

Year 11

11x/En4

Mrs.Gatiss

# Plan 1 - English Literature

Week 1 – 13<sup>th</sup> – 17<sup>th</sup> February

## Revision plan for half term

- Access the Literature Revision Guide. This includes revision resources to help you be successful in your mocks and final exams. The Literature Revision guide is available to you on G4S, set by your class teacher and sent via email but here it is again: [Literature English Revision Guide ppt/PDF](#)
- The Literature Revision Guide will also be shared with your parents.
- KO's for all Literature topics are also available online and in your books. Here they are again: [Literature KO's](#)
- Exercise books with Essay Challenge and feedback can be used to guide revision, alongside Mock Target cards to help direct the main areas you need to focus on.
- You should complete retrieval practice using flashcards. The more you revise, the more information you will keep in your memory. Key flashcards relate to flexi quote explosions for each text – examples can be found in the Revision Guide ([Literature English Revision Guide ppt/PDF](#)). They are also available in our Seneca classroom: [Seneca - Learn 2x Faster \(senecalearning.com\)](#)
- Use Revision Guide ([Literature English Revision Guide ppt/PDF](#)) to create a number of revision cards for your chosen area from this list in the 'Target Areas' column. Bring these with you to lessons after the holidays.
- 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. Do this in stages: read and annotate the question, plan the answer and write the answer. Once written, check you have AO1, AO2 and AO3 included. Remember: I am more than happy to mark extra pieces.

## TARGET AREAS

In your next set of mock Literature papers, you will be answering questions on all of the texts studied (marks available are in the margin):

- A Christmas Carol (30)
- Macbeth (34)
- An Inspector Calls (34)
- Power and Conflict Poetry (30)
- Unseen Poetry (32)

Select the areas for development you believe are your priority targets for **An Inspector Calls**, **Power and Conflict Poetry** and **Unseen Poetry**. The Literature revision guide ([Literature English Revision Guide ppt/PDF](#)) contains sections on What, How, Why extended writing, thesis / umbrella statement, key vocabulary, flexi quotations and quote explosions. Select the areas you need the most practice in based on your current targets for improvement. You can do it – believe in yourself.

Don't stop there – you should also review your knowledge of **A Christmas Carol** and **Macbeth** to support your responses to these questions. 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.

Create a range of these revision cards for each topic – you should aim to have 3 for each text to start with – these will be helpful right up until the final exams - you should then review the information you have recorded on a daily basis.

## RESOURCES

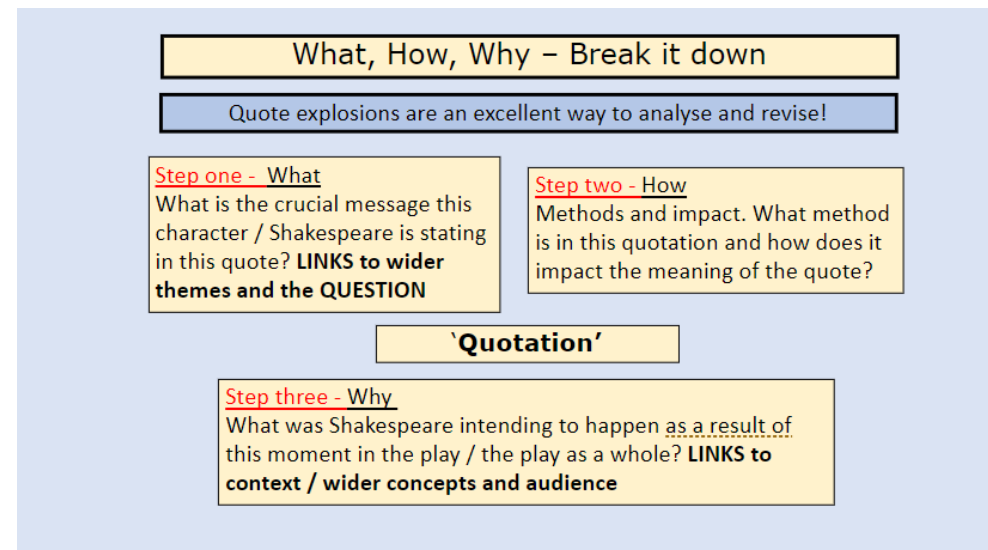
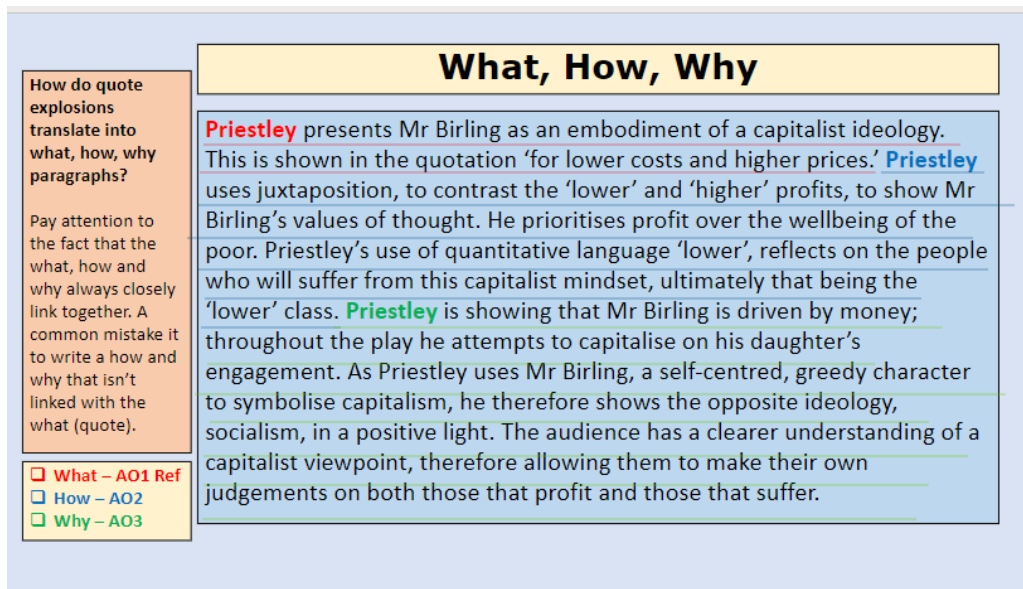
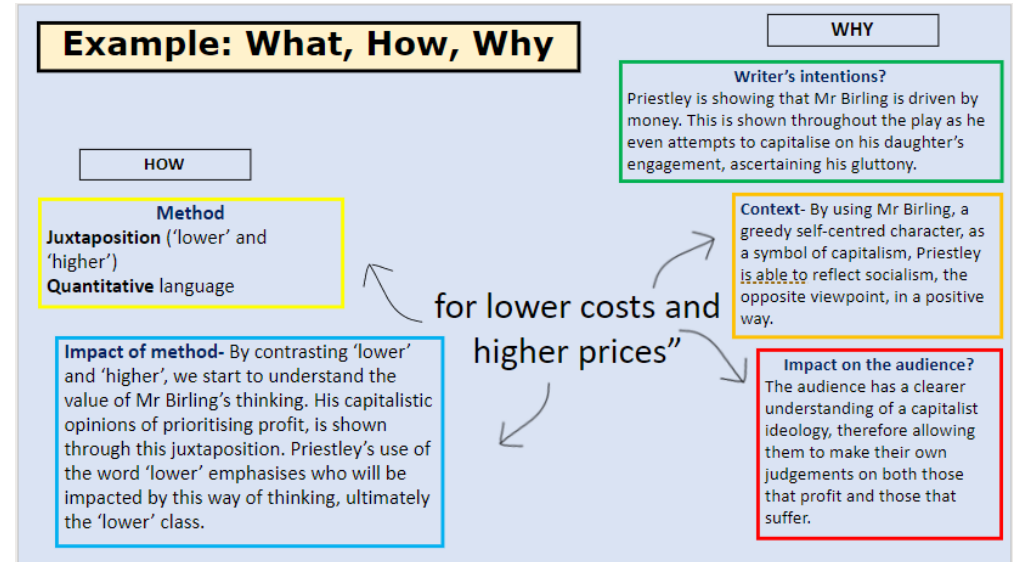
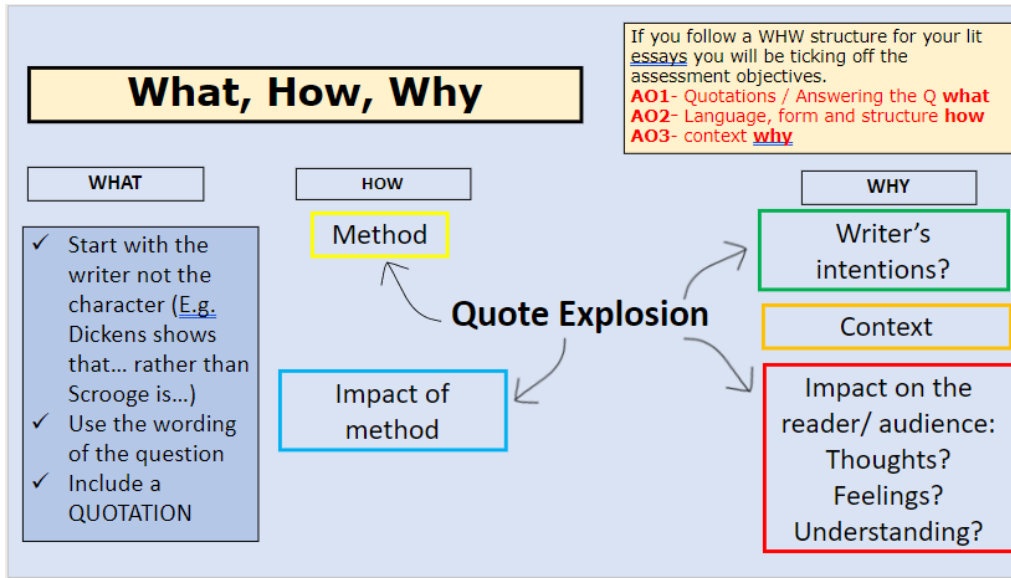
[Literature English Revision Guide ppt/PDF](#)

[Literature KO's](#)

[Retrieval practice ppt](#)

Flashcards

[Seneca - Learn 2x Faster \(senecalearning.com\)](#)



## 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.

<b>AO1</b>	Read, understand and respond to texts.  Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> </ul>
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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.

<b>AO2</b>	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: **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.

<b>AO3</b>	Show understanding of the relationships between texts and the contexts in which they were written.
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## Assessment Objectives: **AO4 (4 marks)**

### Assessment of AO4

AO4 will be assessed on **Section A and Section B (question 07.1 only)**. The performance descriptors are provided below.

Performance descriptor	Marks awarded
<b>High performance:</b> 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
<b>Intermediate performance:</b> 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
<b>Threshold performance:</b> 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.

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