

19th Century Novel - The Sign of the Four - KNOWLEDGE ORGANISER

<p>1. Context: Indian Rebellion of 1857: The 'Mutiny', so titled by the British, lasted for around 3 years.</p>	<p>16. CHAPTER 1 - The Science of Deduction • The novel opens with Sherlock Holmes taking cocaine and explaining that he needs it to stimulate his mind. • Watson tests Holmes and he proves his great powers of deduction by explaining how he knew the watch belonged to Watson's older brother • Mary Morstan is introduced.</p>
<p>2. Context: London: London in the 19th century was a place of great wealth and great poverty. Doyle shows both sides of the city in the novel. Throughout the novel Doyle describes the dense fog of the city.</p>	<p>17. CHAPTER 2 - The Statement of the Case • Miss Morstan explains that her father disappeared 10 years ago. • She contacted her father's closest friend, Major Sholto, who said he didn't know her father was in England. • For the past 6 years, she has received a pearl in the mail on the same day each year. • This morning she has been asked to go to the theatre alone.</p>
<p>3. Context: Crime and the police: In 1829, the Metropolitan Police force was established. Because the police force was newly organised, it was incredibly disorganised. Londoners had little faith in the police force and found them to be somewhat incompetent.</p>	<p>18. CHAPTER 3 - In Quest of a Solution • Holmes has discovered that Major Sholto passed away 6 years ago. • Holmes thinks Sholto's heirs must know something about the mystery. • Mary shows Holmes a paper with 'the sign of four' and four names written on it. • They are met at the theatre by a man who drives them to a house in southern London.</p>
<p>4. Context: Women: Women were seen to be beneath men in status and had restricted rights. When a woman married, all that she owned, and anything she earned after the marriage, became the property of her husband.</p>	<p>19. CHAPTER 4 - The Story of the Bald Headed Man • Thaddeus Sholto is introduced as a mysterious character. • Thaddeus is contrasted with his twin brother Bartholomew. • Captain Morstan's death is confirmed. • Dr Watson, in love with Mary, worries that Miss Morstan's inheritance may be an obstacle.</p>
<p>5. Context: Drug use: Victorian readers would have been accustomed to all manner of folks partaking in drug use.</p>	<p>20. CHAPTER 5 - The Tragedy at Pondicherry Lodge • The chapter opens with a descriptions of Pondicherry Lodge • Watson and Mary Morstan seem to be growing closer together • Bartholomew Sholto is found murdered in a 'locked room'</p>
<p>6. Context: The British Empire: At the time the book was first published Britain had a huge empire. The British people were interested in these foreign countries and wanted to know more about them.</p>	<p>21. CHAPTER 6 - Sherlock Holmes Gives a Demonstration • Holmes explains how a man with one leg is involved and begins piecing together the crime • Athelney Jones is introduced • Holmes tells Jones that the man with the wooden leg is Jonathan Small.</p>
<p>7. Context: Class: There was a clear class divide in Victorian England. Marriage between the classes would have been uncommon and frowned upon by society.</p>	<p>22. CHAPTER 7 - The Episode of the Barrel • Watson gets Toby to help with their investigation • Holmes, Watson and Toby search for more clues to help them solve the case</p>
<p>8. Sherlock Holmes: A sharp-witted man with a reputation for his excellent powers of deduction. A highly rational person who does not approve of emotions.</p>	<p>23. CHAPTER 8 - The Baker Street Irregulars • Holmes finds out that Jonathan Small is on a steamboat, Aurora. • A newspaper article praised the police's handling of the case • We meet the Baker Street Irregulars</p>

<p>9. Dr John Watson: The narrator of the story, he adds human feelings to the events. He falls in love with Mary and asks her to marry him.</p>	<p>24. CHAPTER 9 - A Break in the Chain • Holmes goes to discover Aurora • Watson sees that Holmes has placed an advert in a newspaper offering a reward for information on Mordecai Smith • Holmes tricks Athelney Jones with a disguise</p>
<p>10. Mary Morstan: Well dressed but of limited financial means, she has a refined and sensitive nature. She is realistic about her possible inheritance.</p>	<p>25. CHAPTER 10 - The End of the Islander • There is a chase scene on the River Thames – Holmes and Watson follow Jonathan Small • Tonga is shot dead as he attempts to fire his blowpipe • Jonathan Small tries to escape but sinks into the mud before being captured</p>
<p>11. Athelney Jones: The incompetent detective. He dismisses Holmes' methods yet he relies on him to solve the case. At the end of the novel he takes credit for Holmes' work.</p>	<p>26. CHAPTER 11 - The Great Agra Treasure • Holmes questions Small who says that the key to the treasure chest is at the bottom of the river. • Watsons presents Mary with the treasure chest but they open it and find that it is empty • Watson and Mary declare their love for each other</p>
<p>12.. Jonathan Small: A poorly-educated convict, who recognises at the end of the novella that his greed has always brought him bad luck.</p>	<p>27. CHAPTER 12 - The Strange Story of Jonathan Small • Small confesses his story of meeting Mahomet Singh and Abdullah Khan in India. • He explains how they promised him a share of treasure if he would help them to murder the merchant, Achmet. • The sign of the four represented their oath along with Dost Akbar to share Achmet's treasure. • However, the men were arrested for the murder of Achmet and Small was sent to the Andaman Islands to serve his sentence. • In an attempt to free the treasure, Small told Major Sholto and Captain Morstan where it was hidden, promising them a fifth share. • Sholto did not keep his word however, and stole the treasure. • Eventually, Small escaped and tracked down Sholto and the treasure, proving Holmes' theory to be accurate • Once Small is taken away by Jones, Holmes reaches for the cocaine bottle...</p>
<p>13. Tonga: A native of the Andaman Islands. He swears loyalty to Small after he nurses him back to health. Kills Bartholomew Sholto and is the shot himself at the end of the novel.</p>	<p>28. THEME: Crime and the police: • In 1829, the Metropolitan Police force was established. • Because the police force was newly organised, it was incredibly disorganised. Londoners had little faith in the police force and found them to be somewhat incompetent.</p>
<p>14.THEME: Justice: • Lots of characters search for justice. • Justice is sought on behalf of Miss Mary Morstan by Thaddeus Sholto who believes she deserves her share of the treasure.. • Jonathan Small is angered by the injustice that he will never enjoy the treasure that he believes is rightly his.</p>	<p>29. THEME: The British Empire: • At the time the book was published Britain had a huge empire. The British people were interested in these foreign countries and wanted to know more about them. • Through the treasure, Conan Doyle associates luxury with the empire.</p>
<p>15. THEME: Love and romance: • Doyle highlights love and romance through the characters of Watson and Morstan. • Watson shows affection towards Mary throughout. • At the end of the novel they declare their love for each other.</p>	<p>30. THEME: Class: • There was a clear class divide in Victorian England. • Marriage between the classes would have been uncommon and frowned upon by society. • Watson fears that he will not be able to marry Mary once she has the treasure.</p>

<p>1. Section A - READING 4 marks Question 1 - AO1 - Identify the true statements.</p>	<p>18. Sentence type: A 3 bad -(dash) sentence - A question has 3 negative adjectives followed by a dash and then a question that links to the adjectives</p>
<p>2. Section A - READING 8 marks Question 2 - AO1 - Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p>	<p>19. Vocabulary - Synonyms for ways to 'say' something: • Mumble • Murmur • Scream • Shriek • Squeal • Mouths • Chat • Declare • Tell • Mutter • Blab • Hollers • Utter • Whisper • Shout</p>
<p>3. Section A - READING 12 marks Question 3 - AO2 - Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support views.</p>	<p>21. DAFORRESTA Direct address, Alliteration, Facts, Opinions, Rhetorical question, Repetition, Emotive language, Statistics, Triple (Rule of 3), Anecdote</p>
<p>4. Section A - READING 16 marks Question 4 - AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<p>22. Punctuation: Colon - Use a colon to introduce an item or a series of items (list) OR a colon can be use instead of a semicolon between independent clauses when the second sentence expands on the first sentence</p>
<p>5. Section B - WRITING 40 marks Question 5 - AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 - Candidates must use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation. T - Text type (What?) A - Audience (Who?) P - Purpose (Why?)</p>	<p>20.: Punctuation: Comma - 5 ways. 1. Lists; commas are used to separate items in a list, 2. Coordinate adjectives; when we use more than one adjective to describe a noun, 3. Conjunctions; a comma should be inserted before a coordinating conjunction (and, but, so, for, nor, yet, or) to separate two independent clauses, 4. Introductory words or phrases; commas should be used to insert a pause between an introductory word or phrase that comes before the subject of the sentence, 5. Embedded/subordinate clause; a clause used at the beginning, in the middle or at the end of a sentence that would not work alone without the rest of the sentence.</p>
<p>6. Vocabulary: Interpret - verb - to give or provide the meaning of words/phrases.</p>	<p>23. Punctuation: FULL STOP - It is used to mark the end of a sentence.</p>
<p>7. Vocabulary: Synthesise - verb - to combine parts or elements of two texts.</p>	<p>24. Punctuation: Question mark - Use a question mark at the end of a direct question OR used for an internal question mark to show uncertainty.</p>
<p>8. Vocabulary: Compare - verb - to examine two texts in order to note similarities and differences.</p>	<p>25. Punctuation: Parenthesis (brackets) - Use parentheses to enclose additional information that clarifies or illustrates a point. OR use parentheses to offer an afterthought.</p>
<p>9. Vocabulary: Perspective - noun - points of view.</p>	<p>26. Punctuation: Exclamation mark - Use to convey extreme emotion, command or interjection.</p>
<p>10. Vocabulary: Coherence - noun - to write so that it is understood and logical.</p>	<p>27. Punctuation: Ellipses - Use to indicate the omission of words from quoted material, hesitation, or trailing off in dialogue or train of thought.</p>
<p>11. Vocabulary - Synonyms for shows: • Suggests • Emphasises • Conveys • Portrays • Illustrates • Presents • Represents • Implies • Evokes • Displays • Demonstrates • Indicates • Reveals • Highlights • Reflects</p>	<p>Section B - WRITING Speech - You MUST include: a clear address to an audience, effective/fluently linked sections to indicate sequence, rhetorical devices so that an audience is being addressed/included throughout, effectively/fluently linked paragraphs and a clear sign off e.g. 'Thank you for listening'. Section B -</p>

<p>14. Sentence type: A BOYS sentence - a two part sentence. The first part always end with a comma [,] and the last part always begins with a conjunction (but, or, yet, so)</p>	<p>Section B - WRITING Letter - You MUST include: the use of addresses, a date, a formal mode of address if required e.g. Dear Sir/Madam or a named recipient, effectively/fluently sequenced paragraphs and an appropriate mode of salutation: Yours sincerely/faithfully.</p>
<p>15. Sentence type: A 3_ed sentence - starts with 3 adjectives that end in _ed and describe emotions. The _ed words must be followed by commas.</p>	<p>WRITING Essay - You MUST include: an effective introduction and convincing conclusion with effectively/fluently linked paragraphs to sequence a range of ideas.</p>
<p>16. Sentence type: A description sentence - detail sentence is a compound sentence where two clauses are separated by a colon. The first clause is descriptive, the second adds more detail.</p>	<p>Section B - WRITING Leaflet - You MUST include: a clear/apt/original title, organisational devices such as inventive subheadings or boxes, bullet points, effectively/fluently sequenced paragraphs.</p>
<p>17. Sentence type: An If, If, If, then sentence - The sentence summarises 4 points of an argument. 3 of these start with 'if' and the last with 'then.' A dash - like this - is used to separate clauses.</p>	<p>Section B - WRITING Article - You MUST include: a clear/apt/original title, a strapline, subheadings, an introductory (overview) paragraph and effectively/fluently sequenced paragraphs.</p>