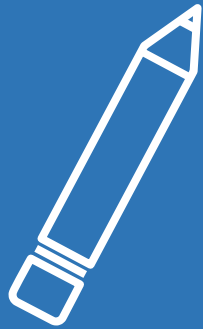




CARDINAL NEWMAN
CATHOLIC SCHOOL



GCSE English Literature
How to Revise: Macbeth, Poetry Anthology,
AIC, ACC & Unseen Poetry

LEARNING OUTCOME: To understand how to revise for GCSE English Literature

- 1 Review GCSE English Literature revision expectations
- 2 Identify recall methods of plot/context/evidence/poems
- 3 Recap methods of revision for each unit
- 4 Explore how to apply these techniques to exam-style questions

'We are all made for greatness'



LESSON DESTINATIONS



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

Component 1 (Shakespeare and Poetry Anthology); 40% of final grade

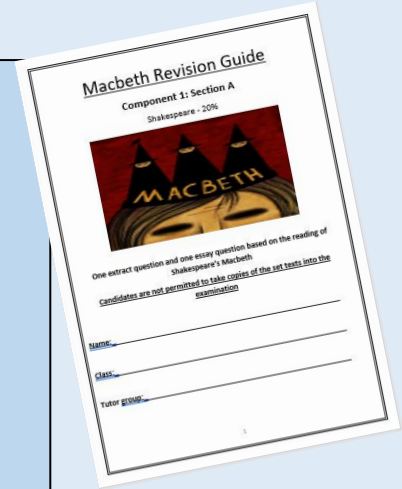
Section A: Shakespeare's Macbeth (20%)

- 1 hour
- 20 minutes of close analysis of an extract
- 40 minutes on an open essay question
- Closed book exam
- Assessing: AO1, AO2, and AO4 (SPaG)

Section B: Poetry Anthology (20%)

- 1 hour
- 20 minutes of close reading of 1 given poem from the anthology
- 40 minutes comparing the provided poem with one of your choice
- Closed book exam; just a list of the poems studied
- Assessing: AO1, AO2, and AO3 (context)

Tues 13th May
2025 (AM)



LESSON DESTINATIONS



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LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

Component 2 (Post 1914 Prose/Drama, 19th Century Novel and Unseen Poetry) – 2 hours 30 minutes external exam; 60% of final grade

Section A: Post 1914 Prose/Drama (An Inspector Calls) – 20%

- 45 minutes
- Essay response using the extract provided
- Closed book exam
- Assessing: AO1, AO2, and AO4 (SPaG)

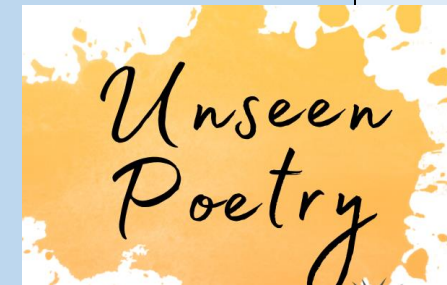
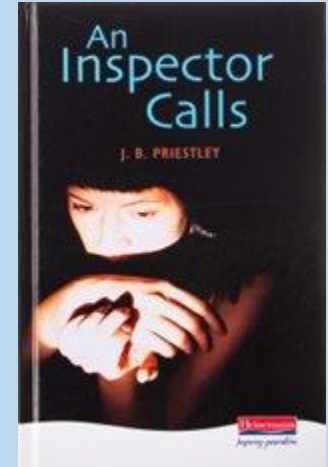
Section B: 19th Century Novel (A Christmas Carol) – 20%

- 45 minutes
- Essay response using the extract provided
- Closed book exam
- Assessing: AO1, AO2, and AO3 (context)

Section C: Unseen Poetry – 20%

- 1 hour
- 20 minutes of close analysis of one unseen poem
- 40 minutes of comparison between previous poem and another unseen poem
- Assessing: AO1, AO2, and AO3 (comparison)

Tues 20th May
2025 (AM)



LESSON DESTINATIONS



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LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

| Macbeth | | | |
|--|-----|-------|-------|
| Area | Red | Amber | Green |
| Plot Summary | | | |
| Context Details | | | |
| Key Evidence (x50) | | | |
| How to Structure a Response (<i>inc success criteria for relevant banding</i>) | | | |
| Key words | | | |
| Points & Quotes for: | | | |
| Macbeth | | | |
| Lady Macbeth | | | |
| The Witches | | | |
| Macduff | | | |
| Banquo | | | |
| Duncan | | | |
| Ambition | | | |
| Supernatural | | | |
| Gender | | | |

Step One: Identify gaps in knowledge

At this very moment, could you:

- Write out the plots of the texts
- Bullet point all contextual factors
- List a minimum of x50 evidence from across the text
- Explain how you write the response
- Offer an overview for the success criteria to meet a particular banding
- Write an essay plan for each of the key themes that includes a point for each paragraph alongside x3 pieces of supporting evidence

RAG Rate Honestly! This will be a good starting point for you.

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature


How to use the CNCS Macbeth Revision Guide?

| Area | Resource | Activity |
|---|--|--|
| Plot Summary | Plot Overview: Pages 7 | <ol style="list-style-type: none">1. Read the plot summary of each scene/stave2. Summarise each section into just x5 bullet points3. Draw a key symbol next to each bullet point4. Review/repeat using the notes until you can complete without guidance |
| Context Details | Context Overview: Pages 6 | <ol style="list-style-type: none">1. Read the context sections, highlighting key words as you review2. Summarise each section into just 5 short points3. Highlight the key words in each point4. Construct one context mind-map that relies on key words and dates5. Add key symbols next to each section.6. Read, repeat, until you can construct mind map without guidance |
| Key Evidence (x50) | Reduced Evidence: Page 24-26 Extended Evidence: Pages 27-30 | <ol style="list-style-type: none">1. Review key evidence on page 24-262. On a piece of A3 paper, construct an annotated evidence mindmap by scene and/or character and theme And <ol style="list-style-type: none">1. Create flashcards in chronological order and/or by character & theme <i>Highlighting key words, labelling devices and meaning, using colours for different characters and themes, including symbols, applying to essay plans.</i> |
| Essay Plans and model essays: (Characters/Themes) | Pages 48-56 | Read though the model essays and use to them to help you create your own essay plans. Use the quotations and analysis from the response to develop your own responses. |
| How to Structure a Response <i>(inc success criteria for relevant banding)</i> | Assessment Criteria 67-68 | Use your plan and refer to the assessment criteria to practise your responses under timed conditions |

Reds/Ambers: So, what do I do? Here's a quick snapshot as to where you can find the answers, and initial exercises to review the knowledge. You will need the 'Macbeth Revision Guide' to do this.

Macbeth Revision Guide

Component 1: Section A
Shakespeare - 20%



One extract question and one essay question based on the reading of Shakespeare's Macbeth

Candidates are not permitted to take copies of the set texts into the examination

Name: _____

Class: _____

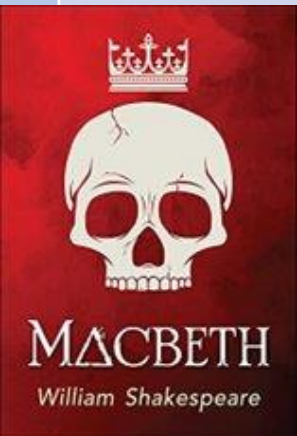
Tutor group: _____

1

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

| Areas of revision | Supporting/available resources | Directed revision tasks |
|-------------------|--|---|
| Macbeth | <ul style="list-style-type: none"><input type="checkbox"/> Macbeth Play<input type="checkbox"/> Macbeth Student Booklet<input type="checkbox"/> Macbeth Revision Guide<input type="checkbox"/> Macbeth Essay Planning Booklet<input type="checkbox"/> Macbeth Quotation List<input type="checkbox"/> Macbeth Flashcards (Red)<input type="checkbox"/> Macbeth Film | <ul style="list-style-type: none">✓ Re-read the play✓ Read the tips, character/theme pages, model responses in the revision guide✓ Create mind-maps for characters/themes✓ Write extract analysis and essay responses using questions from the revision guide✓ Read the quotation list in the morning and evening✓ Use the flashcards to check your knowledge of quotes, plot, character and themes.✓ Watch a version of the film |



Macbeth Revision Guide

Component 1: Section A

Shakespeare - 20%



One extract question and one essay question based on the reading of Shakespeare's Macbeth

Candidates are not permitted to take copies of the set texts into the examination

Name: _____

Class: _____

Tutor group: _____



Shakespeare's *Macbeth*

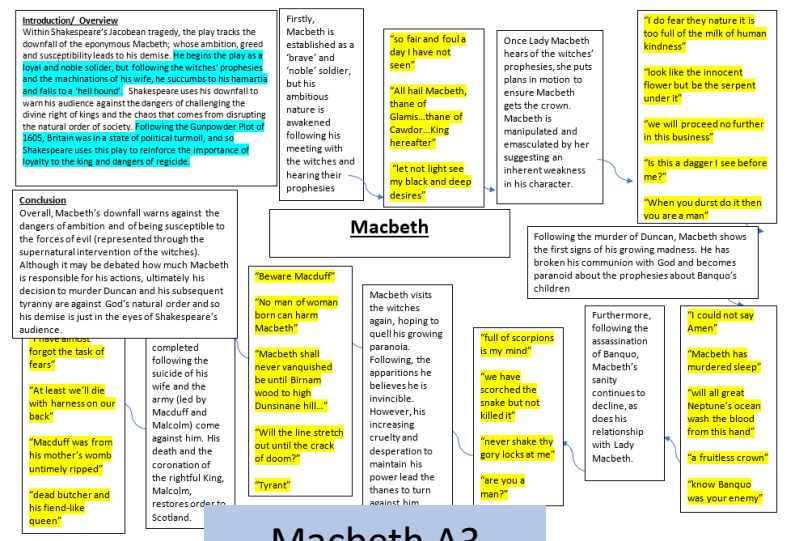
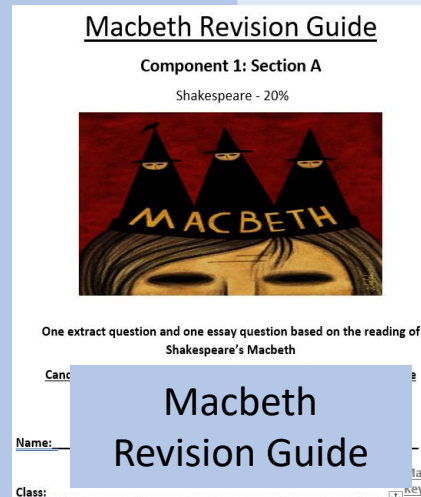
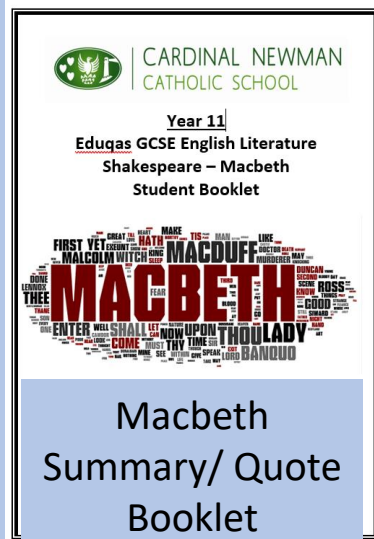
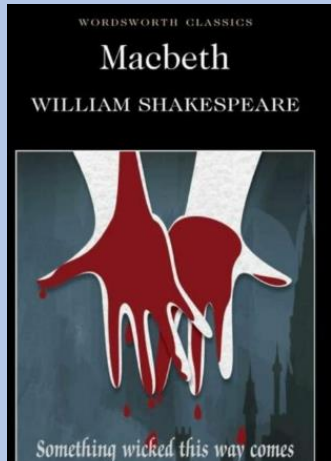
Essay planning &
Revision



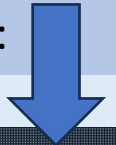
CARDINAL
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LEARNING OUTCOME: To understand how to revise for GCSE English Literature

Resources we have given you:



If you want to purchase the published revision guides, we recommend CGP:



Copy of Macbeth to Borrow

| Act | Scene | Character | Text |
|-------|---------|-----------|---|
| Act 1 | Scene 1 | Witches | "Fair is foul and foul is fair" |
| Act 1 | Scene 3 | Macbeth | "Beware Macduff, beware the thine of fire" |
| Act 1 | Scene 4 | Macbeth | "I do fear thy nature it is too full of the milk of human kindness" |
| Act 1 | Scene 5 | Macbeth | "I have done the deed" |
| Act 1 | Scene 7 | Macbeth | "I am a man of no conscience" |
| Act 2 | Scene 1 | Macbeth | "I have done the deed" |
| Act 2 | Scene 2 | Macbeth | "I have done the deed" |
| Act 2 | Scene 3 | Macbeth | "I have done the deed" |
| Act 2 | Scene 4 | Macbeth | "I have done the deed" |
| Act 3 | Scene 1 | Macbeth | "I have done the deed" |
| Act 3 | Scene 2 | Macbeth | "I have done the deed" |
| Act 3 | Scene 3 | Macbeth | "I have done the deed" |
| Act 3 | Scene 4 | Macbeth | "I have done the deed" |
| Act 3 | Scene 5 | Macbeth | "I have done the deed" |
| Act 4 | Scene 1 | Macbeth | "I have done the deed" |
| Act 4 | Scene 2 | Macbeth | "I have done the deed" |
| Act 4 | Scene 3 | Macbeth | "I have done the deed" |
| Act 4 | Scene 4 | Macbeth | "I have done the deed" |
| Act 4 | Scene 5 | Macbeth | "I have done the deed" |

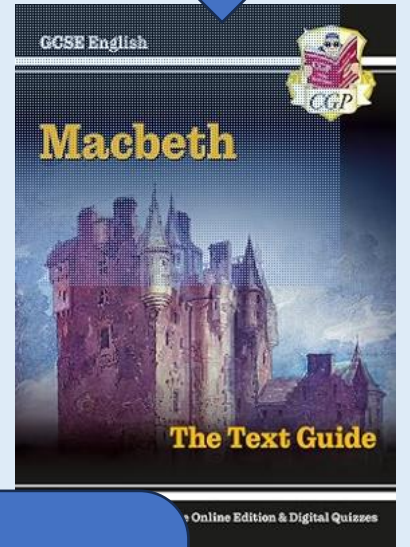
Shakespeare's Macbeth

Essay planning & Revision
Essay Planning Booklet

Macbeth A3 Essay Plans

| Act 1 | Act 2 | Act 3 |
|--|---|---|
| A1S1 The Witches "fair is foul and foul is fair" | A2S1 Banquo "I dreamt last night of the three weird sisters" | A3S1 Banquo "Thou hast it all now...and I fear thou played most foully for it" |
| A1S2 Duncan "brave Macbeth" "what he hath lost noble Macbeth hath won" | A2S2 Macbeth "I think not of them" | A3S2 Macbeth "Upon my head they placed a fruitless crown" |
| A1S3 Macbeth "so fair and foul a day I have not seen" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "I know Banquo was your enemy" |
| A1S4 Banquo "so withered and so wild" "beards" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "How now my Lord? Why do you keep alone" |
| A1S5 Witches "All hail Macbeth, thane of Glamis...thane of Cawdor...King hereafter" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "We have scorched the snake but not killed it" |
| A1S6 Macbeth "let not light see my black and deep desires" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Be innocent of the knowledge dearest chuck" |
| A1S7 Macbeth "I do fear thy nature it is too full of the milk of human kindness" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Banquo 'Fly! Fleance! Fly!'" |
| A1S8 Macbeth "I have done the deed" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "There's blood on thy face" |
| A1S9 Macbeth "I have done the deed" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Never shake thy gory locks at me" |
| A1S10 Macbeth "I have done the deed" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Are you a man?" |
| A1S11 Macbeth "I have done the deed" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Blood will have blood" |
| A1S12 Macbeth "I have done the deed" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Hecate 'Shall draw Donalbain 'there's daggers in men's smiles'" |
| A1S13 Macbeth "I have done the deed" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Lennox 'tyrant'" |
| A1S14 Macbeth "I have done the deed" | A2S2 Macbeth "I have done the deed" | A3S2 Macbeth "Lennox 'some holy and" |

And more!



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

| Poetry | | | |
|---|-----|-------|-------|
| Poems | Red | Amber | Green |
| The Manhunt (Simon Armitage) | | | |
| Sonnet 43 (Browning) | | | |
| London (William Blake) | | | |
| The Soldier (Rupert Brooke) | | | |
| She Walks in Beauty (Lord Byron) | | | |
| Living Space (Imtiaz Dharker) | | | |
| As Imperceptibly as Grief (Emily Dickinson) | | | |
| Cozy Apologia (Rita Dove) | | | |
| Valentine (Carol Ann Duffy) | | | |
| A Wife in London (Thomas Hardy) | | | |
| Death of a Naturalist (Seamus Heaney) | | | |
| Hawk Roosting (Ted Hughes) | | | |
| To Autumn (John Keats) | | | |
| Afternoons (Phillip Larkin) | | | |
| Dulce et Decorum Est (Wilfred Owen) | | | |
| Ozymandias (Percy Shelley) | | | |
| Mametz Wood (Owen Sheers) | | | |
| The Prelude (William Wordsworth) | | | |

| Poetry | | | |
|--|-----|-------|-------|
| Skills | Red | Amber | Green |
| Analyse context | | | |
| Section A – analyse a poem provided by the exam board | | | |
| Compare a poem of your choice to the poem provided by the exam board | | | |

Step One:

Identify gaps in knowledge

At this very moment, could you:

- Write out the overview of the poems
- Bullet point all contextual factors
- List a minimum of x6 evidence per poem
- Explain how you write the response
- Offer an overview for the success criteria to meet a particular banding
- Write an essay plan for each of the key themes comparing a range of poems using at least four quotes from each poem

RAG Rate Honestly! This will be a good starting point for you.

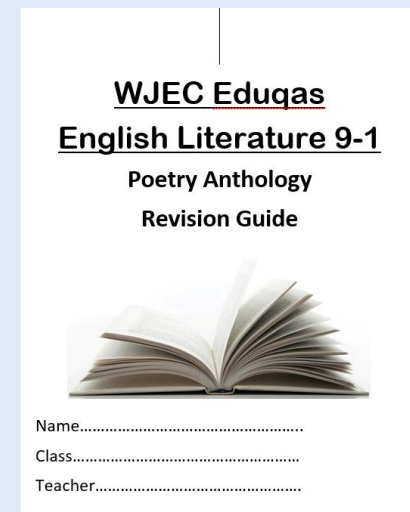
LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

How to use the CNCS Poetry Anthology Revision Guide?

| Area | Resource | Activity |
|---|---|--|
| Poetry Summary | Poem Overview: Pages 2-36 | <ol style="list-style-type: none">1. Read the poem2. Read the summary3. Write a summary in your own words4. If it helps, use dual coding to memorise the poem – sketch a simple image to help remind you what the poem is about |
| Context Details | Context Overview: Pages 2-36 | <ol style="list-style-type: none">1. Read the context sections for each poem2. Add these details to your own copy of the anthology3. Complete some independent research if you wish to find out more about the context (You can use Seneca or Educate to test yourself) |
| Key Evidence (6-8 quotes per poem) | Key quotes for each poem are identified and analysed over pages 2-36 | <ol style="list-style-type: none">1. Review key evidence on page 2-362. If you have not already, add the annotations to your own copy of the anthology And <ol style="list-style-type: none">1. Create flashcards with key quotes and contextual information to help you revise |
| Essay Plans and model essays: (Comparison) | Pages 0 -2 – at the end of the booklet | Use the table to help you to identify which poems you can compare. Start comparison grids link key themes and ideas between the texts |
| How to Structure a Response (<i>inc success criteria for relevant banding</i>) | Part A Writing Frame and Part B writing Frame can be found at the end of revision guide | Use the writing frames to practise. Some of the key themes you may be expected to compare could be: Pain, death, nature, change, love, location, time, childhood and loneliness. These are not the only themes, so think of some of your own too |

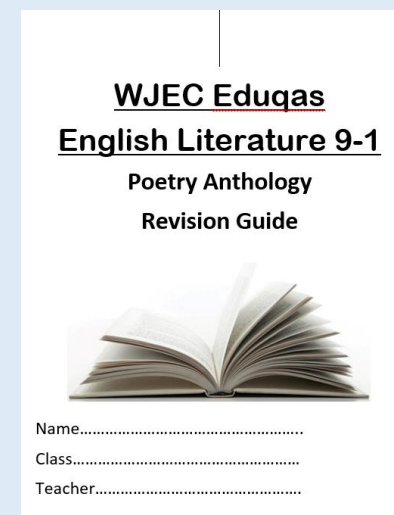
Reds/Ambers: So, what do I do? Here's a quick snapshot as to where you can find the answers, and initial exercises to review the knowledge. You will need 'The Poetry Anthology revision guide' to do this.



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

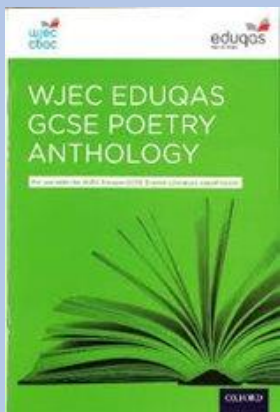
| Areas of revision | Supporting/available resources | Directed revision tasks |
|------------------------------------|---|---|
| Poetry Anthology (18 poems) | <ul style="list-style-type: none"><input type="checkbox"/> Poetry anthology with your annotations<input type="checkbox"/> Poetry Revision Guide<input type="checkbox"/> Poetry A3 Essay Planning Grids<input type="checkbox"/> Poetry Flashcards (Yellow)<input type="checkbox"/> Poetry PPTs on OneDrive<input type="checkbox"/> CNCS Poetry Youtube Channel - CNCS GCSE English Literature Intro (youtube.com) | <ul style="list-style-type: none">✓ Read your annotations of each poem✓ Complete any blank annotations or rewrite your annotations✓ Use the revision guide to read tips of how to respond to questions, read model responses and explore possible questions/themes that may come up✓ Create poetry thematic mind-maps including the poems you would compare✓ Write practice poetry analysis and comparison essays in timed conditions✓ Complete the A3 Section A essay planning grid with info on meaning, structure, context and quotes✓ Use the flashcards to revise info for each poem e.g. quotations & analysis✓ Watch the Youtube videos to revise analysis of each poem |



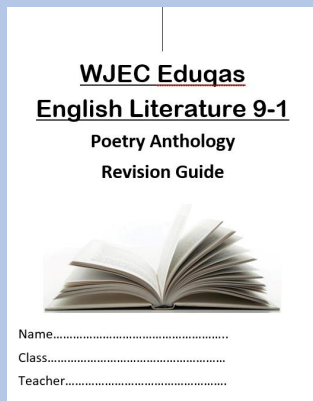
LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

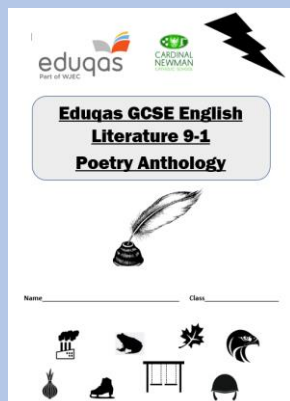
Resources we have given you:



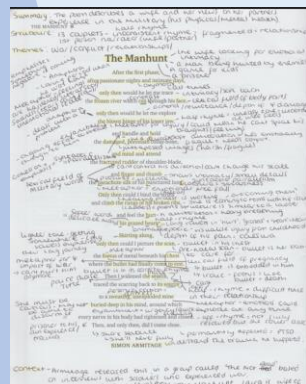
Your annotated poetry anthology



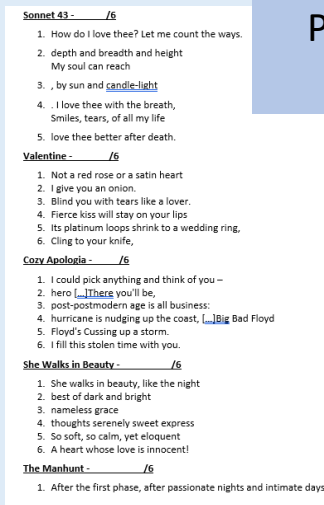
Poetry Revision Guide



Condensed Poetry Revision Guide

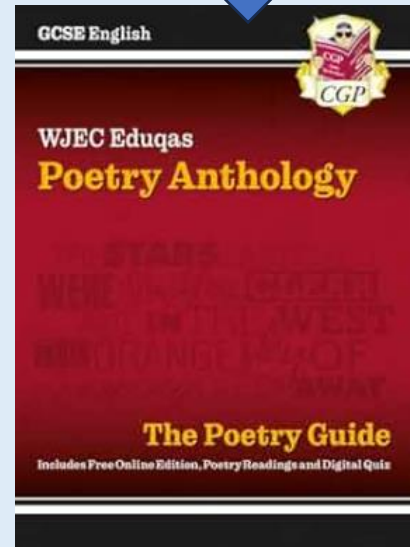
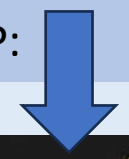


Miss Aston's Poetry Annotations on OneDrive for every poem



Poetry Quote Lists

If you want to purchase the published revision guides, we recommend CGP:



And more including model essays!

English Newman
 @EnglishNewman · 288 subscribers · 30 videos
 English Department. ...more
 Subscribed

Poetry Videos on CNCS Youtube

| Poem | Meaning | Context | Structure/Form | Beginning | Progression | Furthermore | Concludes |
|---|--|--|--|--|-------------|-------------|-----------|
| Elizabeth Barrett Browning Sonnet 43 | <ul style="list-style-type: none"> A reflective poem where Browning expresses her true, everlasting love with her partner Robert Browning. She attempts to measure and define the love she has for him, ultimately it is beyond time and life. Love transcends all boundaries, including death. | <ul style="list-style-type: none"> Significant Victorian poet. Suffered from a lifelong illness (rheumatoid arthritis) but was more sentimental, reflective and appreciative for her life and love. Robert Browning (her husband) was a poet and her husband could explain her utilization of the sonnet form. | <p>Form: Sonnet (traditional love poem)</p> <p>Structure: Addressed 'I love thee' - reflects the many facets of her love.</p> <p>Enjambement: Ongoing development/levels of her love.</p> <p>Metaphor: 'I love thee' - fully immersed into the lengths of her love.</p> <p>Imagery: 'I love thee' - creates momentum, rhythmic heartbeat.</p> | <p>Form: Free Verse: love doesn't follow conventional rules or guidelines, instead it can be chaotic and unpredictable.</p> <p>Structure: Anaphora: Repetition of 'Not' to directly challenge the stereotypical elements and expectations of love and relationships.</p> <p>Repetition: 'I give you an onion' - forces the reader to face the truth/nature of love.</p> <p>Enjambement: Contributes towards the tone of class.</p> | | | |
| Christina Rossetti Duffy | <ul style="list-style-type: none"> Explores a seemingly genderless relationship. The speaker explores giving the gift of an onion to their Valentine. Explores the truth of love: the complexities and the pain and grief it can cause. juxtaposes the typical conventions and stereotypes of love, and more specifically "heterosexual" love. Onion is used as a realistic symbol of relationships. | <ul style="list-style-type: none"> Duffy is a renowned, feminist writer who promotes equality within her work. Identify homoerotic/lesbian to challenge stereotypical norms/conventions of relationships. Other includes controversial issues. Aims to encourage the reader to challenge their own preconceptions. | | | | | |

A3 Poetry Essay Planning Grids



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

| An Inspector Calls | | | |
|---|-----|-------|-------|
| Area | Red | Amber | Green |
| Plot Summary | | | |
| Context Details | | | |
| Key Evidence (x50) | | | |
| How to Structure a Response <i>(inc success criteria for relevant banding)</i> | | | |
| Key words | | | |
| Points & Quotes for: | | | |
| Birling | | | |
| Mrs Birling | | | |
| Sheila | | | |
| Eric | | | |
| Gerald | | | |
| The Inspector | | | |
| Eva Smith | | | |
| Responsibility | | | |
| Power | | | |
| Change | | | |
| Generations | | | |

Step One: Identify gaps in knowledge

At this very moment, could you:

- Write out the plots of the texts
- Bullet point all contextual factors
- List a minimum of x50 evidence from across the text
- Explain how you write the response
- Offer an overview for the success criteria to meet a particular banding
- Write an essay plan for each of the key themes that includes a point for each paragraph alongside x3 pieces of supporting evidence

RAG Rate Honestly! This will be a good starting point for you.

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

How to revise using the CNCS An Inspector Calls Revision Guide?

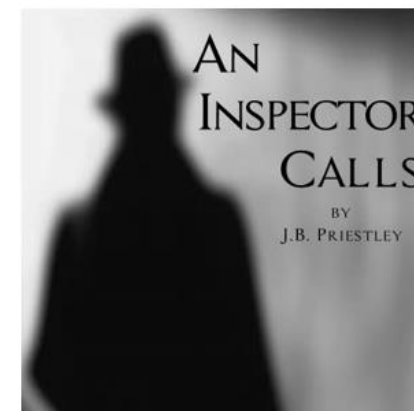
| Area | Resource | Activity |
|------------------------------|---|--|
| Plot Summary | Plot Overview: Pages 5-7 | <ol style="list-style-type: none">1. Read the plot summary of each scene/stave2. Summarise each section into just x5 bullet points3. Draw a key symbol next to each bullet point4. Review/repeat using the notes until you can complete without guidance |
| Key Evidence for Characters | Characters - Page 7-15 Themes – Page 15-18 | <ol style="list-style-type: none">1. Review key evidence on page 7-15 for each character2. Fill in the right side column with analysis of each quote using terminology3. Read the theme related evidence on pages 15-184. On a piece of A3 paper, construct an annotated evidence mind map by scene and/or character and theme And <ol style="list-style-type: none">1. Create flashcards in chronological order and/or by character & theme <i>Highlighting key words, labelling devices and meaning, using colours for different characters and themes, including symbols, applying to essay plans.</i> |
| Planning and Writing Answers | Page 21-31 | Using page 21 to identify questions for AIC that you need to write an essay plan for. Use the example questions on pages 22-31 with extracts to plan and write exam responses. Use the additional model essays from page 32-40 to support you with HTSAR. |
| How to Structure a Response | Page 20 (HTSAR) Page 40-41 (Success Criteria) | With your essay plans now constructed, you can review page 20 and begin to write your responses using the HTSAR guidance and success criteria on page 40-41. |

Reds/Ambers: So, what do I do? Here's a quick snapshot as to where you can find the answers, and initial exercises to review the knowledge. You will need the 'Component 2 Revision Booklet' to do this.

Lit 2a: An Inspector Calls

Revision Guide

WJEC EDUQAS EDUQAS ENGLISH LITERATURE 9-1

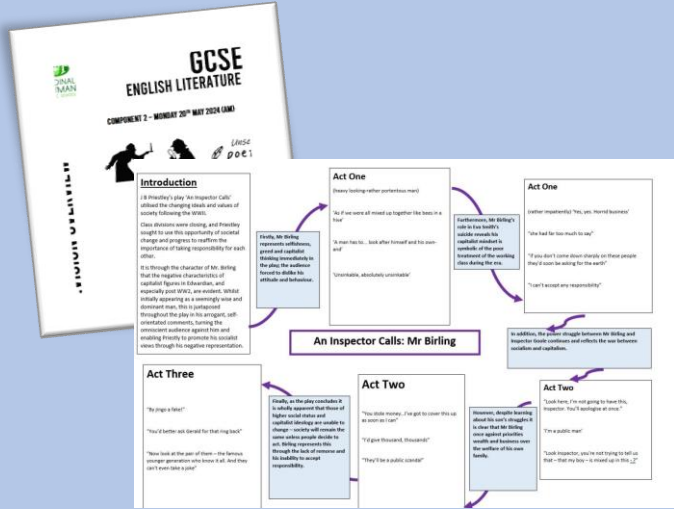


Name: _____

Class: _____

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature



Intro

- Symbolises capitalism
- Abuse of power & wealth
- Older generation
- Refuses to accept responsibility for Eva Smith's suicide

Mr Birling

- 1) Greedy & Ignorant
- 2) Selfish capitalist
- 3) Power struggle with Inspector
- 4) Prioritises business over family
- 5) Unable to change / accept responsibility

Step One:

Character/theme in the middle (different colours for each moving forward)

Step Two:

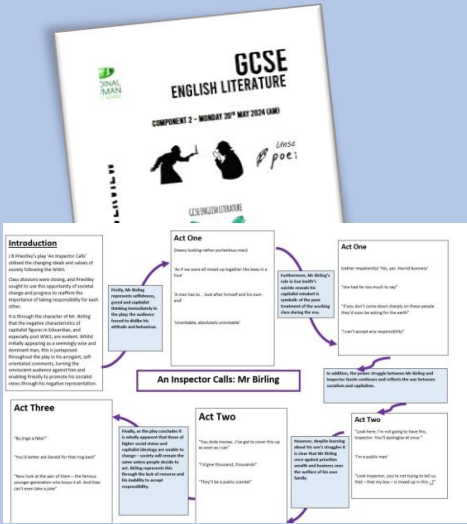
Intro overview top left (no more than 4 bullet points)
Summarising who/what the character/theme represents for the writer

Step Three

Using your revision materials/guidance in your booklet, begin by summarising your points for each paragraph about a character/theme. Be short, concise

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature



Step Four

Draw a symbol
(don't worry about those art skills...)
that represents
each point

Intro

- Symbolises capitalism
- Abuse of power & wealth
- older generation
- Refuses to accept responsibility for Eva Smith's suicide


1) Greedy & Ignorant




2) Selfish capitalist



Mr Birling

3) Unable to change / accept responsibility 

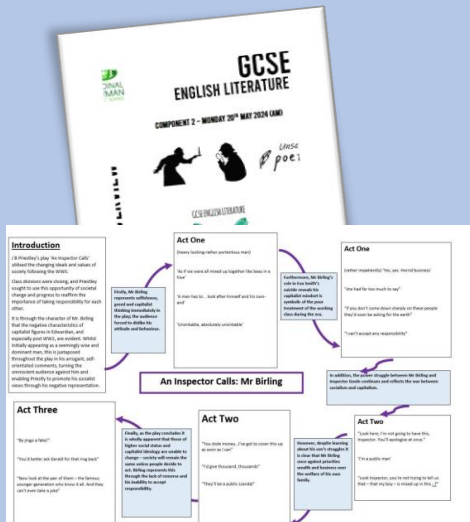
4) Prioritises business over family 

5) Power struggle with Inspector



LEARNING OUTCOME:

To understand how to revise AIC/ACC in English Literature



Step Five
Add your x2-3
pieces of evidence
that will back up
your point

Intro

- Symbolises capitalism
- Abuse of power & wealth
- older generation
- Refuses to accept responsibility for Eva Smith's suicide

1) Greedy & Ignorant



- Heavy looking
- all mixed up together like bees in a hive
- Unsinkable, absolutely unsinkable

Mr Birling

3) Unable to change / accept responsibility

- By jingo a fake!
- You'd better ask Gerald for that ring back
- Look at them pair of them - the famous young generation

4) Prioritises business over family

- You stole money... i've got to cover this up
- I'd give thousands, thousands
- They'll be a public scandal

2) Selfish Capitalist



- She had far too much to say
- they'd soon be a' for the earth
- I can't accept any responsibility



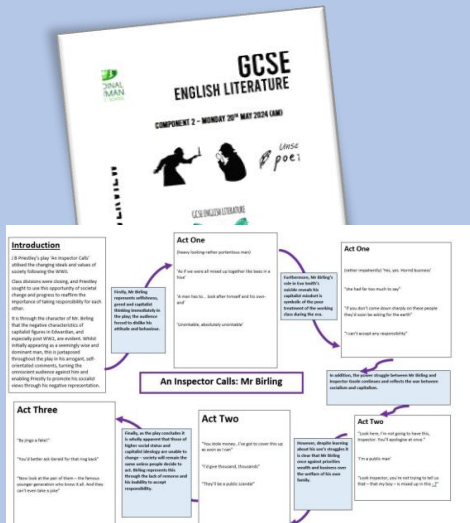
3) Power struggle with Inspector

- Look here, I'm not going to have this Inspector.
- You'll apologise
- I'm a public man



LEARNING OUTCOME:

To understand how to revise AIC/ACC in English Literature




Step Six

To support with evidence retention, add additional symbols for key quotes




Intro

- Symbolises capitalism
- Abuse of power & wealth
- older generation
- Refuses to accept responsibility for Eva Smith's suicide

3) Unable to change / accept responsibility




- By jingo a fake!
- You'd better ask Gerald for that ring back 
- Look at them pair of them - the famous young generation

1) Greedy & Ignorant



- Heavy looking 
- all mixed up together like bees in a hive 
- Unsinkable, absolutely unsinkable 

Mr Birling

4) Prioritises business over family

- You stole money... i've got to cover this up 
- I'd give thousands, thousands 
- They'll be a public scandal 

2) Selfish Capitalist

- She had far too much to say 
- they'd soon be asking for the earth 
- I can't accept any responsibility

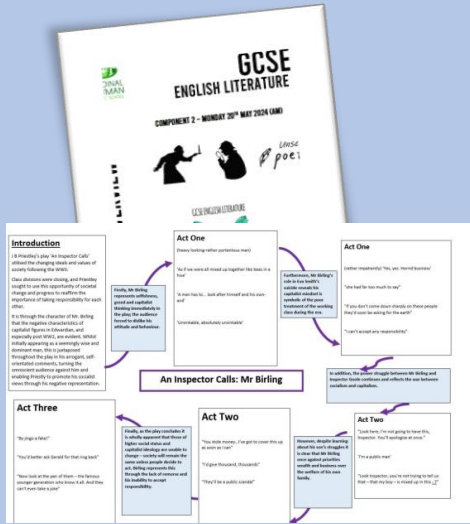


3) Power struggle with Inspector

- Look here, I'm not going to have this Inspector. 
- You'll apologise at once
- I'm a public man 

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature



Next Steps

If you can complete on A3, you can then highlight key terminology and analyse briefly your quotes. You have the analysis of all quotes in your booklet to support. Engaging with the evidence will support with retention

Intro

- Symbolises capitalism
- Abuse of power & wealth
- Older generation
- Refuses to accept responsibility for Eva Smith's suicide

1) Greedy & Ignorant

- Heavy looking
- all mixed up together like bees in a hive
- unsinkable, absolutely unsinkable

2) Selfish Capitalist

- She had far too much to say
- They'd soon be asking for the ear

3) Unable to change / accept responsibility

Mr Birling

| Act | Context of Evidence | Evidence | Analysis |
|-------|--|--|--|
| Act 3 | Eric upon being asked whether they made love again after the initial night | I wasn't in love with her or anything - but I liked her - she was pretty and a good sport | Maintaining masculine image and facade, but does suggest subtly that he had some feelings for her. 'good sport' suggests used her for sex. |
| Act 3 | Eric about the aftermath of finding out Eva was pregnant | She didn't want me to marry her. Said I didn't love her. | Highlights that Eva was an honest, respectful woman (juxtaposes Mrs B's view). |
| Act 3 | Mr Birling after hearing Eric gave Eva fifty pounds | Where did you get fifty pounds from? Because you're not the kind of father a chap could go to when he's in trouble | Interrogative sentence- Mr B neglects the bigger picture and is more concerned with wealth/money (his own) |
| Act 3 | Eric to Mr Birling | | Direct address- aggressive yet hurt tone is created. Shows how despite money he has been left without supported. Flaw of capitalism. |



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

Intro
Symbolises capitalism
Abuse of power & wealth
older generation
Refuses to accept responsibility for Eva Smith's suicide

1) Greedy & Ignorant
• Heavy looking
• all mixed up together like bees in a hive
• unsinkable, absolutely unsinkable

2) Selfish capitalist
• She had far too much to say
• they'd soon be asking for the earth
• I can't accept any responsibility

3) Power struggle with Inspector
• Look here, I'm not going to have that Inspector.
• You'll apologise at once
• I'm a public man

4) Prioritises business over family
• You stole money... I've got to cover this up
• I'd give thousands, thousands
• ... I'd have a whole foundation

5) Unable to change / accept responsibility
• By jingo a fate!
• You'd better ask Gerald for that ring back
• Look at them pair of them - the famous young generation

Mr Birling

How to Structure a Response

Positioning the extract

Introduction
You must consider the following:
Why are you being asked this question?
What is the importance of the theme/character?
What are the writer's intentions?
The question in response to the whole text.
Reference the extract. E.g. This is particularly evident in the extract when the reader/audience is exposed to...

Paragraphs
From the beginning... *
As the play progresses... *
Furthermore... *
Finally... *
*Extract? Where does it fit?
• Beginning
• Middle
• End
• X8 evidence

Conclusion
You must summarise and conclude your response/line of argument.
Consider the following:
To conclude...
What have you proven?
What did you discover?
Final writer's intentions.

Point:
From the beginning of the play Priestley shows... this is evident when (context of evidence).
Evidence:
Analysis:
Priestley uses the (device) to show... which makes the audience think/understand/consider/challenge...
Link to other evidence: This is also evident when... or this is challenged when...
Evidence: Contextualise evidence first!
Analysis: Priestley uses the (device) to show... which makes the audience think/understand/consider/challenge...
ANSWER THE QUESTION

Using your mind maps and the 'how to structure a response guidance', write the key characters/themes into full essays.

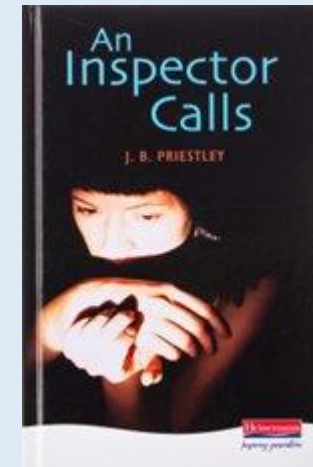
Whilst it is important to first remember the content, by applying to examination style questions you will deeper your understanding, practice exam-style writing and ultimately support long-term retention of key information.



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

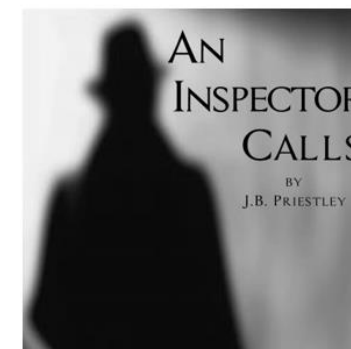
| Areas of revision | Supporting/ Available resources | Directed Revision tasks |
|---------------------------|---|--|
| An Inspector Calls | <ul style="list-style-type: none"><input type="checkbox"/> An Inspector Calls Play<input type="checkbox"/> An Inspector Calls Revision Guide<input type="checkbox"/> AIC Essay Planning Booklet<input type="checkbox"/> AIC A3 Planning Grids<input type="checkbox"/> AIC Quotation List<input type="checkbox"/> AIC Flashcards (Blue)<input type="checkbox"/> AIC Film | <ul style="list-style-type: none">✓ Re-read the play✓ Read the tips, character/theme pages, model responses in the revision guide✓ Create revision mind-maps for characters and themes✓ Plan and write essay responses using questions from the revision guide (45 mins)✓ Read the quotation list in the morning and evening✓ Use the flashcards to check your knowledge of quotes, plot, character and themes.✓ Watch a version of the film |



Lit 2a: An Inspector Calls

Revision Guide

WJEC EDUQAS EDUQAS ENGLISH LITERATURE 9-1

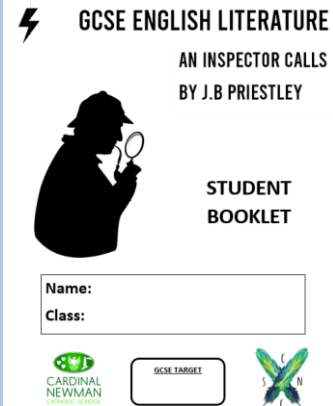
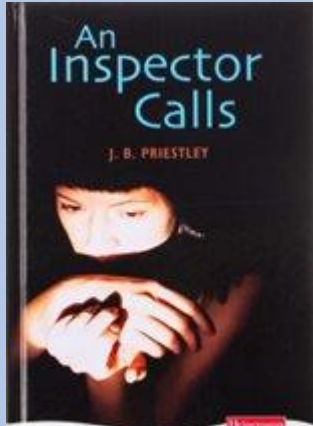


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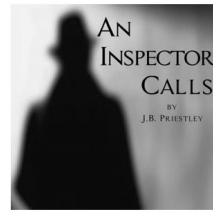
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LEARNING OUTCOME: To understand how to revise for GCSE English Literature

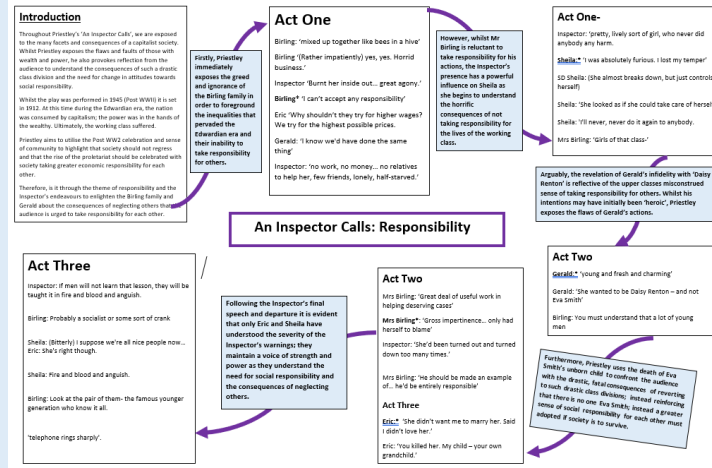
Resources we have given you:



Lit 2a: An Inspector Calls
Revision Guide
WJEC EDUQA'S ENGLISH LITERATURE 9-1

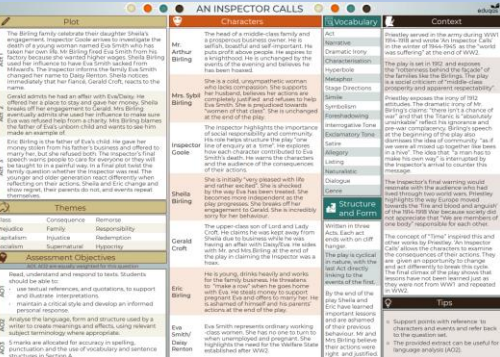


Name: _____
Class: _____



If you want to purchase the published revision guides, we recommend CGP:

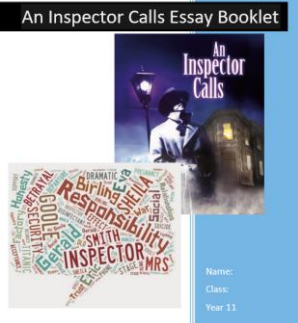
Copy of AIC to Borrow



AIC Extract Booklet

AIC Revision Guide

AIC A3 Essay Plans



- Act 1 - Key Quotations**
- [Arthur Birling is a heavy-looking, rather portentous man ... rather provincial in his speech]
 - [a rather cold woman] - about Sybil Birling
 - [rather pleased with life and rather excited] - about Sheila Birling
 - [rather too much to be a dandy] - about Gerald Croft
 - [half shy, half assertive] - about Eric Birling
 - You're Quaffy - Sheila about Eric
 - You're just the kind of son in law I've always wanted - Mr Birling about Gerald
 - Lower costs and higher prices - Mr Birling
 - Look mummy - isn't it a beauty? - Sheila about the ring
 - Silly pessimistic talk - Mr Birling about workers striking
 - Hard headed business man - Mr Birling
 - See our interests - and the interests of the capital - are properly protected. - Mr Birling
 - Fiddlesticks! - Mr Birling about the possibility of war
 - Unsinkable, absolutely unsinkable - Mr Birling discussing Titanic
 - I might find my way into the next Honours list - Mr Birling
 - [Sharp ring of the front door bell] - When Inspector rings doorbell
 - [... impression of massiveness, solidity and purposefulness] - The Inspector
 - I'm on duty - The Inspector (repeated)
 - [Cutting through, massively] - The Inspector interrupting Mr Birling
 - One person and one line of enquiry at a time - Inspector
 - It's my duty to keep labour costs down - Mr Birling
 - But these girls aren't cheap labour - they're people. - Sheila
 - We're respectable citizens and not criminals - Gerald to Inspector
 - I said she changed her name to Daisy Renton - Inspector
 - Were you seeing her last Spring and Summer when you hardly came near me... - Sheila to Gerald
 - I hate to think how much he knows - Sheila to Gerald, talking about Inspector

| Mr Birling | Mrs Birling | Sheila | Eric | Gerald | The Inspector |
|---|---|---|---|---|---|
| Mr Birling represents wealth, power and capitalist values. 'Never mind, higher prices!' 'ward master business men' 'unsinkable, absolutely unsinkable' | Mrs Birling opens the play a stereotypical upper-class woman who shows her party and prejudice nature. 'I suppose you mean' 'The husband's a good fellow' 'You've got to be a bit of a snob' 'I don't know what you mean' 'I don't know what you mean' 'I don't know what you mean' | Sheila begins the play as an innocent figure with a distant relationship to her family. 'I'm very busy at the moment' 'I've never seen you' 'I've never seen you' 'I've never seen you' | Eric begins the play as an insecure figure with a distant relationship to his family. 'I'm very busy at the moment' 'I've never seen you' 'I've never seen you' 'I've never seen you' | Gerald begins the play as an insecure figure with a distant relationship to his family. 'I'm very busy at the moment' 'I've never seen you' 'I've never seen you' 'I've never seen you' | The Inspector enters the play representing authority, duty and justice. 'I'm very busy at the moment' 'I've never seen you' 'I've never seen you' 'I've never seen you' |
| Act 1: Mr Birling's role in Eva Smith's suicide reveals his selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 1: Mrs Birling clashes with the Inspector and the impact has lasting effects on her. 'You're just the kind of son in law I've always wanted' 'Lower costs and higher prices' 'Look mummy - isn't it a beauty?' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 1: Sheila reveals to her father and her husband the truth about her involvement in the suicide. 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 1: Eric reveals to his father and his mother the truth about his involvement in the suicide. 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 1: Gerald attempts to hide his involvement in Eva's death from the Inspector. 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 1: The Inspector clashes with Mr Birling and attempts to force his involvement in Eva's death from the Inspector. 'I'm not going to say anything for the police' 'I can't accept any responsibility' |
| Act 2: Mr Birling's role in Eva Smith's suicide reveals his selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 2: Mrs Birling's role in Eva Smith's suicide reveals her selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 2: Sheila's role in Eva Smith's suicide reveals her selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 2: Eric's role in Eva Smith's suicide reveals his selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 2: Gerald's role in Eva Smith's suicide reveals his selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 2: The Inspector continues to clash with Mr and Mrs Birling and attempts to force his involvement in Eva's death from the Inspector. 'I'm not going to say anything for the police' 'I can't accept any responsibility' |
| Act 3: Mr Birling's role in Eva Smith's suicide reveals his selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 3: Mrs Birling's role in Eva Smith's suicide reveals her selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 3: Sheila's role in Eva Smith's suicide reveals her selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 3: Eric's role in Eva Smith's suicide reveals his selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 3: Gerald's role in Eva Smith's suicide reveals his selfish attitude. 'You had far too much to say' 'You don't seem aware that you've done it' 'I'm not going to say anything for the police' 'I can't accept any responsibility' | Act 3: The Inspector returns, demands to know the truth about the suicide and only the younger generation has changed. |

5-part essay plans

And more!

Knowledge Organiser

Essay Planning Booklet

AIC Quote Lists



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

| A Christmas Carol | | | |
|--|-----|-------|-------|
| Area | Red | Amber | Green |
| Plot Summary | | | |
| Context Details | | | |
| Key Evidence (x50) | | | |
| How to Structure a Response <i>(inc success criteria for relevant banding)</i> | | | |
| Key words | | | |
| Points & Quotes for: | | | |
| Scrooge | | | |
| Cratchits | | | |
| Ghosts | | | |
| Transformation | | | |
| Poverty | | | |
| Family | | | |
| Redemption | | | |
| Christmas | | | |

Step One:

Identify gaps in knowledge

At this very moment, could you:

- Write out the plots of the texts
- Bullet point all contextual factors
- List a minimum of x50 evidence from across the text
- Explain how you write the response
- Offer an overview for the success criteria to meet a particular banding
- Write an essay plan for each of the key themes that includes a point for each paragraph alongside x3 pieces of supporting evidence

RAG Rate Honestly! This will be a good starting point for you.

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

How to revise using the CNCS A Christmas Carol Revision Guide?

Reds/Ambers: So, what do I do? Here's a quick snapshot as to where you can find the answers, and initial exercises to review the knowledge. You will need the 'Component 2 Revision Booklet' to do this.

| Area | Resource | Activity |
|-----------------------------------|--|---|
| Plot Summary | Pages 6 | <ol style="list-style-type: none"> 1. Read the plot summary of each scene/stave 2. Summarise each section into just x5 bullet points 3. Draw a key symbol next to each bullet point 4. Review/repeat using the notes until you can complete without guidance |
| Context Details | Pages 4-5 | <ol style="list-style-type: none"> 1. Read the context sections, highlighting key words as you review 2. Summarise each section into just 5 short points 3. Highlight the key words in each point 4. Construct one context mind-map that relies on key words and dates 5. Add key symbols next to each section. 6. Read, repeat, until you can construct mind map without guidance |
| Key Evidence (x50) | Reduced Evidence: Page -7-10 Extended Character/Theme Evidence: Pages 10-15 | <ol style="list-style-type: none"> 1. Review key evidence on page 7-9 2. On a piece of A3 paper, construct an annotated evidence mindmap by scene and/or character and theme 3. Use the extended character/theme evidence on page 10-15 to create character profiles/ essay plans for each character <p>And</p> <ol style="list-style-type: none"> 1. Create flashcards in chronological order and/or by character & theme <i>Highlighting key words, labelling devices and meaning, using colours for different characters and themes, including symbols, applying to essay plans.</i> |
| Essay Plans: (Characters/Themes) | Pages 15-27 – Exam Questions Page 27-55 – Model Essays | Using page 15-16 to identify questions for AIC that you need to write an essay plan for. Use the example questions on pages 16-27 with extracts to plan and write exam responses. Use the model responses on page 27-55 to support you. |
| How to Structure a Response | Page 56 (HTSAR) Page 2 – Mark Scheme | With your essay plans now constructed, you can review page 56 and begin to write your responses using the HTSAR guidance and success criteria on page 2. |



English Literature 2b: A Christmas Carol Revision Guide



NAME.....

CLASS/TEACHER.....

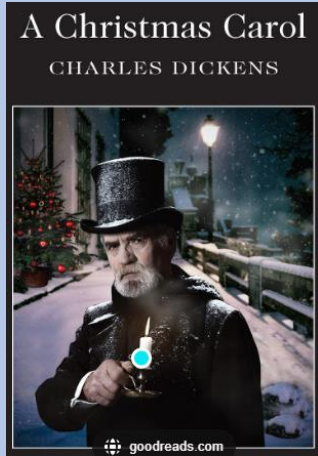
LEARNING OUTCOME:**To understand how to revise for GCSE English Literature**

| Areas of revision | Supporting/ Available resources | Directed Revision tasks |
|----------------------------------|--|--|
| A Christmas Carol | <ul style="list-style-type: none"><input type="checkbox"/> A Christmas Carol Book<input type="checkbox"/> ACC Revision Guide<input type="checkbox"/> ACC Essay Planning Booklet<input type="checkbox"/> ACC A3 Planning Grids<input type="checkbox"/> ACC Quotation List<input type="checkbox"/> ACC Flashcards (Green)<input type="checkbox"/> ACC Film | <ul style="list-style-type: none">✓ Re-read the novella✓ Read the tips, character/theme pages, model responses in the revision guide✓ Create mind-maps on characters & themes✓ Write essay responses using questions from the revision guide (45 mins)✓ Read the quotation list in the morning and evening✓ Use the flashcards to check your knowledge of quotes, plot, character and themes.✓ Watch a version of the film |



LEARNING OUTCOME: To understand how to revise for GCSE English Literature

Resources we have given you:



Year 11 GCSE Literature
A Christmas Carol
Student Booklet

Name.....
Class.....

ACC Extract
Booklet

Copy of ACC to
Borrow

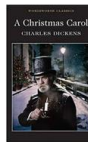
English Literature 2b:
A Christmas Carol
Revision Guide



NAME.....
CLASS/TEACHER.....

ACC Revision
Guide

A Christmas Carol
Essay planning Revision



Name.....

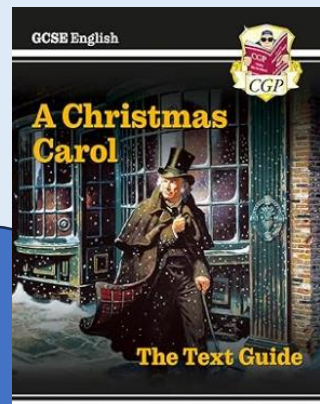
Essay Planning
Booklet

| GCSE English Literature: Component 2 | A Christmas Carol - 5-part essay plans | | |
|--|--|--|--|
| <p>1. Scrooge</p> <p>Stave 1: Scrooge is a lonely old miser who does not want to celebrate Christmas. He treats his clerk, nephew and the poorly gentlemen badly. "solitary as an oyster"</p> <p>"as there no prisons?"</p> <p>"Mankind was my business"</p> | <p>The Ghosts</p> <p>Stave 2: Jacob Marley represents what Scrooge will become if he continues his ways. Marley is held down by chains and money boxes. "I was too greedy to forget to do"</p> <p>"Mankind was my business"</p> <p>"The common welfare was my business"</p> | <p>The Cratchits</p> <p>Stave 3: Bob Cratchit is Scrooge's clerk. He is a poor man and Scrooge doesn't treat him or any of his family well. "I was so very much smaller"</p> <p>"I looked like one coal"</p> <p>"I want nothing from you, I ask nothing of you, why should we be friends?"</p> <p>"I should like to love"</p> <p>"A merry Christmas, Uncle! God save you!"</p> | <p>Fred</p> <p>Stave 4: Fred invites Scrooge to his counting house. He is the opposite to Scrooge in personality. He invites him to Christmas dinner but Scrooge refuses. "I want nothing from you, I ask nothing of you, why should we be friends?"</p> <p>"I should like to love"</p> <p>"A merry Christmas, Uncle! God save you!"</p> |
| <p>2. Stave 2: Scrooge begins to reminisce about his childhood and young adult years when he observes himself at his old school, place of employment and his relationship to Belle. "a solitary child neglected by his friends"</p> <p>"Why, it's old Fezziwig! Bless his heart, it's Fezziwig alive again!"</p> <p>"An idiot has displaced me"</p> | <p>Stave 2: The Ghost of Christmas Past represents Scrooge's childhood where he was unselfish and caring. The ghost looks similar to a child and does not have an age or gender. "I'll be a child, yet not so like a child as an old man"</p> <p>"A bright clear jet of light"</p> | <p>Stave 3: The Cratchit family are introduced. They are clearly poor from their clothing. Martha hides from her father and the car can't bear to see him upset so reveals herself. "I was out but poorly in a twice turned gown"</p> <p>"I beg in ribbon"</p> <p>"I'm a poor girl"</p> <p>"Martha didn't like to see him drooping"</p> | <p>Stave 4: Fred invites Scrooge to Christmas dinner but Scrooge refuses. "I want nothing from you, I ask nothing of you, why should we be friends?"</p> <p>"I should like to love"</p> <p>"A merry Christmas, Uncle! God save you!"</p> |
| <p>3. Stave 3: Scrooge observes Christmas day being celebrated by many including the Cratchit family and Fred's family. "They were not a handsome family, but they were happy, grateful, pleased with one another"</p> <p>"I'll be a child, yet not so like a child as an old man"</p> <p>"The beggled like a boy to be allowed to stay until the guests departed"</p> | <p>Stave 3: The Ghost of Christmas Present represents Father Christmas in appearance and spirit. He shows Scrooge a range of people celebrating Christmas. "A jolly giant"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> | <p>Stave 3: The Ghost of Christmas Present represents Father Christmas in appearance and spirit. He shows Scrooge a range of people celebrating Christmas. "A jolly giant"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> | <p>Stave 4: Fred invites Scrooge to Christmas dinner but Scrooge refuses. "I want nothing from you, I ask nothing of you, why should we be friends?"</p> <p>"I should like to love"</p> <p>"A merry Christmas, Uncle! God save you!"</p> |
| <p>4. Stave 4: Scrooge is shown the reactions to the death of a man (Bibb) and vows to change his ways, honouring Christmas in his heart. "It's likely to be a very cheap funeral"</p> <p>"I'll be a child, yet not so like a child as an old man"</p> <p>"The beggled like a boy to be allowed to stay until the guests departed"</p> | <p>Stave 4: The Ghost of Christmas Past shows Scrooge children who represent poverty and lack of education (Ignorance and Want). "I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> | <p>Stave 5: Scrooge wakes Bob Cratchit's salary. They try to get Scrooge to join them but he doesn't. "I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> | <p>Stave 5: Fred is having a Christmas dinner party and they play a game. Despite them initially inviting Scrooge, Fred wishes him no ill will. "I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> |
| <p>5. Stave 5: Scrooge has transformed into a better man who treats Bob Cratchit, his family and the poor better. He celebrates Christmas and is like a better to Tiny Tim. "I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> | <p>Stave 5: The Ghost of Christmas Yet to Come represents death. The don't speak and wear a black cloak. The ghost shows Scrooge reactions to a man's death and then Scrooge's grave. "I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> | <p>Stave 5: Scrooge wakes Bob Cratchit's salary. They try to get Scrooge to join them but he doesn't. "I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> | <p>Stave 5: Scrooge attends Fred's Christmas dinner and is welcomed by the family. He makes himself at home. "I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> <p>"I'm a poor girl"</p> |

5-part essay
plans

And more
including
model
responses!

If you want to purchase the published revision guides, we recommend CGP:



Includes Free Online Edition & Digital Quizzes



CARDINAL
NEWMAN
CATHOLIC SCHOOL

Knowledge Organiser

ACC Quote Lists

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

| Unseen Poetry | | | |
|---|-----|-------|-------|
| Poems | Red | Amber | Green |
| Understanding of different poetic forms: allegory, ballad, dramatic monologue, sonnet | | | |
| Understand how to confidently structure an unseen response | | | |
| Be able to read a poem for meaning | | | |
| Identify a range of evidence/quotations | | | |
| Identify methods/ techniques used by writers | | | |
| Section A – analyse a poem provided by the exam board | | | |
| Section B - Compare a poem of your choice to the poem provided by the exam board | | | |

Step One:

Identify gaps in knowledge

At this very moment, could you:

- Name different forms of poetry
- Understand the structure of a poetry essay
- Understand a poem you haven't seen before
- Identify key quotes related to a theme
- Identify subject terminology in a quotation
- Make comparisons between two unknown poems based on a theme
- Write an essay plan for unseen poems that includes a point for each paragraph alongside x2 pieces of supporting evidence

RAG Rate Honestly! This will be a good starting point for you.

LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

How to revise using the CNCS Unseen Poetry Revision Guide?

| Area | Resource | Activity |
|---|--|---|
| Terminology | Page 3 & 52 | <ol style="list-style-type: none">1. Complete the poetry terminology grid on page 32. Review the terminology on page 523. Create flash cards to test yourself on terminology for poetry |
| How to Structure a Response | Page 7-9 (HTSAR) Success Criteria & Mark Scheme: page 4-6 | Review page 7-9 to understand how to write an unseen poetry Section A & B response. Use the success criteria and mark scheme on page 4-6 when writing your practice essays. |
| Unseen Poetry Planning & Writing | Page 10-39 | <ol style="list-style-type: none">1. On page 10-39 they are example unseen poetry section A & B questions.2. Annotate the poems for Section A and practice writing a 15 mark response in 20 minutes3. Complete the Section B comparative grid and practice writing a 25 mark response in 40 minutes |
| Model Essays: | Pages 42-51 | Review the model essays for previous unseen poetry question on page 39-40 and consider the mark they have been given to support your understanding of how best to write an unseen poetry response. |

Reds/Ambers: So, what do I do? Here's a quick snapshot as to where you can find the answers, and initial exercises to review the knowledge. You will need the 'Component 2 Revision Booklet' to do this.

Year 11
English Literature Paper
2
Section C: Unseen Poetry
Revision



Name _____

Class _____

Teacher _____

LEARNING OUTCOME:

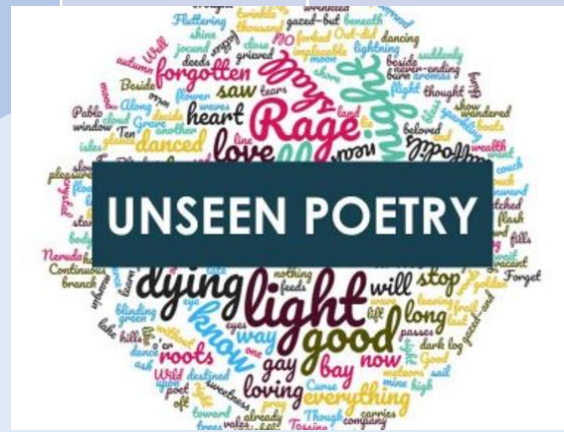
To understand how to revise for GCSE English Literature

| Areas of revision | Supporting/ Available resources | Directed Revision tasks |
|----------------------|---|--|
| Unseen Poetry | <ul style="list-style-type: none"><input type="checkbox"/> Unseen Poetry Student Booklet<input type="checkbox"/> Unseen Poetry Revision Guide<input type="checkbox"/> Unseen Poetry Past Questions<input type="checkbox"/> Unseen Poetry 'How to Structure a Response' and model responses | <ul style="list-style-type: none">✓ Use the poetry revision guide to check tips on how to respond to unseen poetry, explore potential questions and read model responses✓ Write practice unseen poetry analysis (20 mins) and unseen poetry comparison (40 mins)✓ Create poetry terminology flashcards |

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English Literature Paper
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Revision



Name _____
Class _____
Teacher _____



LEARNING OUTCOME:

To understand how to revise for GCSE English Literature

Resources we have given you:

Year 11
English Literature Paper 2

UNSEEN POETRY

Section C: Unseen Poetry Student Booklet

Name.....
Class.....

Unseen Poetry Booklet

Year 11
English Literature Paper 2
Section C: Unseen Poetry Revision

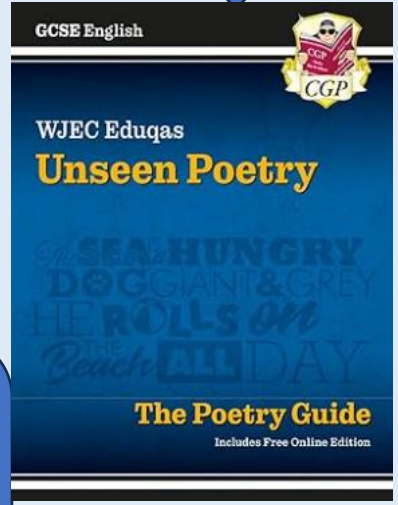
Name _____
Class _____
Teacher _____

Unseen Poetry Revision Guide

| Theme: | Poem 1: | Poem 2: | Similar OR different? |
|---|---------|---------|-----------------------|
| Intro: Presentation of theme | | | |
| Structure: organised? Disorganised? Evidence? Why? Link to theme. | | | |
| Titles: what are the connotations of the titles? Can you link your ideas to the given themes? | | | |
| Language/tone (compare x3-4 quotations from each poem) <ul style="list-style-type: none"> • Perspective • Openings • Development • Key images/semantic fields • Conclusions/endings | | | |

Unseen Poetry Comparison Grid

If you want to purchase the published revision guides, we recommend CGP:



And more including poetry terminology lists and model responses!

Top Tips:

You must KNOW the 30+ quotations for Macbeth, Poetry, AIC & ACC!

Practice writing responses in timed conditions

Watch the film again to remind yourself of key quotes

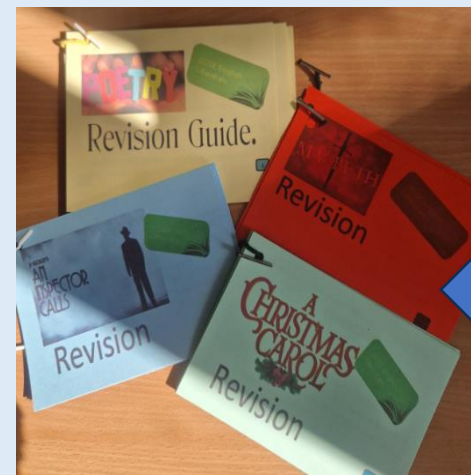
**ALL RESOURCES ARE AVAILABLE ON ONEDRIVE - [Year 11 - Literature](#)
(LINK ALSO ON CLASSCHARTS) OR IN THE ENGLISH OFFICE (LF13)**

This contains
key quotes for
all units

English Literature Quotation booklet

NAME.....

CLASS/TEACHER.....



You will receive
these at
takeaway
evening in
March

Comp 1

**Mock Exam: Mon 10th
Feb**

**Real Exam: Tues 13th
May 2025**



Comp 2

**Mock Exam: Mon 24th
Feb**

**Real Exam: Tues 20th
May 2025**



Any Questions