

Plan 1

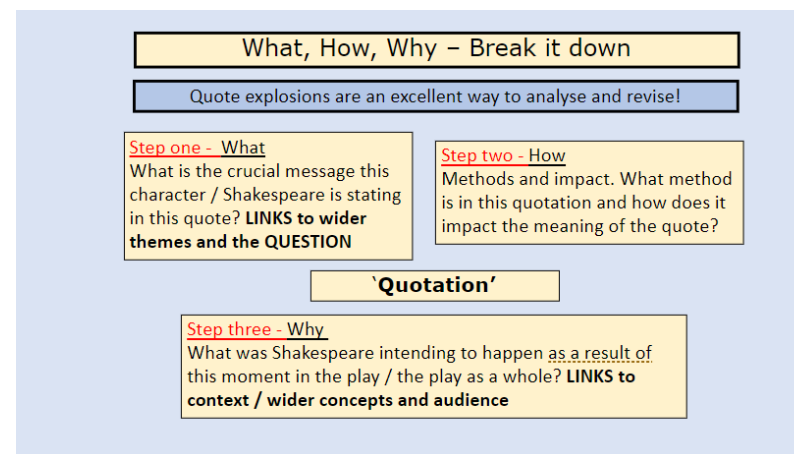
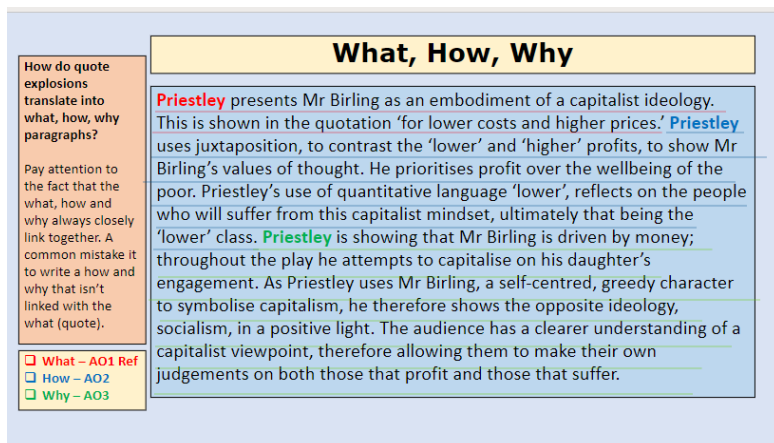
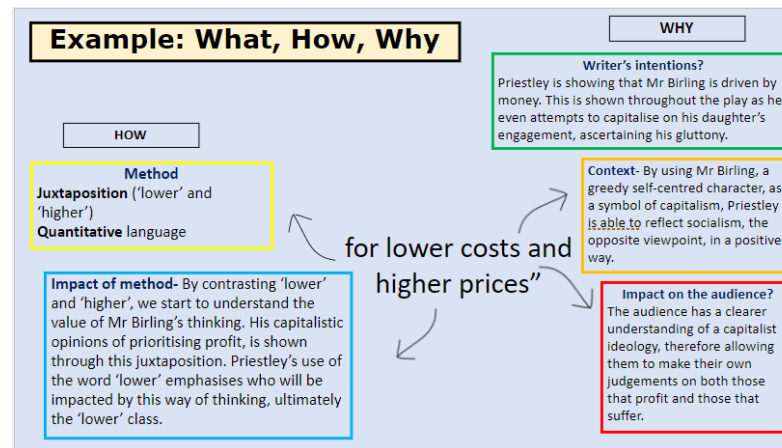
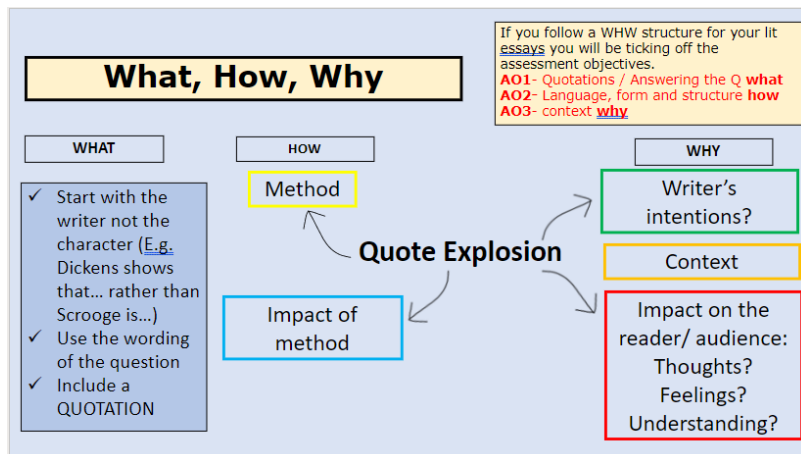
English Literature

11yEn4

Holiday Week 13th -17th February

Week	Revision plan for half term	Target Areas	Resources
1 (13 th February to 17 th February)	<p>Please use the online Literature Revision Guide, which gives lots of help for your mocks and final exams. The Literature Revision guide is here: Literature English Revision Guide ppt/PDF as well as on G4S and email.</p> <p>The Literature Revision Guide will also be shared with your parents. (Some example slides from it can be found at the end of this document)</p> <p>Knowledge organisers for all Literature topics are also available online here: Literature KO's Retrieval practice ppt</p> <p>You can also use the following annotated copies of the poems for the Power and Conflict Poetry: Annotated Poems</p>	<p>In your next set of mock Literature papers, you will be answering questions on all of the texts studied:</p> <ul style="list-style-type: none"> • A Christmas Carol • Macbeth • An Inspector Calls • Power and Conflict Poetry • Unseen Poetry <p>The Literature revision guide contains sections on <u>WHW</u>, <u>extended writing</u>, <u>thesis statements</u>, <u>key vocabulary</u>, <u>flexi quotations</u> and <u>quote explosions</u>.</p>	<p>Literature English Revision Guide ppt/PDF</p> <p>Further resources shared within the Revision Guide</p> <p>Literature KO's Retrieval practice ppt</p> <p>Annotated Poems</p>

	<p>Use the resources above to create some revision flashcards based on your weakest areas from the list in the 'Target Areas' column.</p> <p>Use these revision cards to support practice writing activities – you can find a range of exam questions that have example paragraphs in the Revision Guide</p>	<p>You may need to start by <u>reviewing plot</u>, before making use of the ample <u>examples questions and responses</u> to make <u>key flashcards</u> on <u>quotations, context or other key content for creating effective exam answers</u>.</p>	
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Assessment Objectives: **AO1 (12 marks)**

- For AO1 you should be writing about how the themes and big ideas of the text relate to the storyline and the development of characters. **This is your WHAT statements.**
- AO1 is also about **answering and focusing on the task** – i.e. have you answered the question?
- **Finally** and most importantly AO1 is about your knowledge of the text. This is **quotations and specific references** to the text.
- For AO1 you are encouraged to use embedded quote where you can., though if you can't remember the exact quote you can make as close a reference to the text as you can.

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations.
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Assessment Objectives: **AO3 (6 marks)**

- For AO3 this is all about understanding context; this is essentially understanding the world in which the writers were writing and the wider societal impact it had.
- This is your **WHY** section of your essay.
- Whilst it is worth less marks than the other AOs, you can use AO3 to inform your AO1 and AO2 – this is where higher bands tend to be reached.
- Writers don't just write to make people happy: they also write to quell a burning desire for real social change. Dickens didn't write 'A Christmas Carol' just for fun, he wrote it from a burning desire to make his world see how the obsessive pursuit of wealth was damaging society by punishing the poor - the same reason J.B. Priestley wrote 'An Inspector Calls' really. Shakespeare wrote Macbeth to impress King James. It is delving into the 'why' behind the texts we study.

AO3	Show understanding of the relationships between texts and the contexts in which they were written.
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Assessment Objectives: **AO2 (12 marks)**

- For AO2 you should be focusing on the specific language being used. For this you should zoom in on specific words and phrases and make sure you show *and* explore meaning. A good guide to succeed here might be to think about the following:
 - This is your **HOW** section of your essay – state methods and go into detail about the impact of that language.
 - To reach higher bands you need to go into the form and structure.
 - This is the part where building layers of analysis gets you moving up the bands.

AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
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Assessment Objectives: **AO4 (4 marks)**

Performance descriptor	Marks awarded
High performance: In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.	4 marks
Intermediate performance: In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	2-3 marks
Threshold performance: In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.	1 mark

Where a candidate writes nothing or fails to meet threshold performance they should receive 0 marks.

- AO4 is in 'Macbeth' and 'An Inspector Calls'. An extra four marks are offered for spelling, punctuation, grammar and the use of advanced vocabulary.
- You are encouraged to use correct SPAG and aspire for higher vocabulary always. But It is extra important to proof read your 'An Inspector Calls' essay for this reason.
- 'Fancy words' exist for a reason, and using them wisely will always help your grade. Pay attention to the vocab banks for each component in this revision guide.

AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
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