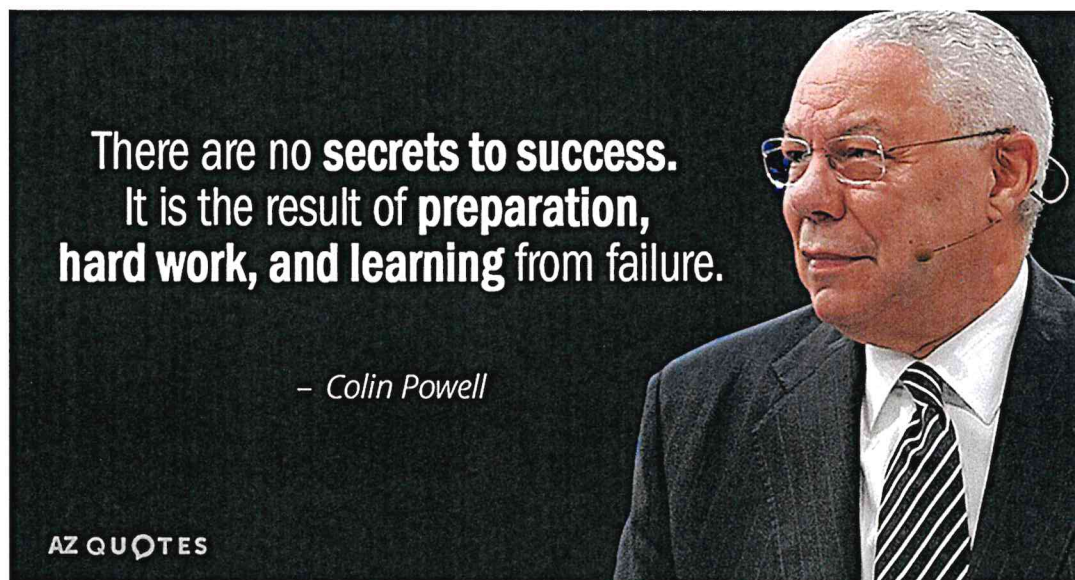


BCS English

Y11 Revision Toolkit

17/10/24



BROOKFIELD COMMUNITY SCHOOL
COMMITTED TO EXCELLENCE

English - support for Year 11 students

Weekly homework

Year 11 students are currently being set regular quote learning alongside revision activities to help them to prepare for the November mocks. Learning quotes is a key part of the exam preparation process as it helps them to get to know the texts really well and ensures they have evidence from a range of key moments to support their analysis in Literature essays. We assess quotes each week through a combination of online quizzes and games and mini tests in school.

After Christmas, students will continue with weekly quote learning but will also be set a Revision Challenge each week. These consist of weekly timed exam practice which will be set on one component of the course to check understanding and improve exam skills and stamina. Every Monday we will deliver a Revision Challenge lesson which will reteach the key skills for that component. The homework task will be due in on Wednesday of the same week. The task will be available on ClassCharts from the Friday before to allow students more flexibility for completing it if they feel confident with the task. Feedback will be provided every week to address areas for development. It is really important that students complete this under their typical exam conditions; if students are entitled to extra time in exams, the timings should be adjusted. Please encourage phones to be in a different room. Students should hand write their answer unless they have a laptop in exams.

Revision sessions

These will continue to run on a Thursday from 3-4pm and will focus on different aspects of both English Language and English Literature. All students are welcome to attend. The library is also open on Monday to Thursday afternoons 3-4pm if students wish to complete their homework revision challenge in school or need a quiet space for revision. After Christmas we will also put on some Masterclass sessions for students who are aiming for grades 7 to 9 to support a more conceptualised understanding of the Literature texts.

Massolit

<https://massolit.io/>

This is an online platform which has lots of short video lectures on the set texts and on some other aspects of English Language from university lecturers and specialists. It is a great place to explore for students who want to broaden their knowledge and interpretations of the texts and for those interested in progressing on to English Language or English Literature A level. Students can login with their school email address to access our subscription.

Loom video guides and recorded lessons

How to video guides have been made for each question from the English Language papers. If students feel insecure with how to answer a question, this would be a great starting point.

Paper 1:

Q1&2:

https://www.loom.com/share/389d1812c6734e90b8ad578b643cbf55?sharedAppSource=personal_library

Q3:

https://www.loom.com/share/052c3b23ce1e41e8a98a575fe9560331?sharedAppSource=personal_library

Q4:

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Q5:

https://www.loom.com/share/01aa085a9be64469b541b9dfab51a9c9?sharedAppSource=personal_library

Paper 2:

Q1&2:

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Q3:

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Q4:

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Q5:

https://www.loom.com/share/1206570c99b746c3911d7fbf5dc60727?sharedAppSource=personal_library

These are also links available to lessons we made for remote learning which may be useful for revision:

Y11 Macbeth extract home learning loom links:

Extract 1 – Act 1 Sc 2: <https://www.loom.com/share/2562c224adb847fa9a11eb31a24fef81>

Extract 2 – Act 1 Sc 3: <https://www.loom.com/share/2f4e801b749a4c06b2d6ec2d71c9839d>

Extract 3&4 – Act 1 Sc 5: <https://www.loom.com/share/56a688fe14af48cb827b0ba8292d3aeb>

Extract 5&6 – Act 1 Sc 7: <https://www.loom.com/share/6eca40bff75f4dd4984c78af35ba6a7c>

Extract 7&8 – Act 2 Sc 1&2: <https://www.loom.com/share/a466481cf29745f1bc8555bef1a0ce33>

Extract 9 – Act 3 Sc 1: <https://www.loom.com/share/7ec7ca7dba014085a655c118ef63d045>

Extract 10&11 – Act 3 Sc 2: <https://www.loom.com/share/127c3c8d19ad4e92ac00e743c933c165>

Extract 12&13 – Act 3 Sc 4: <https://www.loom.com/share/8d13656d55f74b92a71562122571e1c4>

Extract 14 – Act 4 Sc 1: <https://www.loom.com/share/af51486bc03a44bd87cc34542cc5646a>

Extract 15-17 – Act 5 Sc 1, 3 & 5: <https://www.loom.com/share/45665ece0f3d4b8eab44eaa15b481df2>

Macbeth act overviews loom links:

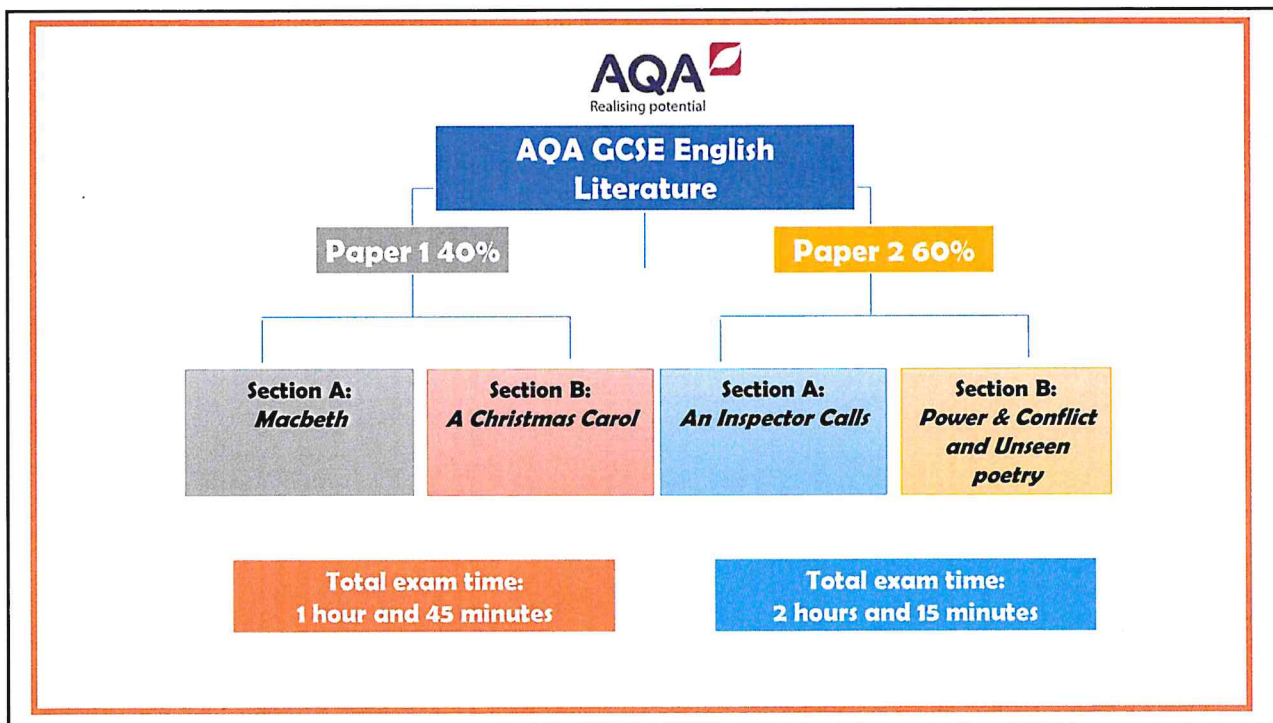
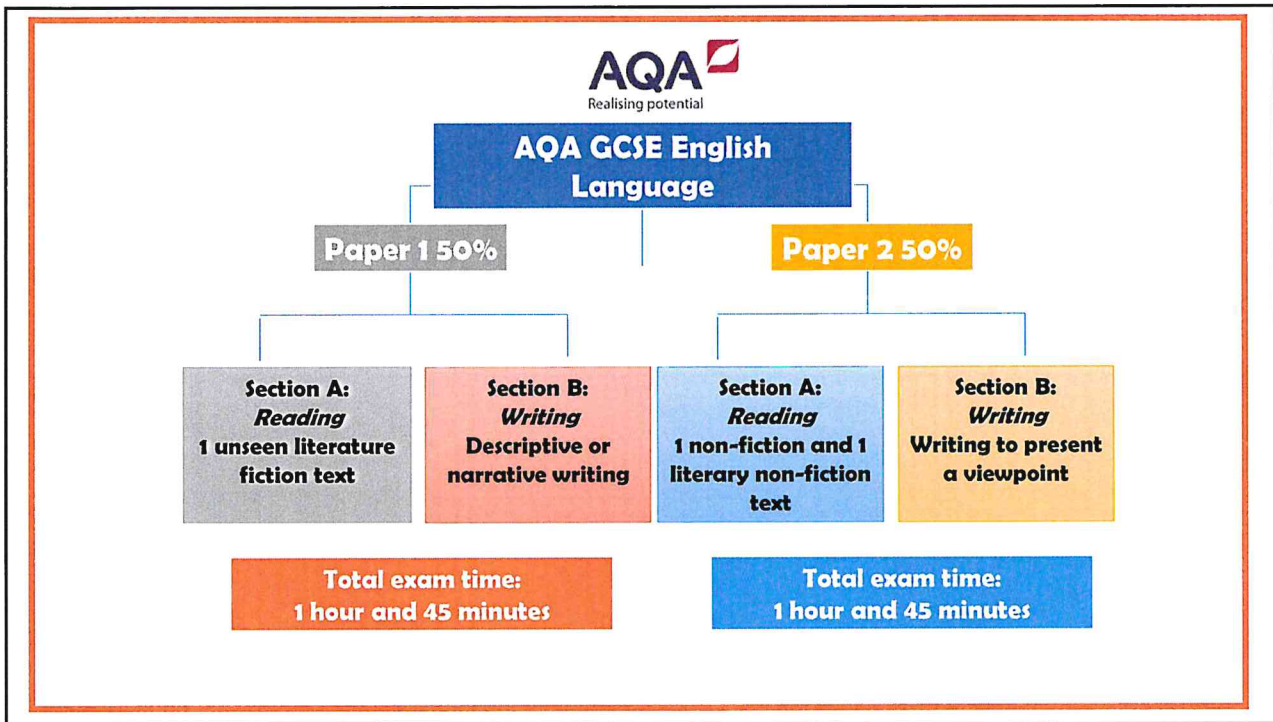
Act 1 <https://www.loom.com/share/2cae8574abc745a78aec336aca875ac3>


Act 2 <https://www.loom.com/share/9502d33d04cc4fc788e0d00d84dc0f89>

Act 3 <https://www.loom.com/share/653d2bc6ee804a29ba267e361b4d5815>

Act 4 <https://www.loom.com/share/e1a2c198cd7a4e25aee728e80029bc8a>

Act 5 <https://www.loom.com/share/3c9d76ecd8684e72bc4ee79492fef05c>



<p>DROP/ SHIFT/ ZOOM IN/ ZOOM OUT/ LINK UP</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	<p>3 interesting words to use for each thing (senses, adjectives & adverbs):</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	
	<p>3 varied sentences</p> <ol style="list-style-type: none"> 1) 2) 3) 	
<p>5 examples of language techniques (metaphor, simile, onomatopoeia, alliteration, personification):</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	<p>Punctuation</p> <p>.,?!C :;()</p>	<p>TASK</p> <p>Write a description of your favourite holiday destination based upon this image.</p>

<p>DROP/ SHIFT/ ZOOM IN/ ZOOM OUT/ LINK UP – 5 focuses</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	<p>3 interesting words to use for each focus (senses, adjectives & adverbs):</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	
<p>3 varied sentences</p> <ol style="list-style-type: none"> 1) 2) 3) 		
<p>5 examples of techniques (simile / metaphor / onomatopoeia etc) to use:</p> <ol style="list-style-type: none"> 1) 2) 3) 4) 5) 	<p>Punctuation</p> <p>.,?!C :;()</p>	<p>TASK</p>

HOW MANY OF THESE TYPES OF SENTENCE CAN YOU INCLUDE IN YOUR OPINION WRITING?

Some; others sentences

Examples:

Some people love football; others just can't stand it.

Some days are full of enjoyment; others begin and end terribly.

Rule: *Some; others* sentences are compound sentences which begin with the word *some* and have a semi-colon to replace the word *but*.

Imagine 3 examples:

Examples: *Imagine a place where the sun always shines*, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.

Rule: Sentence begins with

- The word 'imagine'
- Then describes three parts of something
- The first two parts are separated by commas
- The third ends with a colon

Irony

Examples:

- Our 'luxury' hotel turned out to be a farm outbuilding.
- With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip.
- The 'trip of our dreams' was, in fact, our worst nightmare.

Rule:

An irony sentence deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.

3 bad - (dash) question?

Examples:

Cold, dark, airlessness – which would kill the spaceman first?

Greed, jealousy, hatred – which of these is most evil?

Rule: 3 negative adjectives followed by a dash then a question which relates to the 3 adjectives.

NOUN, which, who, where

Examples:

- Snakes, *which* scare me, are not always poisonous.
- My pet dog, *who* only has three legs, loves to chase seagulls.
- The deserted beach, *where* the shipwreck was found, can only be reached by sea.

Rule:

Use *commas* to embed a clause in a sentence, add information that links with the sentence topic and start the clause with *which*, *who* or *where*.

All the Ws

Examples:

Would there ever be another opportunity like this one?

Who would take over his role now?

What if you had all of the money in the world?

Why do zebras have stripes?

Rule:

Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will? What if?

HOW MANY OF THESE TYPES OF SENTENCE CAN YOU INCLUDE IN YOUR DESCRIPTIVE WRITING?

2Ad

Examples:

- Mr Twit was a **dirty, horrible** man with **long, soggy** spaghetti in his beard.
- It was a **sparse, dry** desert with a **calming, exotic** oasis in the distance.

Rule: A 2Ad sentence has TWO adjectives before the first noun and TWO adjectives before the second noun. This sentence creates a clear picture for the reader.

3_ed

Examples:

Confused, shocked, scared, the children ran from the burning building!
Excited, elated, thrilled, she won the dance competition.

Rule:

A 3_ed sentence starts with three adjectives, that end in _ed and describe emotions. The _ed words **MUST** be followed by commas.

2 pairs

Examples:

Exhausted and worried, cold and hungry, they did not know how much further they had to go.

Rule: Begins with two pairs of related adjectives. Each pair is:

- followed by a comma
- separated by **and**

De:De

Examples:

I was exhausted: I hadn't slept for more than two days.

Rule: A Description: Detail or De:De sentence is a

- A compound sentence in which two independent clauses are separated by a **colon**
- The first clause is descriptive
- The second adds further detail

Verb, person

Examples:

- Running, Sarah** almost tripped over her own feet.
- Tiptoeing, he** tried to sneak out across the landing without waking anybody up.

Rule: A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or personal pronoun (he, she, they, it) followed by the rest of the sentence.

Emotion word, (comma)

Examples:

Desperate, she screamed for help.

Terrified, he froze instantly to the spot.

Happily, she skipped along the gravelly path.

Rule: Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching produce an A-Z list of emotions the children could use (e.g: Afraid, Brave, Cantankerous etc.)

Ad, same ad

Examples:

He was a **fast** runner, **fast** because he needed to be.

It was a **cold** planet, **cold** due to the distance from the sun.

Rule: Same adjective used twice. The second adjective repeated straight after a comma.

____ing, ____ed

Examples:

- Dancing in the studio, she watched in the mirror as a ghost appeared.
- Skipping along the street, he stopped abruptly when a car screeched past.

Rule:

The sentence must begin with a verb ending in 'ing' followed by a location of the action

<p style="text-align: center;">Upgrade Your Sentence!</p>	<p>Simile start</p> <p>The boys grubby face was flecked with mud and oil, like beard stubble across his young face.</p>	<p>Triple noun colon</p> <p>Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.</p>
<p>Brackets although</p> <p>The boy's face looked grubby (although, it wasn't as if he wasn't trying to keep clean) and grease, mud and oil was smeared across his cheeks.</p>	<p style="text-align: center;">The boy looked grubby.</p>	<p>Adverb comma</p> <p>Self-consciously, the boy gave a wry smile through the grub on his face.</p>
<p>so, so</p> <p>The boy's face was so grubby, so filthy, it wasn't until he turned his head and smiled that I realised he was a boy at all.</p>	<p>it isn't/it is</p> <p>The grub isn't just your ordinary every day dirt, it is layers of deep grime that needed to just washed but scrubbed away.</p>	<p>Verb beginning</p> <p>Smiling sadly, the boy's face was just about visible through the layers of grub that had built up over not just hours- but days and weeks.</p>

WHAT / HOW / WHY analysis paragraphs:

WHAT is the writer saying?

HOW is the writer saying this? (Identify techniques and zoom in on key words / images)

WHY has the writer made these choices? (Analyse the impact / effect on reader / audience)

WHAT?



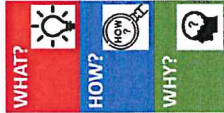
HOW?



WHY?



Paper 1 Question 2 (language analysis):



2-3 WHAT? HOW? WHY? PETALS
Be precise about HOW – identify language techniques / zoom in on key words

Model scaffold – if you need it...
 The writer uses _____ (technique) to _____ (link to Q) in _____ (quote). The use of _____ (zoom in on key word or image) connotes / implies _____ (what it makes you think of). The writer wants the reader to think / feel...

For top marks, develop the **WHY** in detail and think about the bigger picture – how the language of the paragraph links to the ideas in the whole text.

Paper 1 Question 3 (structure analysis):



3 WHAT? HOW? WHY? PETALS
Beginning – how it starts and hooks us in
Middle – shifts in focus / developments
End – links back to earlier parts of the text

Model scaffold – if you need it...
 Initially the writer draws us into the text by... , for example...
 The use of ... (structural technique) helps to introduce / develop our understanding of... and makes us feel...
 As the text progresses, the writer moves our focus to... for example... By using... (structural technique) it has the effect of... and makes us feel...
 Later in the text, the writer brings us back to / changes the mood by / further develops the character through... Using the technique of... makes us feel... and allows the writer to... (explain the writer's intentions)

For top marks, be really clear about **WHY** the writer structures the text in this way and how it works cohesively to affect the reader.

Paper 1 Question 4 (evaluate the statement):

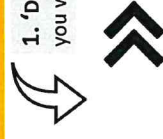


4 WHAT? HOW? WHY? PETALS
Agree / disagree / partly agree with the statement
Methods = language techniques or structure

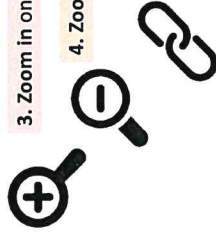
Model scaffold – if you need it...
 I agree / disagree / partially agree that the writer... (WHAT: link to Q)
 One way the writer does this is through... (HOW: method / technique) in... (quote) The writer does this to... (WHY: analyse effect)
 The writer also creates... (link to Q) by using... (HOW: method / technique). For example... (quote). This is used to... (WHY: analyse effect) in a similar way / However, ... (use WHAT / HOW / WHY paragraph)
 In my opinion, the writer therefore does / does not... (link to Q) because... (link back to effect)

For top marks, be really clear about **WHY** – what is the writer trying to make you feel about the characters / setting / plot development in the text as a whole.

Paper 1 Question 5 (writing to describe / narrate):



1. 'Drop' yourself into the picture – imagine you are there and think about what you would look at / focus on initially. Describe this first.
2. Shift your focus to something else – this could be something you can see in the picture or something you are going to add in. You could change the mood / time / perspective to create contrast.




3. Zoom in on a key focus and describe it in lots of detail.
4. Zoom out on the wider picture and give a sense of scale.
5. Link up – finish your description by going back to something you described at the start – this could be altered slightly e.g. because time has passed or because the weather / mood changes.


Paper 2 Question 2 (summarise):


2-3 SQICSQL paragraphs

Statement = idea (A)
Quote = evidence (A)
Inference = suggests (A)
Compare = similar / different

Statement = idea (B)
Quote = evidence (B)
Inference = suggests (B)

WHAT? 

HOW? 

WHY? 


Model scaffold – if you need it...
 Source A tells the reader that... (S) This is shown when... (Q) This suggests/implies... (I) and we could also infer that... In contrast / Similarly (c), source B tells the reader that... (S) in the quote... (Q) which implies... (I)


For top marks, make a further comparison comment at the end of the SQICSQL e.g. 'this is similar / different to Source A because...' that considers the bigger picture or context.


Paper 2 Question 3 (language analysis):

3 WHAT? HOW? WHY? PETALS

Be precise about HOW – identify language techniques / zoom in on key words

WHAT? 

HOW? 

WHY? 

Model scaffold – if you need it...
 The writer uses _____ (technique) to _____ (link to Q) in _____ (quote). The use of _____ (zoom in on key word or image) connotes / implies _____ (what it makes you think of). The writer wants the reader to think / feel...

For top marks, develop the **WHY** in detail and think about the bigger picture – how the language of the lines identified links to the ideas in the whole text.

Paper 2 Question 4 (comparing perspectives):

3/4 WHAT? HOW? WHY? PETALS

Identify viewpoints / perspectives – how do both writers feel about the focus?

Methods = language techniques or structure

GAP = genre / audience / purpose

WHAT? 

HOW? 

WHY? 

Model scaffold – if you need it...
 In Text A, which is a... (GAP), the writer wants the reader to feel... about... (WHAT: link to Q). This is shown through... (quote). The use of... (HOW: method) conveys... and has the effect of... (WHY)
 By comparison, in Text B, which is a (GAP), the writer's perspective is similar / different because... This is shown when... (quote). The use of... (method) makes the reader understand... and has the effect of...
 The writer of Text A also uses... evident in... to... Whereas the writer of Text B uses..., for example..., to...

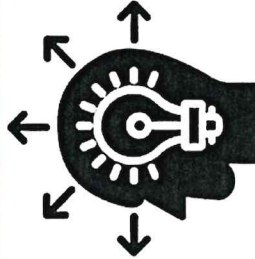
For top marks, think really carefully about GAP and how the time periods affect the attitudes and perspectives the writers hold.

Paper 2 Question 5 (writing to express a view):

Big idea #1
 Strong supporting argument with evidence to appeal to your reader

Big idea #2
 Use a counter argument (Some people might say that... but...) and then disprove it

Big idea #3
 Add a further supporting argument to appeal to your reader




Opening – set up your point of view / thesis in a strong, engaging way e.g. anecdote, rhetorical Q, shocking fact

Ending – return to one of your earlier points and develop it. Could use 'if... then...' structure to broaden the view further.

Macbeth (extract and whole play analysis):

Context:




Big idea #1
Extract analysis – zoom in on language – at least 2 quotes. Link to context.

Introduction – set up your thesis about the question and contextualise where the extract comes from.

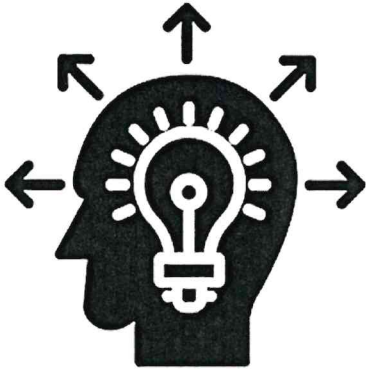
Big idea #2
Different part of the play – make connections from the extract. Remember quotes. Link to context and intentions

Motifs / symbols:



Big idea #3
Different part of the play. Contrast? Change? Development? Quotes / context

Conclusion – sum up the ideas you have explored. Link back to the context, dramatic effect and Shakespeare’s intentions.




WHAT?

HOW?

WHY?

A Christmas Carol (extract and whole text analysis):

Context:




Big idea #1
Extract analysis – zoom in on language – at least 2 quotes. Link to context.

Introduction – set up your thesis about the question and contextualise where the extract comes from.

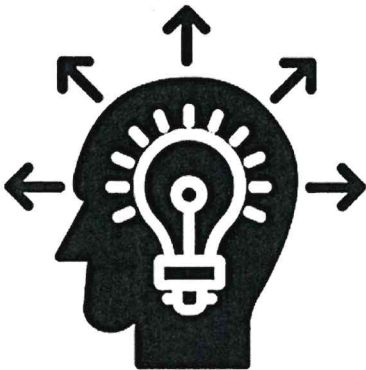
Big idea #2
Different part of the novel – make connections from the extract. Remember quotes. Link to context and intentions

Motifs / symbols:



Big idea #3
Different part of the novel. Contrast? Change? Development? Quotes / context

Conclusion – sum up the ideas you have explored. Link back to the context, didactic message and Dickens’ intentions.



WHAT?

HOW?

WHY?

An Inspector Calls (no extract):

Context:

Big idea #1
A key part of the play. Analyse language. Link to context and P's message.

Introduction – set up your thesis about the question and link to Priestley's message.

Big idea #2
Different part of the play – make connections. Remember quotes. Link to context and intentions

Symbols:

Big idea #3
Different part of the play. Contrast? Change? Development? Quotes / context

Conclusion – sum up the ideas you have explored. Link back to the context, dramatic effect and Priestley's intentions.

WHAT?	
HOW?	
WHY?	

Power and Conflict Poetry:

Big idea #1
Analyse the language used in each poem (HOW) and **compare** the effect (WHY)

Introduction – explain what the named poem is about and which poem you have chosen and why it fits the Q

Big idea #2
Analyse the structure used in each poem (HOW) and **compare** the effect (WHY)

Big idea #3
Analyse other language techniques used in each poem (HOW) and **compare** the effect (WHY)

Conclusion – make final comparisons about how the poems are written and the poets' intentions

WHAT?	
HOW?	
WHY?	

A	B
≡	≡
COMPARISON	

Unseen Poetry 28.1 (one poem):



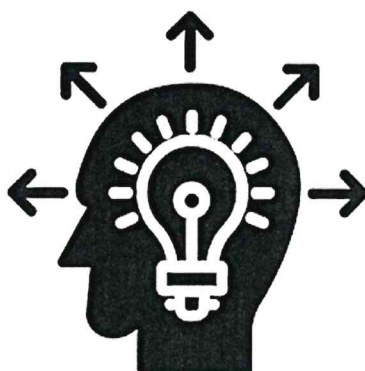
Big idea #1

Analyse the mood / atmosphere / emotions in the poem. HOW and WHY is this created?

Introduction – explain who is speaking and what the poem is about – what is the poet trying to say?

Big idea #2

Analyse the language used in the poem (HOW) and explain the effect (WHY)

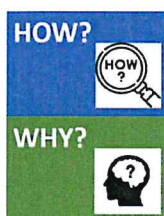


Big idea #3

Analyse the structure used in the poem (HOW) and explain the effect (WHY)

Conclusion – make final comments about how the poem is written and the poet's intentions

Unseen Poetry 28.2 (comparing poems):



2 HOW? WHY? PETALS

Compare methods used by poets not content of the poems

Methods = language techniques or structure

For top marks, think really carefully about the perspectives of the two poems and the poets' intentions

Model scaffold – if you need it...

Similarly to '(first poem)', '(second poem)' presents... (key word from the question).

Whilst in '(first poem)' the use of...(method / technique) in '...(quote)' has the effect of..., in '(second poem)' the poet uses ...(method / technique) in '... (quote)'. This is used to... and might also make the reader think / feel...

Another point of comparison is that ... (poem) uses... (method / technique) to... **whereas / similarly** ...(poem) uses... to evoke a feeling of...

Macbeth

Lit Paper 1

50 mins – one compulsory essay question (30 + 4 marks)
5 mins to check SPAG

Q focus: key characters:

Macbeth
Lady Macbeth
Banquo
Witches
Duncan / Malcolm (kings)
Macduff

Q focus: key themes:

Ambition
Violence / tyranny
Supernatural
Betrayal / deception
Loyalty / trust
Love
Gender / manliness
Fate
Appearance vs reality
Kingship

The question:

Short extract provided from one part of the play.

Starting with this extract, how does Shakespeare present...

Character or theme based questions. Could also be about stagecraft. WHAT? HOW? WHY? PETA! essay response needed.

You must:

Contextualise the extract (say where it comes from and why it is important)

Analyse the extract and the language Shakespeare uses.

Then make links to at least **2 other scenes in the play**.

Add in comments about the context of the play when analysing.

Plan first:

1. Read the extract carefully and look at the info provided (what is happening)
2. Highlight at least 3 quotes from the extract that you can use to answer the question.
3. Around the outside of the extract, write down any key quotes from other parts of the play that you can remember that you could link to. Remember 3 big ideas.
4. Jot down key words about context that you could include.

Key context to refer to:

King James was an insecure king. The gunpowder plot was in 1605. Equivocation was a key issue at the time.

People believed in the supernatural and were fearful.

They believed in divine rule – king chosen by God – and the great chain of being – an order that kept balance in the world. It was a patriarchal society – men in charge, women subservient.

Key dramatic terms to use:

Soliloquy (one speaker on stage, speaking thoughts to audience)
Tension / suspense
Dramatic irony
Aside
Iambic pentameter
Trochaic tetrameter

Key elements of tragedy to bring in:

Protagonist / antagonist
Hubris (excessive pride)
Hamartia (fatal error)
Catharsis (sense of resolution)
Anagnorisis (moment tragic hero realises his errors)
Tragic downfall
Machiavel (villain who manipulates)

Motifs: (symbols running through the play)



Scene overview:

- 1.1 Witches meet on heath
- 1.2 Captain's report
- 1.3 Prophecies
- 1.4 Macbeth is honoured
- 1.5 Lady Macbeth introduced
- 1.6 King Duncan arrives
- 1.7 Second thoughts / manipulation
- 2.1 Floating dagger
- 2.2 After the murder of Duncan
- 2.3 Porter / Duncan found
- 2.4 Macduff won't go to watch him crowned
- 3.1 Plotting murder of Banquo
- 3.2 Macbeth admits fears to LM
- 3.3. Murder of Banquo
- 3.4. Banquet / ghost of Banquo
- 3.5 Hecate
- 3.6. Lennox says Macduff has gone to England
- 4.1 Second prophecies
- 4.2 Lady Macduff murder
- 4.3 Macduff meets Malcolm – distrust
- 5.1 Lady Macbeth sleepwalking
- 5.2 Rebels meet
- 5.3 Macbeth abusive to servants
- 5.4 Soldiers plan attack (branches)
- 5.5 Lady Macbeth's death
- 5.6 Malcolm attacks
- 5.7 Macbeth kills Young Siward
- 5.8 Macduff kills Macbeth
- 5.9 Malcolm becomes king

A Christmas Carol

Lit Paper 1

50 mins – one compulsory essay question (30 marks)

Q focus: key characters:

Scrooge
Cratchits
Fred
Ghosts
Marley
Belle

Q focus: key themes:

Poverty
Inequality
Selfishness / charity
Isolation
Redemption
Social responsibility
Importance of family
Importance of Christmas

Every question will link back to Scrooge and his redemption.

The question:

Short extract provided from one part of the novella.

Starting with this extract, how does Dickens present...

Character / theme based questions. Many questions combine the two. WHAT? HOW? WHY? PETAL essay response needed.

You must:

Contextualise the extract (say where it comes from and why it is important)

Analyse the extract and the language Dickens uses.

Then make **links** to at least **2 other parts of the novella (3 big ideas)**.

Add in comments about the **context** of the novel when analysing.

Plan first:

1. Read the extract carefully and look at the info provided (what is happening)
2. Highlight at least 3 quotes from the extract that you can use to answer the question.
3. Around the outside of the extract, write down any key quotes from other parts of the novel that you can remember that you could link to.
4. Jot down key words about context that you could include.

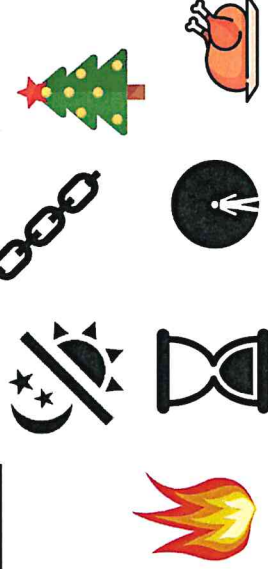
Key context to refer to:

- Dickens' own experiences of poverty influenced his writing.
- Victorian poor laws brought in the workhouses as a deterrent.
- Child labour still common; limited, if any, education for poorer children.
- Thomas Malthus' economic belief that the population must be controlled.
- Importance of Christmas and development of Victorian Christmas traditions.
- Popularity of the Victorian ghost story.

Key literary terms to use:

- Asyndeton** – listing without conjunctions
- Polysyndeton** – listing with conjunctions
- Pathetic fallacy** – setting reflects the mood of the character e.g. cold = Scrooge
- Narrative voice** – Dickens speaks to the reader to convey his didactic purpose
- Antithesis** – use of opposites to emphasise contrast e.g. Scrooge vs Fezziwig

Motifs: (symbols running through the novella)



Stave summary:

Stave 1:

Scrooge introduced; conversation with Fred about Christmas; charity workers; treatment of Bob. Marley's ghost appears.

Stave 2:

Ghost of Christmas Past: Scrooge at school; apprentice at Fezziwig's; breakup with Belle; Belle's new family.

Stave 3:

Ghost of Christmas Present: Christmas in London; Cratchits' Christmas; Fred's Christmas party; Ignorance and Want.

Stave 4:

Ghost of Christmas Yet to Come: stock exchange; pawn shop; poor couple in debt to Scrooge; Cratchits after death of Tiny Tim; his own grave.

Stave 5:

Christmas Day morning – Scrooge is redeemed; buys the turkey for the Cratchits; apologises to charity worker; goes to Fred's party; raises Bob's salary; second father to Tiny Tim.

An Inspector Calls

Lit Paper 2 Sec A

The question:

You will be given a choice of 2 questions; you answer one. You will have **50 minutes**.
Questions will be on character / theme / Priestley's message and stagecraft.

Possible question focus:

Characters: Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Eva Smith, Inspector Goole

Character groups or comparisons: older vs younger generation / males / females / rich / poor

Themes: responsibility / age / social class / attitudes / morality / society / Socialism vs Capitalism

Priestley's message / stagecraft: how he uses the characters / moral message / how tension is created.

Key context:

- Written in **1945**; first performed 1946.
- Post war era; sense of need for change.
- Introduction of the welfare state.
- Labour government just elected.
- Written about **1912** society.
- Pre-war optimism of wealthy.
- Huge inequalities in social classes.
- Time of political unrest in Europe but also amongst workers – labour strikes.
- Suffragettes – women's rights.

Priestley's socialist message:

'We don't live alone. We are members of one body. We are responsible for each other.'



Dramatic devices:

Dramatic irony
Lighting changes
Entrances and exits
Stage directions
Eva – absent character / construct
Inspector – voice of Priestley
Structure of play – morality play

Key terms:

Socialism = society focused on equality
Capitalism = society built on profit
Bourgeoisie = rich capitalists
Proletariat = working class

Act 1:

Engagement party – Sheila and Gerald. **Birling's engagement speech** p6/7

Arrival of inspector, lighting change p11

Interrogation of Birling for sacking Eva Smith p13-18 (Sheila and Mrs B absent)

Sheila re-enters and is told of the death.

Sheila's interrogation – getting Eva Smith sacked from Midlands p20-25 (Birling / Mrs B absent)

Inspector mentions change of name to Daisy Renton.

Argument between Gerald and Sheila (other characters absent).

Act 2:

Inspector re-enters to question Gerald. Mrs Birling enters – out of step with situation.

Gerald's interrogation of his actions towards Daisy Renton and affair p34-40 (Eric absent) Sheila hands back ring. Gerald leaves.

Mrs Birling's interrogation of her behaviour as part of the Brumley Women's Charity Organization p42-48 (Eric and Gerald absent) Mrs Birling says the father should be blamed. Sheila realises that Eric is involved. Eric enters.

Act 3:

Eric's interrogation of his behaviour towards the girl and theft p50-55

Inspector's final speech p55-56

Birling family left to blame themselves. Sheila questions who the inspector was. Gerald returns and tells them he was a fake. They get proof by calling Colonel Roberts. Further arguments between them.

Gerald calls the infirmary for further proof – no girl has died.

Phone call – Birling answers – girl has died; police inspector is on his way.

Power and Conflict Poetry – Lit Paper 2 Sec B

50 minutes

30 marks

One question on the poems from power and conflict – ignore the one on relationships.

The question:

Will be theme based 'Compare how poets present... in... and one other poem of your choice.'

Named poem will be printed on the exam paper.

You choose the other poem that fits the question. **You need to know this poem** as it won't be printed on the paper.

Remember to write about LANGUAGE, STRUCTURE and FORM in your responses.

Plan first:

1. Highlight the **key words** in the question.
2. Highlight the best **quotes** in the **named poem** – 4 or 5 that fit the theme of the question.
3. Decide on your **chosen poem** that also fits the question and will be a good comparison.
4. Write down any **quotes** you can remember from your **chosen poem**.
5. Jot down **key words** to help you to structure the ideas in your essay.

Essay structure:

Intro: WHAT?

- Explain what the named poem is about and why it fits the question.
- Explain which poem you have chosen and why it makes a good comparison.
- For top grades, link to **WHY** the poets have written the poems.
... written by _____, is about... and conveys the ideas of _____ through... Whereas / In a similar way _____, written by _____ conveys ideas about _____ through...

Main: WHAT? HOW? WHY? – 3 comparative paragraphs

- Analyse the language in the named poem and how the writer uses it to convey their ideas – connect back to the key words from the Q. Compare to the language used in your chosen poem. Write about at least 2 language techniques.
- Analyse the structure of the named poem – how does it help the writer to convey their ideas? Compare this to the structure of your chosen poem and why the writer chose this structure.

In _____ (named poem), the poet chooses to use _____ (technique) to convey... (link to Q). For example... (zoom in on key words / zoom out on the poet's intentions). In a similar / different way, _____ (poet) chooses to use _____ (technique) in _____ (chosen poem) to.... (link back to Q – compare back to named poem and think about different purposes)

Conclusion: WHY?

Sum up the points you have made and relate back to the poets' messages and purpose.
Whilst both _____ and _____ are about _____ (key word from Q), the use of different techniques to.... because...

Comparing

words:

Whereas
However
Equally
By contrast
Furthermore
In comparison
Whilst

Both
Differently
Also
Similarly
Juxtaposing
Comparatively
Although
Moreover
Likewise

Key vocabulary:

Metaphor
Simile
Personification
Imagery
Alliteration
Sibilance
Onomatopoeia
Juxtaposition
Symbolism
Poetic voice / persona
Rhythm
Rhyme
Free verse
Blank verse
Stanza
Couplet
Regular / irregular
Enjambment
Caesura

Unseen Poetry

Lit Paper 2 Section C

50 mins

2 compulsory questions:

- Essay response to one unseen poem (24 marks)
- Comparative response to a second unseen poem (8 marks)

28.1:

You will get a short unseen poem that you haven't studied before. The question will ask you about how an idea / theme is presented.

You need to write an essay that **analyses** the **meaning, language and structure** of the poem. 35 mins

28.2:

You will be given a second short unseen poem to compare to the first. Your answer must focus on the **methods** used by the writers to convey their ideas – language or structural. 15 mins

Remember to write about MITSL in your responses:

MEANINGS, IMAGERY, TONE, STRUCTURE, LANGUAGE

Top tips for reading unseen poems:

- Read to the punctuation marks not the end of the lines.
- Work out the key ideas first – be logical, take it bit by bit.
- Remember to look for language techniques and how it is structured and explain the effect.
- Look for possible alternative interpretations.

When in doubt, think:

WHAT?

HOW?

WHY?



WALLS: A possible approach

W – what is it about? **Who** is it about?

A – what is the **atmosphere** / tone of the poem?

L – language (zoom in on a line / key feature)

L – language (write about a different line / feature)

S – **structure** and form – why is it structured the way that it is?

Key vocabulary:

Metaphor

Simile

Personification

Imagery

Alliteration

Sibilance

Onomatopoeia

Juxtaposition

Symbolism

Poetic voice / persona

Rhythm

Rhyme

Free verse

Blank verse

Stanza

Couplet

Regular / irregular

Enjambment

Caesura

Comparing words for Part 2:

Whereas

However

Equally

In the same way

By contrast

Furthermore

In comparison

Whilst

Both