

## English Year 11 2020 Revision Timetable

If you struggle to revise a certain topic, Miss Woodbridge has emailed you links that will help you to revise. Alternatively, you can find information online to make notes from (SparkNotes, Mr Bruff on YouTube, BBC Bitesize)

**H** = compulsory homework tasks

Topics	What to do when you revise ...
Individual and pairs of poems	<ul style="list-style-type: none"><li>• Revise poems as a pair for similarities and then look into language and structure for differences</li><li>• Make notes on the big ideas in each poem</li><li>• Make notes on structure and form</li><li>• Annotate 3 quotes from each poem that could support your comparison points about language, structure and form</li></ul>
Themes for poetry	<ul style="list-style-type: none"><li>• Revise a theme by considering which poems link to ideas associated with the theme</li><li>• Make notes on the big ideas in each poem</li><li>• Annotate 3 quotes from each poem that could support your comparison points about language, structure and form</li><li>• Condense your notes for themes poems into a shorter form with fewer words/pictures that is easier to remember.</li></ul>
Characters for R&J, SoF, AIC	<ul style="list-style-type: none"><li>• Make notes on the big ideas for each character. Consider what they are meant to represent? What is their purpose?</li><li>• Make notes on structure and form for the text and link to the big ideas/character.</li><li>• Annotate 3 quotes for each character that could support your comparison points about language, structure and form, Make sure these quotes are from different parts of the text.</li><li>• Create an essay plan/flashcard summary for each character and include points, quotes and key analysis (challenge yourself by including a thesis statement in your plan).</li></ul>
Themes for R&J, SoF, AIC	<ul style="list-style-type: none"><li>• Make notes on the big ideas for each theme. Why does the writer revisit this theme? What does it tell us about context?</li><li>• Make notes on context structure and form for the text and link to the big ideas/theme.</li></ul>

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|  | <ul style="list-style-type: none"><li>• Annotate 3 quotes for each theme that could support your comparison points about language, structure and form, Make sure these quotes are from different parts of the text.</li><li>• Create an essay plan/flashcard summary for each theme and include points, quotes and key analysis (challenge yourself by including a thesis statement in your plan).</li></ul> |
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Date of Week	Day	Topics	What to do when you revise ...	Completed 	Rate Yourself   
WC 13/01	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> <li>• Learn your quotes, test yourself and test again.</li> <li>• Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context</li> </ul>		
	W	Sonnet 29, Singh Song, Love's Philosophy, Porphyria's Lover	<ul style="list-style-type: none"> <li>• Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc.</li> </ul>		
	F	Desire and Longing, Nature, Fulfilment	<ul style="list-style-type: none"> <li>• Mind map each theme and consider the big ideas within each one e.g. nature could include love, freedom, growth, change, hope, death etc.</li> <li>• Makes notes on the following ideas:               <ul style="list-style-type: none"> <li>○ Positive natural imagery suggesting love is beautiful and natural.</li> <li>○ Negative natural imagery showing the loss of love.</li> <li>○ In romantic relationships, people can feel desire so strongly that they struggle to deal with it.</li> <li>○ Examples of longing in romantic relationships and family relationships - consider why the speaker might miss someone or want to be with them again.</li> <li>○ Examples of how desire can be overwhelming.</li> </ul> </li> <li><b>H Complete an essay plan for the following question:</b> ‘Compare the presentation of fulfilment in romantic relationships in ‘Sonnet 29 – I think of thee’ and one other poem of your choice. Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context.</li> </ul>		
WC 20/01	M	Language Paper 1 Q2	<ul style="list-style-type: none"> <li>• Watch Mr Bruff’s guidance on how to answer Q2. Make notes on the key information for how to answer this question.</li> </ul>		

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			<ul style="list-style-type: none"> <li>• Revise your list of language devices from memory.</li> </ul>		
	W	Language Paper 1 Q3	<ul style="list-style-type: none"> <li>• Watch Mr Bruff's guidance on how to answer Q3. Make notes on the key information for how to answer this question.</li> <li>• Revise your list of structural features from memory.</li> </ul>		
	F	Language Paper 1 Annotating a fiction extract	<p>H Use one of the Language Paper 1 extracts (emailed to you and on the school's website) to annotate using the advice below. This will help you prepare for answering Q2, Q3 and Q4.</p> <ul style="list-style-type: none"> <li>• To annotate structure: <ul style="list-style-type: none"> <li>○ Read the text and look for patterns in the structure, for example:</li> <li>○ Sentence length and type – e.g. single or multi-clause sentences.</li> <li>○ Paragraph lengths and structure – e.g. focus on how the paragraph opens and closes.</li> <li>○ Repeated words and phrases.</li> <li>○ The order of ideas in the extract – e.g. where does the narrative start? Does the focus shift?</li> </ul> </li> <li>• Annotating language devices: <ul style="list-style-type: none"> <li>○ Highlight any interesting language features in the text.</li> <li>○ Pick out examples of literary devices that stand out because they're unusual, or because they link closely to the character, theme or setting.</li> <li>○ Highlight individual words to explore closely - those with particular connotations or ones that seem to relate to the theme of the text.</li> </ul> </li> <li>• Annotating characterisation and voice: <ul style="list-style-type: none"> <li>○ Pick out key elements which show the development of characters.</li> <li>○ Look for phrases that reveal key details about characters. For example, you might highlight an example of where a character's appearance is linked to a theme.</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>○ Find clues about the main voice in the piece. Is the story told in first, second or third-person? Highlight points where narrative voice is shown through the language.</li> <li>○ Is the author using voice for a particular effect? Pick out examples of where they do so.</li> <li>● Annotating for themes and ideas</li> <li>● Highlight any words or phrases that link to the main themes or a particular semantic field e.g. death, religion, love etc.</li> </ul>		
WC 27/01	M	An Inspector Calls Quotes (for the characters below).	<p><b>H</b> Learn your quotes, test yourself and test again.</p> <ul style="list-style-type: none"> <li>● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context</li> </ul>		
	W	Birling, Mrs Birling, The Inspector	<ul style="list-style-type: none"> <li>● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</li> </ul>		
	F	Gender, Guilt and Conscience, Class, Age Generation Gap	<ul style="list-style-type: none"> <li>● Mind map each theme and consider the big ideas within each one e.g. class could include morality, judgement, power etc.</li> <li>● Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ Class drives the plot and shapes the characters</li> <li>○ The message of the play is about social responsibility</li> <li>○ The class system meant the lower classes struggled</li> <li>○ The Birling think class is all that matters now</li> <li>○ Priestley uses the play to reveal the unfairness of the class system</li> <li>○ There is a divide between the older and younger generation</li> <li>○ The younger generation are different and more progressive with the exception of Gerald</li> <li>○ Gerald is stubborn and shallow – a younger version of Mr Birling</li> <li>○ In act one, the men and women represent their archetypes</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>○ The young women challenge stereotypes</li> <li>○ Stereotypes help the Birling to decide who they like and dislike</li> <li>○ The characters view are challenged</li> <li>○ Social responsibility if the Inspector's main focus and he acts as Priestley's socialist mouthpiece</li> <li>○ The play is a morality play and focuses on the seven deadly sins</li> </ul>		
WC 03/02	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> <li>● Learn your quotes, test yourself and test again.</li> <li>● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context</li> </ul>		
	W	Neutral Tones, Letters from Yorkshire, When We Two Parted, Winter Swans	<ul style="list-style-type: none"> <li>● Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc.</li> </ul>		
	F	Loss, Independence, Strong Bonds	<p><b>H</b> Mind map each theme and consider the big ideas within each one e.g. loss could include distance, death, time, love etc.</p> <ul style="list-style-type: none"> <li>● Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ Love can carry on/endure beyond loss</li> <li>○ The end of a relationship can be compared to death</li> <li>○ Children's love can be simple and unquestioning</li> <li>○ Relationships become more complex as children grow up</li> <li>○ Relationships change over time</li> <li>○ Relationships can involve physical and emotional separation</li> <li>○ If the relationship is strong enough, the distance can be overcome</li> </ul> </li> <li>● Complete an essay plan for the following question: 'Compare the ways in which loss is presented in 'When We Two Parted' and one other poem of your choice.</li> </ul>		

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WC 10/02	M	An Inspector Calls Quotes (for the characters below).	<ul style="list-style-type: none"> <li>• Learn your quotes, test yourself and test again.</li> <li>• Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose</li> <li>• AO3 – context</li> </ul>		
	W	Eva, Eric, Gerald, Sheila	<ul style="list-style-type: none"> <li>• Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</li> <li><b>H</b> Create a mind map about Eric in the play including quotes, points, key context and links to themes.</li> </ul>		
	F	Power, Social Responsibility, Relationships and Society	<ul style="list-style-type: none"> <li>• Mind map each theme and consider the big ideas within each one e.g. class could include morality, judgement, power etc.</li> <li>• Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ There were expectations of middle class families in 1912</li> <li>○ The Birlings want society to believe they are the perfect family</li> <li>○ The clear hierarchy at the beginning of the play is destroyed when the Inspector arrives</li> <li>○ British society was firmly divided along class lines</li> <li>○ A lot changes in society between 1912 and 1945. Priestley sets the play at the start of the 20<sup>th</sup> century to show that things had improved but to also issue a warning to audiences in post war Britain</li> <li>○ The characters view are challenged</li> <li>○ Social responsibility if the Inspector’s main focus and he acts as Priestley’s socialist mouthpiece</li> <li>○ The play is a morality play and focuses on the seven deadly sins</li> </ul> </li> </ul>		

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WC 17/02	M	Language Paper 1 Q3	<ul style="list-style-type: none"> <li>Revise your list of structural features from memory.</li> <li>Use one of the Language Paper 1 extracts (emailed to you and on the school's website) and practise writing a question in 10 minutes looking at structural features and the progression of the story. Consider the writer's purpose and why they may have done this.</li> </ul>		
	W	Language Paper 1 Q5 Writing	<p><b>H</b> Select a picture of a landscape to annotate. Decide the picture in to 4 squares or circles and jot down any colours, shapes, images or emotions that could be associated with the image.</p> <p><b>H</b> Create a 6 paragraph writing plan in note format. Include what you will describe in each paragraph including examples of poetic devices and varied sentence types. Remember to also include structural features such as a cyclical structure, repetition of a motif or conflict.</p>		
	F	Language Paper 1 Q4	<ul style="list-style-type: none"> <li>Watch Mr Bruff's guidance on how to answer Q4. Make notes on the key information for how to answer this question.</li> </ul>		
WC 24/02	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> <li>Learn your quotes, test yourself and test again.</li> <li>Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context</li> </ul>		
	W	Climbing My Grandfather, Walking Away, Eden Rock	<ul style="list-style-type: none"> <li>Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc.</li> </ul>		
	F	Admiration, Rebellion, Distance	<ul style="list-style-type: none"> <li>Mind map each theme and consider the big ideas within each one e.g. distance could include independence, death, time, love etc.</li> <li>Makes notes on the following ideas: <ul style="list-style-type: none"> <li>Children's love can be simple and unquestioning</li> <li>Relationships become more complex as children grow up</li> <li>Relationships change over time</li> </ul> </li> </ul>		



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			<ul style="list-style-type: none"> <li>○ Relationships can involve physical and emotional separation</li> <li>○ If the relationship is strong enough, the distance can be overcome</li> <li>○ Family relationships can also emphasise the strong bonds of closeness and love</li> <li>○ Some people look up to their parents</li> </ul> <p><b>H</b> Complete an essay plan for the following question: 'Compare the ways in which admiration is presented in 'Climbing My Grandfather' and one other poem of your choice. Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context.</p>		
WC 02/03	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> <li>● Learn your quotes, test yourself and test again.</li> <li>● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context</li> </ul>		
	W	Follower, Mother Any Distance, Before You Were Mine,	<ul style="list-style-type: none"> <li>● Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc.</li> </ul> <p><b>H</b> Create a mind map for Before You Were Mine including quotes, notes on language, structure, form and context.</p>		
	F	Desire and Longing, Nostalgia, Fulfilment, Family Relationships	<ul style="list-style-type: none"> <li>● Mind map each theme and consider the big ideas within each one e.g. nostalgia could include distance, death, time, love, longing etc.</li> <li>● Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ Children's love can be simple and unquestioning</li> <li>○ Relationships become more complex as children grow up</li> <li>○ Relationships change over time</li> <li>○ Relationships can involve physical and emotional separation</li> <li>○ Family relationships can also emphasise the strong bonds of closeness and love</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>○ Some people look up to their parents</li> <li>○ Painful memories never go away</li> <li>○ People have vivid memories of times or events that had a big impact on them</li> <li>● Complete an essay plan for the following question: 'Compare the ways in which nostalgia is presented in 'Eden Rock and one other poem of your choice.</li> <li>● Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context.</li> </ul>		
WC 09/03	M	Romeo and Juliet Quotes (for the characters below).	<ul style="list-style-type: none"> <li>● Learn your quotes, test yourself and test again.</li> <li>● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context</li> </ul>		
	W	Capulets - Capulet, Lady C, Juliet and Tybalt (Notes, Themes, Context, Quotes) and the Friar	<ul style="list-style-type: none"> <li>● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</li> </ul>		
	F	Love, Death, Poison, Time	<ul style="list-style-type: none"> <li>● Mind map each theme and consider the big ideas within each one e.g. time could include accelerated love, death, fate etc.</li> <li><b>H</b> Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ The forcefulness of love</li> <li>○ The chaos and passion of being in love combining with death, religion and family</li> <li>○ Love as a cause of violence</li> <li>○ The individual vs society</li> <li>○ The barriers that obstruct love</li> <li>○ Time and its links to accelerated love</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>○ Violence and its links to sex</li> <li>○ The inevitability of Romeo and Juliet's death</li> <li>○ Acts of violence lead to death, which drives the plot forward</li> </ul>		
WC 16/03	M	Language Paper 2 Annotating non-fiction texts	<ul style="list-style-type: none"> <li>● Use the BBC Bitesize guidance on responding to a non-fiction text <a href="https://www.bbc.co.uk/bitesize/guides/z2n7ycw/revision/1">https://www.bbc.co.uk/bitesize/guides/z2n7ycw/revision/1</a>.</li> <li>● Revise the information, watch the video and then complete the test. Having completed the test, test yourself again to get any incorrect answers correct.</li> <li>● Practise this with the two extracts on BBC Bitesize.</li> </ul>		
	W	Language Paper 2 Q2 and Q4	<ul style="list-style-type: none"> <li>● Listen to the Mr Bruff podcast on how to answer Q4. Make notes on the key information for how to answer this question. <a href="https://mrbruff.com/podcast-47-aqa-english-language-paper-2-question-4/">https://mrbruff.com/podcast-47-aqa-english-language-paper-2-question-4/</a></li> <li>● Use one of the Language Paper 1 extracts (emailed to you and on the school's website) and select 4 quotes from each source and find the big ideas that connect the quotes together. Annotate these quotes by examining the writer's methods and what is revealed about the idea in the question (remember to say a lot about a little).</li> <li>● Practise writing a question in 20 minutes.</li> </ul>		
	F	Language Paper 2 Q5	<ul style="list-style-type: none"> <li>● Watch the updated and animated Mr Bruff video on Q5.</li> <li><b>H</b> Plan an answer to the sample question on school uniform. Use PMI (positive, minus and interesting) to plan 6 bullet point reasons linked to your point of view. Include the big ideas that could link to this question e.g. political, social poverty, identity etc.</li> <li>● Remember you must have a one sided argument and destroy the counter argument.</li> </ul>		
WC 23/03	M	Sign of Four Quotes (for the characters below).	<ul style="list-style-type: none"> <li>● Learn your quotes, test yourself and test again.</li> <li>● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point</li> </ul>		

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			AO2 – language, structure and form and the writer’s purpose AO3 – context		
	W	Holmes, Mary, Watson, Athelney Jones	<ul style="list-style-type: none"> <li>• Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</li> </ul>		
	F	Emotions vs Logic, Wealth and Treasure, Doubles	<ul style="list-style-type: none"> <li>• Mind map each theme and consider the big ideas within each one e.g. wealth could include judgement, greed, morality etc.</li> <li><b>H</b> Makes notes on the following ideas:             <ul style="list-style-type: none"> <li>○ The desire for wealth is shown as a corrupting force</li> <li>○ The treasure represents India itself (it acts as a metaphor for what happened to India as it passed in to British control)</li> <li>○ The treasure prevents Dr Watson and Mary Morstan from being together</li> <li>○ Thaddeus’ Sholto’s home is opulent and filled with exotic treasures</li> <li>○ Male characters in the novella can be viewed in pairs</li> <li>○ Holmes represents the scientific mind and Watson the romantic one</li> <li>○ Thaddeus and Bartholomew Sholto are presented as good and evil twins (Thaddeus wants to make amends for their father’s wrongdoing and Bartholomew has his father’s selfish characteristics)</li> <li>○ Small and Tonga embark on the same mission but have different outcomes due to race</li> <li>○ Duality is shown through how man can be made up of two parts e.g. Holmes’ mood changes</li> <li>○ Watson as romantic</li> <li>○ The development of science in Victorian Britain caused discomfort due to religious beliefs at the time</li> </ul> </li> </ul>		
WC 30/03	M	Romeo and Juliet Quotes (for the characters below).	<ul style="list-style-type: none"> <li>• Learn your quotes, test yourself and test again.</li> <li>• Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point</li> </ul>		

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	W	Capulets - Capulet, Lady C, Juliet and Tybalt, the Friar	<ul style="list-style-type: none"> <li>• Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</li> </ul> <p>H Create a mind map for Friar Lawrence including quotes, points to make about him, notes on language, structure, form and context.</p>		
	F	Youth, Fate, Conflict, Gender	<ul style="list-style-type: none"> <li>• Mind map each theme and consider the big ideas within each one e.g. gender could include love, death, fate etc.</li> <li>• Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ The immaturity of the protagonists</li> <li>○ The behaviour of young men in the play</li> <li>○ Juliet’s desire for marriage</li> <li>○ Juliet’s understanding of her own immaturity</li> <li>○ Love as doomed</li> <li>○ The inevitability of their death</li> <li>○ The inescapable tragedy and tragic events in the play</li> <li>○ The courage of young characters (as well as their foolishness)</li> <li>○ Juliet’s inner conflict (loving her enemy)</li> <li>○ The warring families</li> <li>○ Tybalt’s rage towards Romeo</li> <li>○ The treatment of women by men (Capulet towards Juliet, Mercutio towards the Nurse)</li> <li>○ The Prince as model masculine behaviour/he perfect example of a man</li> <li>○ Romeo’s effeminate nature</li> <li>○ Mercutio and Tybalt’s anger, hedonism etc.</li> </ul> </li> </ul>		
WC 06/04	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> <li>• Learn, test, test and test again.</li> <li>• Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point</li> </ul>		

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			AO2 – language, structure and form and the writer’s purpose AO3 – context		
	W	Sonnet 29, Singh Song, Love's Philosophy, Porphyria's Lover, The Farmer’s Bride	<ul style="list-style-type: none"> <li>• Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc.</li> </ul>		
	F	Desire and Longing, Nature, Fulfilment	<ul style="list-style-type: none"> <li>• Mind map each theme and consider the big ideas within each one e.g. nature could include love, freedom, growth, change, hope, death etc.</li> <li>• Makes notes on the following ideas:               <ul style="list-style-type: none"> <li>○ Positive natural imagery suggesting love is beautiful and natural.</li> <li>○ Negative natural imagery showing the loss of love.</li> <li>○ In romantic relationships, people can feel desire so strongly that they struggle to deal with it.</li> <li>○ Examples of longing in romantic relationships and family relationships - consider why the speaker might miss someone or want to be with them again.</li> <li>○ Examples of how desire can be overwhelming.</li> </ul> </li> <li><b>H</b> Complete an essay plan for the following question: ‘Compare the ways in which desire is presented in ‘Porphyria’s Lover’ and one other poem of your choice.’</li> <li>• Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context.</li> </ul>		
WC 13/04	M	Language Paper 1 Q5 Writing	<ul style="list-style-type: none"> <li>• ‘Write a story about a time when you felt alone.’ Please remember this should be a made up story and not about your own life (even though it says ‘you’ in the question).</li> <li>• Create a 6 paragraph writing plan in note format. Include what you will describe in each paragraph including examples of poetic devices and varied sentence types. Remember to also include structural features such as a cyclical structure, repetition of a motif or conflict.</li> </ul>		

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	W	Language Paper 2 Q2 and Q4	<p>H Watch the Mr Bruff video on how to answer Language Paper 2 Q2. Make notes on the key information for how to answer this question.</p> <ul style="list-style-type: none"> <li>• Use one of the Language Paper 1 extracts (emailed to you and on the school's website) and select 4 quotes from each source and find the big ideas that connect the quotes together. Annotate these quotes by examining the writer's methods and what is revealed about the idea in the question (remember to say a lot about a little).</li> <li>• Practise writing a question in 10 minutes.</li> </ul>		
	F	Language Paper 2 Q3	<ul style="list-style-type: none"> <li>• Watch the Mr Bruff video on how to answer Language Paper 2 Q2. Make notes on the key information for how to answer this question.</li> <li>• Use one of the Language Paper 1 extracts (emailed to you and on the school's website) and select 4 quotes to examine find the big ideas that link to the writer's purpose. Annotate these quotes by examining the writer's methods and what is revealed about the idea in the question (remember to say a lot about a little).</li> <li>• Practise writing a question in 15 minutes.</li> </ul>		
WC 20/04	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> <li>• Learn your quotes, test yourself and test again.</li> <li>• Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context</li> </ul>		
	W	Neutral Tones, Letters from Yorkshire, When We Two Parted, Winter Swans	<ul style="list-style-type: none"> <li>• Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc.</li> </ul>		
	F	Loss, Independence, Strong Bonds	<ul style="list-style-type: none"> <li>• Mind map each theme and consider the big ideas within each one e.g. loss could include distance, death, time, love etc.</li> <li>• Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ Love can carry on/endure beyond loss</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>○ The end of a relationship can be compared to death</li> <li>○ Children’s love can be simple and unquestioning</li> <li>○ Relationships become more complex as children grow up</li> <li>○ Relationships change over time</li> <li>○ Relationships can involve physical and emotional separation</li> <li>○ If the relationship is strong enough, the distance can be overcome</li> </ul> <p><b>H</b> Complete an essay plan for the following question: ‘Compare the ways in which strong bonds is presented in ‘Letters from Yorkshire’ and one other poem of your choice.</p> <ul style="list-style-type: none"> <li>● Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context.</li> </ul>		
WC 27/04	M	Romeo and Juliet Quotes (for the characters below).	<ul style="list-style-type: none"> <li>● Learn your quotes, test yourself and test again.</li> <li>● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context</li> </ul>		
	W	Montague Characters - Romeo, Montague, Lady M, Mercutio, Benvolio, Escalus (the Prince)	<ul style="list-style-type: none"> <li>● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</li> </ul> <p><b>H</b> Create a mind map about the Prince including quotes, points to make about him, notes on language, form, structure and context.</p>		
	F	Loyalty, Light and Dark	<ul style="list-style-type: none"> <li>● Mind map each theme and consider the big ideas within each one e.g. gender could include love, death, fate etc.</li> <li>● Makes notes on the following ideas: <ul style="list-style-type: none"> <li>○ Masculine honour and family reputation</li> <li>○ Capulet’s desire for Juliet to marry Paris</li> <li>○ References to the moon and its links to love</li> <li>○ Juliet’s desire for night in order to see Romeo</li> <li>○ Their love being associated with darkness and mystery</li> </ul> </li> </ul>		



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WC 04/05	M	Sign of Four Quotes (for the characters below).	<ul style="list-style-type: none"> <li>Learn your quotes, test yourself and test again.</li> <li>Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context</li> </ul>		
	W	Tonga, Johnathan Small, Thaddeus Sholto	<ul style="list-style-type: none"> <li>Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</li> </ul>		
	F	Englishness vs Foreignness, Crime and Punishment, Detective Fiction	<ul style="list-style-type: none"> <li>Mind map each theme and consider the big ideas within each one e.g. wealth could include judgement, greed, morality etc.</li> <li>Makes notes on the following ideas: <ul style="list-style-type: none"> <li>The representation of India in the novella and its contrast to English settings</li> <li>The representation of Tonga in the novella</li> <li>The role of the treasure in the plot</li> <li>The role of crime/justice and whether criminals get what they deserve</li> <li>The treasure and how those linked to it/who are greedy for it all suffer</li> <li>The ineffective nature of the police force</li> <li>Holmes as an unofficial detective</li> <li>The episodic nature of the chapters (ending on cliff hangers)</li> <li>The role of Watson as Holmes’ accomplice</li> <li>Holmes as a detective of formidable intellect</li> </ul> </li> </ul>		
WC 11/05	M	Romeo and Juliet, The Sign of Four	Revisit your notes from your last session with your English teacher. Learn your timings for each question.		
<b>English Literature Paper 1 13/05/19 AM</b>					
	F	AIC	Revisit notes on characters, themes, writer’s purpose and context. Get tested on quotes. Make brief essay plans and time yourself in 5 minutes.		

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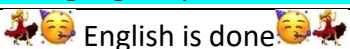
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WC 18/05	M	Poetry	Revisit notes on characters, themes, writer's purpose and context. Get tested on quotes. Make brief essay plans and time yourself in 5 minutes.		
	W	AIC, Poetry and Unseen Poetry	Revisit your notes from your last session with your English teacher. Learn your timings for each question.		
<b>English Literature Paper 2 21/05/19 AM</b>					
	F	Language Paper 1 Writing	<ul style="list-style-type: none"> <li>• Without looking, make a list of success criteria for this question (what you need to include to answer it successfully – timings, content, key feature etc).</li> <li>• 'Write a story about a time when you were in a new place.' Please remember this should be a made up story and not about your own life (even though it says 'you' in the question).</li> <li>• Create a 6 paragraph writing plan in note format. Include what you will describe in each paragraph including examples of poetic devices and varied sentence types. Remember to also include structural features such as a cyclical structure, repetition of a motif or conflict. Remember this should not be a complete story but only a section.</li> <li>• Write the opening two paragraphs of your description.</li> </ul>		
WC 25/05	M	Language Paper 1 Q2 and Language Paper 2 Q3	<ul style="list-style-type: none"> <li>• Write down all of the writer's methods that you can remember as a mind map or list.</li> <li>• Revise and list the writer's methods including examples of the following:               <ul style="list-style-type: none"> <li>○ language features and techniques</li> <li>○ narrative perspective</li> <li>○ tone, style and register</li> <li>○ sentences and punctuation</li> <li>○ use of titles or subheadings</li> <li>○ words and phrases</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>Use one of the Language Paper 1 extracts (emailed to you and on the school's website) and practise annotating and writing a question in 10 minutes for LP1 Q2 and 15 minutes for LP2 Q3.</li> </ul>		
	W	Language Paper 2 Q2 and Q4	<ul style="list-style-type: none"> <li>Test yourself by writing down the timings for these questions without looking.</li> <li>Write an explanation of the difference between what you need to write for Q2 and for Q4 (check this by re-watching Mr Bruff's videos for one final time).</li> <li>Use one of the Language Paper 1 extracts (emailed to you and on the school's website) and practise annotating quotations for comparison (within 10 minutes). Remember to explore the big ideas in the text, writer's methods and writer's purpose.</li> </ul>		
	F	Language Paper 1 Q3	<ul style="list-style-type: none"> <li>Write yourself brief notes on how to answer this question.</li> <li>Revise your list of structural features off by heart.</li> <li>Use one of the Language Paper 1 extracts (emailed to you and on the school's website) and practise annotating structural features (within 5 minutes).</li> <li>Write an answer to the question in 10 minutes focusing on structural features and the progression of the story. Consider the writer's purpose and why they may have done this.</li> </ul>		
WC 01/06	M	Language Paper 1	Revisit your notes from your last session with your English teacher. Learn your timings for each question.		
<b>English Language Paper 1 02/06/19 AM</b>					
	W	Language Paper 2	Revisit your notes from your last session with your English teacher. Learn your timings for each question.		
<b>English Language Paper 2 05/06/19 AM</b>					
 English is done 