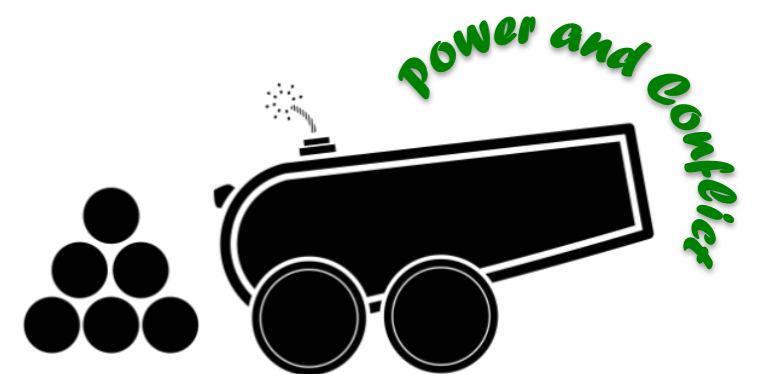
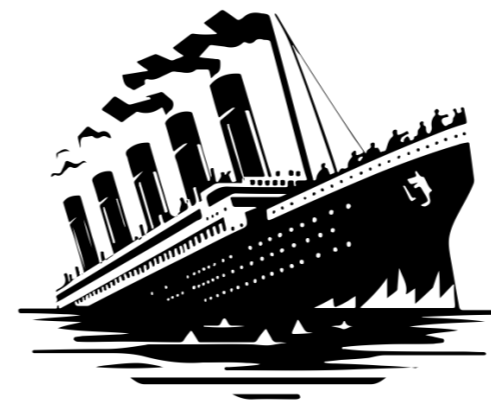
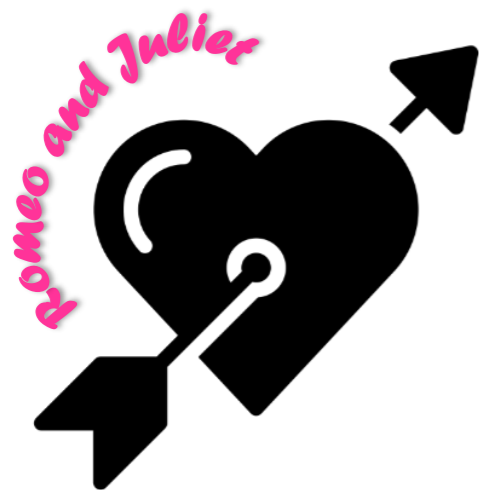


Richard Lander School

English Literature

AQA

Revision Guide





English Literature GCSE

Paper 1: Shakespeare and the 19th Century Novel

Section A: *Romeo and Juliet* (30 marks + 4 SPaG marks)

Section B: *A Christmas Carol* (30 marks)

- 1 hour and 45 minutes
- 64 marks
- 40% of GCSE

Extract and whole text.

Closed book exam

Paper 2: Modern Texts and Poetry

Section A: *An Inspector Calls* (30 marks + 4 SPaG marks)

Section B: *Conflict Poetry* (30 marks)

Section C: *Unseen Poetry*: (24 marks)

Section C: *Unseen Comparison* (8 marks)

- 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Closed book exam



**AO1
12 Marks**

- Make an insightful point – relate back to the question in your opening line, consider writing about a **clever or complex idea**, that may be unusual.
- Choose a **relevant quotation** that will support your point – but will also show a understanding of the text. For a Grade 7-9 response you would also need to embed smaller, relevant quotations in the body of your answer.

**AO2
12 Marks**

- **Analyse language/structure at word level**, relating back to your point and the question.
- To be exploratory in your analysis, you **MUST offer an alternative viewpoint**. Ensure you have developed your response.
- You need to comment on what the language makes the reader think or consider.

**AO3
6 Marks**

- Embed relevant contextual information. This could be referencing the author's/ poet's views and why you think he/she may have presented an idea in a certain way or it could relate to relevant historical detail.

AO1: Point and Quote	Cleverly, [the author] explores the idea of [ref question] through... 'QUOTE'
AO2: Exploded analysis	Firstly, the allusion to... Expertly, [the author] uses the phrase/adjective/noun/hyperbole...to represent... Moreover, the use of... Furthermore, perhaps this idea could be developed by... This makes the reader consider the...
AO3: Context	Contextually, this is significant as [the author] is clearly trying to teach/warn/celebrate/criticise the idea of... This could be of historical importance as...
AO1: link back to question	Therefore, the theme of [ref question] is clearly portrayed when...

Verbs of Inference
 suggests/implies/indicates
 conveys/depicts/signifies
 illustrates/exemplifies/highlights
 alludes to/insinuates/intimates

Analytical Verbs
 accentuates/intensifies
 enhances/heightens
 creates/establishes/builds
 encapsulates/epitomises/typifies
 reinforces/strengthens
 symbolises/represents
 evokes

Reader's Response
 shocks/horrifies/disgusts
 surprises/astonishes/amazes
 intrigues/entices
 confuses/perplexes/bewilders
 alienates/isolates
 overwhelms
 frustrates/angers/infuriates
 inspires/emboldens/empowers

Adverbs of Affirmation
 definitely/surely/certainly
 deliberately/cleverly
 frequently/regularly
 unquestionably/indubitably
 characteristically/typically

Modal Verbs
 could
 might
 may



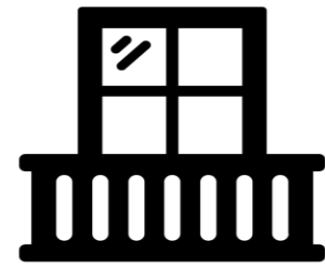
♥ ROMEO AND JULIET TIMELINE ♥

After the Montagues and the Capulets brawl, Capulet announces he will host a ball.



1:1

Act 1



Beneath Juliet's balcony, Romeo overhears Juliet's declaration of love for him.

2:1

Act 2

Mercutio is killed by Tybalt. Romeo kills Tybalt and is banished by the Prince



3:1

Act 3

Romeo flees to Mantua, and Juliet's wedding to Paris is arranged.



3:5

Act 4



Juliet takes the drug and is found apparently dead in her bed.

4:3
4:4

Lying next to Juliet's body, Romeo takes poison and dies.



5:3

Act 5



Horrified by the discovery of the dead lovers, the Montagues and Capulets end their feud.

5:3

At the ball, masked Romeo Montague is overwhelmed by Juliet's beauty.

1:5



Romeo and Juliet are secretly married by Friar Lawrence.

2:6

Romeo and Juliet spend their wedding night together.

3:5



Juliet is persuaded by Friar Lawrence to drug herself to escape her wedding to Paris.

4:1



Returning to Verona, Romeo sneaks into Juliet's tomb but meets Paris and kills him in a fight.

5:3



Juliet wakes to find Romeo dead and stabs herself in despair.

5:3





Romeo and Juliet

'A pair of star-crossed lovers take their life.'
The Prologue



'O brawling love, O loving hate.'
Romeo (A1S1)



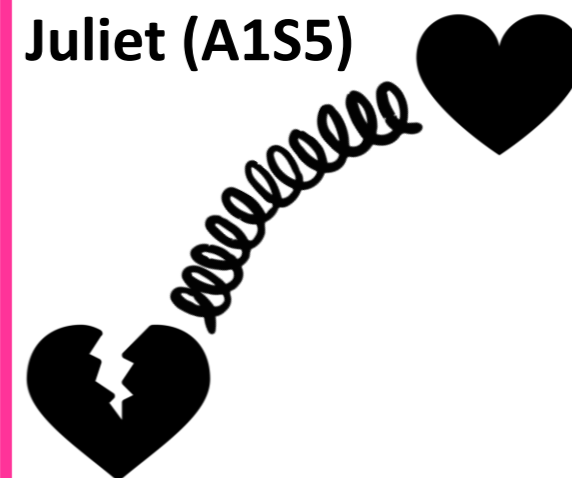
'Love is a smoke made with the fumes of sighs.'
Romeo (A1S1)



'My child is yet a stranger in the world.'
Lord Capulet (A1S2)



'My only love sprung from my only hate.'
Juliet (A1S5)



'Juliet is the sun'
'Bright Angel'
Romeo (A2S2)



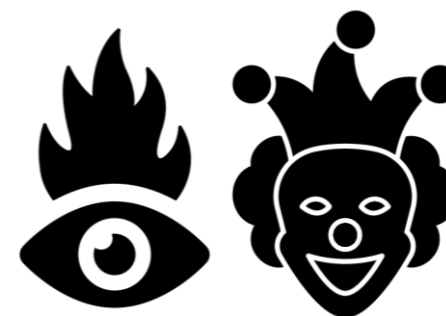
'These violent delights have violent ends, And in their triumph die like fire and powder which as they kiss consume.'
The Friar (A2S6)



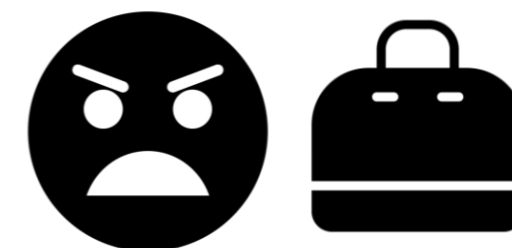
'O Calm, dishonourable, vile submission'
'A plague on both your houses.'
Mercutio (A3S1)



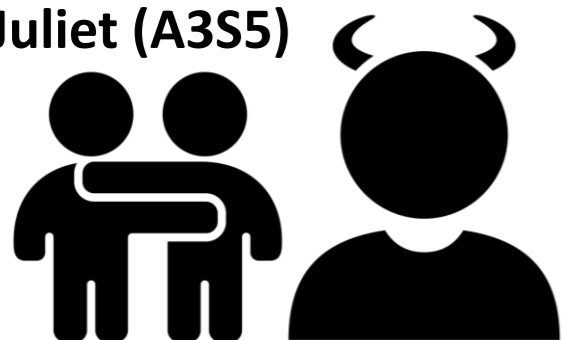
'And fire-eyed fury be my conduct now!'
'O, I am fortune's fool.'
Romeo (A3S1)



'Hang thee young baggage disobedient wretch.'
Capulet (A3S5)



'You have comforted me marvellous much.'
'Ancient damnation, O most wicked fiend.'
Juliet (A3S5)



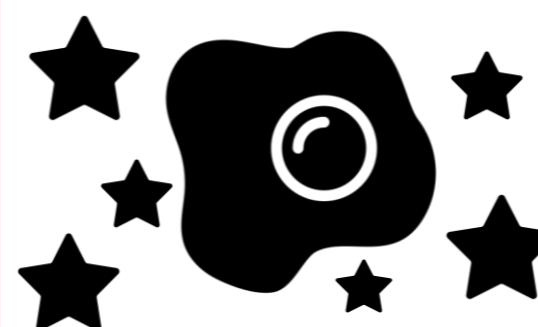
'O bid me leap into a new-made grave...without fear or doubt to live an unstained wife to my sweet love.'
Juliet (A4S1)



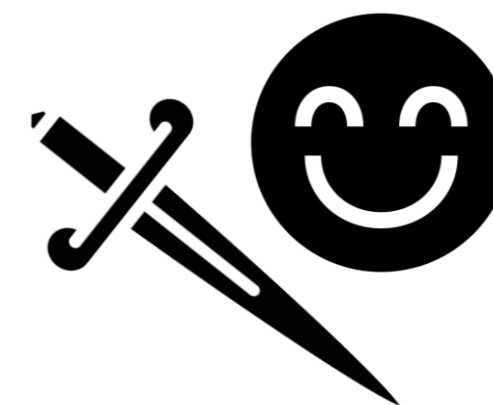
'Come, cordial, and not poison; go with me to Juliet's grave'
Romeo (A5S1)



'shake the yoke of inauspicious stars from this world-wearied flesh.'
Romeo (A5S3)



'O happy dagger!'
Juliet (A5S3)

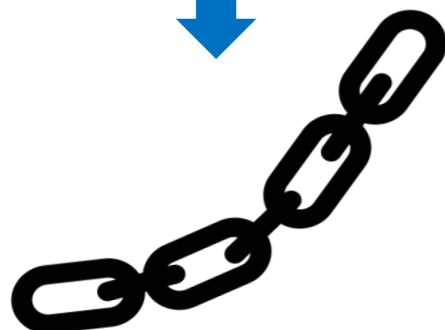




A CHRISTMAS CAROL TIMELINE



Stave 1



Marley's Ghost

The novella opens on Christmas Eve. Scrooge is visited by his nephew, Fred, who invites him to dine with him on Christmas Day. Scrooge refuses.

He also refuses to donate any money to charity.

Scrooge returns to his home. As he approaches his door, he sees the face of his dead business partner, Jacob Marley, in the door knocker.

That evening, the ghost of Jacob Marley visits Scrooge. The ghost is wrapped in a long chain and warns him that, if Scrooge does not change his ways and become more compassionate and generous, then Scrooge will be doomed to an after-life of misery.

Marley tells Scrooge that through the night he will be visited by three ghosts who are his only chance of salvation.

Stave 2



The First of the Three Spirits

Scrooge is visited by the first of the ghosts, the Ghost of Christmas Past.

The ghost takes Scrooge back in time to see himself as a lonely young boy, spending Christmas alone.

Another happy Christmas memory is shown to Scrooge as he sees himself as a young man at his employer's jolly party (Fezziwig).

Then the ghost shows him an unhappy memory as his fiancé Belle breaks off their engagement because Scrooge is now too preoccupied with money.

A final scene is shown to Scrooge: an older Belle surrounded with a happy family.

Stave 3



The Second of the Three Spirits

The Ghost of Christmas Present appears in Scrooge's house, surrounded by huge amounts of food.

This ghost takes Scrooge to his clerk's house. Bob and his family are celebrating Christmas Day in a cheerful way. The ghost warns Scrooge that the crippled youngest child, Tiny Tim, will die in the near future.

The ghost and Scrooge then travel around the world, seeing scenes of people enjoying Christmas. They end up in Fred's house, where the guests and Fred celebrate Christmas and joke about Scrooge's attitude to the festival.

The stave ends on a sombre note as Scrooge sees the children of Ignorance and Want who are hiding in the ghost's cloak.

Stave 4



The Last of the Three Spirits

The Ghost of Christmas Yet To Come silently takes Scrooge to visit future scenes.

In the future, people talk casually and without feeling about an unknown dead man.

The stolen clothes and possessions of this dead man are sold in a grim shop in a crime-ridden part of London.

Scrooge is taken to the Cratchits' house again where the family are mourning the death of Tiny Tim.

The final scene is in a graveyard where Scrooge sees a grave with his own name on it. Falling to his knees, Scrooge promises that he will change his life and celebrate Christmas.

Stave 5



The End of It

Scrooge wakes up in his own bedroom on the morning of Christmas Day.

He changes his ways, correcting all the mistakes that he made in Stave 1.

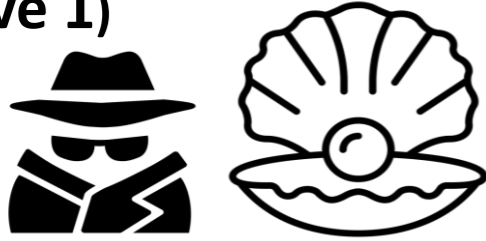
He gives generously to charity, sends a turkey to Bob's house and attends Fred's Christmas Day lunch.

The novella ends on a positive note; we learn that Tiny Tim does not die but that Scrooge becomes like a second father to him. We also learn that Scrooge does indeed celebrate and embrace Christmas for the rest of his life.



A Christmas Carol

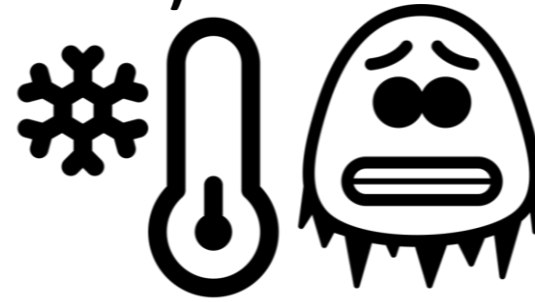
'Secret, and self-contained, and solitary as an oyster.' (Scrooge, Stave 1)



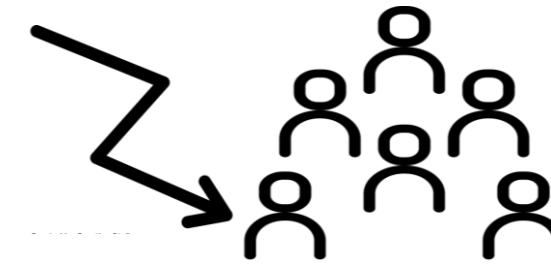
'His clerk [...] in a dismal little cell beyond, a sort of tank' (Bob Cratchit, Stave 1)



'The cold within him froze his features' (Scrooge, Stave 1)



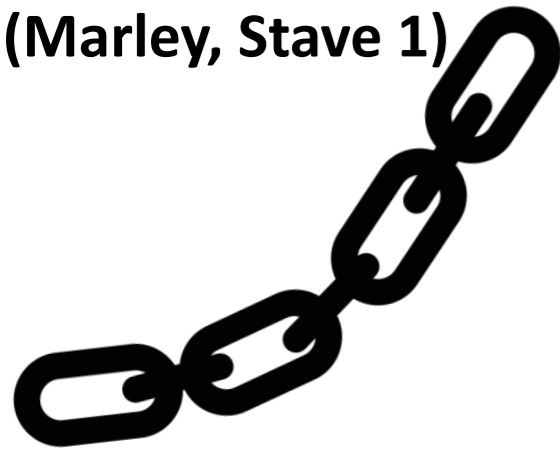
'They had better do it and decrease the surplus population' (Scrooge, Stave 1)



'Mankind was my business' (Marley, Stave 1)



'I wear the chain I forged in life' (Marley, Stave 1)



'A solitary child, neglected by his friends, is left there still.' Scrooge (Scrooge, Stave 2)



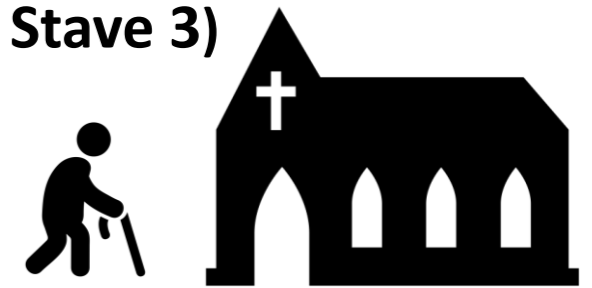
'Would you so soon put out with worldly hands the light I give?' (Ghost of Christmas, Past Stave 2)



'Another idol has displaced me [...] a golden one' (Belle, Stave 2)



'He hoped that people saw him in the church, because he was a cripple.' (Tiny, Tim Stave 3)



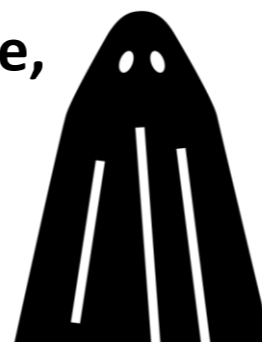
'Scrooge was the only ogre of the family. Mention of his name cast a dark shadow' (Scrooge, Stave 3)



'Unwatched, unwept, uncared for' (Scrooge's body, Stave 4)



'The phantom slowly, gravely, silently approached.' (Ghost of Christmas Yet to Come, Stave 4)



'light as a feather' 'happy as an angel' 'merry as a schoolboy' (Scrooge, Stave 5)



'Scrooge was better than his word. He did it all, and infinitely more.' (Scrooge, Stave 5)





An Inspector Calls Timeline

A 1

A 2

A 3

Act 1:

1. Engagement Party (Evening)

- The Birling family (Arthur, Sybil, Sheila, and Eric) and Gerald Croft are celebrating Sheila and Gerald's engagement at the Birling family home. The mood is joyful and festive.
- Arthur Birling gives a speech about the importance of self-reliance and dismisses the idea of social responsibility.

2. Arrival of Inspector Goole

- The mysterious Inspector Goole arrives and announces that a young woman named Eva Smith has committed suicide by drinking disinfectant. He begins questioning the family about their involvement in her life.

3. Arthur Birling's Interrogation

- The Inspector reveals that Arthur Birling fired Eva Smith from his factory over a strike for higher wages. Arthur insists he did nothing wrong and dismisses any responsibility for her death.

4. Sheila Birling's Interrogation

- The Inspector questions Sheila next. She recognizes a photo of Eva (who was known as Daisy Renton at the time) and confesses that she got Eva fired from Milward's, a clothing shop, out of jealousy and spite. Sheila is deeply affected and regrets her actions.

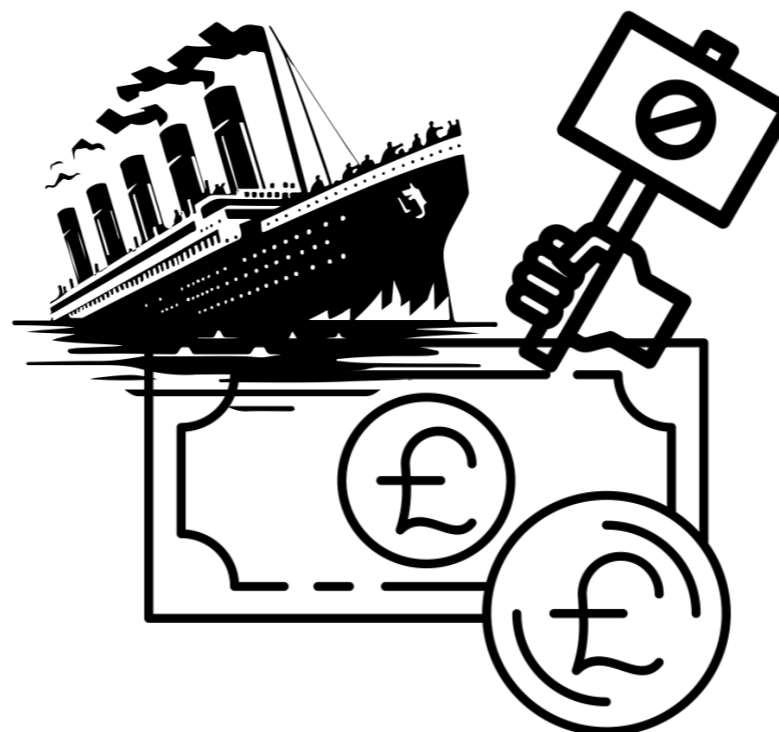
Act 2:

5. Gerald Croft's Interrogation

- It is revealed that Gerald had an affair with Eva, who was calling herself Daisy Renton at the time. He provided her with some comfort and temporary financial support but ultimately ended the relationship.
- Sheila breaks off her engagement with Gerald, despite his honest confession.

6. Sybil Birling's Interrogation

- The Inspector interrogates Sybil Birling, who reveals that she refused to help Eva when she came to the Brumley Women's Charity Organization for aid. Eva was pregnant at the time and desperate, but Sybil dismissed her because she used the name "Mrs. Birling," which Sybil found offensive.
- Sybil puts the blame on the unnamed father of Eva's child, unknowingly condemning her own son, Eric.



Act 3:

7. Eric Birling's Confession

- Eric, the youngest Birling, confesses that he met Eva at a bar and had a relationship with her, which resulted in her becoming pregnant. He stole money from his father's business to support her, but she refused the money when she discovered it was stolen.
- Eric is devastated to learn that his mother refused to help Eva and that their collective actions led to her death.

8. The Inspector's Final Speech

- Inspector Goole delivers a powerful speech about the interconnectedness of society and the importance of social responsibility. He warns the family (and society) that if they do not learn these lessons, they will face dire consequences.

9. Inspector Goole's Departure

- After the Inspector leaves, the family debates whether he was a real police inspector. Gerald returns after investigating and reveals that there is no Inspector Goole on the police force.

10. The Revelation and the Twist

- They also discover from a phone call to the infirmary that no young woman has died by suicide recently. The older Birlings (Arthur and Sybil) are relieved and want to forget the evening's events.
- However, Sheila and Eric still feel guilty and insist that they all did wrong, regardless of whether Eva Smith was real or not.

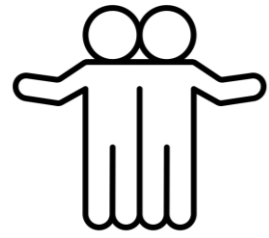
11. The Final Phone Call (Late Night)

- Just as the family is beginning to calm down, the phone rings. Arthur answers, and it is revealed that a young woman has just died in the infirmary after swallowing disinfectant, and a police inspector is on the way to question them—just as Inspector Goole had predicted.



An Inspector Calls

'We don't live alone. We are members of one body. We are responsible for each other.' **Inspector Goole Act 3**



'If men will not learn that lesson, then they will be taught it in fire and blood and anguish. Good night' **Inspector Goole Act 3**



'Why shouldn't they try for higher wages? We try for the highest possible prices.'

Eric Birling Act 1



'There are millions and millions and millions of Eva Smiths and John Smiths still left with us.'

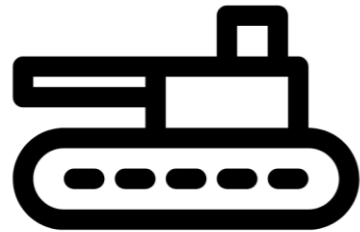
Inspector Goole Act 3



'...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.'

Arthur Birling Act 1

'I'm talking as a hard-headed, practical man of business. And I say there isn't a chance of war.' **Arthur Birling Act 1**



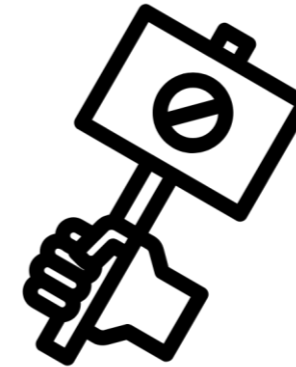
'Unsinkable, absolutely unsinkable.' **Arthur Birling Act 1**



'We're respectable citizens, not criminals.' **Gerald Croft Act 1.**



'But these girls aren't cheap labour – they're people.' **Sheila Birling Act 1**

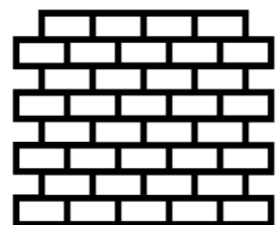


'But now you're beginning all over again to pretend that nothing much has happened.'

Sheila Birling Act 3



'You mustn't try to build up a kind of wall between us and that girl.' **Shelia Birling Act 2**

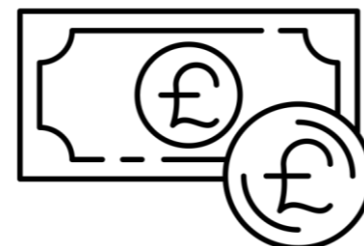


'Go and look for the father of the child. It's his responsibility.'

Sybil Birling Act 2



'As if a girl of that sort would ever refuse money!' **Sybil Birling Act 2**



'-Well I was in that state when a chap easily turns nasty – and I threatened to make a row' **Eric Birling Act 3**



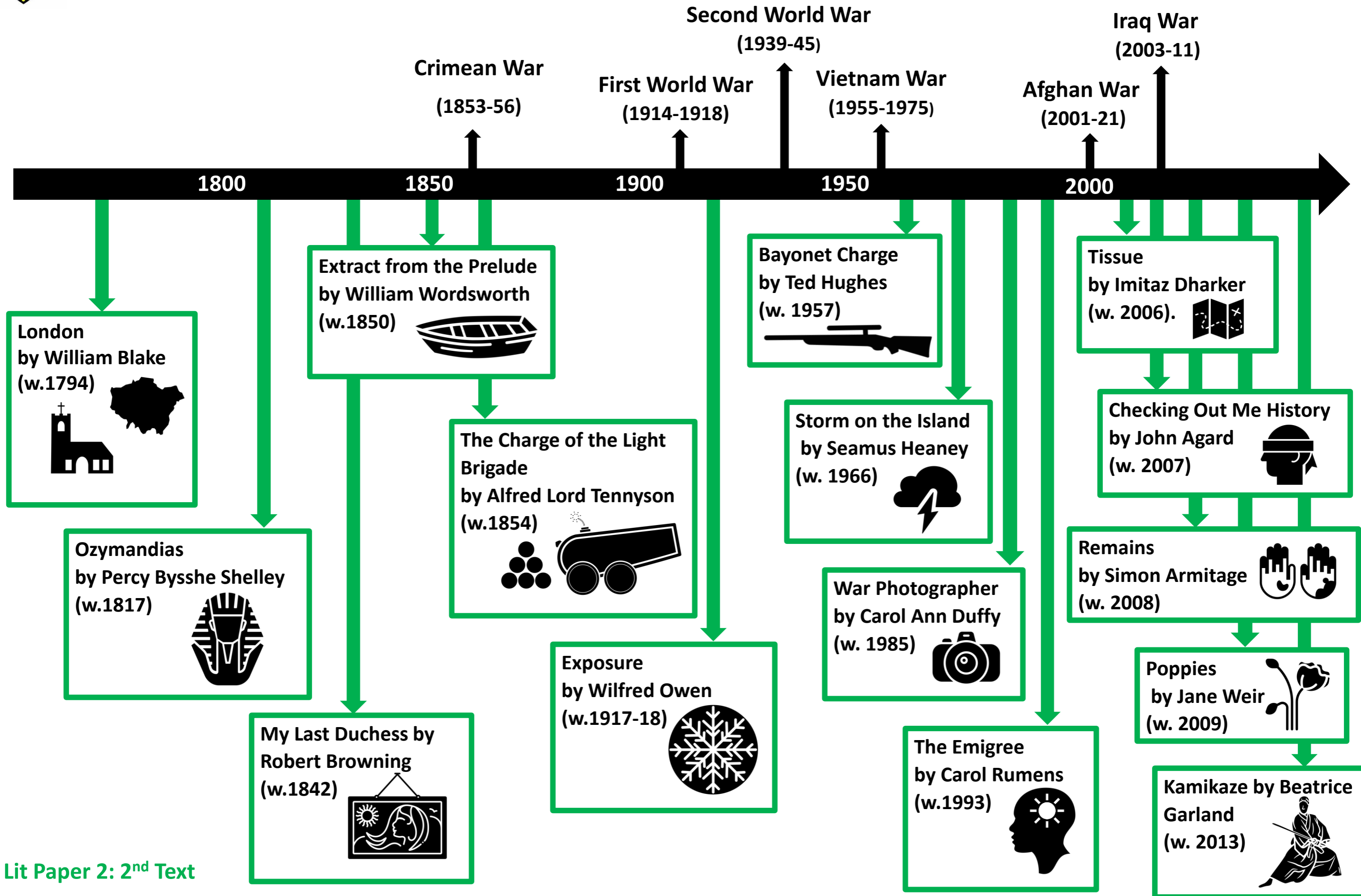
'It's what happened to the girl and what we all did to her that matters.'

Eric Birling Act 3





POWER AND CONFLICT POETRY





POWER AND CONFLICT POETRY

OZYMANDIAS

1. 'Two vast and trunkless legs of stone / Stand in the desert'
2. 'A shattered visage lies, whose frown / And wrinkled lip, and sneer of cold command'
3. 'And on the pedestal these words appear:/ My name is Ozymandias, King of Kings: / Look on my works, ye Mighty and despair'
4. 'Round the decay/ Of that colossal wreck, boundless and bare, / The lone and level sands stretch far away.'



LONDON

1. 'In every voice, in every ban / the mind forged manacles I hear:'
2. 'Every blackening church appals.'
3. 'How the youthful harlot's curse / Blasts the new-born infant's tear.'
4. 'Blights with plagues the marriage-hearse'



EXTRACT FROM 'THE PRELUDE'

1. 'One summer evening (led by her) I found / a little boat tied to a willow tree'
2. 'A huge peak, black and huge,/ As if with voluntary power instinct, / upreared its head'
3. 'And growing still in stature the grim shape/ Towered up between me and the stars'
4. 'No familiar shapes/Remained, no pleasant images of trees,/Of sea or sky, no colours of green fields'



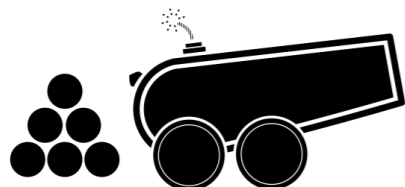
MY LAST DUCHESS

1. 'That's my last Duchess painted on the wall / Looking as if she were alive.'
2. '(since none puts by the curtain I have drawn for you, but I)'
3. 'This grew; I gave commands; / Then all smiles stopped together.'
4. 'Notice Neptune, though, Taming a sea-horse.'



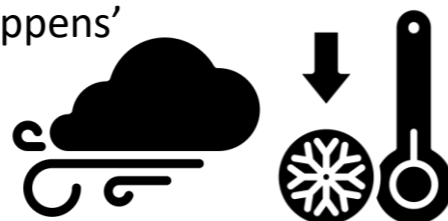
THE CHARGE OF THE LIGHT BRIGADE

1. 'Into the valley of Death/ Rode the six hundred.'
2. 'Theirs not to make reply,/Theirs not to reason why,/ Theirs but to do and die...'
3. 'Storm'd at with shot and shell, /Boldly they rode and well'
4. 'When can their glory fade?...Noble six hundred!'



EXPOSURE

1. 'Our brains ache in the merciless iced east winds that knife us ...'
2. 'The poignant misery of dawn begins to grow .../ We only know war lasts, rain soaks and clouds sag stormy'
3. 'Pale flakes with fingering stealth come feeling for our faces'
4. 'All their eyes are ice, / But nothing happens'



STORM ON THE ISLAND

1. 'We are prepared: we build our houses squat'
2. 'Blast: you know what I mean – leaves and branches/Can raise a tragic chorus in a gale'
3. The flung spray hits/ The very windows, spits like a tame cat/ Turned savage'
4. We are bombarded by the empty air./ Strange, it is a huge nothing that we fear'



BAYONET CHARGE

1. 'Suddenly he awoke and was running – raw / In raw-seamed hot khaki, his sweat heavy...'
2. '...hearing bullets smacking the belly out of the air –'
3. 'In bewilderment then he almost stopped - / In what cold clockwork of the stars and the nations was he the hand pointing that second?'
4. 'He plunged past.../King, honour, human dignity, etcetera / Dropped like luxuries.'

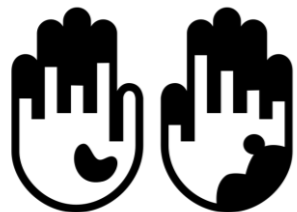




POWER AND CONFLICT POETRY

REMAINS

1. 'I see every round as it rips through his life –'
2. 'his blood shadow stays on the street and I walk right over it week after week.'
3. 'End of story, except not really.'
4. 'he's here in my head when I close my eyes.../his bloody life in bloody hands.'



POPPIES

1. 'All my words flattened, rolled, turned into felt, slowly melting.'
2. 'I went into your bedroom, released a song bird from its cage.'
3. 'On reaching the top of the hill, I traced the inscriptions on the war memorial, leaned against it like a wish bone.'
4. 'I listened, hoping to hear your playground voice'



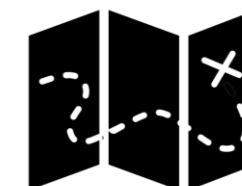
WAR PHOTOGRAPHER

1. 'In his darkroom he is finally alone with spools of suffering set out in ordered rows.'
2. 'Running children in a nightmare heat.'
3. 'A stranger's features faintly start to twist before his eyes, a half-formed ghost.'
4. 'A hundred agonies in black and white/from which his editor will pick out five or six / for Sunday's supplement.'



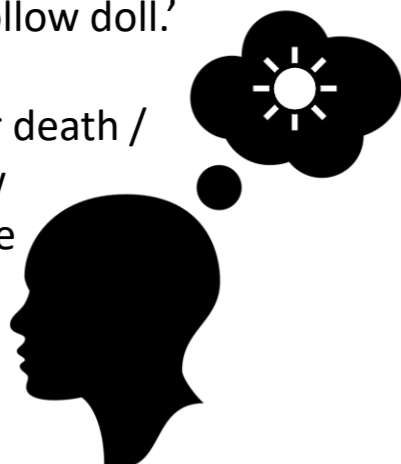
TISSUE

1. 'Paper that lets the light / shine through, this / is what could alter things.'
2. 'Maps too. The sun shines through / their borderlines, the marks / that rivers make'
3. 'with living tissue, raise a structure / never meant to last.'
4. 'of paper...turned into your skin.'



THE EMIGRÉE

1. 'I left it as child / but my memory of it is sunlight –clear.'
2. 'I am branded by an impression of sunlight.'
3. 'That child's vocabulary I carried here / like a hollow doll.'
4. 'They mutter death / and my shadow falls as evidence of sunlight.'



CHECKING OUT ME HISTORY

1. 'Dem tell me /Dem tell me'
2. 'Bandage up me eye with me own history, / Blind me to me own identity.'
3. 'Dem tell me bout ole King Cole was a merry ole soul / but dem never tell me bout Mary Seacole.'
4. 'But now I checking out me own history / I carving out me identity.'



KAMIKAZE

1. 'His father embarked at sunrise/ with a flask of water, a samurai sword/ a shaven head full of powerful incantations'
2. 'Little fishing boats/ strung out like bunting/ on a green-blue translucent sea'
3. 'And sometimes, she said, he must have wondered/ which had been the better way to die'



Key Poetry Terms

- Alliteration
- Caesura
- Enjambment
- Hyperbole
- Metaphor
- Onomatopoeia
- Oxymoron
- Personification
- Repetition
- Rhyme
- Rhythm
- Simile
- Stanza

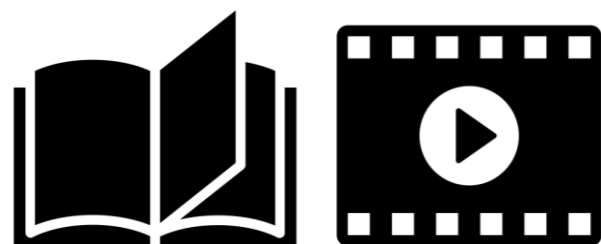




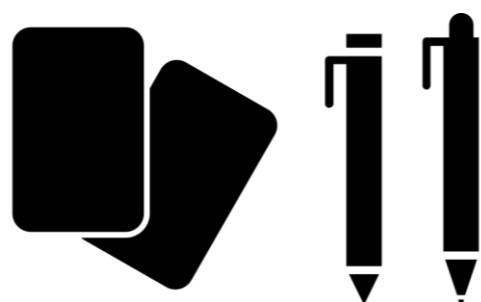
Revision Techniques for English Literature

Re-read the novels and re-watch the adaptations.

As you do this create character and theme quotation banks and add to them as you go.



Turn your quotations into flashcards. Once you have learned the quotes add your detailed AO2 (Language analysis) and your AO3 (context) in different colours.



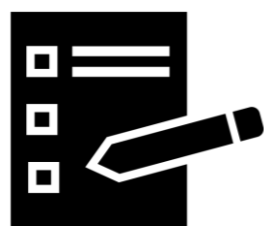
Use this revision guide to help prepare for your weekly class homework and make sure it is completed to the best of your ability and handed into your English teacher.



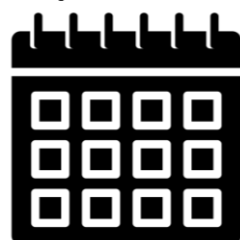
Use past paper questions, available on the school website: **[General Information/ Curriculum/English/KS4]**, to create detailed question plans – trying to write up at least your first paragraph using the sentence stems (on page 2) to help.



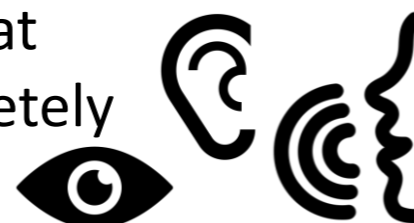
Understand the exam format and familiarise yourself with the layout and mark system so that there are no surprises to you on the day. Ask your English teacher if there is anything about the exam papers that you are unsure of.



Create a detailed study plan to help you map out your time better and ensure you have enough time to revise and prepare for each paper. This could be organised by days and then into specific hours.



Try different revision methods and see what works best for you - you may learn best visually, verbally, auditorily etc. Remember what works best for your classmate may not work best for you – and that is completely normal!



Try and create a revision-friendly environment. If possible, make a calm and quiet space – turn off electrical distractions such as the TV, any games and put phones on silent mode. Finally, collect everything you need to start revising in your selected space (e.g. your home, a family/friend's house or the school's library).



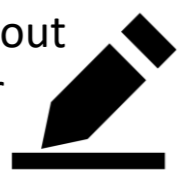
If you have any queries about how best to revise for English – please contact your English teacher.



Revision Techniques for English Literature

Revision Technique: **Blurting**

Here you 'blurt' (write down) everything you remember about the topic from memory. Then once you've finished you look at your notes and books to fill in any parts you missed out. This is great for finding gaps in your knowledge to help you figure out which sections need more revision. This process can be repeated throughout your revision to test your growing knowledge.



Revision Technique: **Pomodoro**

This simple technique uses a combination of short revision bursts and breaks to make the most of your attention span. It's easy – revise for 25 minutes then have a 5 minute break! Do this cycle 4 times, then have a longer 25 minute break. Once refreshed you can begin the cycle again!



Revision Technique: **Test Yourself**

Here you can either create questions or look at past papers to test yourself. Alternatively, you can ask friends and family to ask questions that you can then answer. This is also a great technique if you have organised a revision session with a friend who is studying the same subject, as you can take it in turns.



Revision Technique: **Dual Coding**

Do you like the way this revision pack has used a combination of text and linking images? If so, that's dual coding! Some students find adding imagery or doodles into their notes helps them to remember certain facts better. Using highlighters and other colour can also be a great way to make key facts stand out.



Revision Technique: **Teach Someone Else**

Explaining what you have learnt to someone else is a brilliant way to make sure you understand the topic – it can also help you to identify areas where there are gaps in your knowledge that you need to fill. You can start off by teaching someone using your notes, then as you get more confident you can do it completely from memory.



Revision Technique: **Record Yourself**

Sometimes our eyes need a break from reading, but we still want to revise – that's where recordings of revision notes become useful. Using your phones voice-notes or another device, record yourself reading your revision notes calmly and clearly. These can then be listened to on a walk, while you're doing a hobby, on the bus or even while exercising.



Revision Technique: **Rewrite & Condense Your Notes**

Repetition is key to revising, but alternating how it is done can keep things fresh and engaging. Creating mind maps is one great visual way of reformatting information into bitesize chunks. Other tested methods include: writing facts/quotes onto post-it notes, creating your own subject posters and making flash cards!



Most importantly: **LOOK AFTER YOURSELF...**

- Take regular breaks – rest helps your brain process what it's just learnt.
- Stay hydrated – studies show even mild dehydration can affect memory, mood and concentration.
- Ask for help if you need to and lean on your support network (either at home or in school).
- Eat nutritional food.
- Try to get enough sleep.



If you have any queries about how best to revise for English – please contact your English teacher.



English Exam Tips & Well-Being

Useful Websites and links

MrBruff.com (You can also find him on YouTube)

[BBC Bitesize ENG Lit -](https://www.bbc.co.uk/bitesize/examspecs/zxqncwx)

<https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

[Mr Salles Teaches English – YouTube](https://www.cliffsnotes.com/)

<https://www.cliffsnotes.com/>

<https://www.priestlands.hants.sch.uk/general-information/curriculum/english/ks4-6>



A few Tips to help stay Calmer:

Try not to compare yourself to what others are revising – you do you! If you're unsure about what next steps you need to take for your revision please ask your English teacher for advice.



Keep in touch with your friends and family to avoid feeling isolated during heavy revision periods – and remember to take breaks and fill this time with things you like doing.

Don't stay stationary for too long, move your body and get the oxygen and blood moving – dance, play football, exercise, walk... whichever method of movement you enjoy most!

Regularly reward yourself for all the hard work you are putting in, even if it's simply getting out for a walk or watching something on TV that you love.

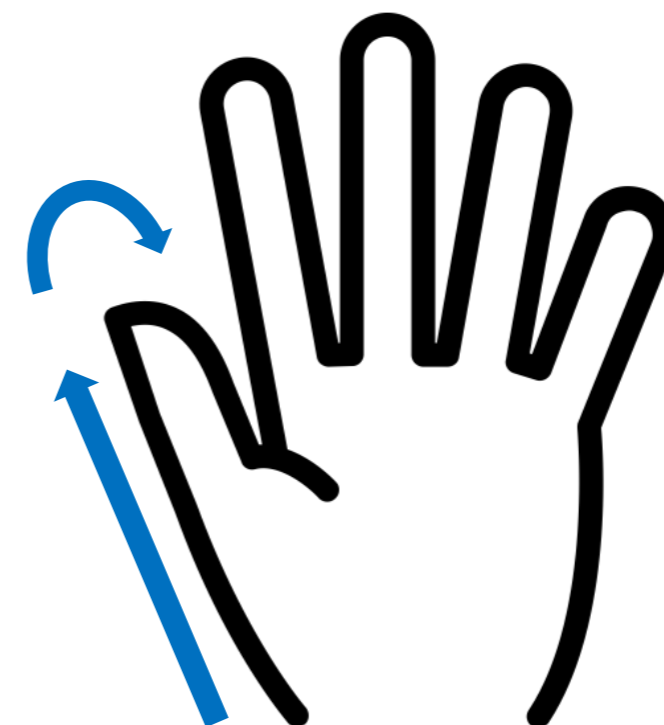
Try and stay calm and positive – and know you are not alone in this. If you are finding the exam period particularly tough, please talk to a trusted adult at home or at school.

Your English teachers, form tutors and pastoral support team are here to help you as best as they can.

Handprint Breathing

A simple relaxation technique that can be used anywhere and anytime.

1. Stretch your fingers apart on one hand so that they are a comfortable distance apart.
2. With your pointing finger of your other hand, starting at the base of the thumb, calmly trace up and then down each finger.
3. Breathe in slowly as you trace up.
4. Breathe out slowly as you trace down.
5. Repeat this until you have traced all five fingers.
6. When you get to the bottom of your little finger, you can either stop or reverse - moving back towards the thumb one finger at a time.



You can use these questions at home to prompt discussion around the English Literature exams...

A Christmas Carol

- Tell me about Charles Dickens' message; what were his concerns about society at the time?
- How does the character of Scrooge reflect these ideas?
- Can you remember any quotations that relate to these ideas?
- Why does Scrooge change?
- What changes does he make?



Romeo and Juliet

- What are the main themes in Romeo and Juliet?
- Tell me about the Elizabethan context...
- How does Shakespeare explore these factors through his play?
- Describe Romeo...
- Describe Juliet...
- Describe Tybalt...
- Why is Friar Lawrence a controversial figure?



An Inspector Calls

1. What do you think J.B. Priestley is trying to say about social responsibility through the character of Inspector Goole?
2. How does the play explore the theme of guilt and responsibility?
3. How does Priestley use dramatic irony in the play, and what effect does it have on the audience?
4. How does the social class system affect the characters' actions and attitudes in the play?
5. What do you think is the significance of the play's ending? Do you believe Inspector Goole was a real inspector, a supernatural being, or something else? Why?

Power and Conflict Poetry

- Tell me about one of the poems you have studied in the Power and Conflict cluster...
- What was the aim/intention of the poet?
- Can you recall any quotations from this poem?
- What's important about the structure of the poem?

