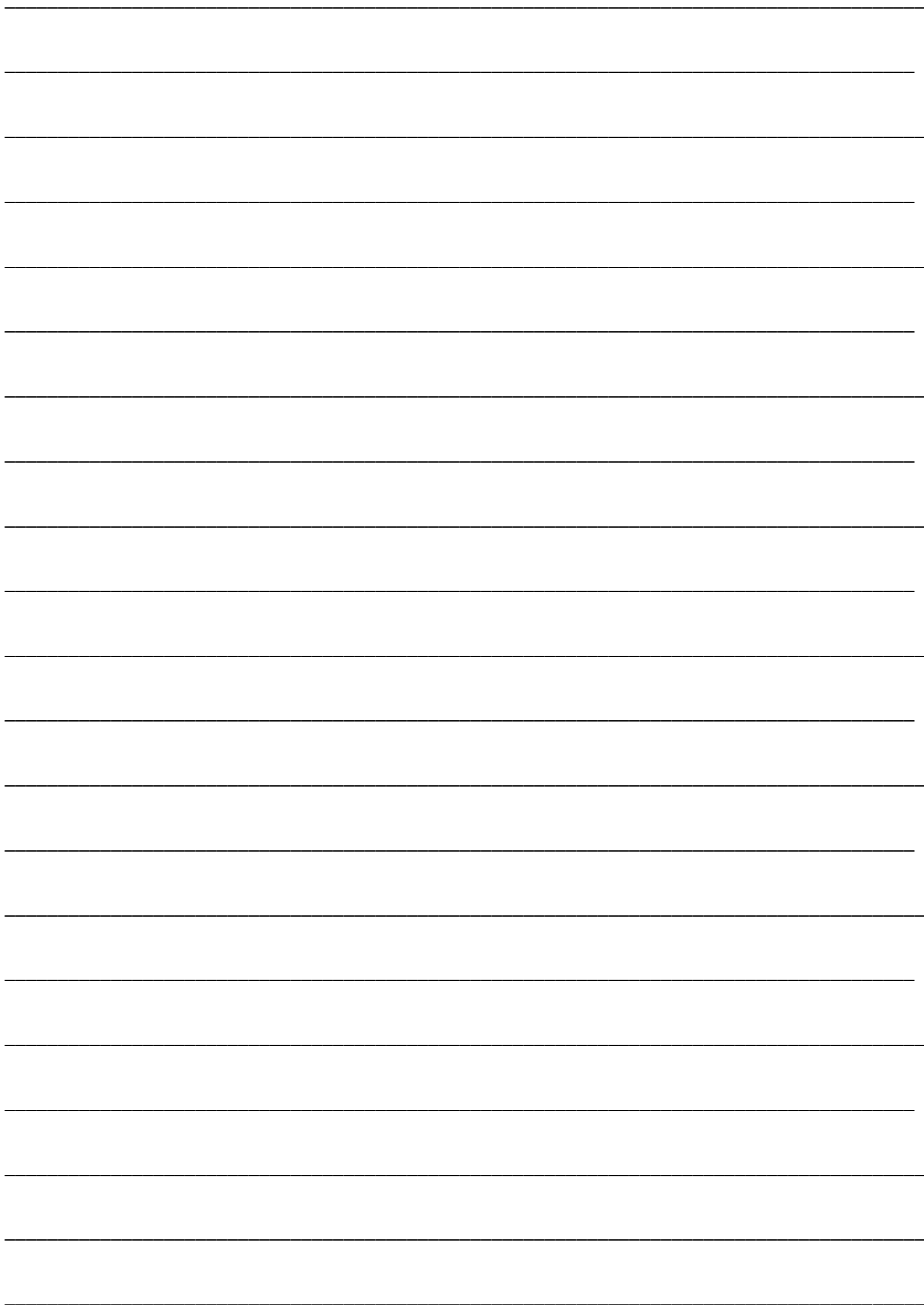


Knowledge and skills revision

The following tasks must be completed by and handed in on the dates indicated:

Due Date		Revision Task:
Wednesday 9 th September	Poetry – unseen and anthology	Unseen poetry essay practice
Wednesday 16 th September		Ozymandias & London – recall and revision
Wednesday 23 rd September		Exposure and Storm on the Island – recall and revision
Wednesday 30 th September		War Photographer and Remains – recall and revision
Wednesday 7 th October		Checking Out My History and The Emigree – recall and revision
Wednesday 14 th October		The Charge of the Light Brigade and Poppies – recall and revision
Wednesday 4 th November	An Inspector Calls and Language	Language Paper 1 Question 5
Wednesday 11 th November		An Inspector Calls Context
Wednesday 18 th November		An Inspector Calls – all acts
Wednesday 25 th November		An Inspector Calls – Mr Birling, Mrs Birling and Sheila
Wednesday 2 nd December		An Inspector Calls – Eric, Gerald and the Inspector
Wednesday 9 th December		An Inspector Calls – core vocabulary
Wednesday 16 th December		Language Paper 2 Question 2
Wednesday 6 th January		Language Paper 2 Question 4



'London' Revision from the 'Power and Conflict' Knowledge Organiser:

7. What theme is explored in Blake's 'London'?

8. Similar to Shelley, what kind of poet was Blake? What did he want to criticise in the poem?

9. "Marks of _____, marks of _____": what double meaning does this quotation have (hint: the two different types of suffering inflicted on the poor in society)?

10. Write an introduction/first paragraph for this question: 'Compare how poets in 'Ozymandias' and 'London' present abuses of power.' Use WHAT/HOW/WHY as your structure.

<u>Due Date:</u>	Wednesday 23rd September
<u>Name:</u>	



Poetry: 'Exposure' and 'Storm on the Island'

'Exposure' Revision from the 'Power and Conflict' Knowledge Organiser:

1. 'Exposure' was written during which war?

2. What was Owen's view of war – what did he feel it was his duty to do through the poem?

3. What does Owen use to convey the repetitive, perpetual nature of war?

4. Explode the quotation.

"merciless iced east winds that knife us"

What is the effect of the adjective of "merciless"?	Why is "east" significant?	What method is used and what does it imply?
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What type of word is "knife" and what does it suggest about the enemy the soldiers are facing?

'Storm on the Island' Revision from the 'Power and Conflict' Knowledge Organiser:

5. What is the narrative in the poem compared to its metaphorical (political) meaning?

6. What political situation in Ireland was the political landscape/backdrop for the poem?

7. What is a lexical choice used in the poem which implies violence?

8. What is a lexical choice used in the poem which typically is associated with warfare?

9. "spits ____ a ____ cat turned ____." What does this simile suggest about the nature of weather in the community described in the poem?

10. Write an introduction/first paragraph for this question: 'Compare how poets in 'Exposure' and 'Storm on the Island' present the devastating effects of nature.'

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'Remains' Revision from the 'Power and Conflict' Knowledge Organiser:

6. What element of power does 'Remains' explore?

7. What does Armitage use as his inspiration and why?

8. Explode the quotation.

"probably armed, possibly not"

What type of words are "probably" and "possibly" and what are the connotations?	How does the quotation and "end of story except not really" link?	How does this quotation highlight the persona's internal conflict?
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9. "end of _____, except not _____": what method? _____

"_____ -shadow": what method? _____

10. Write an introduction/first paragraph for this question: 'Compare how poets in 'War Photographer' and 'Remains' present the internal conflict of a person in war.'

<u>Due Date:</u>	Wednesday 7th October
<u>Name:</u>	

Poetry: 'Checkin' Out Me History' and 'The Emigree'

'Checkin' Out Me History' Revision from the 'Power and Conflict' Knowledge Organiser:

1. 'Checking Out Me History' explores the power of _____ and the abuse of _____.

2. When and where was Agard born?

3. What does his poem seek to explore and criticise?

4. " _____ up me eye with my own history"

"I _____ out me identity"

" _____ to me own identity"

'The Emigree' Revision from the 'Power and Conflict' Knowledge Organiser:

5. "The Emigree" has the main theme exploring the power of _____.

6. What positive ideas does the poet depict? Use full sentences.

7. What negative ideas does the poet depict? Use full sentences.

7. "There _____ was a country" What method is used? _____

8. "_____ with tyrants" What method is used? _____

9. "they _____ me of absence" What method is used? _____

10. Write an introduction/first paragraph for this question: 'Compare how poets in 'Checkin' Out Me History' and 'Emigree' present ideas about oppression.'

[illegible]

<u>Due Date:</u>	Wednesday 14th October
<u>Name:</u>	



Poetry: 'The Charge of the Light Brigade' and 'Poppies'

'The Charge of the Light Brigade' Revision from the 'Power and Conflict' Knowledge Organiser:

1. 'The Charge of the Light Brigade' emulates the reality of _____?

2. What motivated Tennyson to write 'The Charge of the Light Brigade'?

3. Which quotations from the Knowledge Organiser convey the soldiers as heroes and which quotations reveal the reality of war? **Challenge:** Explode the effect of the method and lexis in each quotation.

Heroic Soldiers	Reality of War

'Poppies' Revision from the 'Power and Conflict' Knowledge Organiser:

4. 'Poppies' explores the power of _____?

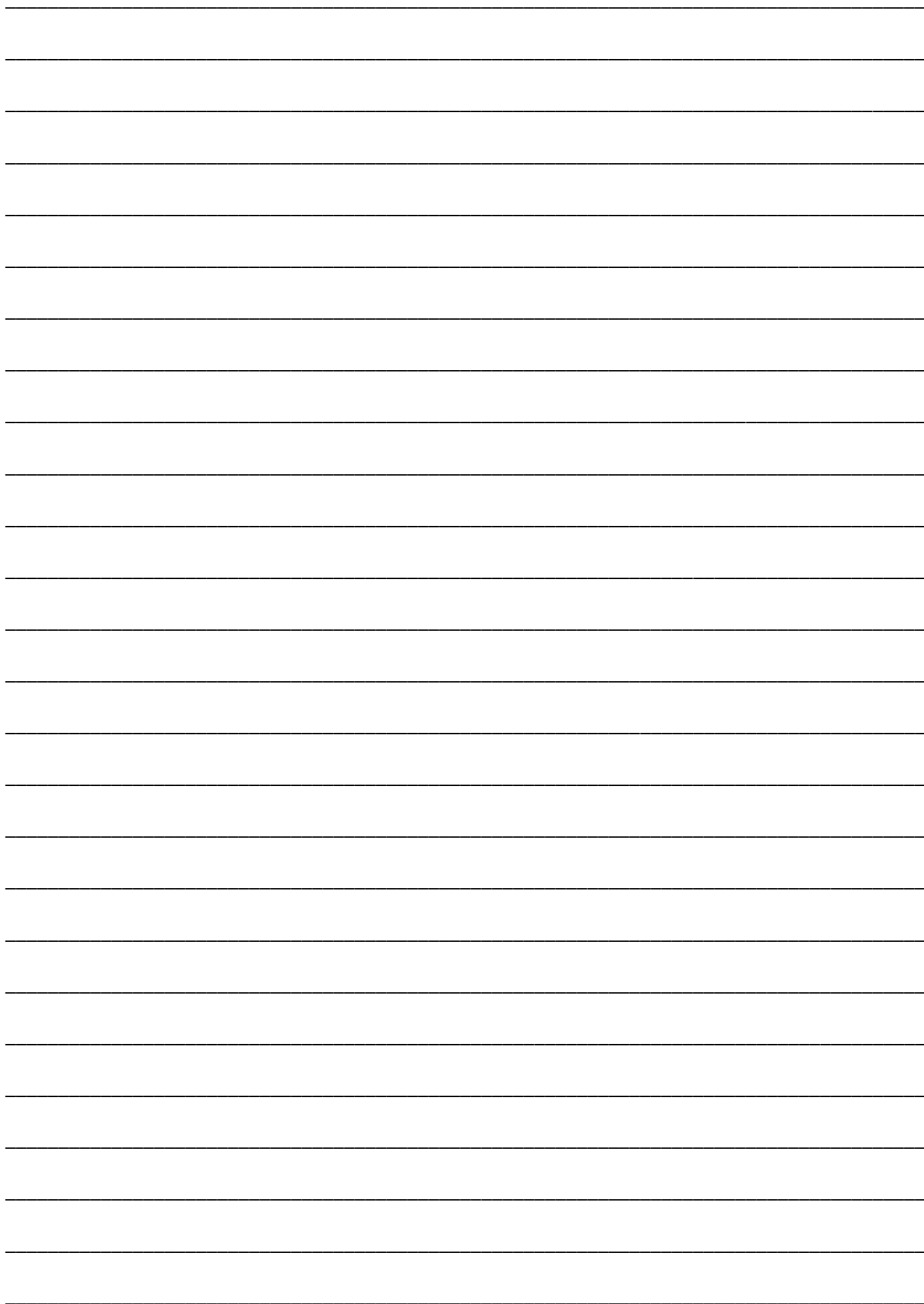
5. Explain the poem's narrative.

6. What does the poem explore about the persona of the poem?

7. What type of imagery does it use and why?

10. Write an introduction/first paragraph for this question: 'Compare how poets in 'The Charge of the Light Brigade' and 'Poppies' present personal sacrifice.

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<u>Due Date:</u>	Wednesday 11th November
<u>Name:</u>	



An Inspector Calls – Context

Task 1:

Complete the assignment set on Seneca Learning.

Task 2:

Use your AIC Knowledge Organiser Section, your own knowledge and any other appropriate source to find answers to the following questions. ANSWER IN FULL SENTENCES, PLEASE

1. What year was 'An Inspector Calls' written?

2. When was it set, and what major world event occurs just after this?

3. How was society in 1912 structured?

4. What is the formal term for the lower/working classes vs. the formal term for upper/elite classes?

5. How were women treated during this time?

6. What did not exist during this time period?

7. What did people want in 1945 and how did this impact politics?

8. What was passed in 1948 and what did this do?

Frost portrays Inspector Goble as his mouthpiece when... He does this so...

Through the quotation "...", Priestley reflects through the Inspector his beliefs that...as...

<u>Due Date:</u>	Wednesday 18th November
<u>Name:</u>	

An Inspector Calls - Act One, Two and Three

Task 1:

Complete the assignment set on Seneca Learning.

Task 2:

Use your AIC Knowledge Organiser Section, your own knowledge and any other appropriate source to find answers to the following questions. ANSWER IN FULL SENTENCES, PLEASE.

Act One

1. What mood do we see at the start of the play and why – what is being celebrated?

2. How is Sheila depicted as a character and what does she seek?

3. What does Mr Birling deliver and what does he talk about within this delivery?

4. How does the Inspector's arrival immediately create tension? Include quotations to back up ideas.

5. How does Sheila's characterisation transform throughout the play?

a) Act Two

6. How was Mrs Birling involved with Eva Smith's death?

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<u>Due Date:</u>	Wednesday 25th November
<u>Name:</u>	



Task 1:

Complete the assignment set on Seneca Learning.

Task 2:

Use your AIC Knowledge Organiser Section, your own knowledge and any other appropriate source to find answers to the following questions. ANSWER IN FULL SENTENCES, PLEASE.

1. How is Mr Birling the antithesis of Priestley's ideals?

2. How is he presented as a "hard-headed" business-man and capitalist?

3. How does Mr Birling react to the Inspector's interrogation. What does he fail to do and how do we know this?

4. How does Mrs Birling feel about mixing with the poor and why?

5. What does Mrs Birling see or view herself as and how is this different from the reality?

6. What does Sheila undergo in the play and why – what moment do we see?

7. What was the real reason why Sheila had Eva fired?

8. What three adjectives can be used to describe Sheila at the start of the play?

9. What does Sheila understand very early on that the rest of the family do not?

10. **Opinion Question:** In addition to the Inspector, we see another character act as a mouthpiece for

Priestley's beliefs. Pick one character from above that also portrays this and explain why. *In my opinion, I*

also believe that _____ is a mouthpiece for Priestley's ideals, because...

[illegible]

<u>Due Date:</u>	Wednesday 2nd December
<u>Name:</u>	



Task 1:

Complete the assignment set on Seneca Learning.

Task 2:

Use your AIC Knowledge Organiser Section, your own knowledge and any other appropriate source to find answers to the following questions. ANSWER IN FULL SENTENCES, PLEASE.

1. How is Eric presented within his family from the very onset of the play?

2. What involvement did Eric have with Eva Smith? Name at least three.

3. Why is Eric troubled throughout the play?

4. What class is Gerald and what kind of family is he from?

5. What involvement did Gerald have with Daisy Renton? Name at least three.

6. What kind of 'voice' is Inspector Goole throughout the play?

7. What is his role?

8. What can the entire play be described as, and how does it do this?

9. Who does Inspector Goole represent?

10. **Opinion Question:** Inspector Goole's identity is kept ambiguous (unclear) – is he a ghost/'ghoul'? The Birling's moral conscience? God? Choose one of these 'identities' and explain how/why you think the Inspector represents this, and why Priestley would suggest this.

<u>Due Date:</u>	Wednesday 9th December
<u>Name:</u>	



Task 1:

Complete the assignment set on Seneca Learning.

Task 2:

Use your AIC Knowledge Organiser Section, your own knowledge and any other appropriate source to find answers to the following questions. ANSWER IN FULL SENTENCES, PLEASE.

Vocabulary		Definition
anagnorisis		the middle class, with stereotypical materialistic value/selfishness
aristocracy		a person or thing that causes/develops a situation or makes it worse
bourgeoisie		relating to the reign of King Edward VII.
catalyst		a moment in a plot or story, specifically a tragedy, where a character either recognizes or identifies his/her true nature or discovers the truth
capitalism		a level or rank in an organization, a profession, or society
echelon		the highest class in certain societies
Edwardian		an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state
mouthpiece		working-class people regarded collectively
proletariat		public rather than private ownership or control of property and natural resources.
socialism		one that expresses or interprets another's views

Using the words above, write at least two paragraphs exploring the below question:

‘How does Priestley present the theme of social responsibility?’ **Circle** where you have used all the above words.

[illegible]

Due Date:	Wednesday 16th December
Name:	



Language – Paper 2, Question 2

Q.	How long?	How many marks?	What do I have to do?
1			Identify explicit and implicit information
2			Identify and make inferences c_____ two texts
3			Explain how _____ has been used to express a viewpoint (persuade)
4			_____ viewpoint and methods in two texts
5			Writing letters/a_____/s_____ with a _____

Q2. The displays in toy shops have been designed to tempt customers in different ways.

Use details from both Sources to write a summary of the differences.

[8 marks]

Task 2. Read the two sources, underlining quotations which show details of the toy shop displays.

Example:	
Source A from an article in Marketing Week, 2018	Source B from an article in Punch magazine, December 7, 1878
<p>High street toy retailer The Entertainer's new £700,000 flagship store in Westfield London is a children's haven of high-tech tablets, interactive floor projections and fart buttons. Stand in front of its augmented reality mirror and you can change your outfit entirely.</p> <p>To avoid the same fate as recently-folded Toys R Us, The Entertainer knew it needed to offer more than rows of shelves crammed with toys. And with profit up 37% year on year, CMO Phil Geary's belief that specialist high street retailing is "far from dead" certainly seems justified. And so The Entertainer "ripped up its rule book" and decided to transform its traditional static store windows into something that could grab a child's attention and keep it. The hope is there is enough going on for them to remain interested for three to four minutes.</p> <p>The windows now have a variety of branded content jumping between dynamic screens, inspired by "a very long list of fun stuff" children said they wanted to see.</p>	<p>TOYLAND.—As sure as ever Christmas draws near, the bazaars and shops of London put on a festive appearance. Toys innumerable, and various in shapes, sizes, and patterns, are thrust forward, so that kind-hearted uncles and aunts and indulgent grannies, as well as thoughtful fathers and loving mothers, may see what can be done to give pleasure to the little ones.</p> <p>What a bewilderment of pretty things, to be sure! Here are cups and saucers and tea-pots, that little girls may serve out tiny cups of tea to thirsty companions, or to the family of dolls in the nursery. And what a lot of dolls!</p> <p>Shelves are piled up with boxes, and in all of them, wrapped up in tissue-paper, are dolls. Baby dolls, and dolls dressed as brides; some of wax, china, or rag. Here are cradles in which dolly may sleep, or in which she shall be put when she is sent to bed without her supper when she has been naughty; and perambulators, that her little mistress may give her a ride in the park when she has been good. Skipping-ropes, battledores, tennis rackets, and hoops by the dozen, for the girls.</p>

Task 3. Complete the table below.

Source A – Point/Quotation	Inferences	Source B – Point/Quotation	Inferences
<i>“children’s haven of high-tech tablets, interactive floor projections” – modern, technology heavy displays used</i>	<i>This implies the shop have spent a lot of money on technology to entice customers, as in the 21st century this is what often appeals to consumers.</i>		

Task 4. What are the similarities/differences between the two toyshop displays?

Similarities:

Differences:

Task 5. Spend 10 minutes completing the P2, Q2 question (on the previous page).

SQICQIC: Statement, Quotation, Inference, Comparison x2

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Due Date:	Wednesday 6th January
Name:	



Language – Paper 2, Question 4

Task 1. Read the below sources carefully, annotating for perspective/tone/methods.

Question 4: Compare how the writers present their feelings about boxing in Source A and Source B. (16 marks) In your answer, you should:

- compare the different feelings the writers have towards boxing
- compare the methods the writers use to convey their feelings
- support your ideas with quotations from both texts.

Source A	Source B
<p>Who Can Defend This Sport?</p> <p>The sight of Spencer Oliver being stretchered away with an oxygen tube in his mouth and a monitor registering his heart-rate is one that will live in my memory for the rest of my life. The night had started so brightly. Oliver, known as The Omen, was hailed into the ring by a full choir, organ music and flashing lights with Sky Sports usual accent on under-promotion. Yet within moments, the entire hall felt something was amiss. I had heard two rumours leading up to this European Boxing Union championship fight; one was worrying and the other downright frightening.</p> <p>First, Oliver's opponent, the durable Ukrainian Sergei Devekov, was supposed to be in blistering form in the gym. Second, the young Finchley fighter was struggling to make the 8st 10lb super-bantamweight limit. The rigours of weight-making, which allows a fighter to scale in far lower than his usual weight, will come under massive scrutiny once again. Excessive dehydration has been blamed on sudden weight loss, which is clearly both dangerous and foolhardy. Within seconds of Oliver's triumphal ring entrance, the signs were catastrophic.</p>	<p>British Boxing Board of Control – Factsheet</p> <p>The belief that it is wrong for young men to be paid, sometimes handsomely, to hit each other and for an audience to pay to witness such a performance is a belief that all Board representatives respect, although we do not agree with it. We would make a number of points in defence of boxing:</p> <ul style="list-style-type: none"> - No-one is forced to box, or to pay to watch boxing. Boxing audiences are not motivated by any bloodlust but in the main are knowledgeable and compassionate. - Boxing gives young men a chance to achieve something and be somebody; it teaches the need for law and order, and encourages the learning of self-discipline and respect. - Boxing promotes qualities such as sportsmanship, courage and dignity. It appeals to many young people on the fringes of society, offering them a chance of avoiding delinquency and of growing into responsible citizens. It is therefore an acceptable activity both morally and socially. - Boxing is highly regulated and safer than most other physical-contact sports. The banning of boxing would merely send it underground and the era of the illegal prize fight would return with all its horrific implications.

Task 2. Read through the Level 4 answer below. Label where the different features have been used.

Feature
1. Quotations
2. Clear comments comparing the feelings of the writers
3. Clear comments comparing the techniques/methods used by the writers
4. Language terminology
5. Connectives to compare/sequence

Both writers feel very strongly but very differently about boxing: the writer of Source A thinks boxing is appalling and should be banned whilst the writer of Source B feels it is a dignified and completely acceptable sport. The writer of Source A feels very passionately about her opinion, and therefore uses lots of emotive language. In contrast, the writer of Source B, whose writing has a calm and measured tone in order to make it seem sensible and informative, presents his opinions like facts, using positive language rather than emotion, to make his feelings known.

Source A begins with the description of the gravely ill Oliver, the writer emphasising the impact of this sight with the hyperbolic statement that it “will live in my memory for the rest of my life”. This statement works to personify the image and make it seem especially disturbing for the writer; by saying it will “live” on forever it is as if she can’t escape from it. In complete contrast, at the beginning of source B, the writer works hard to make the danger of boxing seem minimal by using the rather dull verb “to hit” – hitting someone, although not without risk, is much less dangerous sounding than ‘beating’ or ‘punching’ does.

Task 2: add another paragraph to the answer comparing the use of emotive language in Source A versus a second method in Source B.

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