Year 11
11x/En4
Mrs.Gatiss

<u>Plan 3 - English Literature</u>

13th March – 16th April inclusive

Classwork – Week 1 (13 th – 17 th March)	Classwork – Week 2 (20 th – 24 th March)	Classwork – Week 3 (27 th – 31 st March)
Your lessons this week are taken over by your mocks. Please attend all lessons that are running during this time to make sure you are prepared for your remaining exam (Literature Paper Two)	In these lessons, you will be completing a review of Language Paper Two Section B (Q5). You will also use this as your Spoken Language grade. This is a separate score to your other GCSE grades for which you will awarded a Pass, Merit or Distinction. Lesson One: What do I already know about Lang P2Q5? What is the purpose? How does it work? Lesson Two: Use examples to support your writing of your own P2Q5. This will be used as your mock mark for this question. Lesson Three: How does this translate into spoken language? Lesson Four: Performance of Spoken Language alongside your Q5.	This week, your lessons will involve the completion of a walking-talking version of Language Paper Two Section A. You are sitting this in class rather than as a full mock as you sat this paper most recently, and it is one that you can self-assess your progress on in lesson. Lesson One: Working with the sources to identify information. Knowing the exact requirements of the exam. Question one and two covered. Lesson Two: Question two self-assessment against exam criteria. Question three walkthrough and completion. Lesson Three: Question three self-assessment against exam criteria. Question four walkthrough and completion (may be partial based on time) Lesson Four: Question four completion and self-assessment. Reflection on LP2 scores and revision priorities. Set revision goals based on this for Easter revision.

Homework – Week 1	Homework – week 2	Homework – week 3
Do you need anymore flashcards? I gave you some last week so please ask if you need any more. Use the resources from your previous revision plan to support your independent revision.	You will be using this time to review your Language knowledge. Use the Revision Guide for Language (in resources section) to support you in reviewing your knowledge of Language Paper Two Depending on your level of need, either complete: • A full practice paper that you complete to time • A timed essay plan for practice Q5's, taking no more than 10 minutes to complete the outlines of the plan • Flashcards of the key elements for this paper, such as key question skills, such as language or structural analysis	Create a bank of quotation flashcards. You need to select 2-3 quotations per the themes specified below. For each quote you need to write the method and the impact of method. An example is included below: An Inspector Calls – Responsibility, Generations, Socialism, Capitalism, Social Class and Gender A Christmas Carol – Redemption, Family, Poverty, Social Class, Religion, Christmas and Charity Macbeth – Power, Gender, Appearance vs. reality, Religion, Loyalty and betrayal and supernatural Power and Conflict – Power, conflict, nature, war, identity, loss and memory. Use these flashcards to practice spaced retrieval on your priorities for revision. You should select the areas that you found most difficult in your recent mocks. Be self-reflective: you are the person best placed to target your revision so take time to plan this out carefully.

RESOURCES

<u>Literature English Revision Guide ppt/PDF -</u> for hints, tips and supporting material

YouTube – there are a range of video resources that could support you, such as Mr Bruff's analysis videos.

Remember, just watching or reading material is not revision – do something with it to absorb the information, such as spaced retrieval (explored in the <u>Retrieval practice ppt</u>)

Revision Guide for Language (Overview)
Revision Guide for Language (Questions)

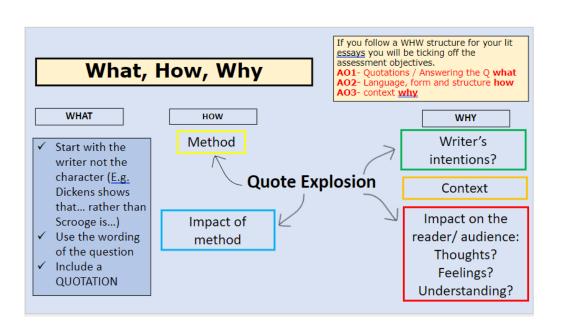
EASTER REVISION

Easter Half-term:

Use your CGP revision guides, alongside all of your other revision material to complete a full range of the existing revision strategies outlined in previous plans.

You should look to complete 2-3 20-minute revision sessions a day on your revision priorities, or an hour every other day on each topic, whichever suits your revision timetable more.

Use spaced retrieval – plan which topics you will return to and how often at the beginning of the week. Stick to this plan – your revision must be consistent for it to be effective.



Writer's intentions? Priestley is showing that Mr Birling is driven by money. This is shown throughout the play as he even attempts to capitalise on his daughter's HOW engagement, ascertaining his gluttony. Context- By using Mr Birling, a Method greedy self-centred character, as Juxtaposition ('lower' and a symbol of capitalism, Priestley 'higher') is able to reflect socialism, the Quantitative language opposite viewpoint, in a positive for lower costs and higher prices" Impact of method- By contrasting 'lower' Impact on the audience? and 'higher', we start to understand the The audience has a clearer value of Mr Birling's thinking. His capitalistic understanding of a capitalist opinions of prioritising profit, is shown ideology, therefore allowing through this juxtaposition. Priestley's use of them to make their own the word 'lower' emphasises who will be judgements on both those that profit and those that impacted by this way of thinking, ultimately the 'lower' class.

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 it to write a how and why that isn't linked with the what (quote).

- What AO1 Re
- ☐ Why AO3

☐ How – AO2

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

Example: What, How, Why

Step two - How

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

WHY

'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 can.

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: 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: 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: AO4 (4 marks)

AO4 will be assessed on Section A and Section B (question 07.1 only). The performance descriptor Performance descripto 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 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. Intreshold performance: In the context of the level of demand of the question, learners spell and punchaste with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning 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.

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