
A page a day revision

English Language

English Literature

January – February 2024

Name:

HOW TO USE THIS BOOKLET

This booklet is only for students who are determined to achieve their best possible grade in English Literature and English Language.

Complete a page a day.

Each page should take you 20 minutes to complete.

That means, by the end of the month, you will have done more than 8 hours of revision.

It is designed to act as a revision guide once complete.

Once you complete a page, here are things you could do with your work:

- Get a family member to ask you questions from a page for you to recall
- Get a friend to ask you questions from a page for you to recall

Every day you complete a page, cross it off on this calendar here:

JANUARY – FEBRUARY 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

Quick fire questions

Use the space on the right to write your answers:

1. How many marks is Language Paper 1 Question 2 worth?
2. How much time should you spend on Language Paper 1 Question 2?
3. What skill does Language paper 1 Question 4 test you on?
4. What skill does Language paper 1 Question 5 test you on?
5. What should you *not* analyse in Language Paper 1 Question 3?

Language Paper 1 Question 2: How does the writer use language to present the crowd? (8 marks)

- As you read the Source A, **annotate** the extract with **4 words or phrases** that describe the **crowd**.
- Your annotation must include what the word/phrase highlights and any technique/word type you identify
- One has been done for you.

SOURCE A: This extract is taken from *Oliver Twist*. Oliver is being chased by a crowd when falsely caught pickpocketing.

"Stop thief! Stop thief!" There is a magic in the sound. The tradesman leaves his counter, and the carman his waggon; the butcher throws down his tray; the baker his basket; the milkman his pail; the errand-boy his parcels; the school-boy his marbles; the paviour his pick-axe; the child his battledore. Away they run, pell-mell, helter-skelter, slap-dash: tearing, yelling, screaming, knocking down the passengers as they turn the corners, rousing up the dogs, and astonishing the fowls: and streets, squares, and courts, re-echo with the sound.

List of trades people in the crowd highlights how packed it is; creates a sense of confusion and panic

"Stop thief! Stop thief!" The cry is taken up by a hundred voices, and the crowd accumulate at every turning. Away they fly, splashing through the mud, and rattling along the pavements: up go the windows, out run the people, onward bear the mob, a whole audience desert Punch in the very thickest of the plot, and, joining the rushing throng, swell the shout, and lend fresh vigour to the cry, "Stop thief!. Stop thief!"

Use the space in the next box to explode a chosen quotation to highlight how the crowd is presented.

Make sure you comment on:

- ☐ Language technique/key term
- ☐ Connotations of a word
- ☐ Link to any emotion/thoughts this may evoke in the reader

Tuesday 9th January 2024

KO6: Writing to describe
Quick fire questions

Use the space on the right to write your answers:

1. How many marks is Language Paper 1 Question 5 worth?
2. How many marks are you awarded for SPaG?
3. How long should you spend in this question?

Ambitious vocabulary task

Use a thesaurus to list 2-3 better words for the below words. Use the space on the right to list your answers.

1. Red
2. Blue
3. Hot
4. Cold
5. Loud
6. Quiet

Write a description of the beach

Use the space below to write about 200 words.

How many of these techniques can you include?

Tick them off once you're done.

- ☐ Semi colon
- ☐ Minor sentence
- ☐ One line paragraph
- ☐ Connective
- ☐ Question
- ☐ Exclamation mark
- ☐ Simile
- ☐ Triples



Wednesday 10th January 2024

Quick fire questions

- Which year was the play *An Inspector Calls* written in?

- Which year was the play set?

- Which year did the Titanic sink?

- What is the opposite term for *bourgeoisie*? It starts with a p.

Memorisation technique

A good way to memorise key ideas is to:

- ☐ Look
- ☐ Say
- ☐ Cover
- ☐ Write
- ☐ Check

Use the memorisation technique to memorise as many of these AO1 statements for *An Inspector Calls* as you can:

Take note of the words in bold. They will act as triggers for you to recall later.

- Priestley *exposes* the **selfishness associated with capitalism** in Edwardian Britain.
- Priestley *critiques* the **arrogance of the bourgeoisie** in Edwardian Britain.
- Priestley *argues* that for a fairer society to exist, we must **learn from the mistakes** of our collective past.
- Priestley *reveals* the **hypocrisies** of the upper classes.
- Priestley *reflects* the **patriarchal** hierarchy that existed in the early 1900s.
- Priestley *reveals* the **gender inequalities** that was rampant in the Edwardian era.
- Priestley *critiques* the **arrogance** of the upper classes and their **exploitation** of the working classes.
- Priestley *reflects* on the role of **privilege, indulgence and ego** in self destruction.

Cover the box above. Fill in the missing gaps. Mark yourself out of 8. How many can you recall?

- Priestley *exposes* the _____ values of 19th century Britain
- Priestley *critiques* the _____ in 19th century Britain
- Priestley *argues* that for a fairer society to exist, we must _____ of our collective past.
- Priestley *reveals* the _____ of the upper classes
- Priestley *reflects* the _____ hierarchy that existed in the early 1900s
- Priestley *reveals* the _____ that was rampant in the Edwardian era
- Priestley *critiques* the _____ of the upper classes and their _____ of the working classes
- Priestley *reflects* on the role of _____ and _____ in self destruction

Quick fire questions

Use the space on the right to write your answers:

- 1. How many marks is Language Paper 1 Question 2 worth?
- 2. How much time should you spend on Language Paper 1 Question 2?
- 3. What are the connotations of the colour white?
- 4. What are the connotations of the colour yellow?

Language P1 Q2: How does the writer use language to describe Miss Havisham? (8 marks)

- As you read the Source B, **annotate** the extract with **4 words or phrases** that describe the **Miss Havisham**.
- Your annotation must include what the word/phrase highlights and any technique/word type you identify

SOURCE B: This extract is taken from Great Expectations by Charles Dickens. Pip is meeting Miss Havisham for the first time.

I saw that everything within my view which ought to be white, had been white long ago, and had lost its brightness, and was faded and yellow. I saw that the bride within the bridal dress had withered like the dress she wore, and like the flowers, and had no brightness left but the brightness of her sunken eyes. I saw that the dress had been put upon the rounded figure of a young woman, and that the figure upon which it now hung loose, had shrunk to skin and bone. Once, I had been taken to one of our old marsh churches to see a skeleton in the ashes of a rich dress, that had been dug out of a vault under the church pavement. Now, that skeleton seemed to have dark eyes that moved and looked at me. I should have cried out, if I could.

Light imagery - loss of hope and happiness. Contrasts to 'faded/yellow'

Complete the table to help answer the question. One has been done for you.

The writer presents Miss Havisham as without hope and happiness through the use of light imagery.		
'...had lost its brightness'	'..withered like the dress she wore'	
Though referring to her once white dress, the contrast Dickens draws with the choice of now 'faded and yellow' really highlights the loss of hope and optimism that Miss Havisham feels.		

Quick fire questions

Use the space on the right to write your answers:

1. Which year was the play *An Inspector Calls* set in?
2. Which years did WW1 begin and end?
3. Which years did WW2 begin and end?
4. Which year was the play first published?

Mr Birling says, '...a man has to mind his own business and look after himself and his own'.

How far does Priestley present Mr Birling as a man who cares only for himself and his family?

Use the examiner prompts below and your own resources to help you complete the following sections. Write in brief note form.

AO1 Writer's intention, quotations and points of comparison

- Mr Birling's comments at the start of the play about Sheila's wedding and society
- Mr Birling's reactions to the Inspector's questioning about Eva Smith
- revelations about Mr Birling's treatment of his workforce
- Mr Birling's behaviour when the Inspector has left

AO2 Writer's methods

- presentation of Mr Birling through his pompous manner of speech
- developing contrast of Mr Birling with other characters
- structural contrast before and after arrival of the Inspector
- stage directions regarding Mr Birling

AO3 Writer's message, context

- ideas about boss-worker relationships in a capitalist society
- ideas about social class
- the Inspector's ideas about how society could be differently organised
- ideas about the importance of family.

Quick fire questions

Use the space on the right to write your answers:

1. How many marks is Language Paper 2 Question 4 worth?
2. Should you analyse language for this question?
3. How long should you spend in this question?

4. Compare how the writers convey their different attitudes towards manners and politeness (16 marks)

Study how the model answer hits the mark scheme and have a go at your own PETALCETAL in the space below.

Source A: 19th century etiquette guide

The way you behave when out in society is paramount. It is essential that you show the highest level of social refinement possible. For example, if someone offers out their hand, take it. Always remove your hat when entering a building. Be punctual to all social events to which you are invited.

Source B: 21st century newspaper article

Anyone who's ever taken a ride on the London Underground will know that there are some real nuisances out there. All too often, I've seen people refusing to give their seat up to an elderly passenger. I mean, it's just common courtesy, isn't it? Is it so difficult to just be a little more civil towards other people?

The authors of both sources largely agree that being polite is important. However, there are **subtle differences** in their attitudes. The author of Source A focuses on etiquette in specific situations. They use a **confident, assured tone**, which is created by the use of **imperative verbs** such as 'take' and 'remove'. They also give their advice using the **pronoun 'you'** which makes the text sound more like a series of commands than a piece of advice. These things suggest that their ideas about 'refinement' are very strict.

By contrast, the author of Source B has a more laid-back attitude towards the need for 'common courtesy'. Rather than telling the reader how to behave as in source A, they use an example and rhetorical questions to make the reader think about why people should be 'more civil'. **This is possibly because source B is from the 21st century, whereas source A was written in the 19th century - a time when etiquette was considered to be much more important.**

Try to be perceptive in your observations – examiners will be impressed if you can pick out subtle differences

Use technical terms to discuss different methods – tone is usually easy to spot!

Make it obvious you are comparing

Think about the reasons why their attitudes different – when and why were they written?

You now need to refer only to Source B, the letter by Henry written to his father. How does Henry use language to try to influence his father? (12 marks)

Source B:

Cotherstone Academy Aug. 7. 1822
Dear Father

Our Master has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

It is now two years come October since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again alive - if God permit me to live as long.

Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff¹ and I assure you we are used more like Bears than Christians². Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.

George is quite well but very unhappy.

Your respectful son
Henry

Glossary:

chaff¹ – chopped straw or hay.
Bears than Christians² – bears were sometimes mistreated, perhaps suggesting he feels he's being treated more like an animal than a human being, or in a Christian way.

Complete the table to help answer the question. Some parts have been done for you.

Emotive language to make the father pity him and his situation	Q1: The use of first person 'I'	E1: establishes a personal feeling in the letter, giving a sense of Henry's own character
	Q2: the collective pronoun 'we'	E2: creates a persuasive impression of the deep connection between Henry and his father, although we realise that it is 'nearly two years' since they have seen each other.
Henry uses a desperate tone to emphasise the urgency of his situation, and therefore convince his father to take action imminently.	Q1:	E1:
	Q2:	E2:
	Q1:	E1:
	Q2:	E2:

- The structure of Language Paper 1 Question 4 is always the same:
- You will be given a statement with an opinion on the text you have read
 - You have to evaluate to what extent you agree with the statement
 - You have to evaluate the writer’s methods and how effective they are

Paper 1 Question 4: A student, having read the extract, said “You can really feel the unspoken fear in the room. It is like you are watching the conversation happen.” To what extent do you agree? (20 marks)
Read the extract below and complete the table in full.

A) You can really feel the unspoken fear in the room	% agree	B) It is like you are watching the conversation happen	% agree
Quote 1 plus method:		Quote 1 plus method:	
Quote 2 plus method:		Quote 2 plus method:	
Quote 3 plus method:		Quote 3 plus method:	

Source A: An Extract taken from A Farewell to Arms by Ernest Hemingway. Here, soldiers discuss their meal while bombs fall outside.

A big shell came in and burst outside in the brickyard. Another burst and in the noise you could hear the smaller noise of the brick and dirt raining down.

"What is there to eat?"

"We have a little pasta asciutta," the major said.

"I'll take what you can give me."

The major spoke to an orderly who went out of sight in the back and came back with a metal basin of cold cooked macaroni. I handed it to Gordini.

"Have you any cheese?"

The major spoke grudgingly to the orderly who ducked back into the hole again and came out with a quarter of a white cheese.

"Thank you very much," I said.

"You'd better not go out."

Outside something was set down beside the entrance. One of the two men who had carried it looked in.

"Bring him in," said the major. "What's the matter with you? Do you want us to come outside and get him?"

The two stretcher-bearers picked up the man under the arms and by the legs and brought him in.

"Slit the tunic," the major said. He held a forceps with some gauze in the end. The two captains took off their coats.

"Get out of here," the major said to the two stretcher-bearers.

"Come on," I said to Gordini.

"You better wait until the shelling is over," the major said over his shoulder.

"They want to eat," I said.

"As you wish."

Outside we ran across the brickyard. A shell burst short near the river bank. Then there was one that we did not hear coming until the sudden rush. We both went flat and with the flash and bump of the burst and the smell heard the singing off of the fragments and the rattle of falling brick.

The structure of Language Paper 1 Question 4 is always the same:

- You will be given a statement with an opinion on the text you have read
- You have to evaluate to what extent you agree with the statement
- You have to evaluate the writer's methods and how effective they are

Paper 1 Question 4: A student, having read this section of the text said: "The writer really conveys the helplessness and desperation of the narrator's situation." To what extent do you agree? (20 marks)

Read the extract below and complete the table in full.

A) The writer really conveys the helplessness of the narrator's situation	% agree	B) The writer really conveys the desperation of the narrator's situation	% agree
Quote 1 plus method:		Quote 1 plus method:	
Quote 2 plus method:		Quote 2 plus method:	
Quote 3 plus method:		Quote 3 plus method:	

SOURCE A: This extract is taken from Every Man for Himself by Beryl Bainbridge (1996)

I choked on soot and cringed beneath the sparks, dancing like fire-flies as the forward funnel broke and smashed the sea in two. I thought I saw Hopper's face but one eye was ripped away and he gobbled like a fish on a hook. I was sucked under, as I knew I would be, down, down, and I still waited, waited until the pull slackened – and then I struck out with all my strength.

I don't know how long I swam under that lidded sea – time had stopped with my breath – and just as it seemed as if my lungs would burst, the blackness paled and I kicked to the surface. I had thought I was entering paradise, for I was alive and about to breathe again, and then I heard the cries of souls in torment and believed myself in hell. Dear God! Those voices! Father...Father...For the love of Christ...Help me, for pity's sake!...Where is my son? Some called for their mothers, some on the Lord, some to die quickly, a few to be saved. The lamentations rang through the frosty air and touched the stars; my own mouth opened in a silent howl of grief. The cries went on and on, trembling, lingering – and God forgive me, but I wanted them to end. In all that ghastly night it was the din of dying that chilled the most. Presently the voices grew fainter, ceased – yet I still heard them, as though the drowned called to one another in a ghostly place where no-one could follow. Then silence fell, and that was the worst of all. There was no trace of the Titanic. All that remained was a grey veil of vapour drifting above the water.

Wednesday 17th January 2024

Quick fire questions

Use the space on the right to write your answers:

1. Was Shakespeare's 'Macbeth' a 'tragedy' or a 'comedy'?
2. Complete the following quote: 'When shall we three meet again?...'
3. What is the missing word? 'My hands are of your colour, but I shame to wear a heart so _____'

Memorisation technique

A good way to memorise key ideas is to:

- ☐ Look
- ☐ Say
- ☐ Cover
- ☐ Write
- ☐ Check

Use the memorisation technique to memorise as many of these AO1 statements for Macbeth as you can:

Take note of the words in bold. They will act as triggers for you to recall later.

1. Shakespeare *reveals* the lengths people will go to in order to obtain **power**.
2. Shakespeare *depicts* the **horror of guilt and remorse**, embodied in the characters of Macbeth and Lady Macbeth.
3. Shakespeare *employs* the **theme of appearance and reality** to examine the **central paradox** of the play – that nothing is what it seems.
4. Shakespeare *uses* the **hallucinations** as an amalgamation of the character's **guilt**.
5. Shakespeare *uses* Lady Macbeth to embody **uncontrolled ambition**.
6. Shakespeare *uses* the natural world and **natural order** to emphasise how wrong Macbeth's actions are.
7. Shakespeare *positions* Macbeth as a **worthy and heroic character in the opening** of the play so that his **downfall is more tragic**.
8. Shakespeare *establishes* a **clear moral order** by concluding the play with the deaths of Macbeth and Lady Macbeth

Cover the box above. Fill in the missing gaps. Mark yourself out of 8. How many can you recall?

1. Shakespeare reveals the lengths people will go to in order to obtain _____.
2. Shakespeare depicts the _____, embodied in the characters of Macbeth and Lady Macbeth.
3. Shakespeare employs the _____ to examine the central _____ of the play – that nothing is what it seems.
4. Shakespeare uses the _____ as an amalgamation of the character's _____.
5. Shakespeare uses Lady Macbeth to embody uncontrolled _____.
6. Shakespeare uses the natural world and natural _____ to emphasise how wrong Macbeth's actions are.
7. Shakespeare positions Macbeth as a _____ character in the opening of the play so that his downfall is more _____.
8. Shakespeare establishes a clear _____ order by concluding the play with the deaths of Macbeth and Lady Macbeth

Quick fire questions

Use the space on the right to write your answers:

1. How many marks is Language Paper 1 Question 5 worth?
2. How many marks are you awarded for SPaG?
3. How long should you spend in this question?

Ambitious vocabulary task

Use a thesaurus to list 2-3 better words for the below words. Use the space on the right to list your answers.

1. Orange
2. Yellow
3. Walk
4. Scary
5. Dark

Write a description of the lady in this image

Use the space below to write about 200 words.

How many techniques can you include? Tick them off once you're done.

- ☐ Semi colon
- ☐ Minor sentence
- ☐ One line paragraph
- ☐ Connective
- ☐ Question
- ☐ Exclamation mark
- ☐ Simile
- ☐ Triples



Can you recall 3 AO1 statements the highlight Priestley's messages?

- 1.
- 2.
- 3.

TIP: Use your extracts booklet to find the best quotations from across the play.

Gerald: You've been through it – and now you want to see somebody else put through it.

Sheila: (bitterly) So that's what you think I'm like. I'm glad I realized it in time, Gerald.

Gerald: No, no, I didn't mean -

Sheila: (cutting in) Yes, you did. And if you'd really loved me, you couldn't have said that. You listened to that nice story about me. I got that girl sacked from Milwards. And now you've made up your mind I must obviously be a selfish, vindictive creature.

Gerald: I neither said that nor even suggested it.

Sheila: Then why say I want to see somebody else put through it? That's not what I mean at all.

Gerald: All right then, I'm sorry.

Sheila: Yes, but you don't believe me. And this is just the wrong time not to believe me.

Inspector: (massively taking charge) Allow me, Miss Birling. (to Gerald.) I can tell you why Miss Birling wants to stay on and why she says it might be better for her if she did. A girl died tonight. A pretty, lively sort of girl, who never did anybody any harm. But she died in misery and agony – hating life –

Sheila: (Distressed) Don't please – I know, I know – and I can't stop thinking about it –

Inspector: (Ignoring this) Now Miss Birling has just been made to understand what she did to this girl. She feels responsible. And if she leaves us now, and doesn't hear any more, then she'll feel she's entirely to blame, she'll be alone with her responsibility, the rest of tonight, all tomorrow, all the next night--

Sheila: (eagerly) Yes, that's it. And I know I'm to blame – and I'm desperately sorry – but I can't believe – I won't believe – it's simply my fault that in that in the end she – she committed suicide. That would be too horrible –

Inspector: (sternly to them both) You see, we have to share something. If there's nothing else, we'll have to share our guilt.

Sheila: (staring at him) Yes. That's true. You know. (She goes close to him, wonderingingly.) I don't understand about you.

Inspector: (calmly) There's no reason why you should.

TASK #1: Sheila and Gerald's relationship begins to crumble quickly. Why do you think Priestley destroys their relationship so quickly?

TASK #2: Highlight all the lines Sheila is beginning to take responsibility. What does it reveal about her character compared to others?

TASK #3: How is the Inspector presented in this scene? Link to Priestley's intention.

Steps to help you answer Language Paper 2 Question 3:

Step 1: Identify a method/technique that the writer uses.

Step 2: Select a judicious quotation that supports step one. Keep quotations short and precise - you might choose more than one.

Step 3: What does this imply? What does it make the reader think/feel/imagine?

Step 4: Complete WLA (word level analysis). What does this word connote to? What was the writer’s intention?

Challenge step: Offer an alternative interpretation.

3) How does the writer use language to present their views on video gaming? (12 marks)

Extract A: Read the article from ‘South China Morning Post’ about video games.

Society has divided entertainment into two types: the good and the bad. 'Good' entertainment includes reading, exercising and playing chess, and is considered 'good for you'. The 'bad' sort includes watching TV, surfing the internet and, of course, playing video games.

Sports can sharpen your reflexes and improve your physical fitness. Reading can expand your vocabulary and enhance your imagination. Playing chess can keep your brain active and enrich your social life. I don't think video games offer any similar benefits.

It seems to me skills gained from a video game can only be used in that game. They are not useful in other areas of life. Video games stop you from socialising and studying, and don't help you at all in real life.

On top of that, there's the problem of addiction.

Many students become so immersed in computer games they find it difficult to concentrate on their school work. I'm sure a lot of teenagers have thrown hours of their time down the drain as they are unable to tear their eyes off the monitor.

Model Response	Your turn. Use this space to write 2 developed paragraphs
<p>The writer uses declarative sentences to present their view that video gaming does not develop any ‘real life’ skills. The writer believes that the skills learnt in video games ‘are not useful in other areas of life’, this indicates to the reader that the writer sees video gaming as a waste of time. The writer adopts a frustrated tone which suggests that they feel annoyed at the young generation for playing so many video games. The phrase ‘not useful’ suggests that the writer feels there is no value or purposeful gain from playing video games; this phrase also suggests that the writer believes young people should be spending their time more constructively by learning skills which will be more useful.</p>	

1. Sexism
2. Misogyny
3. Egomania
4. Patriarchy/Patriarchal
5. Vanity

- ❑ **Opening:** use an 'imagine this' to show what beauty pageants are like. Use 2-3 rhetorical questions, then state your opinion on beauty pageants.
- ❑ **Paragraph one:** use facts and statistics to explain how dangerous pageants are.
- ❑ **Paragraph two:** Use an anecdote (Ana, 14, once was a regular participant in pageants...)

- The structure of Language Paper 1 Question 4 is always the same:
- You will be given a statement with an opinion on the text you have read
 - You have to evaluate to what extent you agree with the statement
 - You have to evaluate the writer’s methods and how effective they are

Paper 1 Question 4: Focus on paragraph 2 of the source. A student, having read this part of the text said: “The writer makes you feel sorry for the old woman, Miss Havisham. It is as if she is stuck in time.” To what extent do you agree? (20 marks)

Read the extract below and complete the table in full.

A) The writer makes you feel sorry for the old woman, Miss Havisham	% agree	B) It is as if she is stuck in time	% agree
Quote 1 plus method:		Quote 1 plus method:	
Quote 2 plus method:		Quote 2 plus method:	
Quote 3 plus method:		Quote 3 plus method:	

SOURCE B: This extract is taken from Great Expectations by Charles Dickens. Pip is meeting Miss Havisham for the first time.

She was dressed in rich materials - satins, and lace, and silks - all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on - the other was on the table near her hand - her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a prayer-book, all confusedly heaped about the dressing table mirror.

I saw that everything within my view which ought to be white, had been white long ago, and had lost its brightness, and was faded and yellow. I saw that the bride within the bridal dress had withered like the dress she wore, and like the flowers, and had no brightness left but the brightness of her sunken eyes. I saw that the dress had been put upon the rounded figure of a young woman, and that the figure upon which it now hung loose, had shrunk to skin and bone. Once, I had been taken to one of our old marsh churches to see a skeleton in the ashes of a rich dress, that had been dug out of a vault under the church pavement. Now, that skeleton seemed to have dark eyes that moved and looked at me. I should have cried out, if I could.

DID YOU KNOW? The exam board choose an extract because it's an important moment in the play - it's not random!. This task will help you to structurally determine what the impact of the extract is on big ideas and themes

TIP: Use your extracts booklet to find the best quotations from across the play.

Starting with this extract, explain how far Shakespeare presents Macbeth as a ruthless character [30 + 4 marks]

What happens before the extract?

What happens during the extract?

What happens after the extract?

Only write down one quotation that is linked to the question

MACBETH

We have scotch'd the snake, not kill'd it:
She'll close and be herself, whilst our poor malice
Remains in danger of her former tooth.
But let the frame of things disjoint, both the
worlds suffer,
Ere we will eat our meal in fear and sleep
In the affliction of these terrible dreams
That shake us nightly: better be with the dead,
Whom we, to gain our peace, have sent to peace,
Than on the torture of the mind to lie
In restless ecstasy. Duncan is in his grave;
After life's fitful fever he sleeps well;
Treason has done his worst: nor steel, nor poison,
Malice domestic, foreign levy, nothing,
Can touch him further.

LADY MACBETH

Come on;
Gentle my lord, sleek o'er your rugged looks,
Be bright and jovial among your guests tonight.

MACBETH

So shall I, love; and so, I pray, be you:
Let your remembrance apply to Banquo;
Present him eminence, both with eye and tongue:
Unsafe the while, that we
Must lave our honours in these flattering streams,
And make our faces vizards to our hearts,
Disguising what they are.

Only write down one quotation that is linked to the question

What do your quotation choices highlight to the reader? Has Macbeth changed? What role does morality play in his change? What could Shakespeare be highlighting?

Wednesday 24th January 2024

K08: Writing to express a viewpoint
Quick fire questions
Use the space on the right to write your answers:

1. How many marks is Language Paper 2 Question 5 worth?
2. How many marks are you awarded for SPaG?
3. How long should you spend in this question?

Q5: ‘Students should not receive free interventions. They should be made to pay for such provisions to teach them discipline and gratitude.’

Sad Statistics	Success Criteria	Newham is the second poorest borough with a high poverty rate.
<ol style="list-style-type: none"> 1. According to Boris Johnson, teenagers are lazy. 2. 99% of people said that Year 11 students deserve extra help, even when they don’t want it. 3. Newham is the second poorest borough with a high poverty rate. 	<input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> When <input type="checkbox"/> Where <input type="checkbox"/> Quote <input type="checkbox"/> Expert opinion <input type="checkbox"/> Final line reiterating viewpoint	<p>Education is the key to defeating poverty. According to a 2018 study by ‘Trust for London’, a charity tackling poverty in London, Newham is the second poorest borough in London with a poverty rate that is 10% higher than the London average. In fact, there is a 13% gap in GCSE attainment between Newham’s disadvantaged school children and those not facing disadvantage. And despite efforts for change, privately schooled people still dominate law, politics, medicine and journalism.</p> <p>Indeed, Alison Garnham, chief executive of Child Poverty Action Group, said “Without action to combat the factors leading to poverty, we risk damaging children’s life chances.” This ‘action’ starts in school. Education is the key to defeating poverty and it is the fundamental duty of teachers to provide this - whatever a student’s circumstance!</p>

Now choose a ‘sad stat’ from above and rewrite it to complete your own example below, fulfilling the success criteria provided. How many of the success criteria can you tick off?

How does Priestley present Mr Birling in An Inspector Calls?

What happens before the extract?

Only write down one quotation that is linked to the question

What happens during the extract?

BIRLING: (taking it in the same manner) Yes, you don't know what some of these boys get up to nowadays . More money to spend and time to spare than I had when I was Eric's age. They worked us hard in those days and kept us short of cash. Though even then – we broke out and had a bit of fun sometimes.

GERALD: I'll bet you did.

BIRLING: (solemnly) But this is the point. I don't want to lecture you two young fellows again. But what so many of you don't seem to understand now, when things are so much easier, is that a man has to make his own way - has to look after himself - and his family too, of course, when he has one – and so long as he does that he won't come to much harm. But the way some of these cranks talk and write now, you'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive - community and all that nonsense. But take my word for it, you youngsters - and I've learnt in the good hard school of experience - that a man has to mind his own business and look after himself and his own - and -

WE HEAR THE SHARP RING OF A DOOR BELL. BIRLING STOPS TO LISTEN.

ERIC: Somebody at the front door.

BIRLING: Edna'll answer it. Well, have another glass of port, Gerald - and then we'll join the ladies. That'll stop me giving you good advice.

ERIC: Yes, you've piled it on a bit tonight, father.

BIRLING: Special occasion. And feeling contented, for once, I wanted you to have the benefit of my experience.

What happens after the extract?

Only write down one quotation that is linked to the question

What do your quotation choices highlight to the audience? Has Mr Birling changed? What role does responsibility play in his portrayal? What could Priestley be highlighting?

Quick fire questions

Use the space on the right to write your answers:

1. How many marks is Language Paper 2 Question 4 worth?
2. Should you analyse language for this question?
3. How long should you spend in this question?

Source A is an extract from a diary written in the 19th century, source B is from a speech written in the 21st century.

Compare how the writers convey their different attitudes towards rail transport. (16 marks)

SOURCE A

Dear Diary

I've had quite a day today! Daddy and I took a trip to see the new steam train, which was being exhibited in James Square. It was fascinating- a clanking grinding steel colossus, shiny as a new penny, with a great puff of steam that emerged from its funnel and curved into the summer sky. I've never seen the like- and to think, Daddy says one day they may be able to carry people from one end of the country to the other! I for one cannot wait.

SOURCE B

Residents of Station Crescent! I know that you, like me, are plagued day-in, day-out with the sounds, smells and sights of the railway. Like me, many of you moved here at a time when three or four trains passed by, barely disturbing us at all. And like me, you've seen our area systematically invaded by a non-stop army of trains, impacting our quality of life – not to mention the price of homes. The time has come to take a stand against the relentless growth of the railways.

Use the space below to answer the question. Write 1 comparison paragraph.

You can use the writing frame to help you.

Compare how the writers convey their different attitudes towards rail transport (16 marks)

Both sources demonstrate their views about _____ however source A is _____ and source B _____
 For example, in source A the writer uses a _____ tone to demonstrate (what does he think about the topic?)
 The word '_____' highlights _____
 Perhaps his attitudes reflect _____ (link to century it is written in)
 In contrast, source B _____
 Repeat the process!

Quick fire questions

Use the space on the right to write your answers:

- 1. How many marks is Language Paper 1 Question 3 worth?
- 2. What should you NOT analyse in this question?
- 3. How long should you spend in this question?

Source A ‘Library of Souls’ by Ransom Riggs

Jacob is a boy who can see supernatural demons called Hollows. In this extract, he is fighting to save his friends using a magical finger that might help keep him alive.

I picked up the closest thing at hand- which happened to be a hand- and threw it. It bounced off the hollow's back, and the thing turned around to face me.

Come and get me come and get me.

For a moment the hollow was confused, which was just enough time for me to get close to it without getting caught up in its tongues. I stabbed it with the stake, once, twice in the chest. It reacted as if it had been stung by a bee- no worse than that- and then knocked me to the ground with a tongue.

I was trapped in its mouth from knees to chest, its teeth pinning me in place, starting to cut into my flesh, its jaws quickly expanding to swallow me.

This would be my last act. My last moment. I crushed the finger in my hand and shoved it down what I hoped was the hollow's throat. Emma was beating it, burning it- and then, just before it could close its jaws and saw me in half with its teeth, the creature began to choke. It stumbled away from Emma, burned and gagging, retreating towards the grate in the floor from which it had crawled. Bounding back to its nest, where it would have all the time it wanted to devour me.

I tried to stop it, to shout (Let me go!) but it was biting down and the pain was so blacking that I couldn't think- and then we were there, at the grate, slipping down into it. Its mouth so full of me that it couldn't catch hold of the rungs on the wall and it was falling, falling and choking, and I was still, somehow, alive.

Key structural terms

1. Tension	8. Shift in focus	15. Juxtaposition
2. Suspense	9. Foreshadowing	16. Character development
3. Intrigue	10. Established	17. Atmosphere change
4. Anticipation	11. At the beginning	18. Tone change
5. Climax	12. In the middle	19. Cyclical narrative
6. Focus	13. At the end	20. Character
7. Narrow focus	14. Contrast	21. Setting

3) How has the writer structured the text to interest you as a reader? 8 marks

Focus: In the opening, the writer focuses on..	Quote 1:	Effect 1:
	Quote 2:	Effect 2:
Focus: By the middle....	Quote 1:	Effect 1:
The writer ends with...	Quote 2:	Effect 2:

Sunday 28th January 2024

As you read the source, look out for...

1. The structural features on whole text level and within paragraph and sentence level
2. Any time shifts
3. A linear or non-linear structure

Key phrases to help you analyse structure

- *Evokes the reader's curiosity about...*
- *Intrigues the reader because...*
- *The reader is eager to find out...*
- *We are taken on a journey from... to...*

Source B: This text is from the opening of a novel.

The mountain looked a little mysterious in the half-light of the dusky evening. Its snow-capped peak stood alert, bathing in the dying embers of the setting Sun. From there, my eye was drawn to the narrow path that wound its way precariously down past the dark woods and craggy outcrops of the mountain face. I traced the weaving path all the way down, until it vanished behind the spire of a magnificent church that loomed over the town nestled at the foot of the mountain.

This was the town of my youth.

This was the town where I had taken my first steps. This was the town where I had been to school, where I had battled through those tough transition years of teenage angst and, finally, where I had first fallen in love. It was permeated with memories of childhood games and, later in my adolescence, secret late-night trysts.

I crossed the road and entered the alley that would take me deeper into the warren of streets that wound their way around the foot of the imposing church. When I finally emerged into the square, I was assaulted by a barrage of sights and smells that instantly took me all the way back to my youth.

Immediately, I was back under the oak tree, crouching silently next to my best friend Sally. We were hiding from James Cotton, and it was matter of grave honour that we preserved our hiding place. Back then, a game of hide and seek was no mere playground triviality, it was a fierce battle of the sexes, a passionately fought war between two equally resolute forces.

Both Sally and I were fascinated with James: he was old for his age, smart and funny. Obviously, at that age, this fascination manifested itself as bitter hatred. The coyness would come later, along with the feelings of claustrophobia and a yearning for the big city. Sally hadn't felt the same longing for the metropolis as I had, but she had discovered the coyness that would replace the naive and innocent feud. She had stayed here and built a life for herself; tomorrow morning I was to attend the wedding at which she would become Mrs Cotton.

The tolling of the church bells brought me back to the present with a start. I needed to hurry if I was to get to my parents' house before dinnertime. With a sigh of nostalgia, I began the final leg of my journey back to my former home.

3) How has the writer structured the text to interest you as a reader? 8 marks

Complete the rest of this response. Aim for 2 developed paragraphs

*The text is structures to control the reader's focus. At the start, it is as if the writer is describing how someone might look at a painting as she **draws the reader's attention** to the 'snow capped peak' of the mountain and 'the dying embers of the setting Sun'.*

Monday 29th January 2024

KO8: Writing to express a viewpoint
Quick fire questions
Use the space on the right to write your answers:

1. How many marks is Language Paper 2 Question 5 worth?
2. How many marks are you awarded for SPaG?
3. How long should you spend in this question?

Q5: 'Students should all spend time picking up litter in order to improve the school environment'. How far do you agree? Write a speech to deliver to your year group expressing your view.

Good afternoon Year 11 and thank you for inviting me to address a topic I deem of utmost importance for the future of our school: litter.

Imagine this: a sea of crisp packets covering the playground, contaminating the greenery and corrupting the environment. An ocean of plastic takeaway boxes spills from the bins, oozing with grease and sending plastic cutlery clattering into the gutter. Is this the sort of place you would like to spend your precious break times? Would you be happy inhaling the pungent stench of festering fried chicken? Would you willingly wade through torrents of pasta pots and sandwich wrappings? If the answer is no, then it is your duty to volunteer a small amount of your time to help Forest Gate school tackle this litter epidemic.

Now imagine this: a sparkling, squeaky clean playground filled with the fresh scent of daisies and the aroma of honeysuckle. The only thing scattered on the floor is the vibrant cherry blossom which now thrives next to the basket ball court. The sound of plastic blowing in the wind is replaced with the harmonious buzzing of the bees. If all students play their part, we can build this environment together.

Tiny detail + rhetorical question

Multiple rhetorical questions to build up this terrible image!

Ends on reiterating viewpoint

Return to tiny detail + rhetorical question

Sensory language

Collective pronouns; team effort

Q5: 'Young people should be made to pick up litter in their local area to understand the value of looking after the environment'. How far do you agree? Write a speech to deliver to your year group expressing your point of view.

Write your own opening and ending to this question using the space below. How many of the criteria can you meet?

How does Priestley present Sheila in An Inspector Calls?

What happens before the extract?

What happens during the extract?

What happens after the extract?

Only write down one quotation that is linked to the question

ACT TWO

Inspector: *(sternly to them both)* You see, we have to share something. If there's nothing else, we'll have to share our guilt.

Sheila: *(staring at him)* yes. That's true. You know. *(she goes close to him, wonderingly.)* I don't understand about you.

Inspector: *(calmly)* there's no reason why you should.

// he regards her calmly while she stares at him wonderingly and dubiously. Now Mrs Birling. Enters, briskly and self-confidently, quite out of key with the little scene that has just passed. Sheila feels this at once.//

Mrs Birling: *(smiling social)* Good evening inspector.

Inspector: good evening, madam.

Mrs Birling: *(same easy tone)* I'm Mrs Birling, y'know. My husband has just explained why you're here, and while we'll be glad to tell you anything you want to know, I don't think we can help you much.

Sheila: No. mother – please!

Mrs Birling: *(affecting great surprise)* what's the matter, Sheila?

Sheila: *(hesitantly)* I know it sounds silly--

Mrs Birling: what does?

Sheila: you see, I feel you're beginning all wrong. And I'm afraid you'll say or do something that you'll be sorry for afterwards.

Mrs Birling: I don't know what you're talking about, Sheila.

Sheila: we all started like that – so confident, so pleased with ourselves until he began asking us questions.

// Mrs Birling looks from Sheila to the inspector.//

Only write down one quotation that is linked to the question

What do your quotation choices highlight to the audience? Has Sheila changed? What role does responsibility play in her portrayal? What could Priestley be highlighting?

Quick fire questions

Use the space on the right to write your answers:

- 1. How many marks is Language Paper 2 Question 2 worth?
- 2. Should you compare for this question?
- 3. How long should you spend in this question?

Read the 2 sources and complete the table below. The first difference has been done for you.

Write a summary of differences between Weston’s and Lamb’s attitudes to city life (8 marks)

A) Letter by Charles Lamb to William Wordsworth | London, 30th January 1801

I ought before this to have replied to your very kind invitation into Cumberland. With you and your sister I could gang¹ anywhere; but I am afraid whether I shall ever be able to afford so desperate a journey. Separate from the pleasure of your company, I don't much care if I never see a mountain in my life. I have passed all my days in London[...] The lighted shops of the Strand and Fleet Street; the innumerable trades, tradesmen, and customers, coaches, waggons, playhouses; all the bustle and wickedness round about Covent Garden; the very women of the Town; the watchmen, drunken scenes, rattles²; life awake, if you awake, at all hours of the night; the impossibility of being dull in Fleet Street; the crowds, the very dirt and mud, the sun shining upon houses and pavements, the print shops, the old bookstalls, [...] coffee-houses, steams of soups from kitchens, the pantomimes - London itself a pantomime and a masquerade - all these things work themselves into my mind, and feed me, without a power of satiating me. The wonder of these sights impels me into night-walks about her crowded streets, and I often shed tears in the motley Strand from fulness of joy at so much life. All these emotions must be strange to you; so are your rural emotions to me....

My attachments are all local, purely local. I have no passion (or have had none since I was in love, and then it was the spurious engendering of poetry and books) for groves and valleys. The rooms where I was born, the furniture which has been before my eyes all my life, a book-case which has followed me about like a faithful dog (only exceeding him in knowledge), wherever I have moved myself, old chairs, old tables, streets, squares, where I have sunned myself, my old school - these are my mistresses. Have I not enough, without your mountains?

¹gang – a dialect word for ‘go’
²rattles – constant chatters

B) I’m a City-Hater – Get Me out of Here! | by Malcolm Weston

I’ve had enough. I’m leaving. Who was it who said that when a man is tired of London he’s tired of life? Well, I don’t think I’m tired of life – I’d like to go on living as long as I can – but I’m fed up to the back teeth with London. It’s dirty. It’s noisy. You can barely move in Oxford street sometimes. Everything’s expensive (how can anyone afford to life here?). And everyone is so bad-tempered. I know its meant to be terribly lively and exciting but, frankly, I’m bored with it. Sorry, Londoners. It’s nothing personal: I don’t really like any cities – or towns. So I’m off home. And this time next week you’ll find me (if you can – it’s a bit off the beaten track) halfway up a mountain somewhere in the Lake District, looking up at the sky and listening to the sound of silence.

SUMMARY OF DIFFERENCES WITH THE QUOTES	
1	Weston hates the city ‘city-hater’ Lamb doesn’t like the countryside ‘never see a mountain in my life’
2	
3	

1. How many marks is Language Paper 2 Question 2 worth?
2. Should you compare for this question?
3. How long should you spend in this question?

Level

Model answer

- Makes perceptive **inferences** from both texts
- Makes **judicious references**/use of textual detail relevant to the focus of the question
- Statements show perceptive **differences** between texts

Although the writers have opposite views – Weston is a ‘city-hater’ but Lamb never wants to ‘see a mountain in my life’ – **they are both careful not to insult people who have the opposite view** (‘I could gang anywhere’; ‘Sorry, Londoners’). Lamb lists things like ‘crowded streets’ **that he likes. These are the things Weston hates**, calling it ‘dirty’ and ‘noisy’. Weston knows ‘it’s meant to be ...exciting’ and this is clearly Lamb’s view.

21

Remember:

- ☐ When you read the sources, annotate for any similarities or differences you spot - these can be literal!
- ☐ Summarise a difference/similarity
- ☐ Embed evidence
- ☐ Make a clear inference

Top tips for inference:

You could make an inference of

- ★ *Emotions*
- ★ *Consequences*
- ★ *Alternatives*

Read the 2 sources and analyse the model answer.

Then have a go at writing one paragraph summarising a difference you find.

A: Extract from the diary of John Steinbeck.

Lincoln's Birthday. My first day of work in my new room. It is a very pleasant room and I have a drafting table to work on which I have always wanted – also a comfortable chair given me by Elaine [his wife]. In fact I have never had it so good and so comfortable. I have known such things to happen – the perfect pointed pencil – the paper persuasive – the fantastic chair and a good light and no writing. Surely a man is a most treacherous animal full of his treasured contradictions. He may not admit it but he loves his paradoxes.

B: Extract from Stephen King's advice book and memoir, on Writing. He is talking about his writing desk.

'The last thing I want to tell you in this part is about my desk. For years I dreamed of having the sort of massive oak slab that would dominate a room - no more child's desk in a trailer laundry-closet, no more cramped knee-hole in a rented house. In 1981 I got the one I wanted and placed it in the middle of a spacious, skylighted study (it's a converted stable loft at the rear of the house). For six years I sat behind that desk either drunk or wrecked out of my mind, like a ship's captain in charge of a voyage to nowhere.

Level	Skills Descriptors	Model answer
Level 4 Perceptive, detailed 7-8 marks	<ul style="list-style-type: none"> Makes perceptive inferences from both texts Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts 	<p>The desk is a common element of the writer's life in both texts, but in King's it is much more important. He talks about the 'massive oak slab' he 'dreamed of' for years; the physical dominance of the desk reflects its dominance in King's idea of a writer's life. This physical dominance is emphasised by the later reference to his 'T.Rex desk' – this suggests both humour and danger. In contrast, the extract from Steinbeck's diary has a simple 'drafting table', and the chair seems to be more important – the 'fantastic chair'. Furniture is clearly important to the writer's life: Steinbeck also explores the idea of writing in bed, as Mark Twain did, but seems suspicious of it. There is the problem of being too comfortable, and Steinbeck jokes about going to sleep if that is the case.</p>

2) Write a summary of the differences between Steinbeck's and King's work spaces [8 marks]
