

## Year 10 – Poets / poems term 1



Percy  
Shelley:  
‘Ozymandias’

Tennyson:  
‘Charge of  
the Light  
Brigade’



Wilfred  
Owen:  
‘Exposure’

Ted  
Hughes:  
‘Bayonet  
Charge’



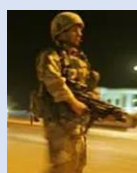
John Agard:  
‘Checking  
Out Me  
History’

Seamus  
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‘Storm on  
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Jane Weir:  
‘Poppies’

Simon  
Armitage:  
‘Remains’



**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Agard: “Bandage up me eye with me own  
history  
Blind me to my own identity”**

**Heaney: “Strange, it is a huge  
nothing that we fear.”**

### Poetic Techniques

#### LANGUAGE

**Metaphor** – comparing one thing to another

**Simile** – comparing two things with ‘like’ or ‘as’

**Personification** – giving human qualities to the nonhuman

**Imagery** – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste.

**Tone** – the mood or feeling created in a poem. **Pathetic Fallacy** – giving emotion to weather in order to create a mood within a text.

#### STRUCTURE

**Stanza** – a group of lines in a poem.

**Repetition** – repeated words or phrases

**Enjambment** – a sentence or phrase that runs onto the next line.

**Caesura** – using punctuation to create pauses or stops.

**Juxtaposition** – contrasting things placed side by side.

**Anaphora** – when the first word of a stanza is the same across different stanzas.

#### Example question:

Compare how poets present the effects of war in ‘Bayonet Charge’ and in one other poem from ‘Power and conflict’. (May 2017)



Website:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

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### Language for comparison

#### *When poems have similarities*

Similarly, ... / Both poems convey / address...

Both poets explore / present... / This idea is also explored in... / In a similar way, ... / Likewise, ...

#### *When poems have differences*

Although... / Whereas... / Whilst... / In contrast, ...

Conversely, ... On the other hand, ...

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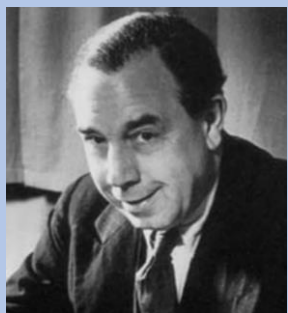
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**Wider Reading  
and viewing:  
Mr Bruff**

**Bitesize**

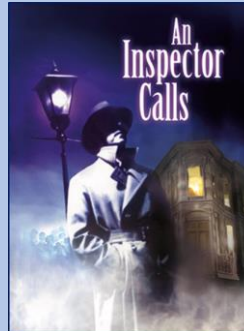
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JB Priestley

## 'An Inspector Calls'



### Plot

#### Act 1

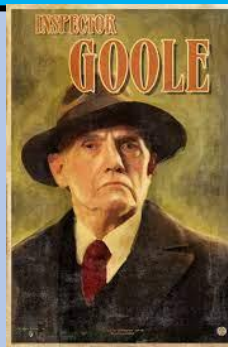
Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.

Can you add a summary for Act 2 and 3?

<https://www.bbc.co.uk/bitesize/guides/z27p9qt/revision/1>



Context – point????



Why is his name important?

Inspector: "One Eva Smith has gone- but there are \_\_\_\_\_ and \_\_\_\_\_ of Eva Smiths and John Smiths still left with us,"

Characters	Role / importance in play	Key Words
Inspector Goole	Priestley's mouthpiece and advocates social justice. Serves as Birlings' conscience	Powerful, socialist, intimidating, mysterious, moralistic, omnipotent
Arthur Birling	Businessman, capitalist . . . .	Capitalist, arrogant, foolish . .

Add the remaining characters – see Bitesize

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### Thematic Quotes - Can you analyse and comment on each?

<b>Social responsibility</b>	"We are responsible for each other" <i>Inspector</i> "Public men, Mr Birling, have responsibilities" <i>Inspector</i> "It's what happened to the girl and what we all did to her that mattered." <i>Eric</i>
<b>Capitalism</b>	"These silly capital vs labour agitations." <i>Birling</i> "A man has to make his own way" <i>Birling</i>
<b>Class</b>	"A girl of that class" <i>Mrs Birling</i> "Well, we've several hundred young women there, y'know, and they keep changing." <i>Birling</i>
<b>Age</b>	"the famous younger generation" <i>Birling</i> "What's the matter with that child?" <i>Birling</i> "Just keep quiet, Eric" <i>Birling</i>
<b>Gender &amp; attitudes to women</b>	"I hate those hard-eyed dough-faced women" - <i>Gerald</i> "And you think young women ought to be protected against unpleasant and disturbing things?" <i>Inspector</i> "She had far too much to say, far too much" <i>Birling</i>

### Key Words:

Socialism / Capitalism / social class

Genre (Tragedy, Morality play, Well-made play)

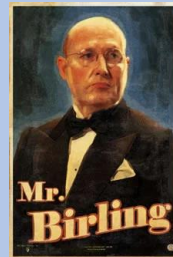
Dramatic Irony

Context

## Character Quotes

<b>Birling's Confidence</b>	"We're in for a time of steadily increasing prosperity"
<b>Birling on society</b>	"The way some of these cranks talk and write now, you'd think everybody has to look after everybody else"
<b>Sheila's recognition</b>	"but these girls aren't cheap labour – they're people"
<b>Sheila's regret</b>	"it's the only time I've ever done anything like that, and I'll never, never do it again to anybody"
<b>Sheila on the inspector</b>	"we all started like that – so confident, so pleased with ourselves until he began asking us questions"
<b>Sheila on Eric</b>	"he's been steadily drinking too much for the last two years"
<b>Inspector on guilt</b>	"I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it"
<b>Mrs Birling defends herself</b>	"she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position"
<b>Eric explains</b>	"I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row"
<b>The inspector says</b>	"but each of you helped to kill her. Remember that"

Why is each quote important? Zoom in on language and link to context



Mr Birling: "The titanic \_\_\_\_\_, absolutely \_\_\_\_\_"

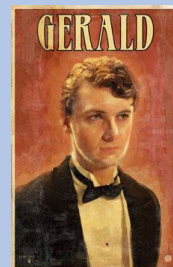
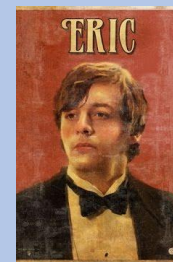


"But these girls aren't \_\_\_\_\_ – they're people."



Mrs B: "What an expression, Sheila! Really, the things you girls \_\_\_\_\_ these days!"

"He (Birling) could have \_\_\_\_\_ instead of throwing her out."



"I didn't \_\_\_\_\_ about her as she \_\_\_\_\_ about me."

Can you fill in the missing words?

## Key concepts and context: Think about...

<b>1912</b>	Set just before WWI and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era saw the demise of the rigid class system. Labour Party, founded in 1900, gaining momentum. The Russian Revolution began in 1917.
<b>1945</b>	People were recovering from six years of warfare, danger and uncertainty. Class distinctions greatly reduced as a result of two world wars. Women had a more valued place in society. Desire for social change. Following WW2, Labour Party won a landslide victory over Winston Churchill and the Conservatives.
<b>Wealth, Power and Influence</b>	The Birlings and the Crofts are representative of the wealthy upper-class. They all misuse their social influence to benefit themselves. Their actions adversely affect the vulnerable people in society.
<b>Blame and Responsibility</b>	Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith. What responsibilities do the characters have to each other? To society?
<b>Public v Private</b>	How do the public lives, the facades, of the Birlings juxtapose their private personas? What are their motivations for this? What are the repercussions, and for who?

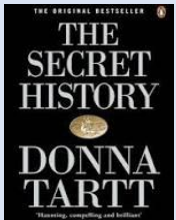
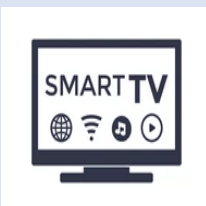
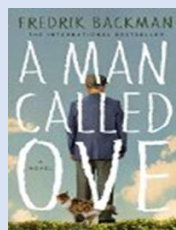
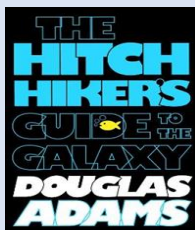
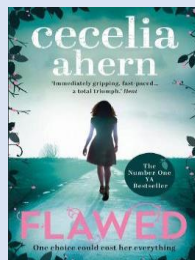
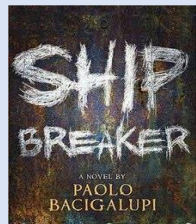
Answer these questions and link to evidence from the text?

Context Point??





## Year 10 – Term 3 - Fiction



*“The more people read fiction, the easier they find it to empathise with other people”*

## Key words / ideas



First, second or third person narrator.

**OMNISCIENT NARRATOR**

**TENSE** (usually past)

How to engage the reader

How establish setting / atmosphere

How to direct the reader's **EMPATHY**?

How to shape the reader's expectations?

**GENRE**

**EXPOSITION** - pace – balance of exposition (giving information), description or action.

**DIRECT / INDIRECT SPEECH?**

**FORESHADOW**

**ANALEPSIS / PROLEPSIS** (flashback / flashforward)

*‘Our fiction addiction: Why humans need stories’ -*



SCAN ME

<https://www.bbc.com/culture/article/20180503-our-fiction-addiction-why-humans-need-stories>

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## Key Questions

Why do we enjoy stories?

What makes a great story?

How is a written story made?



‘The Hitchhiker’  
Roald Dahl

What's your favourite story?

The **WILSON** acronym used with unseen poetry can also help with fiction.

**What is it about?** Who is speaking? Where are they? What happens and why?

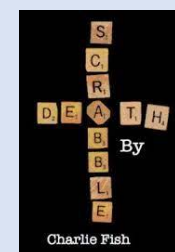
**Ideas** – what ideas or themes does the writer explore?

**Language** – Are there any specific words or language techniques?

**Structure** – how is the extract structured and organised?

**Opinion** – why do you think the writer wrote it? Is there a message?

**Now plan** – write your thoughts about the text that you have read



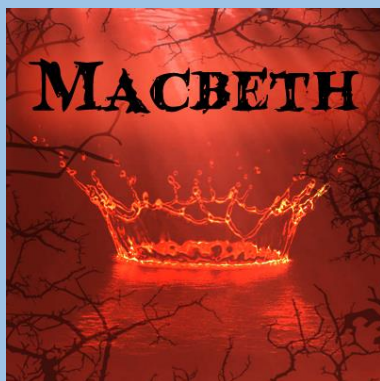
‘The Little Things’ -  
Raymond Carver



## Y10 – ‘Macbeth’ term 3/4

## Key Quotations

- “Fair is foul, and foul is fair.” The witches.
- “Is this a dagger which I see before me?” Macbeth
- “Unsex me here.” Lady Macbeth
- “Out damned spot! Out I say!” Lady Macbeth
- “His mother’s womb untimely ripped.” The witches/ Macduff.



## KEY WORDS

- Loyalty
- King
- Guilt
- Fear
- Prophecy
- Supernatural
- Hallucination
- Treason

## Contextual Information

<b>Witchcraft</b>	People believed in witches and bad events were blamed on women who were considered to be witches. They were also tested in this time and KJ was superstitious about them.
<b>King James I</b>	Ordered huge witch hunts (bigger than ever seen before) in Scotland. He also survived an assassination attempt.
<b>Monarchy</b>	His mother was known as an incompetent ruler and KJ was constantly worried, when he become King of England, that people would rebel and overthrow him.

## Themes

<b>Ambition</b>	Macbeth allows his ambition to overwhelm him and becomes a murderer. LM is affected by the guilt of her actions caused by her ambition.
<b>Guilt</b>	Macbeth feels guilt early on whilst LM becomes guilty later on which leads to her increasing lack of sanity.
<b>The Supernatural</b>	The witches are a clear image, as well as Macbeth disrupting the social and political order by killing KD. Also raging storms are presented mirroring Macbeth& LM’s acts.
<b>Power</b>	Macbeth deeply desires power. Macbeth abuses his power when he is King to avoid any threats. Lady Macbeth also desires power which is not considered a traditional trait for a woman of this time.
<b>Masculinity vs Femininity</b>	Many questions around manhood towards Macbeth and Macduff from their wives because of their decisions.

## Plot Summary



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Or

<https://www.youtube.com/watch?v=NmMAO82R8Cg&list=PLqGFsWf-P-5CMpq89C0vaU5scvYi>

CLICK ME



SCAN ME

Or

<https://www.bbc.co.uk/bitesize/topic/5/zgq3dmn>

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## How to structure your answer

How to structure your answer:

**Point:** Use the words from the question and include a method used by the writer.

**Evidence:** For example/ This is seen when ‘...’

**Technique/Analysis:** This word/method ‘...’ implies... Furthermore, the word ‘...’ is crucial because...

**Link (AO3):** This could represent/symbolise the ... in society/it may represent Dickens view that...

## Literature Paper 1, Section A

- Extract question. 45 minutes.

## Analysing a text

### Two Non-Fiction Extracts



Word choices used by the author – what do the words mean? What do they make you think of (their connotations)? What word class do they belong to?

Techniques/linguistic devices – identify them and consider their purpose, use and effect

Punctuation and sentence structures – do they change the way you read the piece? Does it tell us about the tone in which something is communicated? Does it make us read the text faster or slower?

## Reading and Planning



Spend time reading and annotating the extract carefully. (You have 15 minutes to read)

Highlight language, language devices that you can use for Q3 and Q4. Annotate structural features from the whole text that you will use for Q3.  
Annotate the effect of the device you have spotted.  
e.g. Simile = like old hags = suggests old / ugly

## Top Tips for Question 1

AO1

Question 1: List four things... (4 marks / 5 minutes)

Question stem: Choose 4 statements which are true.

1. Read the question carefully and highlight key words including line specification.
2. Read each of the statements carefully.
3. Cross through the numbers of those which are clearly false. E.g.
4. Shade in the boxes of the 4 you think are true.
5. If you are unsure of one, make an educated guess!

## Language devices

AFORESTPIE – What does each letter stand for?

Beyond AFORESTPIE – research:

<https://examples.yourdictionary.com/examples-of-rhetorical-devices.html>

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## Useful Websites



(See assessment resources for past papers)

OR

BBC Bitesize

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

CLICK ME

[GCSE English Language - AQA - BBC Bitesize](#)

CLICK ME

## Top Tips for Question 2

AO1

Question 2 (10 mins, 8 marks)

Question stem: Write a summary of the different...

1. Use SQI (statement, quotation, inference).
2. Try to do at least 2 pairs (so 4 SQIs in total).
3. Use comparative connectives like 'however', 'in contrast'

Useful sentences starters:

Possible intro if time:

*In Source A and B, the writers describe different... In Source A... however, in Source B...*

Statement:

In Source A we learn that... In Source A the writer focuses on/describes...

How to use this knowledge organiser:

Use the 'Top Tips' for each question to practise answering past paper questions / tasks.

**The absolute basics:**

Read the texts: 10 mins

Section A:

- Q1: 4 true statements (5 mins)  
Q2: Summarise differences (10 mins)  
Q3: How does the writer use language... (15 mins)  
Q4: Compare writers' perspectives... (20 mins)



Section B:

Q5: Writing an opinion text (45 mins)



## Top Tips for Question 3

**A02**

### Question 3 (15 mins, 12 marks)

Question stem: How does the writer use . . .

#### Planning

1. Draw a box around the correct section of text on the insert.
2. Highlight the key words in the question so you know what to focus your answer on
3. Skim through the relevant section of text. Highlight and label key words/phrases/devices which will help you to answer the question.

#### Writing

1. Aim to write **3 PEAL** paragraphs in the time.
2. Write an introductory sentence explaining the mood / tone linked to the question.

#### Useful sentence starters:

Possible intro if time:

In Source... the writer uses language to cleverly build a tone of...

**Point:** Firstly, the writer uses [insert language device] in order to...

**Evidence:** For instance/for example this is seen when...

#### Analysis:

This evokes a sense of...

The word/subject term has connotation of ... and therefore creates an atmosphere of... We might feel compelled to...

The writer helps us to imagine/realise...

## Top Tips for Question 4

**A03**

### Question 4: (20 mins, 16 marks)

Question stem: Compare the writers' viewpoints and perspectives...

**SQIME**

#### Planning

1. Read the question carefully and highlight the key words. You know you are analysing the different opinions, but their opinions of what?

#### Identify this.

2. Skim through the two texts again. Highlight and label the different opinions they have on the topic you have been asked about. Select your evidence carefully: consider interesting language or structural devices used to get their message across. You will need to analyse these in your answer!

#### Writing

1. Write an opening sentence that clearly refers to the question.
2. Use SQIME (statement, quotation, inference, method, effect).

#### Useful sentence starters:

In Source A and B, both writers discuss... However, they have different opinions and use a range of methods to communicate these feelings.

For the section of the SQIME – see sentence starters for Q2 for **SQI** help!

#### For the ME: **Method:**

The writer uses [insert subject term] to evoke a sense of.../to create...

#### Effect:

This might make us feel/imagine/realise...

## Top Tips for Section B - Writing

**A05/6**

### Question 5 (45 mins, 40 marks)

Question stem: Writing to convey your opinion on a given topic.

#### Planning

1. Read the task carefully and identify the GAP you need to write for. Highlight the key words. You need to consider how you will adapt your writing to suit the specified GAP. Have a look below for some hints:

**OPINION**

Text type	To include
<b>Letter</b>	Dear Sir/Madam/name Yours sincerely (know name)/yours faithfully (don't know name)
<b>Speech</b>	Lots of direct address Rhetorical indicators Clear sign off
<b>Article</b>	Original title Subheadings Introductory paragraph
<b>Leaflet</b>	Original title Subheadings Introductory paragraph Bullet points

2. Make a note of key words and techniques you have seen used in the extracts you have just read. What can you STEAL?

3. Write AFORESTPIE at the top of the page. Which of these will you include and where? Tick them off as you use them in your writing.

## Year 10 – Poets / poems term 1



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Tennyson:  
‘Charge of the Light Brigade’



Wilfred Owen:  
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Ted Hughes:  
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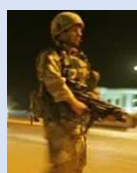
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CLICK ME

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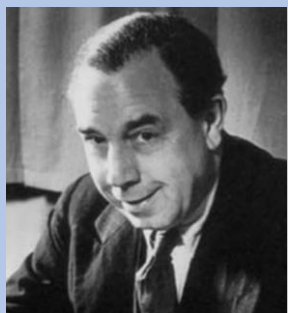
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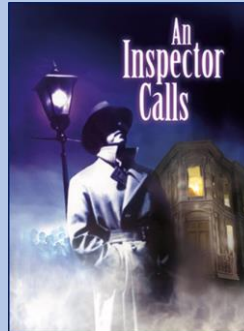
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JB Priestley

## 'An Inspector Calls'



### Plot

#### Act 1

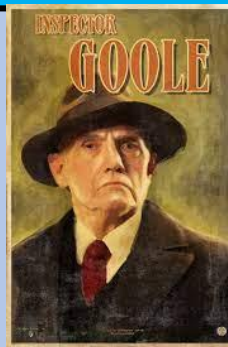
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Context – point????



Why is his name important?

Inspector: "One Eva Smith has gone- but there are \_\_\_\_\_ and \_\_\_\_\_ of Eva Smiths and John Smiths still left with us,"

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### Key Words:

Socialism / Capitalism / social class

Genre (Tragedy, Morality play, Well-made play)

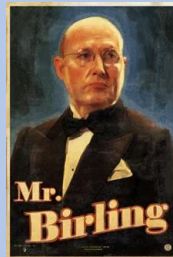
Dramatic Irony

Context

## Character Quotes

<b>Birling's Confidence</b>	"We're in for a time of steadily increasing prosperity"
<b>Birling on society</b>	"The way some of these cranks talk and write now, you'd think everybody has to look after everybody else"
<b>Sheila's recognition</b>	"but these girls aren't cheap labour – they're people"
<b>Sheila's regret</b>	"it's the only time I've ever done anything like that, and I'll never, never do it again to anybody"
<b>Sheila on the inspector</b>	"we all started like that – so confident, so pleased with ourselves until he began asking us questions"
<b>Sheila on Eric</b>	"he's been steadily drinking too much for the last two years"
<b>Inspector on guilt</b>	"I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it"
<b>Mrs Birling defends herself</b>	"she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position"
<b>Eric explains</b>	"I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row"
<b>The inspector says</b>	"but each of you helped to kill her. Remember that"

Why is each quote important? Zoom in on language and link to context



Mr Birling: "The titanic \_\_\_\_\_, absolutely \_\_\_\_\_"

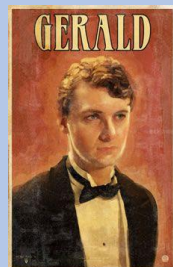
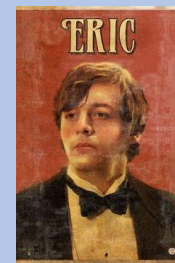


"But these girls aren't \_\_\_\_\_ – they're people."



Mrs B: "What an expression, Sheila! Really, the things you girls \_\_\_\_\_ these days!"

"He (Birling) could have \_\_\_\_\_ instead of throwing her out."



"I didn't \_\_\_\_\_ about her as she \_\_\_\_\_ about me."

Can you fill in the missing words?

## Key concepts and context: Think about...

<b>1912</b>	Set just before WWI and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era saw the demise of the rigid class system. Labour Party, founded in 1900, gaining momentum. The Russian Revolution began in 1917.
<b>1945</b>	People were recovering from six years of warfare, danger and uncertainty. Class distinctions greatly reduced as a result of two world wars. Women had a more valued place in society. Desire for social change. Following WW2, Labour Party won a landslide victory over Winston Churchill and the Conservatives.
<b>Wealth, Power and Influence</b>	The Birlings and the Crofts are representative of the wealthy upper-class. They all misuse their social influence to benefit themselves. Their actions adversely affect the vulnerable people in society.
<b>Blame and Responsibility</b>	Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith. What responsibilities do the characters have to each other? To society?
<b>Public v Private</b>	How do the public lives, the facades, of the Birlings juxtapose their private personas? What are their motivations for this? What are the repercussions, and for who?

Answer these questions and link to evidence from the text?

Context Point??

