

SBE Golden Essay Structure

SBE's high-clarity, high-control method for GCSE essays

with

FAB

Scaffolding

FAB = *Framework, Add-on, Boost*.

- **Framework** → the essential skeleton (Grade 3–5)
- **Add-on** → the development layer (Grade 5–7)
- **Boost** → the sophistication layer (Grade 7–9)

1. The Thesis (Your North Star)

What GCSE students need to do:

Answer the question clearly in one sentence, showing the main idea they will argue.

FAB Scaffolding

F — Framework (Grades 3–5)

Simple, clear, direct.

- “In this text, the writer shows that...”
- “The character of... shows the theme of...”
- “The writer presents... as...”

A — Add-on (Grades 5–7)

Add a concept or abstract noun.

- “The writer explores the idea of... through...”
- “A key message in the text is that...”
- “The writer uses... to show the theme of...”

B — Boost (Grades 7–9)

Add conceptual thinking + a hint of interpretation.


- “The text presents a complex exploration of...”
- “The writer interrogates the tension between...”



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- “Ultimately, the text suggests that...”

🌸 2. Paragraph 1 — Strongest Idea Paragraph

What GCSE students need to do:

Start with their clearest idea and support it with a quotation and analysis.

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F — Framework (Grades 3–5)

- **Point:** “One way the writer shows this is...”
- **Evidence:** “This is shown when it says...”
- **Explain:** “This means that...”

A — Add-on (Grades 5–7)

- “This suggests that...”
- “The word ‘...’ shows...”
- “This links to the theme of...”

B — Boost (Grades 7–9)

- “The writer deliberately uses the word ‘...’ to imply...”
- “This moment reflects the writer’s intention to...”
- “A more nuanced reading might suggest that...”

🌸 3. Paragraph 2 — Deepen or Contrast

What GCSE students need to do:

Show another idea, or a different angle on the same theme.

FAB Scaffolding

F — Framework (Grades 3–5)

- “Another way the writer shows this is...”
- “This quote shows...”

A — Add-on (Grades 5–7)

- “This also suggests...”
- “The writer develops this idea by...”

B — Boost (Grades 7–9)

- “This shift in tone suggests...”



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- “The contrast here highlights...”
- “This deepens the reader’s understanding of...”

🌸 4. Paragraph 3 — The Sophistication Paragraph

What GCSE students need to do:

Show something clever: structure, symbolism, a turning point, or an alternative interpretation.

FAB Scaffolding

F — Framework (Grades 3–5)

- “Later in the text, the writer shows...”
- “This part is important because...”

A — Add-on (Grades 5–7)

- “This moment changes the character because...”
- “The writer uses structure here to show...”

B — Boost (Grades 7–9)

- “Structurally, this moment marks a turning point...”
- “The symbol of... suggests a deeper idea about...”
- “Alternatively, this could be interpreted as...”

🌸 5. The Conclusion — The Conceptual Return

What GCSE students need to do:

Finish by returning to the main idea and showing what the writer wanted the reader to think or feel.

FAB Scaffolding

F — Framework (Grades 3–5)

- “In conclusion, the writer shows that...”
- “Overall, the text is about...”

A — Add-on (Grades 5–7)

- “This helps the reader understand that...”
- “The writer wants us to think about...”

B — Boost (Grades 7–9)

- “Ultimately, the text reveals a wider message about...”



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- “The writer leaves the reader with the sense that...”
- “Taken together, these ideas show that...”



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