

An illustration of a woman with long red hair, wearing a yellow sweater and purple pants, standing on a stack of three books. She is holding a megaphone to her mouth, shouting. A large, dark purple, cloud-like shape emanates from the megaphone, filled with white, hand-drawn text and symbols. The text includes "Does", "where?", "am", "is", "are", "verbs", "Past", "who?", "ing", "Do", "?", "at", "in", "B", "T", "V", "A", "who?", "Past", "ing", "Do", "?", "at", "in", "B", "T", "V", "A", "who?". The symbols include a star, a heart, a triangle, a circle, a square, a rectangle, a diamond, a circle with a checkmark, a circle with a question mark, a circle with a plus sign, a circle with a minus sign, a circle with a multiplication sign, a circle with a division sign, a circle with a percent sign, a circle with a hash sign, a circle with a dollar sign, a circle with a pound sign, a circle with a yen sign, a circle with a euro sign, a circle with a ruble sign, a circle with a won sign, a circle with a new sheqel sign, a circle with a new dollar sign, a circle with a new peso sign, a circle with a new rupee sign, a circle with a new shilling sign, a circle with a new tala sign, a circle with a new dirham sign, a circle with a new rial sign, a circle with a new manat sign, a circle with a new leu sign, a circle with a new forint sign, a circle with a new koruna sign, a circle with a new kuna sign, a circle with a new dracma sign, a circle with a new lek sign, a circle with a new denar sign, a circle with a new dinar sign, a circle with a new manat sign, a circle with a new leu sign, a circle with a new forint sign, a circle with a new koruna sign, a circle with a new kuna sign, a circle with a new dracma sign, a circle with a new lek sign, a circle with a new denar sign, a circle with a new dinar sign.

AQA GCSE English Language

Paper 1 50%

Section A:

Reading

1 unseen literature
fiction text

Section B:

Writing

Descriptive or
narrative writing

Total exam time:
1 hour and 45 minutes

Paper 2 50%

Section A:

Reading

1 non-fiction and 1
literary non-fiction
text

Section B:

Writing

Writing to present
a viewpoint

Total exam time:
1 hour and 45 minutes

All exams will be at the end of Year 11. You will also sit an English Literature GCSE.

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AQA GCSE English Literature

Paper 1 40%

Section A:

Shakespeare
*'Romeo and
Juliet'*

Section B:

19th Cent Prose
*'A Christmas
Carol'*

Total exam time:
1 hour and 45 minutes

Paper 2 60%

Section A:

Modern Texts
*'An Inspector
Calls'*

Section B:

Anthology
poetry.

Section C:

Unseen
Poetry

Total exam time:
2 hours and 15 minutes

All exams will be at the end of Year 11. You will also sit an English Language GCSE.

GCSE ENGLISH QUALIFICATION SUMMARY

Y11 students sit exams in 2 different English qualifications:

- AQA GCSE English Language (course code = 8700)
- AQA GCSE English Literature (course code = 8702)

NB. "AQA" refers to the exam board. There are several different exam boards. Each one sets a slightly different version of the same qualification. If selecting revision guides, always choose ones that relate to "AQA" GCSE English.

EXAM OVERVIEW: GCSE English Language

GCSE English Language comprises 2 exams:

	GCSE English Language Paper 1	GCSE English Language Paper 2
Title	Explorations in creative reading & writing	Writers' viewpoints and perspectives
Components	Section A: Reading (1 unseen** text) Section B: Writing (fiction)	Section A: Reading (2 unseen** texts) Section B: Writing (non-fiction)
Duration	1 hour 45 minutes	2 hours 15 minutes
Marks available	Section A: 40 Section B: 40	Section A: 40 Section B: 40
Knowledge & skills assessed	<p style="text-align: center;"><u>READING</u></p> <p>AO1</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts. <p>AO2</p> <ul style="list-style-type: none"> • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. <p>AO3</p> <ul style="list-style-type: none"> • Compare writers' ideas and perspectives, as well as how these are conveyed <p>AO4</p> <ul style="list-style-type: none"> • Evaluate texts critically and support this with appropriate textual references. <p style="text-align: center;"><u>WRITING</u></p> <p>AO5</p> <ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. <p>AO6</p> <ul style="list-style-type: none"> • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	

*** "Unseen" means that student has not been taught the text in advance. They will see the text for the very first time during the exam*

EXAM OVERVIEW: GCSE English Literature

GCSE English Language comprises 2 exams:

	GCSE English Literature Paper 1	GCSE English Literature Paper 2
Title	Shakespeare and the 19 th Century Novel	Modern Texts and Poetry
Components	Section A: <i>Romeo and Juliet</i> Section B: <i>A Christmas Carol</i>	Section A: <i>An Inspector Calls</i> Section B: Power and Conflict Poetry Section C: Unseen Poetry
Duration	1 hour 45 minutes	2 hours 15 minutes
Marks available	64	96
Knowledge & skills assessed	<p>AO1 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. <p>AO2</p> <ul style="list-style-type: none"> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. <p>AO3</p> <ul style="list-style-type: none"> Show understanding of the relationships between texts and the contexts in which they were written. <p>AO4</p> <ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	

EXAMPLES OF EXAM QUESTIONS: Language & Literature

The questions for the exams change every year, but the phrasing is very predictable.

The following examples are from real past papers.

They are representative of the types of question that the students will encounter in their exams.

GCSE English Language – Paper 1 <i>In this paper, the first 4 questions refer to source extract of “unseen” text.</i>		
Q#	Example Question	Marks Available
1	Read again the first part of the source, from lines 1 to 6 . List four things about the brush house and what is happening in this part of the source.	4
2	Look in detail at this extract, from lines 7 to 17 of the source: How does the writer use language here to describe the conflict between Kino and the scorpion? You could include the writer’s choice of: <ul style="list-style-type: none"> words and phrases language features and techniques sentence forms 	8
3	You now need to think about the whole of the source. This text is from the beginning of a novel. How has the writer structured the text to interest you as a reader? You could write about: <ul style="list-style-type: none"> what the writer focuses your attention on at the beginning of the source how and why the writer changes this focus as the source develops any other structural features that interest you. 	8
4	Focus this part of your answer on the second part of the source, from line 19 to the end . A student said, “In this part of the story, Juana’s reaction to the danger facing their baby is different to Kino’s. The writer shows that Kino is unhelpful, and it is Juana who tries to save the baby’s life.” To what extent do you agree? In your response, you could: <ul style="list-style-type: none"> consider Juana’s and Kino’s reactions to the danger facing their baby evaluate how the writer presents Juana’s and Kino’s different reactions support your response with references to the text. 	20
5	Write a story about a life-saving rescue.	40

GCSE English Language – Paper 2

In this paper, the first 4 questions refer to two sources of “unseen” text.

Q#	Example Question	Marks Available
1	Read again the first part of Source A from lines 1 to 9 . Choose four statements below which are true .	4
2	You need to refer to Source A and Source B for this question. The writers in Source A and Source B stay in very different camping sites. Use details from both sources to write a summary of what you understand about the differences between the two camping sites.	8
3	You now need to refer only to Source A from lines 29 to 38 . How does the writer use language to describe the rain and the storm?	12
4	For this question, you need to refer to the whole of Source A and the whole of Source B . Compare how the writers convey their different thoughts and feelings about camping experiences. In your answer, you could: <ul style="list-style-type: none"> • compare their different thoughts and feelings about camping experiences • compare the methods they use to convey their thoughts and feelings • support your response with references to both texts. 	16
5	‘Holidays don’t need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax.’ Write an article for a magazine in which you argue your point of view on this statement.	40

GCSE English Literature – Paper 1

In this paper, both questions refer to a printed extract from the core text

A number of different questions appear in the paper; students only answer the questions that relate to the text they have studied – Q2 and Q8

Q#	Example Question	Marks Available
2	<p><u>Shakespeare</u></p> <p>Starting with this conversation, explore how Shakespeare presents aggressive male behaviour in <i>Romeo and Juliet</i>.</p> <p>Write about:</p> <ul style="list-style-type: none">• how Shakespeare presents aggressive male behaviour in this conversation• how Shakespeare presents aggressive male behaviour in the play as a whole.	34
8	<p><u>The 19th Century Novel</u></p> <p>Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor.</p> <p>Write about:</p> <ul style="list-style-type: none">• how Dickens presents the Cratchit family in this extract• how Dickens uses the Cratchit family to show the struggles of the poor in the novel as a whole.	30

GCSE English Literature – Paper 2

A number of different questions appear in the paper; students only answer the questions that relate to the text they have studied.

Q#	Example Question	Marks Available
1 or 2	<p><u>Modern Drama</u> JB Priestley: <i>An Inspector Calls</i></p> <p>How far does Priestley present Ms Birling as an unlikeable character?</p> <p>Write about:</p> <ul style="list-style-type: none"> • what Mrs Birling says and does in the play • how Priestley presents her by the ways he writes. 	34
26	<p><u>Poetry</u> Power and Conflict Anthology</p> <p>Compare how poets present the effects of war in 'Remains' and in one other poem from 'Power and conflict'.</p>	30
27.1	<p><u>Unseen Poetry</u></p> <p>In 'Autumn', how does the poet present the effects of the season of autumn?</p>	24
27.2	<p><u>Unseen Poetry</u></p> <p>In both 'Today' and 'Autumn' the speakers describe attitudes towards the seasons.</p> <p>What are the similarities and/or differences between the ways the poets present these attitudes?</p>	8

Revision Support

The department provides a number of revision resources. These will be made available to students directly, and on the Y11 English Google Classroom, but a number are provided below.

You can support your son/daughter to revise by helping them to memorise the core knowledge as set out below.

GCSE ENGLISH LANGUAGE PAPER 1	
<p>The first half of this paper assesses reading comprehension. As such, <i>the best way to support students is to ensure they are regularly reading in their own time.</i> The school has an excellent library, and teachers will be happy to recommend fiction that challenges students as is appropriate to their ability.</p> <p>Students will also need to know the features of language that writers use to communicate meaning. Students must use these terms to explain the effects of writing (Section A); they must also use these features in <i>their own</i> original writing (Section B). Students must know at least the following terms:</p>	
FEATURE	DEFINITION
Noun	A word that identifies a type of person, place or thing. (e.g. teacher / castle / boat)
Verb	A word that communicates an action, state or event (e.g. she <i>ran</i> / he <i>attempted</i> / it <i>existed</i>)
Adjective	A word that defines a feature of a noun (e.g. the <i>short</i> teacher / the <i>old</i> castle / the <i>rickety</i> boat)
Adverb	Although often taught as -ly words, many other words are adverbs, too. However, -ly adverbs are often the easiest to identify. Put most simply, adverbs tell us more about a verb. e.g. He cried <i>profusely</i> / She shouted <i>confidently</i> / They <i>desperately</i> pleaded
Simile	A comparison of one thing to another that draws attention to a similarity, often using "like" or "as". (e.g. Life <i>is like</i> a box of chocolates)
Metaphor	An expression that describes something by referring <i>directly</i> to something else that is considered to possess similar characteristics. Metaphors make direct comparisons. (e.g. Life <i>IS</i> a box of chocolates.)
Repetition	The deliberate repetition of a word, phrase or sentence for effect. e.g. "The animals had <i>died</i> . The soldiers had <i>died</i> . Their hope had <i>died</i> ."
Alliteration	The use of the same letter sound at the beginning of adjacent words. e.g. Tall trees trembled
Ellipsis	The omission of words from speech or writing. Most simply, we teach this to mean the use of "..." to indicate that a pause, tension or hesitation is being communicated.
Personification	The attribution of a human characteristics to something non-human. e.g. The wind <i>whispered</i> and the sun <i>smiled</i> .
Pathetic fallacy	Put simply, the use of weather / settings to reflect a mood or emotion. e.g. "The dark clouds above him grew thicker and thicker" might suggest that the character is depressed.

LANGUAGE PAPER 1 – FEATURE ANALYSIS: EXAMPLE

Read the extract below. Use the table on the previous page to help your son / daughter pick out and name interesting features of language.

It wasn't a man that he saw floundering in the screaming waves... it was a child. A child... a tiny, tiny child, flailing furiously, rising and falling like a hellish rollercoaster in a glowering ocean.

You could then use other extracts from texts you encounter (from books, newspapers, magazines) to practise the identification of language features.

GCSE ENGLISH LANGUAGE PAPER 2		
The first half of this paper assesses reading comprehension. As such, <i>the best way to support students is to ensure they are regularly reading in their own time.</i> The school has an excellent library, and teachers will be happy to recommend fiction that challenges students as is appropriate to their ability.		
As with GCSE English Language Paper 1, students need to know the features of language that writers use to communicate meaning. These are listed on the previous page. Students must use these terms to explain the effects of writing (Section A); they must also use these features in <i>their own</i> original writing (Section B).		
Section B (writing) of paper 2 will require students to write persuasively. A number of persuasive (rhetorical) language devices will help students to write effectively. In addition to the terms on the previous page, students should know the following techniques:		
FEATURE	DEFINITION	EXAMPLE
F <i>Facts & figures</i>	Information that has been proven to be true	Dear Sir, A 23% increase in regional carbon emissions is utterly shocking.
A <i>Alliteration</i>	The use of the same letter sound at the beginning of adjacent words. e.g. Tall trees trembled	Such data reveals the terrible, terrifying and treacherous future that we face if emissions are not curbed immediately.
T <i>Triples</i>	A list of three points, made one after the other.	The inevitable consequences? Sea levels will rise; food prices will increase; health and welfare will suffer.
H <i>Hyperbole</i>	Exaggerated statements or claims not meant to be taken literally.	We are moments away from an environmental armageddon.
O <i>Opinion</i>	A view or judgement formed about something, not necessarily based on fact or knowledge	In my view, there is only one final chance to prevent such catastrophe.
R <i>Rhetorical question</i>	a question asked in order to create a dramatic effect or to make a point rather than to get an answer	The nature of this solution? Carbon rationing.
S <i>Simile</i>	A comparison of one thing to another that draws attention to a similarity, often using "like" or "as".	To not implement such a policy would be like passing a chocolate to a child. The outcome would be inevitable.
E <i>Emotive language</i>	Choices of words that are "extreme". E.g. "Distraught" rather than "upset".	I demand you take immediate action to prevent the pain, suffering and effective torture of our future generations. Yours faithfully, Mr G Trott

GCSE ENGLISH LITERATURE PAPER 1 – Section A: *Romeo and Juliet*

Students should also be able to answer each of these questions correctly:

#	QUESTION	ANSWERS	CORRECT?
<i>Romeo and Juliet</i>			
1	Complete the quotation: “Star cross’d...”	lovers	
2	Name the two families.	Montagues and Capulets	
3	Who says “part fools!”	Benvolio	
4	Who says “peace? I hate the word?”	Tybalt	
5	Who does Romeo love at the start of the play?	Rosaline	
6	Complete the quotation: “Love is a”	smoke	
7	Who wants to marry Juliet?	Paris	
8	Complete the quotation: “My child is yet...”	stranger in the world	
9	Complete the quotation: “It is an honour...”	that I dream not of	
10	Where does Juliet first see Romeo?	Capulet ball	
11	Who encourages Romeo to attend the ball?	Benvolio / Mercutio	
12	Complete the quotation: “Juliet is...”	the sun	
13	Complete the quotation: “My only love...”	sprung from my only hate	
14	Complete the quotation: “Too like...”	the lightning	
15	Complete the quotation: “A plague on...”	both your houses	
16	Who kills Mercutio?	Tybalt	
17	Who kills Tybalt?	Romeo	
18	Who arranges the secret marriage?	Friar Laurence / The Nurse	
19	Complete the quotation: “Wisely and slow, they...”	stumble that run fast	
20	Complete the quotation: “Disobedient ...”	wretch	
21	Complete the quotation: “Tempt not a ...”	desperate man	
22	Who does Romeo kill in the graveyard?	Paris	
23	How does Romeo die?	Drinks poison	
24	How does Juliet die?	Stabs herself with Romeo’s dagger	
25	Complete the quotation: “All are...”	punished	
<i>Romeo and Juliet</i> – subtotal /25			

GCSE ENGLISH LITERATURE PAPER 1 – Section B: *A Christmas Carol*

Students should memorise the following quotations to support their analysis of *A Christmas Carol*:

Quotation	Speaker	Wealth	Poverty	Cruelty	Generosity	Happiness	Misery	Christmas	Fear	Change
Solitary as an oyster.	Narrator									
“If they would rather die [...] they had better do it, and decrease the surplus population.”	Scrooge									
“You have laboured on it, since. It is a ponderous chain!”	Marley									
“from the crown of its head there sprung a bright clear jet of light”	Narrator									
“The fog came pouring in at every chink and keyhole”	Narrator									
“Many thousands are in want of common comforts”	Charity Worker									
“I wear the chain I forged in life”	Marley									
“A comfortable, oily, rich, fat, jovial voice”	Narrator									
“Darkness is cheap, and Scrooge liked it”	Narrator									
“It’s tenderness and flavour, size and cheapness, were the themes of universal admiration.”	Narrator									
“Another Idol has displaced me... A golden one.”	Belle									
“Scrooge sat down by the fire to take his gruel”	Narrator									
“Tiny Tim... feebly cried ‘Hurrah!’”	Narrator/ Tiny Tim									
“the Ogre of the family”	Narrator									
“They are Man’s [...] beware them both”	G.O.C. Present									
“I see a vacant seat [...] and a crutch without an owner”	G.O.C. Present									
“It was shrouded in a deep black garment, which [...] left nothing of it visible save one outstretched hand”	Narrator									
“I don’t mind going if a lunch is provided”	Gentleman									
“God bless us every one!” said Tiny Tim, the last of all.	Narrator/ Tiny Tim									
“plundered and bereft, unwatched, unwept, uncared for, was the body of this man”	Narrator									
“following the finger, read upon the stone of the neglected grave his own name, EBENEZER SCROOGE”	Narrator									
“The Spirits of all Three shall strive within me”	Scrooge									
“I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy. I am as giddy as a drunken man”	Scrooge									
“Not a farthing less. A great many back-payments are included in it, I assure you.”	Scrooge									
“I am about to raise your salary!”	Scrooge									
“Scrooge was better than his word. He did it all, and infinitely more”	Narrator									
“it was always said of him, that he knew how to keep Christmas well”	Narrator									

GCSE ENGLISH LITERATURE PAPER 1 – Section B: *A Christmas Carol*

Students should also be able to answer each of these questions correctly:

#	QUESTION	ANSWERS	TICK / CROSS
<i>A Christmas Carol</i>			
1	Name Scrooge's business partner	Jacob Marley	
2	Complete the quotation: "As solitary as..."	an oyster.	
3	Complete the quotation: "The fog came...in"	Pouring	
4	Complete the quotation: "Man thousands are..."	in want of common comforts.	
5	Name Scrooge's employee	Bob Cratchit	
6	Name Scrooge's nephew	Fred	
7	Two men visit Scrooge. What do they want?	Donations to charity	
8	Complete the quotation: "Decrease the..."	surplus population.	
9	Complete the quotation: "I wear the ... life"	chain I forged	
10	Complete the quotation: "Darkness is...."	cheap, and Scrooge liked it.	
11	What childhood location is Scrooge first shown?	in the place he grew up in / school	
12	Name Scrooge's sister	Fan	
13	Name Scrooge's previous employer	Fezziwig	
14	Complete the quotation: "A comfortable, oily..."	rich, fat, jovial voice.	
15	Name Scrooge's former fiancé	Belle	
16	Complete the quotation: "Another idol has..."	displaced me.	
17	Complete the quotation: "the ... of the family"	Ogre	
18	Name the two children hiding beneath the Ghost of Christmas Present's cloak	Want and Ignorance	
19	Name the boy who uses a crutch	Tiny Tim	
20	Complete the quotation: "God bless..."	us everyone.	
21	What happens to Scrooge's belongings after he dies?	Stolen and sold.	
22	What name is on the neglected gravestone?	Ebenezer Scrooge	
23	Complete the quotation: "I am as happy..."	as an angel.	
24	Complete the quotation: "I am about to..."	raise your salary.	
25	Complete the quotation: "It was always said of him..."	that he knew how to keep Christmas well.	
<i>A Christmas Carol</i> – subtotal /25			

Students should memorise the following quotations to support their analysis of *An Inspector Calls*:

[illegible]

GCSE ENGLISH LITERATURE PAPER 2 – Section A: *An Inspector Calls*

Students should also be able to answer each of these questions correctly:

#	QUESTION	ANSWERS	TICK / CROSS
1	What is the surname of the family?	Birling	
2	Complete the quotation: "Titanic - unsinkable..."	absolutely unsinkable.	
3	Complete the quotation: "mixed up like..."	bees in a hive.	
4	Complete the quotation: "girls of..."	that class.	
5	Complete the quotation: "These girls aren't cheap..."	labour – they're people.	
6	What was Arthur's involvement with Eva Smith?	Sacked her for requesting a pay rise.	
7	What was Sheila's involvement with Eva Smith?	Caused her to lose her job.	
8	What was Gerald Croft's involvement with Eva Smith?	Had an affair with her.	
9	What was Sybil's involvement with Eva Smith?	Refused her charity.	
10	What was Eric's involvement with Eva Smith?	Affair / fathered her child / stole for her	
11	Complete the quotation: "Why shouldn't they...?"	try for higher wages?	
12	Complete the quotation: "There are millions and..."	millions of Eva Smiths and John Smiths.	
13	Complete the quotation: "some people say war's..."	Inevitable.	
14	Complete the quotation: "we mustn't try to build up a..."	kind of wall between us and that girl.	
15	Complete the quotation: "we're respectable citizens, not..."	criminals.	
16	What award is Arthur hoping to receive?	Knighthood (<i>to become 'Sir' Birling</i>)	
17	Why is Arthur keen for Sheila to marry Gerald?	To access wealth and status of Croft family	
18	Complete the quotation: "a chain..."	of events.	
19	Complete the quotation: "in a way, she treated me as if..."	I were a kid	
20	Complete the quotation: "she died in..."	misery and agony.	
21	Complete the quotation: "it's better to ask for the earth..."	than to take it.	
22	In which year is the play set?	1912	
23	In which year was the play first performed?	1945 in the Soviet Union (Russia)	
24	"The audience know more about the events than the characters". What is the name of this technique?	Dramatic irony	
25	Priestley's opinions about society are the same as which character's?	Inspector Goole. <i>Goole is a "raisonneur" – he acts as Priestley's mouthpiece</i>	
<i>An Inspector Calls</i> – subtotal /25			

GCSE ENGLISH LITERATURE PAPER 2 – Section B: *Power and Conflict Poetry*

Students should learn about each of the poems in the *Power and Conflict* anthology

The next two pages represent abridged (shortened) versions of each full poem, and vocabulary that could be used to talk about each poem.

Students can read these and discuss with you what each poem is about, its message and some of the language features (verbs, similes etc.) that are selected to communicate meaning. They could try to use some of the vocabulary listed to help their discussions.

OZYMANDIAS

On the sand,
Half sunk, a shattered visage lies,
With a frown and a sneer of cold command
“My Name is Ozymandias, King of Kings;
Look on my works and despair!”
The lone and level sands stretch far away

LONDON

I wander through each charter’d street
Near where the charter’d Thames does flow
And mark in every face I meet
Marks of weakness, marks of woe

The mind forged manacles I hear,
And the hapless Soldier’s sigh
Runs in blood down palace walls

REMAINS

A looter legs it up the road
Probably armed, possibly not
One of my mates tosses his guts back into his body
His blood shadow stays on the street
And the drink and the drugs won’t flush him out
he’s here in my head when I close my eyes
his bloody life in my bloody hands

MY LAST DUCHESS

That’s my last Duchess painted on the wall,
Looking as if she were alive
Will’t please you sit and look at her?
(None puts by
The curtain I have draw for you but I)
Her looks went everywhere
I gave commands
Then all smiles stopped.
Notice Neptune, though,
Taming a sea-horse,

CHECKING OUT ME HISTORY

Dem tell me
Dem tell me
Wha dem want to tell me

Bandage up me eye with me own history
Blind me to me own identity

But now I checking out me own history
I carving out me identity

TISSUE

Paper that lets the light
shine through, this
is what could alter things
Maps too. The sun shines through
their borderlines.

Let the daylight break
Through capitals and monoliths

THE CHARGE OF THE LIGHT BRIGADE

Someone had blunder’d
Theirs but to do and die
Into the mouth of Hell
Rode the six hundred
Cannon to the right of them
Cannon to the left of them
Cannon behind them
When can their glory fade?
Noble six hundred

POPPIES

I pinned one to your lapel
Spasms of paper red
I rounded up as many white cat hairs
As I could
I walked with you to the front door
Threw it open like a treasure chest
I listened, hoping to hear
Your playground voice catching on the wind

KAMIKAZE

Her father embarked at sunrise
With a flask of water, a samurai sword
and powerful incantations
but half way there
he must have looked down
at the little fishing boats
and remembered his brothers waiting on the shore
for their father’s boat
He must have wondered which had been the better
way to die.

BAYONET CHARGE

Suddenly he awoke and was running
Stumbling across a field
The patriotic tear that had brimmed in his eye
Sweating like molten iron
In bewilderment he almost stopped
In what cold clockwork of the stars and the nations
Was he the hand pointing that second?
the shot-slashed furrows threw up a yellow hare
King, honour, human dignity, etcetera
Dropped like luxuries

EXPOSURE

The merciless iced east winds knife us...
Worried by silence
What are we doing here?
Dawn massing her melancholy army
Sudden bullets streak the silence
Pale flakes come feeling for our faces
Love of God seems dying
But nothing happens

THE PRELUDE

One summer evening (led by her) I found
A little boat tied to a willow tree
Straight I unloosed her chain
Lustily I dipped my oars into the silent lake
When horizon’s bound, a huge peak, black and huge
Upreared its head.
The grim shape towered up between me & the stars
Huge & mighty forms were a trouble to my dreams

THE EMIGREE

There once was a country... I left it as a child
But my memory of it is sunlight-clear
It may be at war, it may be sick with tyrants
but I am branded by an impression of sunlight
That child’s vocabulary I carried here
Like a hollow doll, opens and spills a grammar

They accuse me of being dark in their free city
My shadow falls as evidence of sunlight

STORM ON THE ISLAND

We are prepared: we build our houses squat
It blows full blast
You might think that the sea is company
Exploding comfortably on the cliffs
But no: when it begins, the flung spray hits
Spits like a tame cat turned savage
We are bombarded by the empty air.
Strange, it is a huge nothing that we fear.

WAR PHOTOGRAPHER

In his dark room he is finally alone
With spools of suffering set out in ordered rows
The only light is red and softly glows
A stranger’s features faintly twist before his eyes
A half-formed ghost.
The reader’s eyeballs prick
with tears between the bath and pre-lunch beers

They do not care.

P

Point

E

Evidence

A

Analysis

Z

Zoom in on word / technique

L

Link your points with connectives

MY LAST DUCHESS		REMAINS		LONDON		OZYMANDIAS	
TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY
noun / verb / adjective euphemism first person rhetorical question dramatic monologue persona	suppressed control commanding ominous threatening arrogance understated	noun / verb / adjective first person repetition imagery informal language alliteration	anecdotal trauma psychological responsibility guilt impact victim	noun / verb / adjective repetition first person metaphor alliteration sibilance	noun / verb / adjective control criticism psychological powerlessness inequality corruption	noun / verb / adjective imagery repetition alliteration	arrogance ephemeral mortality naivete irony contrast
POPPIES		THE CHARGE OF THE LIGHT BRIGADE		TISSUE		CHECKING OUT ME HISTORY	
TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY
noun / verb / adjective simile enjambment first person imagery	pride patriotism maternal memory separation isolation love	noun / verb / adjective repetition rhetorical question imagery personification	patriotism sacrifice honour duty criticism judgement celebration	noun / verb / adjective metaphor symbol imagery ambiguity	transience freedom ambiguity boundaries identity permanence	noun / verb / adjective repetition dialect metaphor rhyme first person	pride power history influence ignorant denied culture identity
THE PRELUDE		EXPOSURE		BAYONET CHARGE		KAMIKAZE	
TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY
noun / verb / adjective first person repetition metaphor imagery	innocence experience development impact	noun / verb / adjective pathetic fallacy rhetorical question metaphor imagery ellipsis sibilance	trauma fatigue inevitable fear hopeless threat	noun / verb / adjective alliteration simile enjambment rhetorical question symbolism	horror patriotism disorientated epiphany cynical change	noun / verb / adjective imagery enjambment voice	patriotism sacrifice duty shame family consequences
P E A Z L	WAR PHOTOGRAPHER		STORM ON THE ISLAND		THE EMIGREE		
	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	TECHNIQUES	VOCABULARY	
	The writer presents X as being... In the first stanza, X is portrayed as...						
	This is shown in the phrase "...". This is expressed by the line "...".						
	This suggests that... The writer’s use of language implies that...						
	In particular, the word X connotes... Here, the writer’s use of [term] helps to...						
	Similarly, / Moreover / In addition / In contrast / However / On the other hand						
		noun / verb / adjective imagery metaphor rhyme sibilance	journalist insincere trauma memory contrast	noun / verb / adjective direct address first person plural simile metaphor	anxiety tension community threat mortality	noun / verb / adjective ellipsis first person repetition metaphor simile	memory resilience hope isolation threat fragile

GCSE ENGLISH LITERATURE PAPER 2 – Section B: *Power and Conflict Poetry*

Students should also be able to answer each of these questions correctly:

#	QUESTION	ANSWERS	CORRECT?
1	Which poem is about the arrogance of an ancient king?	<i>Ozymandias</i>	
2	Which poem criticises the monarchy and the church?	<i>London</i>	
3	Which poem criticises poor military leadership?	<i>Charge of Light Brigade</i>	
4	Which poem is a monologue about powerful man's dead wife?	<i>My Last Duchess</i>	
5	Which poem discusses how education can be irrelevant?	<i>Checking Out Me History</i>	
6	Which poem is about the trauma caused by killing someone?	<i>Remains</i>	
7	Which poem is about a mother's memories of her son?	<i>Poppies</i>	
8	Which poem is about patriotism and family shame?	<i>Kamikaze</i>	
9	Which poem is about a loss of patriotism during battle?	<i>Bayonet Charge</i>	
10	Which poem is about the threat of weather in war?	<i>Exposure</i>	
11	Which poem links nature to our growth and development?	<i>The Prelude</i>	
12	Which poem is about being forced to leave your country?	<i>The Émigré</i>	
13	Which poem is about the threat that nature presents to our communities?	<i>Storm on the Island</i>	
14	Which poem is about the trauma of being a journalist?	<i>War Photographer</i>	
15	Complete the quotation: "the lone and ..."	level sands stretch far away.	
16	Complete the quotation: "mind-forg'd..."	manacles.	
17	Complete the quotation: "his bloody life in..."	my bloody hands.	
18	Complete the quotation: "all smiles..."	stopped.	
19	Complete the quotation: "blind me to me..."	own identity.	
20	Complete the quotation: "into the mouth..."	of hell	
21	Complete the quotation: "spasms of..."	paper red	
22	Complete the quotation: "he must have wondered which had been..."	the better way to die.	
23	Complete the quotation: "The merciless iced east..."	winds that knife us.	
24	Complete the quotation: "we are bombarded by..."	the empty air.	
25	Complete the quotation: "the reader's eyeballs prick with tears between the..."	bath and pre-lunch beers.	
<i>Power and Conflict</i> – subtotal /25			

ADDITIONAL REVISION RESOURCES

A number of revision resources are available to purchase from bookshops / on-line retailers. The most useful, in our opinion, are the CGP text guides, the Scholastic study guides, and the Collins SNAP revision titles. That said, do flick through a copy in the bookshop before purchasing to assess their suitability before spending your money! Second-hand copies are often available on websites, too.

Representative title covers are shown below:

