

Revision Topics English Literature Paper 2

Section A: 'An Inspector Calls'

This will be one question. You will be given a choice of two but only answer one. You will spend 45 minutes discussing a given theme or character. It is worth 30 marks.

To prepare for this exam:

Task		Resources/how?	1	2	3
Revise the plot	<ul style="list-style-type: none"> Maybe watch a summary or film version, or ideally re-read the whole play. 	<ul style="list-style-type: none"> YouTube Summary video AIC in 7 Minutes! Plot Summary BBC Bitesize BBC Sounds Seneca Seneca Act 1 Summary AIC Act 2 Summary Seneca AIC Act 2 Summary AIC GCSE Pod Plot Plot Summary 			
Learn all of your quote by rote	<ul style="list-style-type: none"> <i>'[...]early twenties, not quite at ease, half shy, half assertive.'</i> <i>'like bees in a hive-community and all that nonsense'</i> <i>'It's better to ask for the earth than to take it.'</i> <i>'We can't let these George Bernard Shaws and H.G. Wellses do all the talking.'</i> <i>'Everything's all right now, Sheila. (Holds up the ring.) What about this ring?'</i> <i>'But she was very pretty and looked as if she could take care of herself. I couldn't be sorry for her.'</i> 	<ul style="list-style-type: none"> Make revision cards for each quotation. Say them aloud and keep them nearby. Put them up around your house. Annotate them as you do in class with quote by rote. Cover them and test yourself on them- can you write them down without looking? 			

	<ul style="list-style-type: none"> • <i>'She had a lot to say-far too much-so she had to go.'</i> • <i>'The Inspector...creates at once an impression of massiveness, solidity and purposefulness'</i> • <i>'They will be taught it in fire and blood and anguish'</i> • <i>'But these girls aren't cheap labour. They're people.'</i> • <i>'Because you're not the kind of father a chap could go to when he's in trouble – that's why.'</i> • <i>'Don't stammer and yammer at me again, man. I'm losing all patience with you people.'</i> • <i>'As if a girl of that sort would ever refuse money!'</i> • <i>'I want you to understand that I didn't install her there so that I could make love to her.'</i> • <i>'I protest against the way in which my daughter, a young unmarried girl, is being dragged into this'</i> • <i>'Public men, Mr Birling, have responsibilities as well as privileges'</i> • <i>'Now just be quiet so that your father can decide what we ought to do. (Looks expectantly at Birling)'</i> 				
Revise the context	<p>Edwardian period, including:</p> <ul style="list-style-type: none"> • the patriarchy • role of women • class systems • the division between the rich and poor • The Titanic • Factory working conditions • Socialism and capitalism 	<ul style="list-style-type: none"> • Context AIC BBC Sounds BBC Sounds AIC Context • Seneca (Attitudes to Women AIC) Attitudes to Women • Seneca (Blame and Responsibility AIC) Blame and Responsibility • YouTube Vid Context YouTube Context and Background AIC • GCSE Pod Background Background AIC 			
Learn language devices	<ul style="list-style-type: none"> • Repetition: a word or phrase that is used more than once • Adjective: describes a noun • Pronoun: used in place of a noun • Juxtaposition: two things placed near each other to highlight the contrast between them 	<ul style="list-style-type: none"> • GCSE Pod Language AIC Language AIC • BBC Sounds Language, Structure and Form AIC Language, Structure and Form • GCSE Pod Language Language AIC 			

	<ul style="list-style-type: none"> ● Alliteration: the same letter or sound at the start of adjacent words ● Metaphor: direct comparison of two things without using 'like' or 'as' ● Simile: comparing two things using 'like' or 'as' ● Personification: the giving of human characteristics to a non-human object ● Semantic field: the use of a group of words that all link to the same topic ● Imagery: vivid description of a particular scene 	<ul style="list-style-type: none"> ● Test yourself on the terms and create revision cards as necessary. ● See if you can identify techniques in extracts from the text. ● Remember, it is what you say about the use of these techniques that gives you marks, not your identification of them! 			
Learn structural devices	<ul style="list-style-type: none"> ● Climax: The highest point of tension in the story. ● Turning point: A change ● Foreshadow: an advance hint of what is to come later ● Entrances and exits: When characters come and go ● Cliff-hanger: When we are left without an answer ● Dramatic irony: When the audience knows something the characters do not. ● Lighting: When lighting is used to highlight something significant. ● Acts: How the play is divided up 	<ul style="list-style-type: none"> ● Seneca AIC Structure AIC Structure and Chronology ● GCSE Pod Structure GCSEPod Structure 			

Section B: Power and Conflict Cluster Poetry

For this section, you will have one question to answer on a given theme or character. You should spend 45 minutes on this question.

Revise each poem	<ul style="list-style-type: none"> Make sure you know what each poem is about. 	<ul style="list-style-type: none"> Seneca all sections: https://senecalearning.com/en-GB/revision-notes/gcse/english-literature/aqa/poetry-power-and-conflict GCSE Pod all sections: English Literature: Poetry: Power and Conflict: https://members.gcsepod.com/content?subject_id=6062&exam_board_id=1010&topic_id=8122 Mr Bruff videos for each poem, such as https://www.youtube.com/watch?v=PVEeGJmWqA&list=PLqGFsWf-P-cAO64IBHZTFwTz2X0DD_Cxk Spotify podcasts such as https://open.spotify.com/episode/3PlrGzKktooWXIDUDAXKok?si=FcXW-U3sRw2yYkv39TTE1w 			
Learn all of your quote by rote	<p>Charge of the Light Brigade</p> <ul style="list-style-type: none"> 'Theirs not to make reply/Theirs not to reason why,/Theirs but to do and die' 'Into the jaws of Death/ Into the mouth of Hell' <p>Remains</p> <ul style="list-style-type: none"> 'Probably armed, possibly not.' 'His bloody life in my bloody hands' <p>War Photographer*</p> <ul style="list-style-type: none"> 'All flesh is grass' 'A hundred agonies in black-and-white' <p>Ozymandias*</p> <ul style="list-style-type: none"> 'My name is Ozymandias, king of kings:' 'The lone and level sands stretch far away' <p>My Last Duchess</p> <ul style="list-style-type: none"> 'She had a heart – how shall I say? – too soon made glad, too easily impressed' 'Then all smiles stopped together.' <p>Checking Out Me History*</p>	<ul style="list-style-type: none"> Make revision cards for each quotation. Say them aloud and keep them nearby. Put them up around your house. Annotate them as you do in class with quote by rote. Cover them and test yourself on them- can you write them down without looking? Key poems are marked with a * 			

	<p><i>'Bandage up me eye with me own history.'</i></p> <ul style="list-style-type: none"> • <i>'I carving out me identity'</i> <p>Exposure*</p> <ul style="list-style-type: none"> • <i>'The merciless iced east winds that knife us'</i> • <i>'But nothing happens'</i> <p>London*</p> <ul style="list-style-type: none"> • <i>'In every voice, in every ban/ The mind-forged manacles I hear'</i> • <i>'And the hapless soldier's sigh/Runs in blood down palace walls'</i> <p>Tissue</p> <ul style="list-style-type: none"> • <i>'Paper that lets the light shine through, this is what could alter things'.</i> • <i>'the sun shines through/ Their borderlines'</i> <p>The Emigree</p> <ul style="list-style-type: none"> • <i>'my memory of it is sunlight clear'</i> • <i>'my city comes to me in its own white plane'</i> <p>Poppies</p> <ul style="list-style-type: none"> • <i>"spasms of paper red, disrupting a blockade of yellow bias binding around your blazer."</i> • <i>"the world overflowing/like a treasure chest."</i> <p>Kamikaze</p> <ul style="list-style-type: none"> • <i>"safe to the shore, salt-sodden, awash/with cloud-marked mackerel"</i> • <i>'they treated him/as though he no longer existed'</i> <p>Bayonet Charge</p> <ul style="list-style-type: none"> • <i>'Bullets smacking the belly out of the air –'</i> • <i>'Threw up a yellow hare that rolled like a flame'</i> <p>Storm on the Island</p> <ul style="list-style-type: none"> • <i>'spits like a tame cat /Turned savage.'</i> • <i>'Space is a salvo. We are bombarded by the empty air.'</i> <p>The Prelude</p> <ul style="list-style-type: none"> • <i>'no pleasant images of trees, of sea or sky, no colours'</i> 				
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	<ul style="list-style-type: none"> • <i>'like a living thing/Strode after me'</i> 				
Revise the context	<p>Poetry context, including:</p> <ul style="list-style-type: none"> • The Romantic era (London, The Prelude, Ozymandias) • Victorian period (My Last Duchess) • WW1 (Exposure, Bayonet Charge) • Other wars (War Photographer, Kamikaze, Poppies, Remains, Charge of the Light Brigade, The Emigree) • Northern Ireland conflict (Storm on the Island) • Colonialism and race (Checking out me History) 	This can be found with the videos and podcasts of the individual poems, as referenced in the first section above.			
Learn language devices	<ul style="list-style-type: none"> • Noun: a person, place, thing, idea • Dynamic Verb: an action • Repetition: a word or phrase that is used more than once • Adjective: describes a noun • Juxtaposition: two things placed near each other to highlight the contrast between them • Alliteration: the same letter or sound at the start of adjacent words • Sibilance: Alliteration of s sounds • Plosive alliteration: Alliteration of p, t, d, b sounds • Metaphor: direct comparison of two things without using 'like' or 'as' • Simile: comparing two things using 'like' or 'as' • Personification: the giving of human characteristics to a non-human object • Imagery: vivid description of a particular scene • Anaphora: Repeated phrases, usually at the start of lines 	<ul style="list-style-type: none"> • A basic guide to poetic techniques: https://www.youtube.com/watch?v=T95N9qBgPKM • GCSE Pod Language: https://members.gcsepod.com/shared/podcasts/title/12120/75002 			
Structural Devices	<ul style="list-style-type: none"> • Rhyming couplets: Paired rhyming lines • Meter: a pattern of beats • Rhyme • Half-rhyme/slant rhyme: Words which almost rhyme • Caesura: Punctuation for pause within a line • End-stopped: Punctuation at the end of a line 	<ul style="list-style-type: none"> • GCSE Pod Structure: https://members.gcsepod.com/shared/podcasts/title/12120/75001 • Look at the individual videos above for each poem to learn about structure through Mr Bruff or Seneca or GCSE Pod. 			

	<ul style="list-style-type: none"> ● Enjambment: Where there is no punctuation at the end of a line 				
Learn connectives for comparison	<p>Similarities: Similarly, in the same way, likewise, also, as with...</p> <p>Differences: On the other hand, in a different way, contrastingly, unlike, however...</p>	<ul style="list-style-type: none"> ● Seneca test Grade 9 on themes and comparisons: https://senecalearning.com/en-GB/revision-notes/gcse/english-literature/aqa/poetry-power-and-conflict/16-1-1-grade-9-themes-and-comparisons ● Practise making linked mind maps between the poems. Which ones could fit together and why? ● Mr Bruff comparing poems guide: https://www.youtube.com/watch?v=5mQQQhcaptM 			
Themes	<p>Revise the themes which could form questions.</p> <ul style="list-style-type: none"> ● War ● Conflict and its effects ● Nature ● Emotions ● Memory ● Identity ● Power ● Power of humans 	<ul style="list-style-type: none"> ● Look at the lesson from Oak National Academy: https://www.thenational.academy/teachers/programmes/english-secondary-ks4-aqa/units/poetry-anthology-continued-study-172/lessons/key-themes-from-power-and-conflict#slide-deck ● Seneca- English Literature- AQA- English Lit AQA poetry- Power and Conflict- Section 12.1.2 https://senecalearning.com/en-GB/revision-notes/gcse/english-literature/aqa/poetry-power-and-conflict/12-1-2-themes 			
Poetic form	<ul style="list-style-type: none"> ● Sonnet ● Ballad ● Dramatic monologue ● Narrative 	<ul style="list-style-type: none"> ● Mr Bruff Language, structure and form: https://www.youtube.com/watch?v=N_cfOY6lobQ ● GCSE Pod Form: https://members.gcsepod.com/shared/podcasts/title/12120/75003 			

In this section, there are 2 parts.

Part i) is to analyse a new, unseen poem. You'll be asked about how the poet presents a particular idea. This is worth 24 marks and you should spend about 30 minutes on it.

Part ii) is unseen comparison. You will be presented with another new poem to compare the first poem to. This is worth 8 marks so spend no more than 15 minutes.

To revise

Learn all of the structural and language devices above.	See the sections above on language, structure and form	<ul style="list-style-type: none"> GCSE Pod on Linguistic terminology: https://members.gcsepod.com/shared/podcasts/title/12186/75855 GCSE Pod on an approach to analysing unseen poems: https://members.gcsepod.com/shared/podcasts/title/10338/63502 Look at any poems online or in a poetry collection. Get familiar with looking at them as you would in class, considering words and phrases you find intriguing and deciding what themes they refer to. 			
Remember your comparative connectives	Similarities: Similarly, in the same way, likewise, also, as with... Differences: On the other hand, in a different way, contrastingly, unlike, however...	<ul style="list-style-type: none"> GCSE Pod Comparing poems: https://members.gcsepod.com/shared/podcasts/title/12120/74994 			
Practise writing PETER/ PEZE paragraphs	Point Evidence Technique Effect Reader Response Point Evidence Zoom Effect	<ul style="list-style-type: none"> Mr Bruff approaching the unseen clip: https://www.youtube.com/watch?v=ilWmthgysSM&t=473s Unseen poetry approaches tips: https://www.youtube.com/watch?v=7Bari-Ggx5w&t=235s 			