**GCSE ENGLISH LITERATURE Self-evaluation and revision tasks**

**Macbeth:**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No/ Don’t know** | **Revision task** |
| Do you know the plot of Macbeth? |  | * Summarise the plot in order. * Summarise the plot using 5 key words for each Act. |
| Do you know who Macbeth is? |  | * Brainstorm the character of Macbeth. * Find 5 key quotes relating to Macbeth. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Do you know who Lady Macbeth is? |  | * Brainstorm the character of Lady Macbeth. * Find 5 key quotes relating to Lady Macbeth. * Explain what they show us about her character. * How does she change over the course of the play? * Why is she significant to the play? * Which themes relate to her? |
| Do you know who Duncan is? |  | * Brainstorm the character of Duncan. * Find 5 key quotes relating to Duncan. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Do you know who Banquo is? |  | * Brainstorm the character of Banquo. * Find 5 key quotes relating to Banquo. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Do you know who Malcolm is? |  | * Brainstorm the character of Malcolm. * Find 5 key quotes relating to Malcolm. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Can you explain the following quote:  “*Stars hide your fires, let not light see my black* and deep desires” |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Shakespeare.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  “*Brave Macbeth – Well he deserves that name”* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Shakespeare.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  “*Come you spirits, that tend on mortal thoughts. Unsex me here, and fill me, from the crown to the toe, top-full of direst cruelty”* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Shakespeare.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  “*I am in blood, steeped in so far, that, should I wade no more, returning were as tedious as go o’er*” |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Shakespeare.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  “*Here’s the smell of blood still. All the perfumes of Arabia will not sweeten this little hand*” |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Shakespeare.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Do you know the main themes of the play? |  | * Look up the key themes in the play. * For each theme, explain how it links to the play. * Where does the theme occur? * Which characters does the theme relate to? * Find 5 key quotes for each theme |
| What is rhyming couplet? |  | * Write a definition of rhyming couplet. * Who speaks in these in the play? * Why is this significant? * What is iambic pentameter? And how is it used in the play? |
| What is pathetic fallacy? |  | * Write a definition of pathetic fallacy. * Where is pathetic fallacy used in the play? * Why is it an effective stage device? |
| What is the Great Chain of Being? |  | * Define the ‘chain of being’. * Explain how it relates to the play * Why does Shakespeare include it in his play? * Find 3 quotes that may show the disruption in nature due to the actions of Macbeth. |
| Can you list the motifs in the play? |  | * Look up and list the main motifs (recurring images) in the play. * For each motif, explain how it links to the play and its significance. * Where does the motif occur? * Which characters does the motif relate to? * Find 5 key quotes for each motif |
| Do you understand the context of the play? |  | * Find out key context (background) information regarding the play, including attitudes to witchcraft, gender roles and King James I. * Explain how each of these elements link to the play. |

**An Inspector Calls**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No/ Don’t know** | **Revision task** |
| Do you know the plot of An Inspector Calls? |  | * Summarise the plot in order. * Summarise the plot using 5 key words for each Act. |
| Do you know who The Inspector is? |  | * Brainstorm the character of The Inspector. * Find 5 key quotes relating to The Inspector. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Do you know who Mr Birling is? |  | * Brainstorm the character of Mr Birling. * Find 5 key quotes relating to Mr Birling. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Do you know who Mrs Birling is? |  | * Brainstorm the character of Mrs Birling. * Find 5 key quotes relating to Mrs Birling. * Explain what they show us about her character. * How does she change over the course of the play? * Why is she significant to the play? * Which themes relate to her? |
| Do you know who is Sheila? |  | * Brainstorm the character of Sheila. * Find 5 key quotes relating to Sheila. * Explain what they show us about her character. * How does she change over the course of the play? * Why is she significant to the play? * Which themes relate to her? |
| Do you know who Eric is? |  | * Brainstorm the character of Eric. * Find 5 key quotes relating to Eric. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Do you know who Gerald is? |  | * Brainstorm the character of Gerald. * Find 5 key quotes relating to Gerald. * Explain what they show us about his character. * How does he change over the course of the play? * Why is he significant to the play? * Which themes relate to him? |
| Do you know who Eva/Daisy is? |  | * Brainstorm the character of Eva/Daisy. * Find 5 key quotes relating to Eva/Daisy. * Explain what they show us about her character. * How does she change over the course of the play? * Why is she significant to the play? * Which themes relate to her? |
| Can you explain the following quote:  "*Girls of that class"* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Priestley.   + Link to context   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  *"I speak as a hard headed business man"* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Priestley.   + Link to context   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  “*You’re not the kind of father a chap could go to when he’s in trouble"* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Priestley.   + Link to context   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  “We don’t live *alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when if men will not learn that lesson, then they will be taught it in fire and blood and anguish.*” |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Priestley.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Can you explain the following quote:  *“I was in that state when a chap easily gets nasty”* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Priestley.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the play?   + Why is it a key quote? |
| Do you know the main themes of the play? |  | * Look up the key themes in the play. * For each theme, explain how it links to the play. * Where does the theme occur? * Which characters does the theme relate to? * Find 5 key quotes for each theme |
| What is dramatic irony? |  | * Write a definition of dramatic irony. * Who uses this in the play? * Why is this significant? |
| What staging methods does JB Priestley use? |  | * Look up and list the staging devices used in the play. * How is the lighting used in the play? * How is the sound effect used – the phone and doorbell? * Why are these effective stage devices? |
| Do you understand the context of the play? |  | * Find out key context (background) information regarding the play, including JB Priestley’s political beliefs, gender roles, life in 1912 and 1945. * Explain how each of these elements link to the play. |

**A Christmas Carol**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No/ Don’t know** | **Revision task** |
| Do you know the plot of A Christmas Carol? |  | * Summarise the plot in order. * Summarise the plot using 5 key words for each Stave (Chapter). |
| Do you know who Ebenezer Scrooge is? |  | * Brainstorm the character of Ebenezer Scrooge. * Find 5 key quotes relating to Ebenezer Scrooge. * Explain what they show us about his character. * How does he change over the course of the novel? * Why is he significant to the novel? * Which themes relate to him? |
| Do you know who Fred is? |  | * Brainstorm the character of Fred. * Find 5 key quotes relating to Fred. * Explain what they show us about his character. * Why is he significant to the novel? * Which themes relate to him? |
| Do you know who Jacob Marley is? |  | * Brainstorm the character of Jacob Marley. * Find 5 key quotes relating to Jacob Marley. * Explain what they show us about his character. * Why is he significant to the novel? * Which themes relate to him? |
| Do you know who The Ghost of Christmas Past is? |  | * Brainstorm the character of The Ghost of Christmas Past. * Find 5 key quotes relating to The Ghost of Christmas Past. * Explain what they show us about its character. * Describe and explain its appearance. * Why is it significant to the novel? * Which themes relate to it? |
| Do you know who The Ghost of Christmas Present is? |  | * Brainstorm the character of The Ghost of Christmas Past. * Find 5 key quotes relating to The Ghost of Christmas Past. * Explain what they show us about its character. * Describe and explain its appearance. * Why is it significant to the novel? * Which themes relate to it? |
| Do you know who The Ghost of Christmas Yet to Come is? |  | * Brainstorm the character of The Ghost of Christmas Yet to Come. * Find 5 key quotes relating to The Ghost of Christmas Yet to Come. * Explain what they show us about its character. * Describe and explain its appearance. * Why is it significant to the novel? * Which themes relate to it? |
| Do you know who Bob Cratchit is? |  | * Brainstorm the character of Bob Cratchit. * Find 5 key quotes relating to Bob Cratchit. * Explain what they show us about his character. * Why is he significant to the novel? * Which themes relate to him? |
| Can you name other key characters? |  | * Find out who the other characters in the novel are. * Explain their significance. |
| Can you explain the following quote:  " *As solitary as an oyster"* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Dickens.   + Link to context   + How does it link to elsewhere in the novel?   + Why is it a key quote? |
| Can you explain the following quote:  *"mankind was my business”* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Dickens.   + Link to context   + How does it link to elsewhere in the novel?   + Why is it a key quote? |
| Can you explain the following quote:  “T*he happiness he gives, is quite as great as if it costs a fortune"* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Dickens.   + Link to context   + How does it link to elsewhere in the novel?   + Why is it a key quote? |
| Can you explain the following quote:  “This boy is Ignorance. This girl is Want. Beware them both, and all of their degree, but most of all beware this boy.” |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Dickens.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the novel?   + Why is it a key quote? |
| Can you explain the following quote:  *“I am as light as a feather, I am a happy as an angel, I am as merry as a school-boy. I am as giddy as a drunken man.”* |  | * Annotate the quote:   + What does it mean?   + Who says it?   + Select any language devices used by Dickens.   + Link to context   + What motif/recurring image is used in this quote?   + How does it link to elsewhere in the novel?   + Why is it a key quote? |
| Do you know the main themes of the novel? |  | * Look up the key themes in the novel. * For each theme, explain how it links to the novel. * Where does the theme occur? * Which characters does the theme relate to? * Find 5 key quotes for each theme |
| Can you list the motifs in the novel? |  | * Look up and list the main motifs (recurring images) in the novel. * For each motif, explain how it links to the novel and its significance. * Where does the motif occur? * Which characters does the motif relate to? * Find 5 key quotes for each motif |
| What is pathetic fallacy? |  | * Write a definition of pathetic fallacy. * Where is pathetic fallacy used in the novel? * Why is it an effective device? |
| Do you understand the context of the novel? |  | * Find out key context (background) information regarding the play, including Dickens’ social beliefs, poverty, Dickens’ life. * Explain how each of these elements link to the play. |

**Love and Relationships poetry**

|  |  |  |
| --- | --- | --- |
| **Question** | **Yes/No/ Don’t know** | **Revision task** |
| Do you know what the 15 poems are? |  | * List the poems and authors. * Summarise each poem – what are they about? * For each poem write 3 key words to sum up their key theme, idea, content etc. |
| Do you know what the poem *When We Two Parted* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Love’s Philosophy* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Porphyria’s Lover* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Sonnet 29 – I think of thee* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Neutral Tones* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Letters From Yorkshire* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *The Farmer’s Bride* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Walking Away* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Eden Rock* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Follower* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Mother Any Distance* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Before You Were Mine* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Winter Swans* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Singh Song* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know what the poem *Climbing My Grandfather* is about? |  | * Summarise what the poem is about in 5 key words. * Find 5 key quotes relating to this poem. * What is the narrative voice and tone of the poem? * How is this poem structured? * Which themes relate to this poem? * Which poems compare well to this poem and why? |
| Do you know the main themes of the poems? |  | * Look up the key themes in the collection. * For each theme, explain which poems it relates to. * Find 5 key quotes for each theme |
| Do you understand the context of each poem? |  | * Find out key context (background) information regarding each poem. * How does the poet’s life/beliefs link to their poem? |

**SAMPLE QUESTIONS**

Note – in the exam you would be given an extract for Macbeth and Christmas Carol/Frankenstein, but you would be expected to talk about the whole text. The questions below are past exam questions – for revision the extract is not necessarily essential.

**Macbeth**

* How far does Shakespeare presents Lady Macbeth as the dominant partner in this relationship.
* How does Shakespeare present ideas about duplicity and trust in the play?
* Explain how Shakespeare presents Macbeth’s loss of control.
* Explore how far Shakespeare presents Macbeth as a violent character
* Explore how Shakespeare presents the attitudes of Macbeth and Banquo towards the supernatural.
* Explore how Shakespeare presents ambition in Macbeth.

**A Christmas Carol**

* How does Dickens present Scrooge’s nephew, Fred?
* How does Dickens present the change in Scrooge through his interaction with the ghostly visitors?
* Explore how Dickens presents poverty
* How does Dickens present Scrooge’s fears in A Christmas Carol?
* How does Dickens use the ghosts to help Scrooge change his attitudes and behaviour?
* How does Dickens use the Cratchit family to show the struggles of the poor?

**An Inspector Calls**

* How does Priestley present selfishness and its effects in An Inspector Calls?
* How does Priestley present Sheila as a character who learns important lessons about herself and society?
* How far does Priestley present Eric as a character who changes his attitudes towards himself and others during the play?
* How does Priestley explore the importance of social class in An Inspector Calls?
* How far does Priestley present Mrs Birling as an unlikeable character?
* How does Priestley use the character of the Inspector to suggest ways that society could be improved?

**Love and Relationships poetry**

* Compare how poets present growing up in ‘Mother, any distance’ and in ONE other poem from ‘Love and relationships’.
* Compare how poets present romantic love in ‘Singh Song!’ and in one other poem from ‘Love and relationships’.
* Compare how poets present romantic feelings in ‘Winter Swans’ and in one other poem from ‘Love and relationships’.
* Compare how poets present family relationships in ‘Walking Away’ and in one other poem from ‘Love and relationships’.
* Compare how poets present ideas about the power of love in ‘Sonnet 29’ and in one other poem from ‘Love and relationships’.
* Compare how poets present strong feelings in romantic relationships in ‘The Farmer’s Bride’ and in one other poem from ‘Love and relationships’.

**Good places to revise from:**

* The school VLE (Firefly) – in English there is a section for revision.
* BBC Bitesize – chunked analysis of the set texts, as well as quizzes, videos and tables.
* Mr Bruff on You Tube – videos on the set texts AND GCSE Language aimed at all abilities – including some videos specifically for top grades.
* CGP books – questions, essays tasks, quizzes and key information.

**How to use this booklet:**

* **For each topic, see if you can answer the question (yes, no, don’t know/not sure).**
* **Then for each question, there are a few revision activities/tasks. Each of these blocks are ONE revision session.**
* **Each revision session is designed to be around 20-30 minutes of work.**

**Little and often is the key.**

**Do ONE block at a time; do around THREE blocks in a week.**