quote	Speaker	Act/Scene	Who is being zoomorphised?
“You call me misbeliever, cut-throat dog”	Shylock	Act 1, Scene 3	Shylock (by Antonio and others)
“O, be thou damned, inexorable dog!”	Antonio	Act 4, Scene 1	Shylock
“Thou torturest me, Tubal: it was my turquoise...I would not have given it for a wilderness of monkeys”	Shylock	Act 3, Scene 1	Implied comparison (monkeys = worthless chaos)



FOCUS QUOTES FOR THIS ACTIVITY:

- “You call me misbeliever, cut-throat dog” — Shylock, Act 1, Scene 3
- “O, be thou damned, inexorable dog!” — Antonio, Act 4, Scene 1



THINKING STEPS — BEFORE YOU WRITE

- STEP 1 — SPOT IT**
Identify the zoomorphic word or phrase. Ask: what animal is being evoked, and is it stated or implied?
- STEP 2 — IDENTIFY THE WORD CLASS**
Is the animal reference a noun (naming Shylock as the animal), a verb (giving him animal-like actions), or an adjective (describing him with animal qualities)? Word class shapes meaning.
 - “dog” → noun — Shylock is not like a dog, he is being named as one. That’s more dehumanising than a simile.
- STEP 3 — UNPACK THE CONNOTATIONS**
What does this animal suggest? Think about:
 - Cultural/historical associations (in Elizabethan England, what did a “dog” represent?)
 - Power dynamics (is this animal predator or prey? Domesticated or wild?)
 - Emotional register (is the animal dangerous, pathetic, disgusting, or pitiable?)
- STEP 4 — CONSIDER THE SPEAKER**
Who is saying this, and why does that matter? When Shylock quotes others calling him a dog (“you call me”), he is repeating the insult back — this is very different from Antonio using it directly in Act 4.
- STEP 5 — APPLY FACING, FEELING, FUTURE**

YOUR THINKING



FACING — What conflict or obstacle does the zoomorphism reveal?



FEELING — What does the animal imagery suggest about how the speaker feels toward Shylock?



FUTURE — What does this foreshadow about Shylock’s treatment or fate?

- STEP 6 — ZOOM OUT**
Link your analysis to the bigger picture:
 - What does this reveal about Venetian society?
 - What might Shakespeare want a contemporary audience to question or feel?
 - Does the use of zoomorphism make Shylock more sympathetic or more threatening — or both at once?



STEP 6 — SELF-CHECK

Before you finish, ask yourself:
“Have I said what Shakespeare implies — or just what he says?”
If you’ve only said what he says, go back and dig deeper.



WRITING STEPS

- STEP 1 — OPEN WITH A CLEAR ANALYTICAL CLAIM**
Don’t start with the quote. Start with your point.
“Shakespeare uses zoomorphism to...”
- STEP 2 — EMBED YOUR QUOTE**
Weave it naturally into your sentence — don’t drop it in standalone.
“...evident when Shylock recalls being called a ‘cut-throat dog’...”
- STEP 3 — IDENTIFY THE TECHNIQUE AND WORD CLASS PRECISELY**
“The noun ‘dog’ is significant because...”
- STEP 4 — EXPLORE CONNOTATIONS**
Unpack what the word implies, not just what it means.
- STEP 5 — APPLY FACING, FEELING, FUTURE**
Use the framework to structure your analytical comment.
- STEP 6 — ZOOM OUT TO THEME OR CONTEXT**
End your paragraph by stepping back — what does this moment reveal about the world of the play?



GOOD EXAMPLE

“Shakespeare’s use of the noun ‘devil’ implies that Antonio views Shylock as fundamentally deceptive and dangerous — not merely dishonest, but something almost supernatural in his threat. This foreshadows that Antonio will never truly trust Shylock, suggesting their conflict will escalate beyond a simple financial dispute into something far more destructive.”



WEAK EXAMPLE — AND WHY IT’S WEAK

“Antonio calls Shylock the devil. This shows Antonio doesn’t like Shylock.”
— **Why it’s weak:** the technique is named but not analysed. There is no word class identification, no exploration of connotation, no link to feeling or foreshadowing, and no authorial intent. It tells us what happens, not what it means.



PATHWAY C CHALLENGE:

Can you write a third paragraph that links both quotes together — exploring how Shakespeare presents prejudice as running in both directions between Antonio and Shylock? Consider what this suggests about the world of Venice as a whole.



ZOOMORPHISM: FACING – FEELING – FUTURE

Use zoomorphism to uncover prejudice, power and humanity.



WHAT IS ZOOMORPHISM?

When a writer applies animal qualities, characteristics or imagery to a human being.

In *The Merchant of Venice*, Shakespeare uses zoomorphic language to dehumanise Shylock and expose the prejudice and power imbalance in Venetian society.

WHY IT MATTERS IN YOUR ESSAY

- ✓ Reveals character – how Shylock is perceived and treated.
- ✓ Exposes theme – prejudice, power, dehumanisation.
- ✓ Shows authorial intent – why Shakespeare makes these choices.

FOCUS QUOTES – ZOOMORPHISM IN THE *MERCHANT OF VENICE*



1. “You call me misbeliever, cut-throat dog”
Shylock — Act 1, Scene 3

2. “O, be thou damned, inexorable dog!”
Antonio — Act 4, Scene 1

THE FACING – FEELING – FUTURE FRAMEWORK

Use this for EVERY zoomorphic reference you analyse.



FACING

What obstacle or conflict is being revealed?

What is the character up against?
What society, belief or power structure creates this conflict?
How does the zoomorphism highlight this struggle?

Ask yourself:

- What is being taken from this character?
- Who holds the power?
- What injustice is exposed?



FEELING

What does the language reveal about how the speaker feels?

What do the animal qualities suggest about the speaker's attitude or emotions?
How does the zoomorphic word show contempt, fear, hatred, or superiority?

Ask yourself:

- What emotions are behind this word?
- What does this say about the speaker's prejudice or anger?



FUTURE

What might this foreshadow about what happens next?

What does this language suggest will happen to the character being compared to an animal?
How does it point to future treatment, consequences or events in the play?

Ask yourself:

- What might this lead to?
- What does it foreshadow about their fate or the outcome of their conflict?



QUOTE 1: “You call me misbeliever, cut-throat dog” — Shylock (Act 1, Scene 3)

FACING

What obstacle or conflict is being revealed here?

FEELING

What does this language reveal about how others feel about Shylock?

FUTURE

What might this foreshadow about Shylock's treatment or fate?



QUOTE 2: “O, be thou damned, inexorable dog!” — Antonio (Act 4, Scene 1)

FACING

What obstacle or conflict is being revealed here?

FEELING

What does this language reveal about how Antonio feels about Shylock?

FUTURE

What might this foreshadow about Shylock's treatment or fate?

HOW TO USE FACING – FEELING – FUTURE

- 1 Identify the zoomorphic word or phrase.
- 2 Complete FACING – what conflict or injustice is being shown?
- 3 Complete FEELING – what does this reveal about the speaker's attitude?
- 4 Complete FUTURE – what might this lead to later in the play?
- 5 Use your ideas to write a full analysis paragraph.

HELPFUL SENTENCE STARTERS

- Shakespeare uses zoomorphism to...
- The noun ‘___’ suggests that...
- This reveals the speaker's attitude because...
- Shylock is faced with... which foreshadows...
- This suggests that the real violence in the play is not Shylock's bond, but...



TOP TIP:

Always link zoomorphic language back to prejudice, power and humanity. That's how you move from spotting the technique to explaining its impact.





SELF-QUIZZING BOX

TO STRENGTHEN MEMORY



Year 9 English Language – Persuasive & Dystopian Writing



KO1 – Inferences: Facing, Feeling, Future

I can make inferences using evidence to explain what is implied.

What do I know?	How do I use it?	When do I use it?	Mistakes students make
What is an inference?	How do I identify what the writer implies but does not say?	When I need to understand a character's situation or motivation?	Stating what the text says, not what it implies.
What is the Facing, Feeling, Future framework?	How do I apply Facing (obstacle), Feeling (attitude), Future (foreshadowing)?	When I need to explore how a character feels beneath the surface?	Using quotes without explaining the inference.
How do I use evidence (quotations) to support an inference?	How do I choose precise evidence that links to my inference?	When I need to predict what might happen next and why?	Making vague inferences without clear evidence.
What is the difference between inference and retrieval?	How do I explain why the evidence leads to my inference?	When I need to compare characters or moments?	Forgetting to use Facing, Feeling, Future.
What makes an inference insightful rather than obvious?	How do I zoom out to link my inference to theme or context?	When I need to write analytical paragraphs in essays?	Not zooming out to link to theme or the wider text.



MEMORY TIP:

KO1 = Inference is what the writer implies. Use Facing, Feeling, Future + evidence to explain.



KO2 – Language Techniques: Zoomorphism

I can analyse how zoomorphism is used to reveal meaning, prejudice and power.

What do I know?	How do I use it?	When do I use it?	Mistakes students make
What is zoomorphism?	How do I identify the zoomorphic word or phrase?	When I need to analyse how Shylock is described or treated?	Naming the technique but not analysing it.
Why does Shakespeare use zoomorphism in <i>The Merchant of Venice</i>?	How do I analyse the word class and its significance?	When I need to explore how language reveals prejudice or power?	Ignoring the word class and its impact.
What are some examples of zoomorphic language about Shylock?	How do I explore the connotations and cultural associations?	When I need to predict the impact on Shylock's fate or treatment?	Not exploring connotations or cultural associations.
What word classes are used in zoomorphism (nouns, adjectives, verbs)?	How do I apply Facing, Feeling, Future to the zoomorphic reference?	When I need to write about themes of dehumanisation or Venetian society?	Failing to use Facing, Feeling, Future.
What do animals symbolise in Shakespeare's time?	How do I zoom out to link to prejudice, power and dehumanisation?	When I compare different characters' perceptions?	Not linking to prejudice, power or the wider message.



MEMORY TIP:

KO2 = Zoomorphism dehumanises. Analyse the word, its meaning, and what it reveals about society.



SELF-QUIZZING ROUTINE



1 Cover your notes.



2 Answer every question from memory.



3 Check and improve your answers.



4 Repeat three times.



5 Return the next day and test yourself again.



RETRIEVAL CHALLENGE

KO1 – Inferences

- ☐ Define inference.
- ☐ State the Facing, Feeling, Future framework.
- ☐ Find an example from *The Merchant of Venice* and infer what is implied.
- ☐ Explain how your inference links to the theme.

KO2 – Zoomorphism

- ☐ Define zoomorphism.
- ☐ Find an example of zoomorphism about Shylock.
- ☐ Identify the word class and analyse its connotation.
- ☐ Explain how this reveals prejudice or power.



Mastery Question

How do inferences and zoomorphism work together to reveal Shakespeare's view of Shylock and





FEEDFORWARD: HOW TO IMPROVE

POST TASK & PREP TASK FOCUS (K01 & K02)



FEEDFORWARD IS ABOUT WHAT TO DO NEXT.

Use the sections below to reflect on your learning across your Post Task (Analysing Quotes) and Prep Task (Language Techniques – Zoomorphism) and identify the most important areas to improve.

1. STATEMENTS OF IMPROVEMENT



Tick the statements that apply to you.

POST TASK – ANALYSING QUOTES (K01)

- ☐ I need to make inferences that go beyond what the quote says.
- ☐ I need to use the Facing, Feeling, Future framework more effectively.
- ☐ I need to select more precise and relevant quotes as evidence.
- ☐ I need to explain what words imply, not just what they mean.
- ☐ I need to link my inference to Shakespeare's message or the wider context.

PREP TASK – LANGUAGE TECHNIQUES (K02)

- ☐ I need to identify the language technique more precisely.
- ☐ I need to analyse the word class (noun, verb, adjective) and its significance.
- ☐ I need to explore the connotations of key words in more depth.
- ☐ I need to use the Facing, Feeling, Future framework for language analysis.
- ☐ I need to zoom out and link the technique to themes like prejudice, power or dehumanisation.

BOTH TASKS – SKILLS (THINKING & WRITING)

- ☐ I need to structure my paragraphs more clearly.
- ☐ I need to embed quotations more smoothly.
- ☐ I need to use subject terminology more accurately.
- ☐ I need to check my spelling, punctuation and grammar.

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.



Focus on making deeper inferences that are linked to evidence.



Focus on using Facing, Feeling, Future in every analysis.



Focus on analysing word classes and their impact.



Focus on exploring connotations and context.



Focus on zoomorphism – linking language to dehumanisation and prejudice.



Focus on embedding quotations and using precise evidence.



Focus on one priority at a time for the greatest impact.

3. ACTION PLAN



One small change I will make next time I complete a Post or Prep Task:



I will check my improvement by:

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.



4. REFLECTION CHECK

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?

Which parts did I find hardest to explain or apply?



What will I do differently?

What is my focus for next time?



What is my goal?

What do I want to improve most before next lesson?



5. REMEMBER

Strong analysis is built on these key principles.

Keep practising them to become a more confident and effective writer.



CONTEXT

Use historical, social and authorial lenses to deepen meaning.



EVIDENCE

Embed quotations smoothly and purposefully.



ANALYSIS

Explain methods in detail and explore their effects.



ZOOM IN

Analyse key words and explore their connotations.



EFFECT ON READER

Explain how the reader feels or thinks.



WRITER'S INTENTION

Explain why Shakespeare has written this.

GOLDEN THREAD

- Last lesson:** We analysed language in *Merchant of Venice*.
- This lesson:** We will look at the use of anaphora in *Merchant of Venice*.
- Next lesson:** We will link context to analysis of *Merchant of Venice*.



KEY IDEA

Anaphora is a powerful structural device that creates emphasis, shapes meaning and moves the audience emotionally.

- ✓ It creates rhythm and focus
- ✓ It reinforces key ideas and emotions
- ✓ It builds urgency or intensity
- ✓ It helps persuade and unite audiences

WHAT IS ANAPHORA?

Anaphora is the repetition of a word or phrase at the beginning of successive clauses or sentences.

“

*The quality of mercy is not strain'd,
It droppeth as the gentle rain from heaven
Upon the place beneath. It is twice blest:
It blesseth him that gives and him that takes.*

The Merchant of Venice, Act 4 Scene 1



Repeating
to reinforce.
Repeating
to persuade.
Repeating
to make meaning.



WHEN TO USE IT (Link to Poetry)

Anaphora is especially effective in poetry and dramatic texts when writers want to:

- Create rhythm and musicality
- Emphasise a central idea or emotion
- Build intensity or urgency
- Persuade or rally the audience



WHAT IS IT NOT? (Common Misconceptions)

- It is not just repetition for effect — it must have purpose.
- It is not the same as a list (listing items does not always create emphasis).
- It is not limited to single words — phrases can also be repeated.
- It is not accidental — effective anaphora is intentional and meaningful.



THINKING STEPS

- 1 Identify the repeated word or phrase.
- 2 Explore what the repetition emphasises or highlights.
- 3 Analyse the effect on the audience (emotion, attitude, persuasion).
- 4 Link the structural choice to the writer's overall purpose and message.



WRITING STEPS

- 1 State what anaphora is and identify the repeated word/phrase.
- 2 Analyse the effect of the repetition on the audience.
- 3 Explain how this supports the writer's purpose or message.
- 4 Link back to the question and provide a final insight.

Use anaphora when the writer wants the audience to feel something deeply and remember it.



CHECKING STEPS

- ☐ Have I correctly the anaphora?
- ☐ Have I explained its effect on the audience?
- ☐ Have I linked it to the writer's purpose or message?
- ☐ Have I used precise terminology?



EXAMPLE & NON-EXAMPLE (POST)

K02 — Language Analysis & K03 — Structure Analysis



Now: We will see how Shakespeare uses anaphora in *The Merchant of Venice* and how to apply it in a powerful analytical paragraph.

Declarative Knowledge — WHAT anaphora is and what it does



EXAMPLE: ANAPHORA

Anaphora is the repetition of a word or phrase at the beginning of successive clauses or sentences. It is a deliberate structural choice that creates emphasis, builds rhythm and deepens meaning.



Why is this a strong example?

- ✓ It defines anaphora accurately.
- ✓ It explains the structural choice and its effects.
- ✓ It links form (repetition) to meaning (emphasis, rhythm, deeper impact).



NON-EXAMPLE: ANAPHORA

Anaphora is when a word is repeated. It makes the text sound important.



Why is this incorrect?

- ✗ It is too vague and does not explain how or why.
- ✗ It does not link structure to effect or meaning.
- ✗ It reduces a powerful device to a basic repetition with no interpretation.

Procedural Knowledge — HOW to analyse and use anaphora



EXAMPLE: ANALYSING ANAPHORA

Look at how Shakespeare uses anaphora to shape meaning in *The Merchant of Venice*.

'If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?' (Act 3, Scene 1)

- 1 Identifies the repetition** — The interrogative structure "If you... do we not" is repeated across four successive clauses.
- 2 Analyses the effect** — When Shylock declares this sequence of rhetorical questions, Shakespeare employs anaphora to build irresistible rhetorical momentum, emphasising Shylock's defiant assertion of his shared humanity.
- 3 Explains the deeper meaning** — Through the relentless repetition of the conditional structure, the writer portrays Shylock as a figure of moral authority, reiterating that Jewish identity is not a barrier to human feeling, and forcefully challenging the prejudice of those who seek to dehumanise him.
- 4 Links to overall purpose** — The anaphora reinforces the play's broader exploration of justice, prejudice and the complexity of victimhood, compelling the audience to question their own assumptions.



Why is this a strong example?

- ✓ It follows a clear structure: identify, analyse, explain, link.
- ✓ It uses precise verbs: *emphasises*, *portrays*, *reiterates*.
- ✓ It explores both immediate effect and broader purpose.
- ✓ It uses relevant, embedded quotation.



NON-EXAMPLE: ANALYSING ANAPHORA

Look at this quote:

'If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?'

- 1** The words are repeated a lot.
- 2** It shows Shylock is angry and wants people to feel sorry for him.
- 3** It is important because it makes the speech more dramatic.
- 4** Shakespeare put this in to make us feel that Shylock is not being treated fairly.



Why is this incorrect?

- ✗ It only identifies repetition, not effect or meaning.
- ✗ It offers a simplistic and inaccurate interpretation.
- ✗ It does not explain how the repetition shapes meaning.
- ✗ It lacks analysis, depth and connection to the play's ideas.

THINKING STEPS

- 1** What is the repeated word or phrase?
- 2** What effect does this repetition create?
- 3** What does this suggest about the character, theme or situation?
- 4** How does this link to Shakespeare's overall purpose?

WRITING STEPS

- 1** State the anaphora and embed a quotation.
- 2** Analyse the effect of the repetition.
- 3** Explain the deeper meaning it creates.
- 4** Link back to the writer's purpose or message.

CHECKING STEPS

- ☐ Have I identified the anaphora and embedded it?
- ☐ Have I analysed the effect using precise language?
- ☐ Have I explained what it suggests or portrays?
- ☐ Have I linked it to the writer's purpose or theme?

REMEMBER

Anaphora is not just repetition — it is a deliberate choice that shapes meaning, strengthens character and drives the writer's message. Use it to make your analysis powerful and persuasive.



ANAPHORA — PRACTICE TASKS

K02 — Language Analysis & K03 — Structure Analysis | Year 9



The Merchant of Venice
By William Shakespeare



Your task: Apply what you have learned about anaphora in *The Merchant of Venice*. Work through each task carefully, using precise analytical language in your responses.



TASK 1 SPOT IT — IDENTIFY THE ANAPHORA

Read each extract below. **Tick whether anaphora is present or not**, then underline or circle the repeated word or phrase where you find one.

Extract A

'How like a fawning publican he looks! I hate him for he is a Christian.'

☐ Anaphora ☒ No Anaphora ✗

Extract B

'If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die?'

☐ Anaphora ☒ No Anaphora ✗

Extract C

'The quality of mercy is not strained, it droppeth as the gentle rain from heaven upon the place beneath.'

☐ Anaphora ☒ No Anaphora ✗

Extract D

'I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions?'

☐ Anaphora ☒ No Anaphora ✗



TASK 2 SORT IT — EXAMPLE OR NON-EXAMPLE?

Below are five analytical sentences about anaphora in *The Merchant of Venice*. **Write each sentence in the correct column** of the table below — is it a strong example of analysis or a weak non-example?

Sentences to sort:

A: "The words are repeated to make Shylock seem angry."

B: "Shakespeare employs anaphora through the repeated interrogative 'If you...', building cumulative rhetorical force that asserts Shylock's shared humanity."

C: "It is repeated a lot and this makes it sound important and dramatic."

D: "Through the relentless repetition of 'If you', Shakespeare portrays Shylock as a voice of moral authority, challenging the audience's prejudices."

E: "Shakespeare repeats the phrase. It shows Shylock wants revenge."

✓ Strong Example of Analysis

✗ Weak Non-Example

* REMEMBER

Always **identify** the repeated word or phrase, **analyse** the effect it creates, **explain** the deeper meaning, and **link** to Shakespeare's purpose. Strong analysis goes beyond the obvious.



ANAPHORA — PRACTICE TASKS

K02 — Language Analysis & K03 — Structure Analysis | Year 9



The Merchant of Venice
By William Shakespeare

Your task: Apply what you have learned about anaphora in *The Merchant of Venice*. Work through each task carefully, using precise analytical language in your responses.



TASK 3 ANALYSE IT — SCAFFOLDED PARAGRAPH

Using the sentence starters below, **write a full analytical paragraph** about how Shakespeare uses anaphora in the extract from Act 3, Scene 1. Aim for four sentences minimum.

'If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?' — Shylock, Act 3, Scene 1

SENTENCE STARTERS

- Shakespeare employs anaphora through the repeated phrase '___', which...
- When Shylock declares '___', the writer emphasises...
- The structural repetition portrays Shylock as..., suggesting that...
- Furthermore, Shakespeare reiterates... in order to..., which links to the play's broader theme of...

Write your paragraph here:

TASK 4 IMPROVE IT — UPGRADE THE ANALYSIS

Read the **weak paragraph** on the left. **Rewrite it** in the space on the right, upgrading the language, adding analysis of effect and linking to Shakespeare's purpose. Use the word bank to help you.

WEAK PARAGRAPH

"Shakespeare repeats the word 'If' in Shylock's speech. It is said a lot. The speech is about Shylock being upset. It makes the reader feel sorry for him. He is talking about things that happen to everyone. Shakespeare wrote this to show Shylock is human too."

YOUR IMPROVED VERSION

WORD BANK — USE THESE IN YOUR REWRITE

- anaphora | reiterates | portrays | asserts | cumulative effect | rhetorical momentum
- shared humanity | moral authority | deliberately | compels the audience | broader theme of prejudice

RED POST TASKS (POST)

POST FOCUS: K02
Stretch & challenge —
analysis and application

These questions focus on analysing anaphora in *The Merchant of Venice*.
Complete from memory — do not look back at your notes.

TIP
If you can't remember the answer, make your best attempt, then move on and come back to it.

K02 — UNDERSTANDING THE EFFECT OF ANAPHORA IN *THE MERCHANT OF VENICE*

INCLUDE KEY WRITING SKILLS: **Embed quotations** | **Zoom in on repeated words** | **Explain the effect** | **Link to purpose**

1 Define anaphora and explain its structural effect. Give one example of what it creates in a piece of writing.

Anaphora is:

The structural effect it creates:

Why a writer might choose to use it:

(3 marks)

2 Name **two** effects that anaphora can create in a reader or audience. For each one, explain how it works.

Effect 1: How it works:	Effect 2: How it works:
---	---

(4 marks)

3 Look at this quotation from Shylock.

“
If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die?
”
(Act 3, Scene 1)

Zoom in on the repeated phrase **"If you..."**
What does this anaphora suggest about Shylock?
Support your answer by explaining the **structural effect**.

Zoom in:

Effect created:

What it suggests:

(4 marks)

4 How might an Elizabethan audience have responded to Shylock's use of anaphora in his "Hath not a Jew" speech? Explain your answer using **BOTH** the antisemitic lens **AND** authorial intention.

Antisemitic lens:

Authorial intention:

Audience response:

(4 marks)

5 Write a full analytical paragraph in response to this question: **How does Shakespeare use anaphora to present Shylock as a figure who challenges the prejudice of those around him?**
You must: embed a quotation, zoom in on the repeated phrase, explain the structural effect and link to Shakespeare's purpose.

Your paragraph:

(5 marks)

SELF-CHECK

- ✓ Have you answered from memory?
- ✓ Have you embedded a quotation?
- ✓ Have you zoomed in on the repeated phrase?
- ✓ Have you explained the structural effect?
- ✓ Have you linked to Shakespeare's purpose?

REMEMBER

- Anaphora is not just repetition — it is a deliberate structural choice.
- Always explain the effect the repetition creates — not just what it is.
- Quotation + zoom in + effect + purpose = powerful analysis.
- Link anaphora to what Shakespeare wants his audience to think or feel.



GOLDEN THREAD

- ▶ **Last lesson:** We explored the key characters, events and relationships in *The Merchant of Venice*.
- ▶ **This lesson:** We use three contextual lenses to understand how Shakespeare presents prejudice, power and justice.
- ▶ **Future learning:** We will use these lenses when writing analytical paragraphs about characters, themes and audience responses.



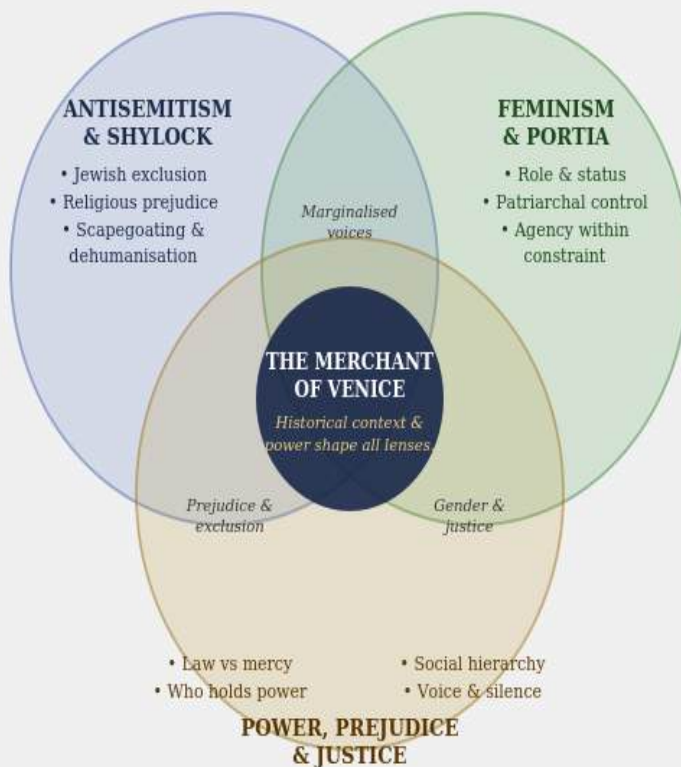
KEY IDEA

Context is the knowledge of the world in which a text was written.

It helps us understand:

- ✓ Why characters behave in certain ways
- ✓ Why audiences respond differently
- ✓ Why writers present ideas and themes in particular ways

The strongest analysis uses context to explain meaning — not simply to add facts.



THE THREE CONTEXTUAL LENSES

HISTORICAL LENS —

Antisemitism in Elizabethan England and its impact on the play.

- Jewish people had been formally expelled from England in 1290; Elizabethan audiences held deeply ingrained anti-Jewish prejudice.
- Religious prejudice was legally enforced: Jews across Europe faced persecution, forced conversion and social exclusion.
- Shylock was likely seen as a stock villain by Elizabethan audiences — yet Shakespeare complicates this through his 'Hath not a Jew' speech.
- This context is essential for analysing why Shylock is presented as both victim and antagonist.

FEMINIST LENS —

The role and constraints of women in Elizabethan society.

- Women in Elizabethan England were subject to the authority of fathers and husbands — with little legal or social independence.
- Portia is bound by her father's will through the casket test, symbolising how women's choices were controlled by male authority.
- Yet Portia subverts this: disguising herself as a lawyer, she demonstrates intelligence and agency within a patriarchal system.
- A feminist lens reveals how Shakespeare both reflects and challenges the gender constraints of his time.

AUTHORIAL INTENTION —

Power, prejudice and justice as Shakespeare's central concerns.

- Shakespeare uses the play to interrogate who holds power in society — and what happens to those without it.
- By giving voice to Shylock and Portia — both marginalised by law, religion and gender — he challenges assumptions about justice.
- His purpose was not simply to entertain, but to expose how power structures shape identity, morality and human dignity.
- The play compels audiences to question whether justice is truly impartial, or whether it serves those already in power.

COMMON MISCONCEPTION

- ✗ Context is something you add at the end of a paragraph for extra marks.
 - ✓ Context explains WHY Shakespeare presents an idea in a particular way.
- Use context to deepen interpretation, not to list background facts.

WHEN SHOULD I USE CONTEXT?

Use a contextual lens when:

- ✓ Explaining a character's behaviour
- ✓ Exploring audience reactions
- ✓ Analysing themes
- ✓ Evaluating Shakespeare's message

THINKING STEPS

- 1 What idea is Shakespeare presenting?
- 2 Which contextual lens is most relevant?
- 3 How might an Elizabethan audience respond?
- 4 What wider message is Shakespeare developing?

WRITING STEPS

- 1 State Shakespeare's idea.
- 2 Explain how context shapes meaning.
- 3 Analyse Shakespeare's methods.
- 4 Evaluate audience response and Shakespeare's purpose.

CHECKING STEPS

- Have I named the correct contextual lens? ☐
- Have I explained how context shapes meaning? ☐
- Have I linked context to Shakespeare's purpose? ☐



EXAMPLE & NON-EXAMPLE (PREP)

KO11 — Understanding Context and Applying Lenses in *The Merchant of Venice*

The Merchant of Venice
By William Shakespeare



Last lesson, we learned what contextual lenses are. Here, we look at what applying them correctly looks like — and what a common mistake looks like.

Declarative Knowledge — WHAT something is



EXAMPLE: THE FEMINIST LENS

The feminist lens examines how gender shapes power, identity and representation. Applied to *The Merchant of Venice*, it reveals how women like Portia were constrained by patriarchal structures — subject to fathers' and husbands' authority — yet Shakespeare shows Portia subverting these expectations through intelligence and disguise.



Why is this a strong example?

- ✓ Accurately defines the lens as a critical tool, not just a topic.
- ✓ Links the lens to specific power structures in Elizabethan society.
- ✓ Connects the definition to Shakespeare's presentation of Portia.



NON-EXAMPLE: THE FEMINIST LENS

The feminist lens means looking at women in the play. Portia is a woman and she does well in the end.



Why is this incorrect?

- ✗ It confuses the lens with simply identifying female characters.
- ✗ It does not explain what the lens tells us about power or society.
- ✗ A definition must explain what the lens *does* — not just who it looks at.

Procedural Knowledge — HOW to do something



EXAMPLE: APPLYING THE ANTISEMITIC LENS

Prompt: How does Shakespeare use the antisemitic lens to present Shylock in Act 1, Scene 3?

Shakespeare presents Shylock as a figure deliberately dehumanised by the society around him. When Antonio calls Shylock "dog" and "misbeliever", the animalistic and religious slurs immediately position Shylock as inferior in the eyes of Christian Venice. Applying the antisemitic lens, this reflects the deeply embedded prejudice of Elizabethan England, where Jewish people had been formally expelled since 1290 and were widely portrayed as morally corrupt. An Elizabethan audience would likely have accepted — and even endorsed — Antonio's contempt, conditioned by a society that treated antisemitism as normal. However, Shakespeare complicates this response: through Shylock's dignified and articulate reply, the writer appears to challenge his audience's assumptions, suggesting that the real moral failure belongs to those who persecute him. Ultimately, Shakespeare may be using the antisemitic lens to expose the cruelty of prejudice and invite the audience to question whether justice is truly impartial.



Why is this a strong example?

- ✓ Opens with a clear point directly answering the question.
- ✓ Embeds and zooms in on precise quotations ("dog", "misbeliever").
- ✓ Uses the antisemitic lens to explain WHY the language was used and how an audience would respond.
- ✓ Evaluates Shakespeare's authorial intention — not just what happens, but why.



NON-EXAMPLE: APPLYING THE ANTISEMITIC LENS

Prompt: How does Shakespeare use the antisemitic lens to present Shylock in Act 1, Scene 3?

- 1 Quote: "I am as like to call thee so again."
- 2 Antonio calls Shylock names.
- 3 Jewish people were not treated well in those days.
- 4 This shows Shakespeare wants us to think Shylock is treated badly.



Why is this incorrect?

- ✗ Steps are incomplete — they describe rather than analyse.
- ✗ Context is mentioned as a fact, not connected to meaning or power.
- ✗ No link is made between the lenses and Shakespeare's purpose.
- ✗ Does not evaluate how the audience is positioned or challenged.



KEY TAKEAWAY

A strong response names a lens, explains what it reveals about power, and connects this to Shakespeare's methods and his purpose — not just the plot.



REMEMBER

Context is not an add-on. It is the 'why' behind Shakespeare's choices — and applying a lens means asking: what does this context reveal about power, identity and justice?



CONTEXTUAL LENSES — PRACTICE TASKS (PAGE 1)

KO11 — Antisemitic Lens, Feminist Lens & Authorial Intention | Year 9 | The Merchant of Venice



Your task: Use what you know about the antisemitic lens, feminist lens and authorial intention to engage with these activities. Work carefully — think about WHY Shakespeare makes these choices, not just WHAT happens.

TASK 1 KEY CONCEPTS — FILL IN THE GAPS

Complete each definition using the words in the box below. **Not all words will be used.**

WORD BOX:

patriarchal | dehumanise | marginalised | gender | expulsion | authorial intention | constrained | Venetian ghetto | justice | disguise | prejudice | power

ANTISEMITIC LENS

The antisemitic lens examines how _____ against Jewish people shapes the play. In Elizabethan England, Jews had faced formal _____ since 1290. Antonio's language — such as calling Shylock "dog" — is designed to _____ him.

FEMINIST LENS

The feminist lens looks at how _____ shapes power and identity. In the play, Portia is _____ by her father's will. She lives in a _____ society where women must obey male authority.

AUTHORIAL INTENTION

_____ refers to what Shakespeare wanted his audience to think or feel. He gives voice to _____ characters — like Shylock and Portia — to make his audience question _____ and who holds _____ in society.

TASK 2 MATCH THE LENS — WHICH LENS DOES EACH STATEMENT USE?

Draw a line or write the letter to match each analytical statement (A-F) to the correct lens (1-3).

STATEMENTS

- A** Portia must use a male disguise to access the courtroom, showing that women were excluded from legal power in Elizabethan society.
- B** Antonio's use of "dog" and "misbeliever" positions Shylock as subhuman, reflecting widespread anti-Jewish attitudes of the period.
- C** By giving Shylock the "Hath not a Jew" speech, Shakespeare challenges the audience to question whether their prejudice is justified.
- D** Portia's father's will controls who she marries — even after his death, male authority governs her choices.
- E** Shylock's confinement to the ghetto reflects the social exclusion Jewish people faced across Elizabethan Europe.
- F** Shakespeare may be inviting his audience to question whether justice truly exists for those outside the dominant power structure.

LENSES

- 1 Antisemitic Lens** — examines prejudice against Jewish people and how it shapes characterisation and audience response.
- 2 Feminist Lens** — examines how gender constrains identity and power, particularly for women in a patriarchal society.
- 3 Authorial Intention** — examines what Shakespeare wanted his audience to question or understand about power and justice.

Write your answers here:

A = ____ B = ____ C = ____ D = ____ E = ____ F = ____

* REMEMBER

Every lens is a question: the antisemitic lens asks *how does prejudice shape power?* — the feminist lens asks *how does gender constrain identity?* — authorial intention asks *what does Shakespeare want us to question?*



CONTEXTUAL LENSES — PRACTICE TASKS (PAGE 1)

KO11 — Antisemitic Lens, Feminist Lens & Authorial Intention | Year 9 | *The Merchant of Venice*



Your task: Use what you know about the antisemitic lens, feminist lens and authorial intention to engage with these activities. Work carefully — think about WHY Shakespeare makes these choices, not just WHAT happens.



TASK 3 SPOT IT — IDENTIFY THE LENS AND EXPLAIN THE EFFECT

Read each extract. **Tick the correct lens(es)**, then write one sentence explaining what that lens reveals about the extract.

Extract A "You call me misbeliever, cut-throat dog, / And spit upon my Jewish gaberdine."

- ☐ Antisemitic
☐ Feminist
☐ Authorial

Extract B "I must hold a candle to my shames" — Jessica, disguised as a boy to escape her father.

- ☐ Antisemitic
☐ Feminist
☐ Authorial

Extract C "If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die?"

- ☐ Antisemitic
☐ Feminist
☐ Authorial

Extract D "I may neither choose who I would, nor refuse who I dislike; so is the will of a living daughter curbed by the will of a dead father." — Portia

- ☐ Antisemitic
☐ Feminist
☐ Authorial



TASK 4 SORT IT — STRONG ANALYSIS OR WEAK ANALYSIS?

Read each analytical sentence. **Write it in the correct column** — is it a strong contextual analysis or a weak one? Then explain your choice in the space below the table.

Sentences to sort:

A: "Shylock is treated badly because he is Jewish." | B: "Applying the antisemitic lens, Antonio's use of 'dog' reflects Elizabethan society's dehumanisation of Jewish people, positioning Shylock as morally inferior before he even speaks." | C: "Portia is a woman who is not allowed to choose her husband." | D: "Through the feminist lens, Portia's situation exposes the cruelty of patriarchal control: even her dead father's authority overrides her autonomy, suggesting Shakespeare critiques the injustice of male-dominated society." | E: "Shakespeare wants us to feel sorry for Shylock."

✓ Strong Contextual Analysis

✗ Weak / Surface-Level Response

What makes the strong examples better? Write one sentence:

★ REMEMBER

Every lens is a question: the antisemitic lens asks *how does prejudice shape power?* — the feminist lens asks *how does gender constrain identity?* — authorial intention asks *what does Shakespeare want us to question?*

SELF-QUIZZING



KO2 and 3 – analysing anaphora and KO11: context



1 Read the questions below.



2 Cover them completely.



3 Answer from memory.



4 Check and correct.



5 Repeat regularly.

DECLARATIVE KNOWLEDGE

Recall the key facts and ideas.

- 1** What is anaphora?

- 2** Give an example of anaphora from *The Merchant of Venice*.

- 3** What effect does anaphora create on the audience?

- 4** How does anaphora build meanings related to power, emotion or conflict in the play?

- 5** What historical context helps us understand Shylock's character?

- 6** How does antisemitism in the Renaissance influence the treatment of Shylock?

- 7** What are some feminist themes in *The Merchant of Venice*?

- 8** What message is Shakespeare exploring about power in the play?

PROCEDURAL KNOWLEDGE

Apply your knowledge and skills.

- 1** How do you identify anaphora in a quotation?

- 2** How should you introduce a quotation smoothly into your analysis?

- 3** What sophisticated language can you use to analyse anaphora?

- 4** How do you connect context to a character's actions or decisions?

- 5** How can you link antisemitism to Shylock's experiences in the play?

- 6** How can you apply a feminist lens to a character or theme in the play?

- 7** How can you link Shakespeare's message about power to key moments in the play?

CONDITIONAL KNOWLEDGE

When and why would you use this?

- 1** When should you use anaphora analysis in an essay?

- 2** Why is it important to embed context in your analysis?

- 3** When might you focus on antisemitism in your essay?

- 4** When might you apply a feminist lens to *The Merchant of Venice*?

- 5** When is it most effective to discuss power as a theme?

- 6** Why is it important to use sophisticated language in your analysis?

- 7** When should you use short, precise quotations?

CHALLENGE

Answer the following higher-level questions.



- 1** How does Shakespeare use anaphora to reinforce his messages about justice and mercy in the play?

- 2** Explore how context, including antisemitism and gender roles, shapes the audience's response to key characters.

- 3** 'Power corrupts and control isolates.' How does Shakespeare convey this idea through key characters and language?



MEMORY CHECK

Write down everything you can remember about:

- 1** Anaphora and its effects

- 2** How to embed a quotation

- 3** Contexts: antisemitism, gender roles, power

- 4** Shakespeare's messages in *The Merchant of Venice*



Focus: using context and analysing anaphora in Merchant of Venice.

**FEEDFORWARD IS ABOUT WHAT TO DO NEXT.**

Use the sections below to reflect on your learning across the whole topic and identify the most important area to improve.

1. STATEMENTS OF IMPROVEMENT

Tick the statements that apply to you.

KNOWLEDGE (DECLARATIVE)

- ☐ I can define anaphora and give examples from *The Merchant of Venice*.
- ☐ I can explain how anaphora is used to create emphasis and shape meaning.
- ☐ I can recall key historical context (e.g. treatment of Jewish people in Elizabethan England).
- ☐ I understand how different contexts (antisemitism, feminism, authorial intention) influence my interpretation.

SKILLS (PROCEDURAL)

- ☐ I can identify and analyse examples of anaphora in the text.
- ☐ I can explain how anaphora links to character, theme and context.
- ☐ I can use the antisemitism lens to explore Shylock's character and experiences.
- ☐ I can use the feminist lens to explore Portia, Jessica and themes of power and agency.
- ☐ I can link authorial intention and wider ideas about power to Beakespeare's use of anaphora.

UNDERSTANDING (CONDITIONAL)

- ☐ I know when and why to analyse anaphora in my writing.
- ☐ I know how context (historical, social, authorial) shapes the meaning of anaphora.
- ☐ I know when to use different lenses (antisemitism, feminism, power and authority) in my analysis.
- ☐ I know how using context and anaphora together improves the depth and quality of my response.



Be honest with yourself. Identifying areas to improve is a strength!

2. NEXT STEP

Choose the step that will make the biggest difference to your learning.



Focus on identifying anaphora in key scenes and noting the effect of the repetition.



Focus on explaining how anaphora creates emphasis and builds Shylock's voice and resentment.



Focus on linking anaphora to the historical context of antisemitism in the play.



Focus on using the feminist lens to analyse anaphora in Portia and Jessica's key lines.



Focus on exploring how Shakespeare uses anaphora to explore power, authority and control.



Focus on integrating context, anaphora and lens together in my analytical paragraphs.



Focus on using precise subject terminology and quotations to support my analysis.



Focus on one priority at a time for the greatest impact.

3. ACTION PLAN

One small change I will make next time I write an analytical paragraph:



I will check my improvement by:

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.

**4. REFLECTION CHECK**

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?

**5. REMEMBER**

Strong analysis is built on these key principles.
Keep practising them to become a more confident and effective writer.

**ANAPHORA**

Look for repetition of pronouns, possessives and key phrases. Explain its effect.

**ANTISEMITISM LENS**

Consider how the play reflects the treatment of Jewish people and its impact on Shylock.

**FEMINIST LENS**

Explore how the play presents women, their agency and the limits placed on them.

**AUTHORIAL INTENTION**

Think about why Shakespeare wrote the play and how he explores ideas about power and authority.

**CONTEXT**

Use historical and social context to deepen meaning and support your interpretations.

**INTEGRATE**

Combine anaphora, context and lens thoughtfully to write deeper, more convincing analysis.

**FINAL THOUGHT**

Small improvements today lead to big results tomorrow.
Keep practising. Keep reflecting. Keep improving.



GOLDEN THREAD

- Last lesson: We explored the key characters, events and relationships in *The Merchant of Venice*.
- This lesson: We use three contextual lenses to understand how Shakespeare presents prejudice, power and justice.
- Future learning: We will use these lenses when writing analytical paragraphs about characters, themes and audience responses.

KEY IDEA

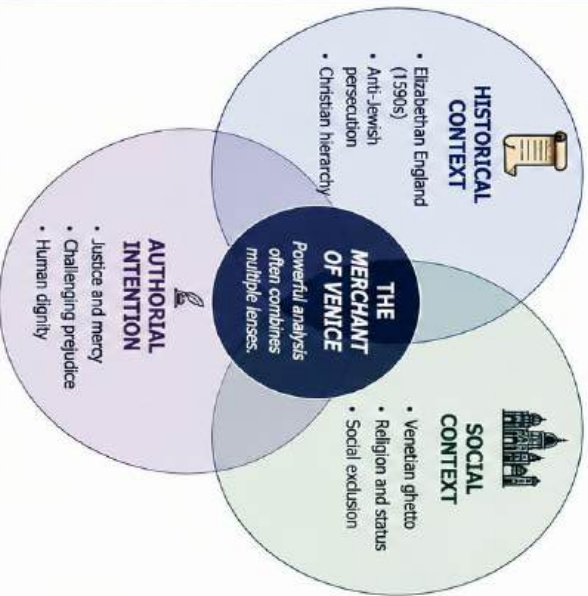


Context is the knowledge of the world in which a text was written.

It helps us understand:

- ✓ Why characters behave in certain ways
- ✓ Why audiences respond differently
- ✓ Why writers present ideas and themes in particular ways

The strongest analysis uses context to explain meaning — not simply to add facts.



THE THREE CONTEXTUAL LENSES



HISTORICAL CONTEXT —
The beliefs, events and attitudes of the period in which Shakespeare wrote.

- Elizabethan England (late 1590s) was a strongly hierarchical Christian society.
- Jewish people had been formally expelled from England in 1290 and faced intense, widespread prejudice across Europe.
- Religious prejudice was deeply normalised: Elizabethan audiences would have held ingrained assumptions about Jewish characters before the play had even begun.



SOCIAL CONTEXT —
The social structures, values and attitudes of the society Shakespeare was depicting.

- Venice had a Jewish ghetto — a legally enforced restricted area.
- Social status was determined primarily by religion and birth, not character or talent.
- Those outside the dominant, Christian merchant class were treated with suspicion and contempt.



AUTHORIAL INTENTION —
What we understand about Shakespeare's purposes and methods as a writer.

- Shakespeare frequently explored themes of justice, mercy, prejudice and human dignity.
- He regularly gave voice to marginalised characters, presenting perspectives that challenged his audience's assumptions.
- His purpose was not simply to entertain, but to make audiences question the values and prejudices of their own society.

WRITING STEPS

- 1 State Shakespeare's idea
- 2 Explain how context shapes meaning
- 3 Evaluate audience response
- 4 Analyse Shakespeare's methods

THINKING STEPS

- 1 What idea is Shakespeare presenting?
- 2 Which contextual lens is most relevant?
- 3 How might an Elizabethan audience respond?
- 4 What wider message is Shakespeare developing?

WHEN SHOULD I USE CONTEXT?

- Use a contextual lens when:
- ✓ Explaining a character's behaviour
- ✓ Exploring audience reactions
- ✓ Analysing themes
- ✓ Evaluating Shakespeare's message

COMMON MISCONCEPTION

- ✗ Context is something you add at the end of a paragraph for extra marks.
- ✓ Context explains WHY Shakespeare presents an idea in a particular way. Use context to deepen interpretation, not to list background facts.

CHECKING STEPS

- ☐ Have I named the correct contextual lens?
- ☐ Have I explained how context shapes meaning?
- ☐ Have I linked context to Shakespeare's purpose?



EXAMPLE & NON-EXAMPLE (POST)

K011 – Understanding Context in *The Merchant of Venice*



Last lesson, we learned what contextual lenses are. Here, we look at what applying them correctly looks like — and what a common mistake looks like.

Declarative Knowledge — WHAT something is

EXAMPLE: SOCIAL CONTEXT

Social context refers to the values, social structures and attitudes of the society in which Shakespeare was writing — including attitudes towards Jewish people, religious difference and social hierarchy.

Why is this a strong example?

- ✓ Accurately defines what social context is as a body of knowledge.
- ✓ Focuses on attitudes and structures rather than physical setting.
- ✓ Connects the definition to the specific society and period being studied.

NON-EXAMPLE: SOCIAL CONTEXT

Social context means where Venice is and what it looks like as a city.

Why is this incorrect?

- ✗ This describes physical setting — not social context. These are genuinely different things.
- ✗ It focuses on geography rather than on the attitudes, values and social structures of the society. A definition must state what the concept is, not give an unrelated example.

Procedural Knowledge — HOW to do something

EXAMPLE: APPLYING CONTEXT

Explain how social context shapes Antonio's treatment of Shylock in Act 1, Scene 3.

- 1 Identify the main idea — Antonio shows contempt for Shylock because of his religion.
- 2 Analyse the methods — insults, dehumanising language (e.g. "dog", "Judas").
- 3 Apply context — in Elizabethan/Venetian society, Jewish people were seen as inferior and untrustworthy.
- 4 Evaluate — an Elizabethan audience would have expected this behaviour and been encouraged to share Antonio's prejudice.

Why is this a strong example?

- ✓ All steps are complete and in clear sequence.
- ✓ Each step builds logically towards a full analysis.
- ✓ Shows how context is integrated to deepen meaning and evaluate audience response.

NON-EXAMPLE: APPLYING CONTEXT

Explain how social context shapes Antonio's treatment of Shylock in Act 1, Scene 3.

- 1 Quote: "I am as like to call thee so again".
- 2 Antonio calls Shylock names.
- 3 In Venice, there was a Jewish ghetto.
- 4 This shows that Shakespeare wants us to think about prejudice.

Why is this incorrect?

- ✗ Steps are incomplete and not in logical order.
- ✗ Context is dropped in as a fact, not explained.
- ✗ No clear link between context and meaning.
- ✗ Does not evaluate audience response.

KEY TAKEAWAY

A strong response defines the concept clearly or follows a complete process that links context to meaning and audience response.

REMEMBER

Context is not an add-on. It is the 'why' behind Shakespeare's choices — and it makes your analysis deeper and more insightful.





RED POST TASKS (POST)



POST FOCUS: K011

Older learning —
retrieval and connection



These questions focus on learning from earlier in the term.

Complete from memory — do not look back at your notes.



TIP

If you can't remember the answer, make your best attempt, then move on and come back to it.



K011 — UNDERSTANDING CONTEXT IN *THE MERCHANT OF VENICE*



INCLUDE KEY WRITING SKILLS:



Use quotations



Zoom in on key words



Link to context

1

Define the three contextual lenses. Give one key feature of each.



Historical context: _____



Social context: _____



Authorial intention: _____

(3 marks)

3

Look at this quotation from Antonio.



I am as like to call thee
so again.

(Act 1, Scene 3)

Zoom in on the word **"call"**.

What does this word suggest about Antonio?

Support your answer with a relevant contextual lens.

Zoom in: _____

Explanation: _____

Contextual lens used: _____

(4 marks)

4

How might an Elizabethan audience have responded to Shylock's demand for the — "pound of flesh"? Explain your answer using **BOTH historical AND social context**.

Historical context: _____

Social context: _____

Audience response: _____

(4 marks)

5

What message might Shakespeare be trying to make his audience think or question through the trial scene? Explain your answer using authorial intention.

Authorial intention: _____

What Shakespeare might want us to think: _____

(3 marks)



SELF-CHECK

Have you answered from memory?

Have you used a quotation?

Have you explained your ideas clearly?

Have you linked to context?



REMEMBER

- Retrieval strengthens memory.
- Context helps you explain why Shakespeare presents ideas in a particular way.
- Use quotations + analysis + context = powerful answers.

LEARNING BOX (PREP)

K01, K02, K011 — CONSTRUCTING ANALYTICAL PARAGRAPHS

PREP FOCUS:
New learning —
preparation and practice

GOLDEN THREAD

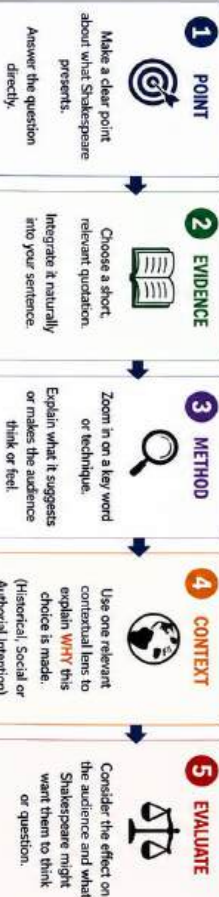
- Last lesson: We explored contextual lenses (historical, social and authorial intention).
- This lesson: We learn how to construct clear, analytical paragraphs.
- Future learning: We apply this structure in our Big Write on *The Merchant of Venice*.



KEY IDEA

Analytical paragraphs follow a clear structure: make a point, use evidence, explain the methods, add context, and evaluate the writer's purpose. A strong paragraph explains **WHY** Shakespeare makes his choices and what effect they have.

THE ANALYTICAL PARAGRAPH STRUCTURE



REMEMBER: Context is not added at the end — it is used to explain Shakespeare's purpose in this moment.

HISTORICAL CONTEXT
The beliefs, events and attitudes of the period in which Shakespeare wrote.

- Elizabethan England was a hierarchical Christian society.
- Jewish people had been expelled from England in 1290.
- Religious prejudice was normalised and influenced audience responses.

SOCIAL CONTEXT
The social structures, values and attitudes of the society Shakespeare was depicting.

- Venice had a Jewish ghetto.
- Social status depended on religion and birth, not character.
- Outsiders faced exclusion, discrimination and limited legal protection.

AUTHORIAL INTENTION
What Shakespeare wanted his audience to think about.

- He explored justice, mercy, prejudice and human dignity.
- He gave voice to marginalised characters.
- He wanted audiences to question values and prejudices.

COMMON MISCONCEPTION

- Context is something you add to get extra marks.
- Context explains **WHY** Shakespeare presents an idea in a particular way. It deepens your interpretation — it is not background information to list.

WHEN SHOULD I USE CONTEXT?

- When a character's behaviour is shaped by the society they live in.
- When explaining how an Elizabethan audience would have responded — and why.
- When exploring a theme that connects to wider historical or social forces.
- When evaluating what Shakespeare is encouraging his audience to think or question.

THINKING STEPS

- What is Shakespeare presenting here?
- Which contextual lens is most relevant?
- What does this choice suggest about Shakespeare's purpose?
- How might an audience respond?

WRITING STEPS

- State your point.
- Embed a short quotation.
- Zoom in on a key word or technique.
- Explain using a contextual lens.
- Evaluate the effect and Shakespeare's purpose.

CHECKING STEPS

- Have I answered the question?
- Have I used a short, relevant quotation?
- Have I analysed a key word or technique?
- Have I used context to explain **WHY**?

KEY TAKEAWAY

A successful paragraph links ideas, evidence, methods, context and evaluation together to explain meaning and purpose.

EXAMPLE & NON-EXAMPLE (PREP)

K01, K02, K011 — Constructing Analytical Paragraphs



Last lesson, we explored what an analytical paragraph looks like. Here we look at what effective paragraphs include — and what common mistakes look like.



PROCEDURAL KNOWLEDGE — HOW to do something
These examples show how to construct an analytical paragraph using the correct structure.

EXAMPLE: STRONG ANALYTICAL PARAGRAPH

Prompt: How does Shakespeare present Shylock in Act 1, Scene 3 of *The Merchant of Venice*?

Shakespeare presents Shylock as isolated and marginalised within Venetian society. When Antonio calls him "dog" and "Judas", the use of dehumanising nouns immediately reduces Shylock to less than human, reflecting the deep-rooted prejudice of the Christian merchants. The historical context of widespread anti-Jewish persecution across Europe explains why such language would have been accepted by an Elizabethan audience. Moreover, **social context** is crucial here: Shylock is confined to the ghetto and excluded from civic life, which helps us understand his bitterness and desire for respect. Ultimately, **Shakespeare may be inviting his audience to question the cruelty of prejudice and consider whether justice and mercy are being denied**.

NON-EXAMPLE: WEAK PARAGRAPH

Prompt: How does Shakespeare present Shylock in Act 1, Scene 3 of *The Merchant of Venice*?

Shylock is a moneylender in Venice. In Act 1, Scene 3, Antonio calls him "dog" and "Judas". This shows that people don't like him because he is Jewish. In those days people were very religious and didn't like Jews. Shakespeare wants us to think that Shylock is treated badly.

Why is this incorrect?

- Point is too general and not clearly developed.
- Quotation is not analysed or zoomed in on.
- Methods are not explored.
- Context is vague and not explained — no link to **WHY** Shakespeare makes these choices.
- No social context used.
- Evaluation is weak and not developed.
- Structure is incomplete and unclear.



Why is this a strong example?

- Clear point answering the question.
- Relevant quotation integrated naturally.
- Zooms in on a key word ("dog", "Judas").
- Explains methods and effects.
- Uses BOTH historical and social context to explain **WHY**.
- Evaluates audience response and purpose.
- Follows the full paragraph structure.

Paragraph structure check



Where this paragraph falls short



KEY TAKEAWAY

Strong paragraphs are not about adding more — they are about using the right elements in the right way to explain meaning and purpose.

REMEMBER

- Use a clear structure.
- Use the context to explain **WHY**.
- Zoom in on key words.
- Evaluate audience and purpose.

A STRONG PARAGRAPH CONNECTS: POINT + EVIDENCE + METHOD + CONTEXT + EVALUATION = DEEPER UNDERSTANDING

Strong paragraphs follow a clear structure and use evidence, methods, context and evaluation.

PREP TASK (PREP)

K01, K02, K011 — CONSTRUCTING ANALYTICAL PARAGRAPHS



PREP FOCUS:

**New learning —
preparation and practice**



This task helps you prepare for tomorrow's lesson and your Big Write.

Write an analytical paragraph that explores how Shakespeare presents Morocco in this extract.



TIP

Use your Learning Boxes to help you.
Plan carefully, then write in full sentences.

1 PLAN YOUR PARAGRAPH

Use the quotation below to plan your ideas.

“ Mislike me not for my complexion.

(Act 1, Scene 1)

Component	Notes
What is Shakespeare presenting about Morocco?	
Method	
Word to Zoom In On	
Connotations	
Contextual Lens (Historical / Social / Authorial Intention)	
Audience Response	
Shakespeare's Intention	

(3 marks)

2 BUILD THE PARAGRAPH

Using your planning from Task 1, write a full analytical paragraph.



SUCCESS CRITERIA — Your paragraph should:

- ✔ Establish a conceptual argument
- ✔ Embed evidence naturally
- ✔ Identify a method precisely
- ✔ Zoom In on a significant word
- ✔ Apply a contextual lens
- ✔ Consider audience response
- ✔ Evaluate Shakespeare's purpose

(12 marks)

3 SELF-CHECK

Tick when completed:



- ☐ I answered the question.
- ☐ I embedded evidence.
- ☐ I Zoomed In on a word.
- ☐ I used context to explain meaning.
- ☐ I considered audience response.
- ☐ I evaluated Shakespeare's intention.



CHALLENGE

Which contextual lens is most useful for understanding Morocco:
historical context, social context
or authorial intention?

Explain your choice in 2–3 sentences.



REMEMBER: A strong paragraph uses the right structure to explain meaning and purpose.



POINT



EVIDENCE



METHOD



CONTEXT



EVALUATE



SELF-QUIZZING

K01/11 & K01/2/11:
Retrieval Practice



HOW SELF-QUIZZING WORKS



1 Read the Learning Boxes.



2 Cover them completely.



3 Answer from memory.



4 Check and correct.



5 Repeat.

Every successful retrieval strengthens memory.



DECLARATIVE KNOWLEDGE (WHAT?)

1 What is the Jewish ghetto in Venice?

2 Who is Shylock?

3 What does the bond require Shylock to take if Antonio fails to repay?

4 What is the main theme explored through Shylock's character?

5 What does mercy mean in the context of *The Merchant of Venice*?



PROCEDURAL KNOWLEDGE (HOW?)

1 Name the three contextual lenses we use to understand *The Merchant of Venice*.

1. _____
2. _____
3. _____

2 Complete the analytical paragraph framework.

WHAT → _____ → _____ →
_____ → _____ → WHY

3 What should you do in the ZOOM stage?

4 Give one sophisticated quotation embedding phrase.

“ _____ ”



CONDITIONAL KNOWLEDGE (WHEN? WHY?)

1 When should you use historical context?

2 When should you use the analytical paragraph framework?

3 Why is ZOOM the most important stage?

4 Which response is stronger?

A “Shylock is angry because he wants revenge on Antonio.”

B “Shylock's anger is shaped by his experience of prejudice and exclusion in a society that rejects him.”

Circle your answer: **A** / **B**

Explain why: _____



CHALLENGE RETRIEVAL

Quotation:

“The quality of mercy is not strain'd.”

(Act 4 Scene 1)

- 1 Which character says this line?

- 2 Which word would you zoom in on?

- 3 What might Shakespeare be trying to show about mercy through this line?



MEMORY CHECK

- ☐ I answered from memory.
- ☐ I checked my answers.
- ☐ I corrected mistakes.
- ☐ I can explain all four tropes.
- ☐ I can recall all six analytical stages.
- ☐ I am ready for the Big Write.



REMEMBER: Knowledge becomes stronger every time you retrieve it.



CONTEXT → EVIDENCE → ANALYSIS → AUDIENCE → PURPOSE
WHAT → EVIDENCE → TECHNIQUE → ZOOM → EFFECT → WHY





FEEDFORWARD IS ABOUT WHAT TO DO NEXT.

Use the sections below to reflect on your learning across the whole Post & Prep booklet and identify the most important area to improve.

1. STATEMENTS OF IMPROVEMENT



Tick the statements that apply to you.

KNOWLEDGE (LEARNING BOX & E&NE)

- ☐ I need to identify historical context more accurately.
- ☐ I need to identify social context more accurately.
- ☐ I need to identify authorial intention more accurately.
- ☐ I need more practice explaining how context shapes meaning.
- ☐ I need to avoid listing context and focus on explaining purpose.

BIG WRITE PREPARATION (PREP)

- ☐ I need more practice using the paragraph structure in order.
- ☐ I need to embed quotations more effectively.
- ☐ I need more practice analysing methods in detail.
- ☐ I need more practice applying contextual lenses.
- ☐ I need to evaluate Shakespeare's purpose more confidently.

SKILLS (THINKING & WRITING)

- ☐ I need to plan my paragraph more carefully.
- ☐ I need to develop clearer conceptual arguments.
- ☐ I need to consider audience response more consistently.
- ☐ I need to check my work more thoroughly.



Be honest with yourself. Identifying areas to improve is a strength!

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.



Focus on strengthening my WHAT statements.



Focus on embedding quotations more effectively.



Focus on identifying and linking techniques more accurately.



Focus on zooming in on key words and exploring their connotations.



Focus on explaining the structure and readw of my paragraphs.



Focus on improving the structure and flow of my paragraphs.



Focus on one priority at a time for the greatest impact.

3. ACTION PLAN



One small change I will make next time I write an analytical paragraph:



I will check my improvement by:

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.



4. REFLECTION CHECK

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?



5. REMEMBER

Strong analysis is built on these key principles.
Keep practising them to become a more confident and effective writer.



CONTEXT

Use historical, social and authorial lenses to deepen meaning.



EVIDENCE

Embed quotations smoothly and purposefully.



ANALYSIS

Explain methods in detail and explore their effects.



ZOOM IN

Analyse key words and explore their connotations.



EFFECT ON READER

Explain how the reader feels or thinks.



WRITER'S INTENTION

Explain why Shakespeare has written this.



FINAL THOUGHT

Small improvements today lead to big results tomorrow.
Keep practising. Keep reflecting. Keep improving.





UXBRIDGE
HIGH SCHOOL



— YEAR 9 —

GEOGRAPHY

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The purple boxes cover previous knowledge you learned in other terms.

The green boxes help you recap what you are learning this term.

Post tasks



1

Week 1

.....

Page 86
to 91

3

Week 3

.....

Page 92
to 97

5

Week 5

.....

Page 98
to 103



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an orange box.

Prep tasks



Week 1



YEAR 9 GEOGRAPHY · KNOWLEDGE ORGANISER

KO4 — Conflict: Scale & Causes



GOLDEN THREAD

LAST TIME

We learned what conflict means — a disagreement or clash between two or more groups with different interests, needs or opinions.

THIS TIME

We are learning that conflict happens at different scales (local, national, international) and exploring the factors — resources, land, power, beliefs — that cause it at each scale.



KEY IDEA

Conflict is a clash of interests between two or more parties. It can happen at **different scales**, and the factors involved often change depending on the scale.

- **Local** — e.g. a dispute over a new housing development in a village
- **National** — e.g. disagreement between regions over water or energy resources
- **International** — e.g. countries in conflict over borders, trade or resources
- **Common factors** — land, resources, power, beliefs/values



The rings show how the same clash of interests can scale outward — from local to international.



MISCONCEPTION

STUDENTS OFTEN THINK

Conflict always means fighting or war.

WHY IT'S INCORRECT

Conflict simply means a clash of interests. It can be peaceful — a protest, a planning objection, a political disagreement — and does not have to involve violence.

REMEMBER

Even "peaceful" conflicts can still have big impacts on people and places, so they are worth studying carefully.



WHEN TO USE THIS

Use this idea when a case study, source or question describes two or more groups wanting different things from the same place, resource or decision.

SIGNAL WORDS

explain the causes of

to what extent

stakeholders

dispute / tension

EXAMPLE TRIGGER

"Explain why local residents and developers disagree" — this is asking you to apply the conflict idea.



THINKING STEPS

- 1 What scale is this conflict happening at — local, national or international?
- 2 Who are the groups involved, and what does each one want?
- 3 What factor is driving the conflict — land, resources, power or beliefs?



WRITING STEPS

- 1 State the scale of the conflict and who is involved.
- 2 Identify the main factor causing the conflict.
- 3 Explain each group's point of view, using evidence.
- 4 Link back to the question — say why this matters at that scale.



Examples vs Non-Examples & 5-Minute Task



EXAMPLES VS NON-EXAMPLES

REFERENCE — DO NOT WRITE ON

CONCEPT	✓ EXAMPLE	✗ NON-EXAMPLE
Local conflict	Residents object to a new housing estate built on village green space.	A council newsletter announcing a new housing estate. ... This is information, not a conflict — no clash of interests is shown.
National conflict	Two UK regions disagree over where a new reservoir should be built.	A local council and one nearby resident disagree over a fence. ... This is a local conflict — too small in scale to be national.
International conflict	Two countries dispute access to a shared river's water supply.	Two countries sign a trade agreement benefiting both sides. ... This is cooperation — interests align rather than clash.
Conflict (general)	A factory's pollution angers nearby residents who want it closed.	Residents and a factory agree on new pollution controls together. ... This is resolution — the conflict has been resolved, not shown.



5-MINUTE TASK

5 MINS

Use the table above and your KO4 organiser to help you. Write your answers on the lines.

1

Define conflict in your own words.

Sentence starter: "Conflict is when ..."

2

Sort the six scenarios below into conflict or cooperation.

Reservoir dispute

Trade agreement

Border tension

Shared aid plan

Land protest

Joint clean-up

CONFLICT — interests clash

COOPERATION — interests align

3

Explain one reason conflicts happen, using an example from the table above.

☆ CHALLENGE

Could a conflict at one scale (e.g. local) ever cause a conflict at a different scale (e.g. national)? Explain your thinking.



KO4 — Is Hydroelectric Power Good?

SELF-QUIZZING TO STRENGTHEN MEMORY — SCALE & CAUSES OF CONFLICT

HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes — think hard.
- 3 After answering, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.

Rehearsed means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

IMPORTANT RULE: QUESTIONS ONLY

- ❌ Do NOT include answers anywhere.
- ❌ Do NOT add any hints or clues.
- ❌ Do NOT explain the answers.
- ❌ Do NOT include extra information.

KO8 — SCALE & CAUSES OF CONFLICT

WHAT DO I KNOW? Declarative knowledge	HOW DO I USE IT? Procedural knowledge	WHEN DO I USE IT? Conditional knowledge	MISTAKES STUDENTS MAKE
What is meant by the 'scale' of a conflict?	How would you explain the difference between a local and a global conflict using an example of each?	When a question asks about the 'scale' of conflict, what types of evidence should you refer to?	Why is it wrong to say larger-scale conflicts always have more impact than small-scale ones?
Name four causes of conflict and give one example of each.	How would you explain why a conflict has more than one cause, using Ukraine or Afghanistan as an example?	When a question asks 'why did conflict begin', which types of cause should you always consider?	Why is it wrong to say conflicts are caused by only one factor, such as religion or one leader?

GOLDEN THREAD

← LAST TIME

We learned what hydroelectricity is, how it generates power, and its key positives and negatives.

→ THIS TIME

We are judging whether hydroelectric power should be used more widely — and building arguments for and against.

KEY IDEA

Evaluation means weighing up the costs and benefits of hydroelectric power to reach a supported judgement about whether it is a 'good' energy source.

- **Economic:** expensive to build, but very cheap to run long-term.
- **Environmental:** no carbon emissions, but dams flood valleys and disrupt river ecosystems.
- **Social:** reservoirs create jobs and water supply, but communities may be displaced.
- **Reliability:** output can be controlled, but only suitable in specific landscapes.

MISCONCEPTION

STUDENTS OFTEN THINK...

Hydroelectric power is completely harmless because it produces no pollution or emissions.

WHY IT'S WRONG

Constructing dams floods valleys, destroys habitats and displaces communities. Renewable does not mean no environmental impact — the flooding and construction cause major harm.

WHEN TO USE THIS

Use this when a question asks you to **judge** whether a hydroelectric scheme is worthwhile — weighing benefits against costs for different groups.

SIGNAL WORDS / QUESTION TYPES

'Evaluate...', 'To what extent...', 'Do you agree?', 'Assess the impacts...', 'Should...'

Water flows through the dam, spins turbines to generate electricity — but the reservoir behind floods the valley.



THINKING STEPS

- 1 What are the main **benefits** of this scheme? (economic, environmental, social)
- 2 What are the main **costs or harms**? Who or what is negatively affected, and how badly?
- 3 Overall, do the benefits **outweigh** the costs — for whom, and over what timescale?

WRITING STEPS

- 1 **State your judgement** — Is HEP a good energy source? Say so clearly.
- 2 **Argue one benefit** with specific detail (e.g. no fuel costs, low carbon output).
- 3 **Counter with a cost** — show you understand both sides (e.g. habitat loss, displacement).
- 4 **Conclude** — explain which side is stronger and why, using evidence.



Examples vs Non-Examples & 5-Minute Task

✓ SECTION 1 — EXAMPLES VS NON-EXAMPLES

CONCEPT	✓ EXAMPLE	✗ NON-EXAMPLE (what it actually is)
Hydroelectric Power (HEP)	✓ Example The Hoover Dam (USA) uses flowing water to spin turbines and generate electricity for millions of homes.	✗ Non-example A wind farm generating electricity using rotating blades. – This is wind power – it uses air movement, not flowing water.
Renewable Energy	✓ Example HEP from a river dam – the water source is naturally replenished by rainfall, so it never runs out.	✗ Non-example A gas-fired power station burning natural gas to produce electricity. – This is non-renewable energy – fossil fuels are finite and cannot be replaced.
Environmental Benefit	✓ Example HEP produces no greenhouse gas emissions during operation, helping to reduce climate change.	✗ Non-example Building a dam floods a river valley, destroying habitats and displacing wildlife. – This is an environmental cost – it harms ecosystems, not helps them.
Social Cost	✓ Example The Three Gorges Dam (China) forced over 1 million people to leave their homes and communities.	✗ Non-example A reservoir created by a dam providing a reliable water supply for a nearby city. – This is a social benefit – it improves people's quality of life, not harms it.

🕒 SECTION 2 — 5-MINUTE TASK 5 MINS

Use the table above and your KO4 organiser to help you. Write your answers on the lines below.

1 Define the term **evaluation** and explain why it is important when judging whether HEP is a good energy source.

Evaluation means weighing up... because...

2 Sort the six items below into **Benefits** or **Costs** of hydroelectric power.

WORD BANK: No carbon emissions Flooding of valleys Reliable electricity Displaces communities Creates jobs Habitat loss

✓ **Benefits — positive impacts of HEP**

✗ **Costs — negative impacts of HEP**

3 Explain one reason why hydroelectric power may not be good for the environment, using an example.

One environmental cost is... For example...

★ **CHALLENGE**

"The benefits of hydroelectric power always outweigh its costs." Do you agree? Justify your answer using evidence from both sides.



SELF-QUIZZING TO STRENGTHEN MEMORY – HYDROELECTRIC POWER & ITS USES



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes – think hard.
- 3 After answering, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.



Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.



IMPORTANT RULE: QUESTIONS ONLY

- ✗ Do NOT include answers anywhere.
- ✗ Do NOT add any hints or clues.
- ✗ Do NOT explain the answers.
- ✗ Do NOT include extra information.

KO4 – HYDROELECTRIC POWER & ITS USES

 WHAT DO I KNOW? <i>Declarative Knowledge</i>	 HOW DO I USE IT? <i>Procedural Knowledge</i>	 WHEN DO I USE IT? <i>Conditional Knowledge</i>	 MISTAKES STUDENTS MAKE
How does a hydroelectric power station generate electricity?	How would you explain the process of HEP generation in the correct sequence of stages?	When a question asks how HEP works, which key components – dam, reservoir, turbine, generator – must you include?	Why is it wrong to say HEP generates electricity directly from water – what does water actually do?
What are the social, economic and environmental advantages and disadvantages of HEP?	How would you evaluate whether HEP is a 'good' energy source, balancing its benefits against its costs?	When a question asks you to assess or evaluate HEP, which categories of impact – economic, social, environmental – should structure your answer?	Why is it wrong to say HEP has no environmental impact because it does not burn fossil fuels?



GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



Small improvements → stronger learning.





KO5 — How Do Resources Cause Conflict?



GOLDEN THREAD

LAST TIME

We learned about the types of conflict and the key reasons why conflict occurs between groups and countries.

THIS TIME

We are learning which resources have caused conflict and why countries go to war over them.



KEY IDEA

Resource conflict occurs when countries or groups compete over scarce or valuable natural resources — control of these resources means economic power and political influence.

- **Oil & Gas:** energy security drives territorial disputes (e.g. South China Sea).
- **Water:** shared river basins create tension when supply is limited.
- **Minerals:** rare metals needed for technology spark competition in resource-rich regions.
- **Scarcity:** as populations grow and resources shrink, competition — and conflict — increases.



Multiple countries pulling at the same scarce resource — competition leads to tension and conflict.



MISCONCEPTION

STUDENTS OFTEN THINK

Conflicts over resources are only ever about oil — and only happen in the Middle East.

WHY IT'S INCORRECT

Resource conflicts involve water, minerals, land and gas across every continent. The cause is *scarcity + power*, not just one resource or region.



WHEN TO USE THIS

Apply this idea when a question asks you to **explain or assess why a conflict began**, or to judge whether resources are the **main cause** of a war or dispute.

SIGNAL WORDS / QUESTION TYPE

"Explain why...", "Assess the causes of...", "To what extent are resources responsible for...?", "Why do countries go to war?"



THINKING STEPS

- 1 Which resource is at the centre of this conflict, and why is it valuable?
- 2 Who controls it now, and who wants control — and why does that create tension?
- 3 Are there other causes (political, historical, religious)? Is the resource the main driver?



WRITING STEPS

- 1 Name the resource and state why it is scarce or strategically important.
- 2 Explain which groups or countries want control, and what they stand to gain.
- 3 Link the resource to the conflict using a specific example or place name.
- 4 Evaluate: is the resource the main cause, or one of several — and why does that matter?



Examples vs Non-Examples & 5-Minute Task



SECTION 1 — EXAMPLES VS NON-EXAMPLES

CONCEPT	✓ EXAMPLE	✗ NON-EXAMPLE — WHAT IT ACTUALLY IS
Resource Conflict	✓ The South China Sea dispute — multiple nations claim the same oil-rich waters, leading to military standoffs.	✗ Two companies competing for a mining licence. → This is commercial competition, not a resource conflict — no military force or sovereignty is involved.
Resource Scarcity	✓ The River Nile: Ethiopia's Grand Dam reduces water flow to Egypt and Sudan, creating fierce tension over a shrinking supply.	✗ A country choosing not to use its oil reserves. → This is a political choice, not scarcity — the resource still exists in sufficient quantity.
Strategic Resource	✓ Cobalt in the DRC — essential for electric vehicle batteries, making it a target for foreign powers and armed groups.	✗ Sand used locally for construction in a stable region. → This is a commodity resource — widely available and not causing geopolitical competition.
Resource Nationalism	✓ Venezuela nationalising its oil industry — the government took state control to keep profits for citizens rather than foreign corporations.	✗ A country importing oil from abroad to meet demand. → This is energy dependency, not nationalism — the country is relying on others, not asserting control.



SECTION 2 — 5-MINUTE TASK

05 MINS

Use the table above and your KO5 knowledge organiser to help you. Write your answers on the lines below.

Q1. Define resource conflict in your own words.

Resource conflict is when...

Q2. Sort the items below into the correct column.

WORD BANK: South China Sea · Mining licence dispute · Nile Dam tensions · Company price war · DRC cobalt conflict · Local sand extraction

✓ RESOURCE CONFLICT

Involves competition over a scarce resource with political or military tension

✗ NOT A RESOURCE CONFLICT

Commercial local or non-political competition — no sovereignty or force involved

Q3. Explain one reason why countries come into conflict over resources. Use a named example in your answer.

One reason countries conflict over resources is because... For example...



CHALLENGE

'Resource conflicts are always caused by scarcity.' Do you agree? Explain your answer, using evidence.

SELF-QUIZZING TO STRENGTHEN MEMORY – HOW RESOURCES (OR LACK THEREOF) CAUSE CONFLICT

HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes – think hard.
- 3 After answering, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

IMPORTANT RULE: QUESTIONS ONLY

- Do NOT include answers anywhere.
- Do NOT add any hints or clues.
- Do NOT explain the answers.
- Do NOT include extra information.

K07 – HOW RESOURCES (OR LACK THEREOF) CAUSE CONFLICT

WHAT DO I KNOW? Declarative Knowledge	HOW DO I USE IT? Procedural Knowledge	WHEN DO I USE IT? Conditional Knowledge	MISTAKES STUDENTS MAKE
What is resource scarcity, and which resources most commonly trigger conflict – water, oil, land or food?	How would you explain the link between resource scarcity and conflict using a normed case study such as Darfur or the South China Sea?	When a question asks why a conflict began, how do you decide whether resource scarcity is a cause you should focus on?	Why is it wrong to say resource conflicts are only about oil – what other resources cause conflict and why?
How can an abundance of resources – such as oil or minerals – also cause conflict rather than prevent it?	How would you evaluate whether resource wealth or resource scarcity is the more significant cause of conflict in a given example?	When a question asks you to assess the causes of a conflict, when should you consider both the presence and the absence of resources in your answer?	Why is it wrong to say that countries with more resources always have less conflict – what does the 'resource curse' tell us?

K05 – Comparing & Assessing the Impacts of Conflict

GOLDEN THREAD

◀ LAST TIME
We studied the conflicts in Sudan driven by climate change, and explored how piracy rose in Somalia as a result of civil war and state collapse.

KEY IDEA

Comparing conflicts means examining two case studies side by side to identify similarities and differences in their causes, their impacts, and the scale of those impacts.

- **Causes:** Why did conflict start? (climate change, poverty, political collapse, resources)
- **Human impacts:** Casualties, displacement, refugees, famine, disease.
- **Economic impacts:** Damage to trade, infrastructure, jobs and industry.
- **Global ripple effects:** Migration, piracy, aid demands, regional instability.



A Venn diagram shows what is unique to each conflict and what they share – the core comparison tool.

MISCONCEPTION

STUDENTS OFTEN THINK
All conflicts are caused by the same thing – usually just violence or religion.

WHY IT'S INCORRECT
Conflicts have multiple, overlapping causes. Sudan's conflict is driven by climate change and resource scarcity. Somalia's by state collapse and poverty. The causes – and therefore the solutions – differ greatly.

WHEN TO USE THIS

Use this when a question asks you to **compare, contrast** or **assess** two or more conflict case studies.

SIGNAL WORDS / QUESTION TYPE
"Compare...", "How similar are...", "To what extent do both...", "Assess the impacts of conflict in...", "Using two examples, explain..."

THINKING STEPS

- 1 What caused each conflict? Are the root causes similar or different?
- 2 What are the human and economic effects inside each country?
- 3 How has each conflict affected the wider world – trade, migration, aid, security?

WRITING STEPS

- 1 Introduce both conflicts and state whether they are broadly similar or different.
- 2 Compare one cause – explain how it is the same or different in each conflict.
- 3 Compare one impact – use facts or data from each case study for detail.
- 4 Conclude – which conflict had the greater global impact, and why?



Examples vs Non-Examples & 5-Minute Task



EXAMPLES VS NON-EXAMPLES

CONCEPT	✓ EXAMPLE	✗ NON-EXAMPLE — WHAT IT ACTUALLY IS
Climate-driven conflict	Darfur, Sudan — drought and desertification triggered competition between farmers and herders, sparking violent conflict.	The Syrian Civil War — Primarily a political uprising, not directly caused by environmental resource scarcity.
State collapse	Somalia — the government fell in 1991, leaving no central authority; militias and warlords filled the power vacuum.	A military coup (e.g. Myanmar 2021) — The state still exists under new leaders; collapse means no functioning government at all.
Refugee	A Sudanese family who fled to Chad to escape the Darfur conflict and registered with the UNHCR for protection.	An economic migrant moving to Europe for better wages — Migrants choose to move for economic reasons; refugees are forced to flee persecution or conflict.
Global ripple effect	Somali piracy disrupting international shipping lanes in the Gulf of Aden, raising insurance costs worldwide.	A local curfew imposed inside a conflict zone — A local effect stays within the country; a ripple effect crosses borders and affects other nations.



5-MINUTE TASK 5 MINS

Use the table above and your KOS organiser to help you. Write your answers on the lines below.

1 Define/Recall: What is a “global ripple effect” in the context of conflict? Give one example.

A global ripple effect is when a conflict causes impacts beyond its borders, for example ...

2 Sort: Place each item in the correct column below.

Word bank: Darfur violence Piracy in Gulf of Aden Drought & desertification State collapse (1991) Al-Shabaab
Refugee crisis in Chad

SUDAN

Conflict linked to climate change

SOMALIA

Conflict linked to state collapse

3 Explain/Apply: Explain one way that conflict in Somalia has had an effect beyond the country’s borders. Use evidence in your answer.

One way conflict in Somalia has affected the wider world is ...

☆ CHALLENGE

“The causes of conflict in Sudan and Somalia are completely different.” Do you agree? Explain your answer using evidence from both countries.



SELF-QUIZZING TO STRENGTHEN MEMORY – SUDAN: CLIMATE CONFLICT & SOMALIA: PIRACY



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes – think hard.
- 3 After answering, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.



Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.



IMPORTANT RULE: QUESTIONS ONLY

- Do NOT include answers anywhere.
- Do NOT add any hints or clues.
- Do NOT explain the answers.
- Do NOT include extra information.

KO5 – SUDAN: CLIMATE-DRIVEN CONFLICT & SOMALIA: PIRACY & CIVIL WAR

WHAT DO I KNOW? <i>Declarative Knowledge</i>	HOW DO I USE IT? <i>Procedural Knowledge</i>	WHEN DO I USE IT? <i>Conditional Knowledge</i>	MISTAKES STUDENTS MAKE
How did climate change – through drought and desertification – lead to conflict in Darfur, Sudan?	How would you explain the chain of events from drought in Sudan to violent conflict between farmers and herders?	When a question asks about the link between climate change and conflict, which Sudan-specific facts and sequence of events should you use?	Why is it wrong to say the Darfur conflict was caused only by ethnic hatred – what environmental trigger is being ignored?
How did the collapse of Somalia's government lead to the rise of piracy in the Gulf of Aden?	How would you explain the global effects of Somali piracy – on shipping, trade and international responses?	When a question asks about the global impact of a conflict, how do you use Somalia as an example of ripple effects beyond a country's borders?	Why is it wrong to say Somali pirates are simply criminals – what political and economic conditions drove people to piracy?



GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



Small improvements → stronger learning.





KO6 — Modern Conflict: Causes & Global Impacts



GOLDEN THREAD

◀ LAST TIME

We studied the **historical causes of conflict** — examining how and why major global conflicts such as World War One and World War Two began.

▶ THIS TIME

We are examining **modern-day conflicts** — the invasion of Ukraine and the Afghanistan conflict — looking at their causes and their effects on countries and the wider world.



KEY IDEA

Modern conflict refers to armed disputes occurring in the contemporary world, shaped by a complex mix of political, economic, ethnic and ideological factors — with consequences that extend far beyond the countries involved.

- **Political causes:** Power struggles, invasion, regime change (e.g. Russia invading Ukraine to prevent NATO expansion).
- **Economic causes:** Control of resources, trade routes or territory (e.g. oil, gas pipelines).
- **Ethnic / ideological causes:** Religious extremism, ethnic tension (e.g. Taliban ideology in Afghanistan).
- **Global effects:** Refugee crises, energy price shocks, food insecurity, international sanctions.



Causes feed into modern conflicts which ripple outward as global effects — the chain of analysis for any conflict question.



MISCONCEPTION

STUDENTS OFTEN THINK

Modern conflicts are only caused by one thing — usually religion or one leader's decision.

WHY IT'S INCORRECT

Conflicts have multiple, interlocking causes. Ukraine's invasion involves history, political alliances and economics; Afghanistan's conflict involved ideology, foreign intervention and governance failure — never just one factor alone.



WHEN TO USE THIS

Use this when a question asks you to **explain, analyse or evaluate** why a modern conflict started or what its effects have been.

SIGNAL WORDS / QUESTION TYPE

"Explain the causes of...", "Assess the impacts of...", "To what extent...", "Why did conflict occur in...?", "Evaluate the consequences of..."



THINKING STEPS

- 1 What are the main causes of this conflict? Are they political, economic, ethnic or ideological?
- 2 What are the effects — on people inside the country and on the wider world?
- 3 Which cause or effect is most significant, and why?



WRITING STEPS

- 1 State the conflict and identify the type of cause or effect the question asks about.
- 2 Explain the cause or effect in detail — use specific facts or place names.
- 3 Link to the wider world — how did this affect other countries or people beyond the conflict zone?
- 4 Evaluate: which factor is most important and why? Use a connective (e.g. "However...", "Overall...").



Examples vs Non-Examples & 5-Minute Task



EXAMPLES VS NON-EXAMPLES

CONCEPT	✓ EXAMPLE	✗ NON-EXAMPLE — WHAT IT ACTUALLY IS
Political cause of conflict	Russia's invasion of Ukraine (2022) — driven by political tensions over NATO expansion and Ukrainian sovereignty.	Drought causing crop failure in Sudan — An environmental/economic trigger, not a political decision by a government or regime.
Ideological cause of conflict	The Taliban's takeover of Afghanistan — driven by a strict religious ideology seeking to impose Sharia law.	A border dispute over oil fields between two states — A resource / economic cause, not a belief system motivating fighters.
Internally displaced person (IDP)	A Ukrainian family who fled Mariupol for Kyiv — forced to move within their own country due to conflict.	A Syrian family who crossed into Turkey and registered with the UNHCR — A refugee — they have crossed an international border, unlike an IDP who stays within their own country.
Global economic impact of conflict	The Ukraine war cut wheat exports, causing global food prices to spike and threatening food security in North Africa.	Destroyed bridges and roads inside Afghanistan after US withdrawal — A local/national economic impact — it stays within the country rather than affecting global markets.



5-MINUTE TASK

5 MINS

Use the table above and your KOG organiser to help you. Write your answers on the lines below.

1 Define/Recall: What is the difference between a refugee and an internally displaced person (IDP)?

A refugee is someone who has crossed an international border, whereas an IDP is ...

2 Sort: Decide whether each item below is a cause or an effect of modern conflict. Write each one in the correct column.

Word bank: NATO expansion Food price rises Taliban ideology Mass displacement Political rivalry Energy shortages

CAUSES OF CONFLICT

Factors that trigger or start a conflict

EFFECTS OF CONFLICT

Consequences felt during or after conflict

3 Explain/Apply: Explain one way the conflict in Ukraine has had a global economic impact. Use evidence in your answer.

One global economic impact of the Ukraine conflict is ...

★ CHALLENGE

"Political causes are always more important than economic causes in starting modern conflict." Do you agree? Use evidence from Ukraine and/or Afghanistan in your answer.

SELF-QUIZZING TO STRENGTHEN MEMORY – MODERN CAUSES & GLOBAL IMPACTS OF CONFLICT

HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes – think hard.
- 3 After answering, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

IMPORTANT RULE: QUESTIONS ONLY

- Do NOT include answers anywhere.
- Do NOT add any hints or clues.
- Do NOT explain the answers.
- Do NOT include extra information.

KO3 – MODERN CAUSES & GLOBAL IMPACTS OF CONFLICT

WHAT DO I KNOW? Declarative Knowledge	HOW DO I USE IT? Procedural Knowledge	WHEN DO I USE IT? Conditional Knowledge	MISTAKES STUDENTS MAKE
What are the four main modern causes of conflict – political, economic, ethnic and ideological – and what is an example of each?	How would you explain why modern conflicts rarely have a single cause, using Ukraine or Afghanistan as your examples?	When a question asks "why did this conflict begin," how do you decide which type of cause to prioritise in your answer?	Why is it wrong to say modern conflicts are caused only by religion or one leader's decision?
What are the key global impacts of modern conflict – refugee crises, food and energy price shocks, migration and international sanctions?	How would you explain how a conflict in one country creates ripple effects that affect people in other countries, using specific evidence?	When a question asks about the global impact of conflict, which categories of effect – economic, social, political – should always feature in your answer?	Why is it wrong to say the impacts of conflict are felt only inside the country where the fighting takes place?

YEAR 8 GEOGRAPHY : KNOWLEDGE ORGANISER

KO3 – Coasts & Tourism

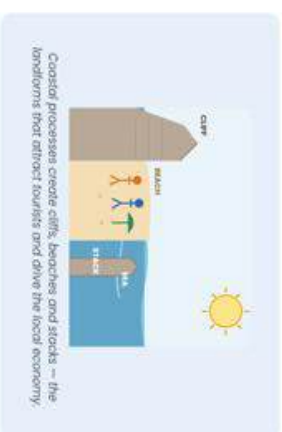
GOLDEN THREAD

◀ LAST TIME
We studied **coastal processes** – how erosion, transportation and deposition shape the coastline, and how these natural features attract visitors.

KEY IDEA

Coastal tourism occurs when physical processes – erosion, deposition and longshore drift – create attractive landforms such as beaches, cliffs and bays that draw visitors, generating economic activity but also environmental pressure.

- **Deposition** builds beaches and spits – the primary attraction for most coastal tourists.
- **Erosion** carves dramatic cliffs, stacks and arches that attract visitors and photographers.
- **Economic benefits:** jobs in hospitality, income for local businesses, improved infrastructure.
- **Environmental costs:** footpath erosion, litter, habitat damage, overdevelopment of the shoreline.



► THIS TIME

We are exploring how **coastal processes create the conditions for tourism** – and how tourism then impacts the coastline and the communities that live there.

MISCONCEPTION

STUDENTS OFTEN THINK

Tourism is always good for a coastal area because it brings money and jobs.

WHY IT'S INCORRECT

Tourism also brings significant costs – footpath erosion, habitat damage, litter, seasonal unemployment and overdevelopment. Benefits and costs must be weighed against each other for every location.

WHEN TO USE THIS

Use this when a question asks you to **explain, assess or evaluate** the relationship between coastal processes and tourism, or the impacts tourism has on a coast.

SIGNAL WORDS / QUESTION TYPE

"Explain how...", "Assess the impact of tourism on...", "To what extent is tourism beneficial?", "Using a named example, explain why tourists visit..."

THINKING STEPS

- 1 Which coastal process (erosion, deposition, longshore drift) created this landform, and why does it attract tourists?
- 2 What are the economic and social benefits that tourism brings to this coastal location?
- 3 What environmental and social costs does tourism create – and do the benefits outweigh the costs?

WRITING STEPS

- 1 Name the coastal landform or process and explain how it was formed.
- 2 Explain why this attracts tourists – what do visitors come to see or do?
- 3 Describe one benefit and one cost of tourism at this coastal location, with specific detail.
- 4 Evaluate: is tourism a good thing for this coast overall? Justify your judgement.



Examples vs Non-Examples & 5-Minute Task



EXAMPLES VS NON-EXAMPLES

CONCEPT	✓ EXAMPLE	✗ NON-EXAMPLE - WHAT IT ACTUALLY IS
Wave erosion	Hydraulic action carving a sea cave into a cliff face at Durdle Door, Dorset, over thousands of years.	Sand accumulating at the mouth of a river estuary to form a sandbank. - This is deposition - material being dropped - not erosion which removes material.
Coastal deposition landform	Chesil Beach, Dorset - a 29 km tombolo built by longshore drift depositing pebbles along the shore.	A headland jutting out to sea where waves attack both sides. - A headland is an erosion landform - formed by resistant rock left behind as weaker rock is worn away.
Economic benefit of coastal tourism	Hotels, restaurants and surf schools in Newquay employ local people year-round, generating income for the town.	Footpath erosion along cliff-top walks caused by large numbers of visitors in summer. - This is an environmental cost of tourism - damage to ecosystems - not an economic benefit.
Coastal management (hard engineering)	A sea wall built at Lyme Regis to reflect wave energy and protect the town and its tourist beach from erosion.	Planting marram grass on sand dunes to stabilise them naturally. - This is soft engineering (managed retreat / nature-based solution) - working with natural processes rather than against them.



5-MINUTE TASK

5 MINS

Use the table above and your KO3 organiser to help you. Write your answers on the lines below.



1 Define/Recall: What is longshore drift, and why is it important for coastal tourism?

Longshore drift is the process by which ...



2 Sort: Decide whether each item is a benefit or a cost of coastal tourism. Write each one in the correct column.

Word bank: Jobs created Litter on beaches Higher local income Habitat damage New infrastructure Footpath erosion

BENEFITS OF COASTAL TOURISM

Positive impacts on people and the local economy

COSTS OF COASTAL TOURISM

Negative impacts on the environment and community



3 Explain/Apply: Explain how one coastal landform formed by erosion attracts tourists. Use a named example in your answer.

The landform I have chosen is ... It attracts tourists because ...

★ CHALLENGE

"The environmental costs of coastal tourism always outweigh the economic benefits." Do you agree? Use evidence from a named coastal location to support your answer.



SELF-QUIZZING TO STRENGTHEN MEMORY – COASTS & TOURISM



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes – think hard.
- 3 After answering, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.

 **Retrieval** means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.



IMPORTANT RULE: QUESTIONS ONLY

- ✗ Do NOT include answers anywhere.
- ✗ Do NOT add any hints or clues.
- ✗ Do NOT explain the answers.
- ✗ Do NOT include extra information.

K03 – COASTS & TOURISM

 WHAT DO I KNOW? Declarative Knowledge	 HOW DO I USE IT? Procedural Knowledge	 WHEN DO I USE IT? Conditional Knowledge	 MISTAKES STUDENTS MAKE
• Why do coastal landforms attract tourists?	• How would you explain the link between deposition and beach tourism?	• When a question asks "why do tourists visit coastlines," which processes and landforms should you mention?	• Why is it wrong to say tourism is always good for a coast?
• What economic benefits does coastal tourism bring?	• How would you use a named example to answer a question about coastal tourism?	• When should you distinguish between physical and human attractions at a coast?	• Why is it wrong to say only hot coastal areas attract tourists?



GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



Small improvements → stronger learning.





— YEAR 9 —

MATHS

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The blue boxes cover previous knowledge you learned in other terms.

The green boxes help you recap what you are learning this term.

Post tasks



1

Week 1

Page 105
to 108

2

Week 2

Page 109

3

Week 3

Page 110
to 114

4

Week 4

Page 115

5

Week 5

Page 116
to 120

6

Week 6

Page 121

7

Week 7

Page 122
to 127



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an orange box.

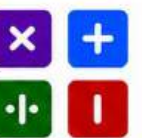
Prep tasks





PREP LEARNING BOX

K01: Rounding (Decimal Places & Significant Figures)



YEAR 9 MATHS



KEY IDEA: Rounding gives simpler numbers that are close to the original value. Significant figures show the precision of a measurement.

ROUNDING GUIDE

Type	Example	Rule
1 d.p.	7.246 → 7.2	Look at the hundredths digit (4). $4 < 5$ so keep tenths the same.
2 d.p.	9.876 → 9.88	Look at the thousandths digit (6). $6 \geq 5$ so round hundredths up.
2 s.f.	3728 → 3700	Look at the third significant figure (2). $2 < 5$ so keep first two digits the same.
3 s.f.	0.004962 → 0.00496	First three significant figures are 4, 9, 6. Next digit is 2 (< 5) so keep the 6.

REMEMBER:

Look at the next digit to the right.
5 or more → round up. Less than 5 → keep the same.



WHEN TO USE THIS

- Estimating answers in calculations.
- Checking the reasonableness of results.
- Comparing measurements or data.
- Presenting data to a given level of precision.



METHOD STEPS

- Identify the required place (d.p. or s.f.).
- Look at the next digit to the right.
- If it is 5 or more, round up. If less than 5, keep the same.



COMMON MISCONCEPTIONS

- $0.75 > 0.8$
- because $75 > 8$
- -5 is greater than -2

CORRECT THINKING

- $0.8 = 0.80$, and $0.80 > 0.75$
- For negatives, the more negative number is smaller.
($-5 < -2$)

THINKING QUESTIONS

- What happens to a number when you round it?
- How does the number of significant figures affect precision?
- Which place value are you looking at, and why?



LINK TO MATHEMATICAL PURPOSE

Rounding and significant figures are used in science, finance, engineering and everyday life to present information clearly and to the right level of precision.

WEEK 1 – PAGE 1 OF 3



EXAMPLE & NON-EXAMPLE

K01: Rounding (Decimal Places & Significant Figures)



YEAR 9 MATHS



GOLDEN THREAD:

We use rounding to simplify numbers while keeping them close to their original value. We use significant figures to show precision.

EXAMPLE (GOOD)

Question: Round 23.8567 to 2 d.p.

- Look at the hundredths digit (5).
- Ignore the next digit (6).
- 5 or more → round up.
- Keep the hundredths the same and increase by 1.
- Answer = **23.86**



NON-EXAMPLE (NOT GOOD)

Question: Round 23.8567 to 2 d.p.

- Look at the hundredths digit (5).
- Ignore the next digit.
- Keep the 5 the same.
- Answer = **23.85**



WHAT IS GOOD ABOUT THIS?

- Identifies the correct place value.
- Uses the rounding rule correctly.
- Checks the next digit.
- Gives the correct answer.

WHAT IS WRONG WITH THIS?

- Did not check the next digit.
- Ignored the rounding rule.
- Gives an incorrect answer.

KEY TAKEAWAY:

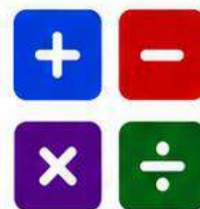
Always look at the digit to the right of the rounding place. Check it carefully and apply the rounding rule. This prevents many common mistakes.



WEEK 1 – PAGE 2 OF 3



PREP TASK



K01: Rounding (Decimal Places and Significant Figures)

YEAR 9 MATHS

1 TASK 1 – KEY VOCABULARY

Match the term to the correct definition.

- | | | |
|----------------------|---|---|
| 1 Decimal place | • | A Arranging numbers from largest to smallest. |
| 2 Significant figure | • | B The digit in a number that shows precision. |
| 3 Ascending order | • | C Giving a number a shorter, simpler form. |
| 4 Descending order | • | D The digits after the decimal point. |
| 5 Rounding | • | E Arranging numbers from smallest to largest. |

2 TASK 2 – SPOT THE MISCONCEPTION

A student is asked to round:

23.8567 to 2 decimal places

Student's working

- 1 Look at the hundredths digit (5)
- 2 Keep the 5 the same
- 3 Answer = 23.85

a What mistake has the student made?

b Which digit should they have checked?

c What should the correct answer be?

Challenge: Explain why the student's answer is close to the correct answer but still incorrect.

3 TASK 3 – QUICK CHECKS

Complete each column.

 Round to 1 d.p.	 Round to 2 d.p.	 Round to 3 s.f.
1 4.63 2 7.892 3 12.46 4 0.037 5 -2.14 Answers: _____	1 5.3276 2 0.004876 3 98.76 4 -3.669 5 1.996 Answers: _____	1 0.05986 2 3729.65 3 0.000987 4 53.3871 5 -0.00645 Answers: _____



CHALLENGE (REASONING)

Three numbers are in ascending order and each is rounded to 2 d.p.
A rounds to 2.31 to 1 d.p., B rounds to 2.32 to 1 d.p., and C rounds to 2.33 to 1 d.p.
The difference between A and C is less than 0.1.

What could the three numbers be?

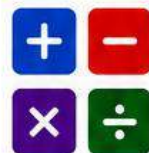
TIP

Think about the possible values each number could be before rounding.





[MATHS] – FEEDFORWARD



Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

[KO1: NUMBERS – PREP 1]



FEEDFORWARD TARGETS

Tick the targets that apply to your work for Prep 1.

Target	What this means
☐ I can define and use key vocabulary (decimal place, significant figure, rounding).	I will use the correct definitions and understand each term.
☐ I can identify and correct mistakes when rounding.	I will check the correct digit and apply the rounding rule.
☐ I can round numbers to a given number of decimal places.	I will look at the correct digit and round accurately.
☐ I can round numbers to a given number of significant figures.	I will count significant figures correctly and round accurately.
☐ I can solve reasoning problems involving rounding.	I will use my understanding of rounding to find possible values.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



TEACHER FEEDBACK



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



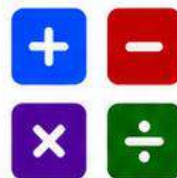
Small improvements → stronger learning.





SELF-QUIZZING

— TO STRENGTHEN MATHS MEMORY —



Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
- Do not look at your notes – think hard.
- After answering the questions, check the learning box and correct anything you missed.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without **looking at your notes**. Each time you do this, you make the memory in your brain stronger.

K01 – Rounding (Decimal Places & Significant Figures)



What do I know?

Declarative Knowledge

- What is the difference between rounding to decimal places and significant figures?

- What is a significant figure?

- When do we use rounding in real life?

- What are the rules for rounding to 1 d.p.? Give an example.

- How do zeros affect the number of significant figures?



How do I use it?

Procedural Knowledge

- How do I round a number to 2 d.p.? Give an example.

- How do I round a number to 1 s.f.? Give an example.

- How do I round a number to 2 s.f.? Give an example.

- How do I count the significant figures in a number?

- How do I decide which digit to look at when rounding?



When do I use it?

Conditional Knowledge

- When should I round to decimal places?

- When should I round to significant figures?

- When is it important to round in measurements or money?

- When should I keep more decimal places or s.f.? _____
- When might I need to round before doing calculations?



What mistake should I avoid?

Metacognitive Knowledge

- What mistake do students make when rounding to d.p.? _____
- What mistake do students make when rounding to s.f.? _____
- Why is it important not to change a number unnecessarily?

- What mistake might happen with trailing zeros?

- Why must I check the next digit carefully before rounding?



WHEN TO USE THIS

- Estimating answers in calculations.
- Checking the reasonableness of results.
- Comparing measurements or data.
- Presenting data to a given level of precision.



THINKING QUESTIONS

- 1 What happens to a number when you round it?
- 2 How does the number of significant figures affect precision?
- 3 Which place value are you looking at, and why?



METHOD STEPS

- 1 Identify the required place (d.p. or s.f.).
- 2 Look at the next digit to the right.
- 3 If it is 5 or more, round up.
If less than 5, keep the same.



LINK TO MATHEMATICAL PURPOSE

Rounding and significant figures are used in science, finance, engineering and everyday life to present information clearly and to the right level of precision.

POST TASK



**Please complete
the task set on
MathsWatch.**



WEEK 2



PREP LEARNING BOX



K01: Squares Square Roots and Directed Numbers

YEAR 9 MATHS

GOLDEN THREAD

Positive and negative numbers behave differently.

Squares, roots and sign rules help us calculate accurately.

KEY IDEA

- A square number is a number multiplied by itself.
- A square root is the number that makes the original number when squared.
- Use sign rules when multiplying or dividing directed numbers.

VISUAL REPRESENTATION

Square numbers

Rules for signs

$1^2 = 1$

$(+) \times (+) = +$

$2^2 = 4$

$3^2 = 9$

$(-) \times (-) = +$

$4^2 = 16$

$(+) \times (-) = -$

$5^2 = 25$

$(-) \times (+) = -$

IMPORTANT MISCONCEPTION

Students often think:

$\bullet (-3)^2 = -9$

$\bullet \sqrt{(-16)} = -4$

$\bullet -3 \times -2 = -6$

This is incorrect.

Correct thinking:

$\bullet (-3)^2 = 9$

$\bullet \sqrt{16} = 4$

- $\sqrt{(-16)}$ is not a real number
- $-3 \times -2 = 6$

SQUARES & SQUARE ROOTS

Squares

$$(-2)^2 = 4$$

$$(-3)^2 = 9$$

$$(-4)^2 = 16$$

Square roots

$$\sqrt{1} = 1$$

$$\sqrt{4} = 2$$

$$\sqrt{9} = 3$$

$$\sqrt{16} = 4$$



The principal square root is positive. A negative number does not have a real square root.

WORKED EXAMPLES: SIGN RULES

Expression	Answer	Why
3×4	12	positive $\times$ positive = positive
$(-3) \times (-4)$	12	negative $\times$ negative = positive
$(-3) \times 4$	-12	negative $\times$ positive = negative
$(-12) \div (-3)$	4	negative $\div$ negative = positive



QUICK CHECKS

Calculate these:

1 $(-6)^2 =$ _____

2 $\sqrt{81} =$ _____

3 $(-7) \times (-2) =$ _____

4 $(-15) \div (-5) =$ _____

5 $(-4) \times 3 =$ _____

6 $\sqrt{25} =$ _____

Extension: Why is $\sqrt{-25}$ not a real number?



KEY REMEMBER

- Any number squared is positive.
- $\sqrt{x}$ is positive when $x > 0$.
- A negative number has no real square root.
- Same signs give a positive answer.
- Different signs give a negative answer.
- 0 is neither positive nor negative.



EXAMPLE & NON-EXAMPLE



K01: Squares Square Roots and Directed Numbers

YEAR 9 MATHS



GOLDEN THREAD:

We use square number facts and sign rules to decide what to do before we calculate.

EXAMPLE (GOOD)

Question: Work out: $(-3)^2 + \sqrt{49}$

- Work out the square first:
 $(-3)^2 = 9$
- Work out the square root:
 $\sqrt{49} = 7$
- Add the answers:
 $9 + 7 = 16$
- The answer is 16.

WHAT IS GOOD ABOUT THIS?

- Uses the square correctly.
- Finds the correct square root.
- Works in the right order.
- Calculates accurately.

I will square first, then find the square root.

NON-EXAMPLE (NOT GOOD)

Question: Work out: $(-3)^2 + \sqrt{49}$

- Says $(-3)^2 = -9$
- Works out $\sqrt{49} = 7$
- Adds: $-9 + 7 = -2$
- The answer is -2.

WHAT IS WRONG WITH THIS?

- Uses the wrong rule for squaring a negative number.
- Does not understand that $(-3)^2 = 9$.
- Gives an incorrect final answer.

I forgot that squaring a negative gives a positive.

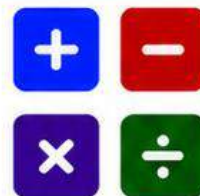
KEY TAKEAWAY:

When a negative number is inside brackets, squaring makes the answer positive. Also remember that $\sqrt{49} = 7$. Check each step carefully before giving your final answer.



PREP TASK

K01: Squares Square Roots and Directed Numbers



YEAR 9 MATHS

1 KEY VOCABULARY MATCH-UP

Match the term to the correct definition. Draw a line.

1 Square number

2 Square root

3 Positive number

4 Negative number

5 Directed number

6 Integer

A Whole number greater than zero.

B Whole number, positive, negative or zero.

C Number with a positive or negative sign.

D Result of multiplying a number by itself.

E Number less than zero.

F Value that when squared gives the original number.

2 WHICH STUDENT IS CORRECT?

a



Student A

$$\sqrt{225} + (-5)^2 = 40$$



Student B

$$\sqrt{225} + (-5)^2 = 10$$

- Who is correct? _____
- Explain why: _____

b



Student A

$$-\sqrt{169} = -13$$



Student B

$$-\sqrt{169} = 13$$

- Who is correct? _____
- Explain why: _____

c



Student A

$$\sqrt{144} = 12$$



Student B

$$\sqrt{144} = \pm 12$$

- Who is correct? _____
- Explain why: _____

3 QUICK CHECKS



1 $7^2 =$ _____

2 $\sqrt{64} =$ _____

3 $-5 \times -2 =$ _____

4 $(-3)^2 =$ _____

5 $\sqrt{121} =$ _____



1 $(-8)^2 =$ _____

2 $-6 \times -7 =$ _____

3 $\sqrt{196} =$ _____

4 $(-12) \div (-3) =$ _____

5 $-4 \times 5 =$ _____



1 $- [(-5)^2] =$ _____

2 $\sqrt{400} =$ _____

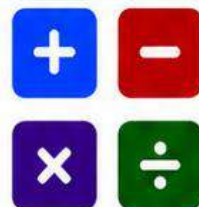
3 $(-3) \times (-4) \times (-2) =$ _____

4 $(-15) \div 3 =$ _____

5 $-\sqrt{169} =$ _____



PREP TASK



K01: Squares Square Roots and Directed Numbers

YEAR 9 MATHS

4 SPOT THE MISTAKE

Find the mistake and write the correct answer.

a $(-6)^2 = -36$

Mistake: _____

Correct answer: _____

b $\sqrt{49} = \pm 7$

Mistake: _____

Correct answer: _____

c $-4 \times -3 = -12$

Mistake: _____

Correct answer: _____

5 MAKE THE STATEMENT CORRECT

Insert brackets, a negative sign, or a square root sign to make each statement true.

a $4^2 = -16$ _____

b $64 = 8$ _____

c $9 = 3$ _____

6 TRUE OR FALSE?

Write True or False next to each statement and explain your answer.

Explain your answer

a Every square number is positive. _____

b The square root of a positive number can be negative. _____

c $(-7)^2 = 49$. _____

7 EXAM-STYLE QUESTIONS

a The square of a number is 81.
Write down all possible values of the number.

b The square root of a number is 13.
What is the number?

c A number is multiplied by itself and gives 169.
What could the number be?

8 CHALLENGE

a Find all integers that satisfy: $n^2 < 30$ _____

b Find all integers that satisfy: $n^2 = 64$ _____

c A number is squared. 20 is added. The result is 101.
Find all possible values. _____



[MATHS] – FEEDFORWARD



Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

[K01: NUMBERS – PREP 2]



FEEDFORWARD TARGETS

Tick the targets that apply to your work for Prep 2.

Target	What this means
☐ I can identify key vocabulary linked to square numbers, square roots and directed numbers.	I will understand and use the correct definitions.
☐ I can create and correct statements using square numbers, roots and signs.	I will insert the correct symbols or roots to make each statement true.
☐ I can decide if statements about squares, roots and signs are true or false.	I will check my understanding and give a clear explanation.
☐ I can solve problems involving squares, roots and directed numbers.	I will apply my knowledge to answer exam-style and challenge questions.
☐ I can find integers that satisfy given conditions.	I will work systematically to list all possible values.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



TEACHER FEEDBACK



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



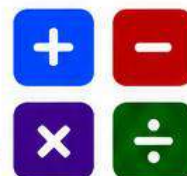
Small improvements → stronger learning.





SELF-QUIZZING

— TO STRENGTHEN MATHS MEMORY —



Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
- Do not look at your notes – think hard.
- After answering the questions, check the learning box and correct anything you missed.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without **looking at your notes**. Each time you do this, you make the memory in your brain stronger.

K01 – SQUARES, SQUARE ROOTS & DIRECTED NUMBERS



WHAT DO I KNOW?

Declarative Knowledge

- 1 What is a square number?

- 2 What is a square root?

- 3 What is the principal square root?

- 4 What is the difference between a square and a square root?

- 5 How do positive and negative numbers behave differently when multiplied or divided?



HOW DO I USE IT?

Procedural Knowledge

- 1 Work out 7^2 .

- 2 Work out $\sqrt{64}$.

- 3 Work out $(-5)^2$.

- 4 Work out $\sqrt{81}$.

- 5 Work out $-3 \times (-4)$.

- 6 Work out $(-36) \div (-6)$.



WHEN DO I USE IT?

Conditional Knowledge

- 1 When might I square a number?

- 2 When might I use a square root in real life?

- 3 When should I be careful with negative numbers?

- 4 When is the principal square root used?

- 5 When might I need to use sign rules?



WHAT MISTAKE SHOULD I AVOID?

Metacognitive Knowledge

- 1 What mistake do students make when squaring negative numbers?

- 2 What mistake do students make when simplifying $\sqrt{-16}$?

- 3 Why is $\sqrt{16} = 4$ and not ± 4 ?

- 4 What mistake do students make with signs when multiplying or dividing?

- 5 What mistake do students make when forgetting to evaluate the brackets first?



WHEN TO USE THIS

- Calculations and mental maths.
- Simplifying expressions.
- Solving equations.
- Problem solving in real life.



THINKING QUESTIONS

- 1 What happens if you square a negative number?
- 2 Can a square root ever be negative?
- 3 Why do we follow the order of operations?



METHOD STEPS

- 1 Read the question carefully.
- 2 Apply the correct method (square, root, sign rule).
- 3 Follow BIDMAS.
- 4 Check your answer and signs.



LINK TO MATHEMATICAL PURPOSE

Understanding squares, square roots and directed numbers helps us make sense of patterns, solve problems and measure accurately in many areas of maths and real life.



The more you retrieve, the stronger your maths memory!



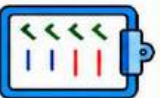
POST TASK



**Please complete
the task set on
MathsWatch.**



WEEK 4



PREP LEARNING BOX



EXAMPLE AND NON EXAMPLE



K01: BIDMAS

YEAR 9 MATHS

GOLDEN THREAD

Understanding BIDMAS helps us:

- Calculate accurately.
- Solve algebraic expressions.
- Work with formulas.
- Avoid common calculation mistakes.
- Prepare for GCSE mathematics.

KEY IDEA

BIDMAS tells us the order in which calculations should be completed.

- B** = Brackets
- I** = Indices (powers and roots)
- D** = Division
- M** = Multiplication
- A** = Addition
- S** = Subtraction

Operations on the same level (e.g. division and multiplication) are completed from left to right.

BIDMAS ORDER

Letter	Meaning	Mathematical Symbol
B	Brackets	()
I	Indices (powers and roots)	x^n
D	Division	$\div$
M	Multiplication	$\times$
A	Addition	$+$
S	Subtraction	$-$

IMPORTANT MISCONCEPTIONS

- Students often:
- Work left to right only.
- Multiply before brackets.
- Do powers last.
- Think multiplication always comes before division.
- Think addition always comes before subtraction.
- Ignore brackets.
- Calculate powers last.

Remember: Division and multiplication have equal priority.

Addition and subtraction have equal priority.

Work left to right when operations have equal priority.

QUICK CHECK (NO CALCULATING)

1 Which operation would you do first?

$$4 + 3 \times 2$$

2 Which operation would you do first?

$$(8 - 2) \times 5$$

3 Which operation would you do first?

$$3^2 + 7$$

4 True or False:

Multiplication always comes before division.

KEY REMEMBER

- ✓ Brackets first
- ✓ Powers second
- ✓ Multiplication and division left to right
- ✓ Addition and subtraction left to right

KEY FACTS

- Brackets can change the order of operations.
- Indices mean "the power of". Example: 3^2 means 3×3 .
- Division and multiplication have the same priority.
- Addition and subtraction have the same priority.

TOP TIP

- Circle the first operation before you start calculating.

This reduces mistakes and helps you apply BIDMAS correctly.

WEEK 5 – PAGE 1 OF 3

YEAR 9 MATHS

BIDMAS: EXAMPLE AND NON-EXAMPLE 1

EXAMPLE (Correct)

Calculate: $3 + 4 \times 2 - 5$

Step 1: Multiplication first.

$$= 3 + 8 - 5$$

Step 2: Addition and subtraction left to right.

$$= 11 - 5$$

Step 3: $= 6$

✓ Correct answer: 6

NON-EXAMPLE (Incorrect)

Calculate: $3 + 4 \times 2 - 5$

Step 1: Adds first.

$$= 7 \times 2 - 5$$

Step 2: Multiplies.

$$= 14 - 5$$

Step 3: Then subtracts.

✗ Incorrect answer: 9

Mistake: Addition was completed before multiplication.

BIDMAS: EXAMPLE AND NON-EXAMPLE 2

EXAMPLE (Correct)

Calculate: $(8 - 3) \times 4$

Step 1: Brackets first.

$$= 5 \times 4$$

Step 2: Multiply.

$$= 20$$

✓ Correct answer: 20

NON-EXAMPLE (Incorrect)

Calculate: $8 - 3 \times 4$

Step 1: Multiply first.

$$= 8 - 12$$

Step 2: Then subtract.

$$= -4$$

✗ Incorrect answer: -4

Mistake: Ignored the brackets.

BIDMAS: EXAMPLE AND NON-EXAMPLE 3

EXAMPLE (Correct)

Calculate: $2^3 + 6 \div 2$

Step 1: Indices first.

$$= 8 + 6 \div 2$$

Step 2: Division next.

$$= 8 + 3$$

Step 3: Addition.

$$= 11$$

✓ Correct answer: 11

NON-EXAMPLE (Incorrect)

Calculate: $2^3 + 6 \div 2$

Step 1: Divide first.

$$= 2^3 + 3$$

Step 2: Then do the indices.

$$= 2^9$$

Step 3: Work out.

$$= 512$$

✗ Incorrect answer: 512

Mistake: Did division before indices.

BIDMAS: EXAMPLE AND NON-EXAMPLE 4

EXAMPLE (Correct)

Calculate: $18 \div 3 \times 2$

Step 1: Left to right.

$$= 6 \times 2$$

Step 2: Multiply.

$$= 12$$

✓ Correct answer: 12

NON-EXAMPLE (Incorrect)

Calculate: $18 \div 3 \times 2$

Step 1: Divide and multiply in any order.

$$= 18 \div 6$$

Step 2: Then work out.

$$= 3$$

✗ Incorrect answer: 3

Mistake: Multiplication and division have equal priority and must be completed left to right.

KEY TAKEAWAY

- ✓ Brackets first.
- ✓ Indices second.
- ✓ Multiplication and division left to right.

- ✓ Addition and subtraction left to right.
- ✓ Follow BIDMAS one step at a time.

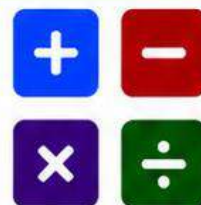
2 OF 3



PREP TASK

KO1: BIDMAS

YEAR 9 MATHS



1 BIDMAS

Work out the following. Show your working.

a) $5 + 3 \times 2 - 4$

e) $3^2 + 4 \times 2 - 5$

b) $18 - 6 \div 3 + 2$

f) $(9 - 3)^2 \div 3 + 1$

c) $(7 + 5) \times 2 - 6$

g) $2 \times (8 - 3) + 6 \div 2$

d) $20 \div (2 + 3) + 4 \times 2$

h) $100 - 2^3 + (6 \times 4)$

2 SPOT THE MISTAKE

Each answer is incorrect. Find and explain the mistake.

a) $8 + 6 \times 2$
 $= 14 \times 2$
 $= 28$

b) $(10 - 4) \times 3$
 $= 10 - 12$
 $= -2$

c) $18 \div 3 \times 2$
 $= 18 \div 6$
 $= 3$

d) $12 - 4 \times 2 + 3$
 $= 12 - 8 + 3$
 $= 4$

e) $5^2 - 3 \times 2$
 $= 25 - 6$
 $= 19$

f) $24 \div (3 + 3) \times 2$
 $= 24 \div 3 + 3 \times 2$
 $= 8 + 6$
 $= 14$

3 INSERT BRACKETS

Insert brackets in each expression to make the statement correct.

a) $2 + 3 \times 4 = 20$

b) $10 - 2 \times 3 = 24$

c) $12 \div 3 + 2 = 2$

d) $20 - 6 + 2 \times 4 = 56$

e) $8 \times 3 + 4 = 32$

f) $18 - 3 \times 2 = 30$

g) $36 \div 3 - 2 = 28$

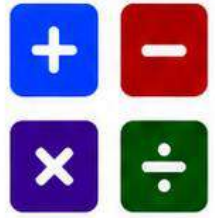
h) $2 + 3 \times 4 - 5 = 15$



PREP TASK

KO1: BIDMAS

YEAR 9 MATHS



4 CHALLENGE

Work out the following. Show all your working.

a) $(2^3 + 3^2) \times (5 - 2)$

e) $2 \times [15 - (3^2 - 4)] \div 2$

b) $48 \div 4 \times 3 - 5 + 2^2$

f) $(7 + 5)^2 - 3 \times (4 + 2)$

c) $5 \times (3 + 7) \div (2 + 3)$

g) $72 \div (3 \times 2) + 4^2 - 5$

d) $100 - [3^2 + (4 \times 5) - 6]$

h) $\{3 \times [2^2 + (8 - 3)]\} - 7$

5 WORD PROBLEMS – SHOW ALL YOUR WORKING

- a) An estate agent is paid a weekly wage of £750 plus a bonus of £100 for each house sold. Last week, the estate agent sold two houses. Their pay is found by working out $750 + 100 \times 2$. Taniya thinks that the pay will be £1700. Explain why Taniya is wrong.

- b) A delivery driver is paid £90 per day plus £0.45 for each mile driven. On Monday, the driver drove 185 miles. What was their total pay for the day? Show your working.