Plan 1

English Literature 11yEn4

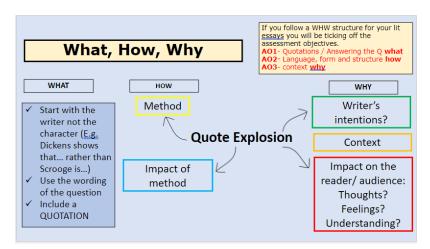
Holiday Week 13th -17th February

Week	Revision plan for half term	Target Areas	Resources
1 (13 th February to 17 th February)	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. 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) Knowledge organisers for all Literature topics are also available online here: Literature KO's Retrieval practice ppt You can also use the following annotated copies of the poems for the Power and Conflict Poetry: Annotated Poems	In your next set of mock Literature papers, you will be answering questions on all of the texts studied: • A Christmas Carol • Macbeth • An Inspector Calls • Power and Conflict Poetry • Unseen Poetry The Literature revision guide contains sections on WHW, extended writing, thesis statements, key vocabulary, flexi quotations and quote explosions.	Literature English Revision Guide ppt/PDF Further resources shared within the Revision Guide Literature KO's Retrieval practice ppt Annotated Poems

Use the resources above to create some revision flashcards based on your weakest areas from the list in the 'Target Areas' column.

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

You may need to start by reviewing plot, before making use of the ample examples questions and responses to make key flashcards on quotations, context or other key content for creating effective exam answers.



How do quote explosions translate into what, how, why paragraphs?

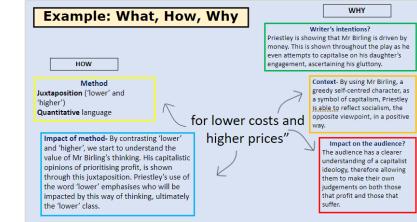
Pay attention to the fact that the what, how and why always closely link together. A common mistake to write a how and why that isn't linked with the what (quote).

☐ What – AO1 Re

☐ How – AO2 ☐ Why – AO3

What, How, Why

Priestley presents Mr Birling as an embodiment of a capitalist ideology. This is shown in the quotation 'for lower costs and higher prices.' Priestley uses juxtaposition, to contrast the 'lower' and 'higher' profits, to show Mr Birling's values of thought. He prioritises profit over the wellbeing of the poor. Priestley's use of quantitative language 'lower', reflects on the people who will suffer from this capitalist mindset, ultimately that being the 'lower' class. Priestley is showing that Mr Birling is driven by money: throughout the play he attempts to capitalise on his daughter's engagement. As Priestley uses Mr Birling, a self-centred, greedy character to symbolise capitalism, he therefore shows the opposite ideology, socialism, in a positive light. The audience has a clearer understanding of a capitalist viewpoint, therefore allowing them to make their own judgements on both those that profit and those that suffer.



What, How, Why - Break it down

Quote explosions are an excellent way to analyse and revise!

Step one - What

What is the crucial message this character / Shakespeare is stating in this quote? LINKS to wider themes and the QUESTION

Step two - How

Methods and impact. What method is in this quotation and how does it impact the meaning of the quote?

'Quotation'

Step three - Why

What was Shakespeare intending to happen as a result of this moment in the play / the play as a whole? LINKS to context / wider concepts and audience

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

AO1 Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

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 you 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.

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 you 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.

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

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 Intermediate performance: In the context of the level of demand of the question, learners spell and punctuals with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning. 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 resconner.

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.