



English Language

Paper 1

Answer Question 5, the writing question (Section B) first – turn to this in your answer booklet. Only Spend 45 minutes maximum on your answer. This includes making a plan and checking at the end. You will be asked to write the OPENING of a story OR to write a description of something – this can be using the picture OR from your imagination.

Make a quick plan based on the following structure:

P1 – Panoramic

P2 – Zoom

P3 – Single line

P4 – Shift

P5 – End on cyclical structure.

When you have written your answer check, change, edit.

Then, move on to the reading section (Section A).

Read where the source is from – this should be on the front of the insert. Then, open it up and read the context box. This should have information about where in the text the extract is from and give you other clues.

Next, read the questions in your answer booklet – have a look at what you will need to know to answer the questions. You can even section off your insert and label the sections.

Read the extract, highlighting significant information / making notes as you go.

Start question 1.

Question 1 –

- 4 marks = 5 minutes
- Use the specified area of the text.
- Tick the 4 correct answers.
- Read the questions and statements carefully.



Question 4 –

- 20 marks = 30 mins
- Work out what the question is asking you to agree or disagree with.
- You **MUST** refer to language techniques / methods
- Structure:

Brief sentence to address the statements and whether you agree / partially agree / disagree.
STQI

For example:

Intro - I agree that.....

**Statement with embedded quotations and mention of technique
Inference in relation to the question.**

Question 2 –

- 8 Marks = 12 minutes
- How does the writer use **language** to....
- Use the specified area of the text.
- Refer to word classes (verb, noun, adjective etc)
- Refer to language features (similes, metaphor etc)
- Structure:

Structure: Statement Quote Technique Inference = repeat 3 times

Remember: you can also zoom-in on a single word to develop your inference further.

Question 3 –

- 8 marks = 13 minutes
- Question will ask you to look at the whole extract and how it is **structured** to create an effect – this could be tension, suspense etc.
- Use structure terminology such as: beginning, middle, end, shift, chronology, focus, zoom in / zoom out, cyclical, pivotal etc.
- Structure:

Statement, Quote, Technique, Inference (remember to refer to the keyword in the question)

Sentence starters:

The extract begins with “.....” which is immediately interesting because...

The focus shifts... “.....” to emphasize..... and give a sense of...



English Language

Paper 2

Answer Question 5, the writing question (Section B) first – turn to this in your answer booklet. Only Spend 45 minutes maximum on your answer. This includes making a plan and checking at the end.

Simple plan –

Address the form (Speech / Article / Letter)

1. Introduction – state your viewpoint clearly.
2. First reason for your viewpoint
3. Second reason for your viewpoint
4. One sentence paragraph
5. Counter argument and why that is wrong.
6. Conclusion – reinforce your viewpoint.

Then, move on to the reading section (Section A).

Read where the sources are from – this should be on the front of the insert. Then, open it up and read the context boxes. This should help with your understanding of each source.

Next, read the questions in your answer booklet – have a look at what you will need to know to answer the questions. You can even section off your inserts and label the sections.

Read the extracts, highlighting significant information / making notes as you go.

Start question 1.

Question 1 –

- 4 marks = 5 minutes
- Read all statements carefully.
- Shade in 4 boxes.
- If you shade in a box in error put a cross through the box.

Question 3 –

- 12 marks = 18 minutes
- How does the writer use **language** to.... (just like question 2 on paper1)
- Use the specified **source** and **area** of the text.
- Refer to word classes (verb, noun, adjective etc)
- Refer to language features (similes, metaphor etc)

Structure:

Statement Quote Technique Inference = repeat at least 4 times

Remember: you can also zoom-in on a single word to develop your inference further.



Question 4 –

- 16 marks = 25 mins
- Work out what the question is asking you to compare. This is based on how the writers feel and their perspectives rather than concrete things.
- Find relevant quotations from both sources
 - You **MUST** refer to language techniques / methods.
- Structure:

Intro – **Both** writers In source a the writer..... **However / Also**, in source b the writer....

S - In source a.....

Q - "....."

I/T - This implies.....

S - **In contrast / Similarly**, the writer in source b....

Question 2 –

- 8 Marks = 12 minutes
- You will need to look at BOTH sources.
- The question will ask you what you can infer about similarities OR differences about a topic / concrete thing. This means using words like ‘this suggests...’ and ‘this implies...’
- Keep quotations short.
- Use comparison connectives
 - Similarities: Also / Similarly
 - Differences: However / In contrast
- Use the SQI structure. Make a statement, add in a quote, make an inference.
NO TECHNIQUES NEEDED.

English Literature Key Quotations and Knowledge Organisers



Name:.....

You will need to remember quotations for 4 sections of your English Literature exams.

We have devised the KEY quotations you need to LEARN and REMEMBER to help you reach your full potential in the exam.

You CAN learn more but these are the ones we expect EVERY student to know.

They correspond to the quotation trackers in your course readers.
You will be tested on these.

Strategies to help you learn:

- Make a flashcard for each quote.
- Make sticky notes and stick them where you'll see them.
- Read, cover, say and write.
- Little and often – don't do too many at once, choose a few at a time to focus on.
- Record you/someone saying the quotations on your device and listen to them.

Macbeth

Act one, Scene one:



"Fair is foul and
foul is fair"

1

Act one, Scene two:



"brave"
"noble"
"worthy"
"valiant"

2

Act one, Scene three:



"Stay, you
imperfect
speakers"

3



"instruments of
darkness"

4

Act one, Scene four:



"let not light
see my black
and deep
desires"

5

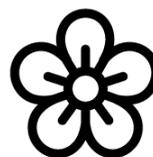
Act one, Scene five:



"milk of human
kindness"

"Take my milk
for gall"

6



"look like the
innocent flower
but be the
serpent
under't"

7

Act one, Scene seven:



"vaulting
ambition which
o'erleaps itself
and falls"

8



"when you durst
do it, then you
were a man"
"Are you a
man?"

9

Act two, Scene two:



"Give me the
daggers"

10



"Will all great
Neptune's
ocean wash
this blood clean
from my
hands?"

11

Act two, Scene three:



"Oh horror,
horror,
Horror"

12



"There's
daggers in
men's smiles"

13

Act three, Scene one:



"fruitless
crown"
"barren
sceptre"

14

Act three, Scene two:



"What's done is
done"

15

Act three, Scene four:



"Thy bones are
marrowless,
thy blood is cold;"

16

Act four, Scene one:



“beware Macduff”

17

Act five, Scene one:



“All the perfumes of Arabia will not sweeten this little hand”

18



“What’s done cannot be undone”

19

Act five, Scene eight:



“Turn hell-hound, turn”

20



“dead butcher and his fiend-like queen”

21

Notes:

A Christmas Carol

Stave One:



"Hard and sharp as flint"

1



"As solitary as an oyster"

2



"cold" "froze"
"blue" "frosty"

3



"Are there no prisons?"
"decrease the surplus population"

4



"ponderous chain"
"mankind was my business"

5

Stave Two:



"Would you so soon put out, with worldly hands, the light I give?"

6



"A solitary child, neglected"
"a lonely boy [...]
near a feeble fire"

7



"a spring time in the haggard winter of his life"

8

Stave Three:



"jolly Giant"
"glowing torch"
"open hand"

9



"as good as gold"

10



"he begged like a boy to be allowed to stay"

11



"yellow, meagre, ragged, scowling, wolfish"

12

Stave Four:



"The phantom slowly, gravely, silently approached"

13



"unwashed, unwept, uncared for"
"lighted cheerfully"

14



"Oh, tell me I may sponge away the writing on this stone!"

15

Stave Five:



16

"as merry as a
schoolboy"



17

"as light as a
feather"



18

"Make up the
fires"



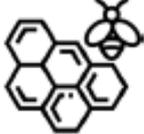
19

"and to Tiny
Tim, who did
not die, he was
a second
father"

Notes:

An Inspector Calls:

Act One:

	<p><i>"pink and intimate [...] brighter and harder"</i></p>	1
	<p><i>"Is it the one you wanted me to have?"</i> <i>"What about this ring?"</i></p>	2 and 3
	<p><i>"unsinkable, absolutely unsinkable [...]"</i> <i>silly little war scares"</i></p>	4 and 5
	<p><i>"As if we were all mixed up like bees in a hive"</i></p>	6
	<p><i>"sharp ring"</i> <i>"massiveness, solidity and purposefulness"</i></p>	7 and 8
	<p><i>"But these girls aren't cheap labour - they're people"</i></p>	9

Act Two:

	<p><i>"No, he's giving us the rope – so that we'll hang ourselves"</i></p>	10
	<p><i>"I didn't install her there so that I could make love to her"</i></p>	11
	<p><i>"Go and look for the father of the child. It's his responsibility"</i></p>	12
	<p><i>"alone, friendless, almost penniless, desperate"</i></p>	13

Act Three:

	<p>"that state when a chap easily turns nasty - and I threatened to make a row"</p>	14
	<p>"I liked her – she was pretty and a good sport"</p>	15
	<p>"used her [...] as if she was an animal, a thing, not a person"</p>	16
	<p>"There are millions and millions and millions of Eva Smiths"</p>	17
	<p>"We are members of one body. We are responsible for each other"</p>	18
	<p>"They will be taught it in fire and blood and anguish"</p>	19
	<p><i>"pleased with themselves"</i> <i>"leaving them staring, subdued and wondering"</i></p>	20 and 21
	<p>"it frightens me the way you talk" "it frightens me too"</p>	22 and 23

Notes:

Power and Conflict Poetry

Ozymandias:

 "King of kings:
Look on my works"

"shattered"
"decay" 
"colossal wreck"

"lone and level
sands stretch 
far away" 

London:

 "The mind-forged
manacles I hear"

"Every black'ning
church appalls" 

"And blights with
 plagues the
marriage hearse"

Extract From, The Prelude:

 "One summer
evening (led
by her)"

 "an act of
stealth/ and
troubled pleasure"

 "a huge peak,
black and huge [...]
upreared its head"

My Last Duchess:

"(since none puts by
the curtain I have
drawn for you, but I) 

 "My gift of a
nine-hundred-
years-old name"

"Notice Neptune,
though, Taming 
a sea-horse"

The Charge of the Light Brigade:

"Into the jaws
of Death/Into 
the mouth of Hell"

"Theirs not to
reason why/
Theirs but to 
do or die"

"hero"
"glory" 
"noble"

Exposure:

"merciless iced
east winds that 
knife us"

"slowly our
ghosts 
drag home"

"But nothing
happens" 

Storm on the Island:

 "We are
prepared."

"spits like a
tame cat/ 
turned savage"

"it is a huge
nothing that 
we fear"

Bayonet Charge:

"sweating like
molten iron" 

"King, honour,
human dignity, etcetera 
Dropped like luxuries"

"terror's touchy
dynamite" 

Remains:

"Sleep, and he's probably
armed, possibly not" 

"dug in behind
enemy lines" 

"his bloody
life in my 
bloody hands"

Poppies:

"released a songbird
from its cage" 

 "leaned against it
like a wishbone"

"hoping to hear/
your playground voice" 

War Photographer

"spools of suffering
set out in
ordered rows" 

"Home again/
to ordinary pain" 

"blood stained
into foreign
dust" 

Tissue:

"pages smoothed and
stroked and turned/
transparent" 

"might fly our lives
like paper kites" 

"let the daylight
break/ through" 

The Emigrée:

 "bright, filled
paperweight"

"branded by an
impression of
sunlight" 

"My city hides
behind me" 

Checking Out Me History:

"Dem tell me wha
dem want to tell me" 

 "Bandage up me
eye [...] blind me"

"I carving out
me identity" 

Kamikaze:

"a shaven head/
full of powerful
incantations" 

 "gradually we
too learned/
to be silent"

"wondered/ which
had been the
better way to die" 

Notes:

Notes:



A Christmas Carol

Lit. Paper 1

50 mins – one compulsory essay question (30 marks)

Q focus: key characters:

Scrooge
Cratchits
Fred
Ghosts
Marley
Belle

Q focus: key themes:

Poverty
Inequality
Selfishness / charity
Isolation
Redemption
Social responsibility
Importance of family
Importance of Christmas

Every question will link back to Scrooge and his redemption in some way.

The Ghosts

Jacob Marley – Marley appears first to warn him of the dire consequences of a life lived without compassion. He introduces the idea of redemption and sets the stage for the three spirits to follow.

Ghost of Christmas Past – This spirit evokes nostalgia, regret, and lost opportunities, helping him reconnect with his humanity.

Ghost of Christmas Present – This ghost emphasizes generosity, community, and the impact of Scrooge's choices on others in the present moment.

Ghost of Christmas Yet to Come (or Future) – Silent and foreboding, this spirit shows Scrooge the lonely and grim fate that awaits him if he does not change. It serves as the final push toward transformation by confronting him with death and legacy

Key context to refer to:

- Dickens' own experiences of poverty influenced his writing.
- Victorian poor laws brought in the workhouses as a deterrent.
- Child labour still common; limited, if any, education for poorer children.
- Thomas Malthus' economic belief that the population must be controlled.
- Importance of Christmas and development of Victorian Christmas traditions.
- Popularity of the Victorian ghost story.

Key literary terms to use:

- Asyndeton** – listing without conjunctions
- Polysyndeton** – listing with conjunctions
- Pathetic fallacy** – setting reflects the mood of the character e.g. cold = Scrooge
- Narrative voice** – Dickens speaks to the reader to convey his didactic purpose
- Antithesis** – use of opposites to emphasise contrast e.g. Scrooge vs Fezziwig



Motifs: (symbols running through the novella)



Stave summary:

Stave 1:

Scrooge introduced; conversation with Fred about Christmas; charity workers; treatment of Bob. Marley's ghost appears.

Stave 2:

Ghost of Christmas Past: Scrooge at school; apprentice at Fezziwig's; breakup with Belle; Belle's new family.

Stave 3:

Ghost of Christmas Present: Christmas in London; Cratchits' Christmas; Fred's Christmas party; Ignorance and Want.

Stave 4:

Ghost of Christmas Yet to Come: stock exchange; pawn shop; poor couple in debt to Scrooge; Cratchits after death of Tiny Tim; his own grave.

Stave 5:

Christmas Day morning – Scrooge is redeemed; buys the turkey for the Cratchits; apologises to charity worker; goes to Fred's party; raises Bob's salary; second father to Tiny Tim.



Macbeth

Lit. Paper 1

50 mins – one compulsory essay question (30 + 4 marks)
5 mins to check SPAG

Q focus: key themes:

Ambition
Violence / tyranny
Supernatural
Betrayal / deception
Loyalty / trust
Love
Gender / manliness
Fate
Appearance vs reality
Kingship

Q focus: key characters:

Macbeth
Lady Macbeth
Banquo
The Witches
Duncan / Malcolm (kings)
Macduff

Key context to refer to:

King James was an insecure king. The gunpowder plot was in 1605. Equivocation was a key issue at the time.
People believed in the supernatural and were fearful.
They believed in divine rule – king chosen by God – and the great chain of being – an order that kept balance in the world.
It was a patriarchal society – men in charge, women subservient.

Key dramatic terms to use:

Soliloquy (one speaker on stage, speaking thoughts to audience)
Tension / suspense
Dramatic irony Iambic pentameter
Aside

Key elements of tragedy to bring in:

Protagonist / antagonist
Hubris (excessive pride)
Hamartia (fatal error)
Catharsis (sense of resolution)
Anagnorisis (moment tragic hero realises his errors)
Tragic downfall
Machiavel (villain who manipulates)

Scene overview:

- 1.1 Witches meet on heath
- 1.2 Captain's report
- 1.3 Prophecies
- 1.4 Macbeth is honoured
- 1.5 Lady Macbeth introduced
- 1.6 King Duncan arrives
- 1.7 Second thoughts / manipulation
- 2.1 Floating dagger
- 2.2 After the murder of Duncan
- 2.3 Porter / Duncan found
- 2.4 Macduff won't go to watch him crowned
- 3.1 Plotting murder of Banquo
- 3.2 Macbeth admits fears to LM
- 3.3. Murder of Banquo
- 3.4. Banquet / ghost of Banquo
- 3.5 Hecate
- 3.6. Lennox says Macduff has gone to England
- 4.1 Second prophecies
- 4.2 Lady Macduff murder
- 4.3 Macduff meets Malcolm – distrust
- 5.1 Lady Macbeth sleepwalking
- 5.2 Rebels meet
- 5.3 Macbeth abusive to servants
- 5.4 Soldiers plan attack (branches)
- 5.5 Lady Macbeth's death
- 5.6 Malcolm attacks
- 5.7 Macbeth kills Young Siward
- 5.8 Macduff kills Macbeth
- 5.9 Malcolm becomes king

The question:

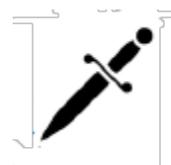
Short extract provided from one part of the play.

Starting with this extract, how does Shakespeare present...

Character or theme based questions. Could also be about stagecraft.

WHAT? HOW? WHY? essay response needed.

Motifs: (symbols running through the play)





Unseen Poetry Lit. Paper 2

Part 1:

You will get a short unseen poem that you haven't studied before. The question will ask you about how an idea / theme is presented.

You need to write an essay that **analyses** the **meaning, language** and **structure** of the poem.

30 mins

Part 2:

You will be given a second short unseen poem to compare to the first. Your answer must focus on the **methods** used by the writers to convey their ideas – language or structural. 15 mins

2 compulsory questions:

- Essay response to one unseen poem (24 marks)
- Comparative response to a second unseen poem (8 marks)

Top tips for reading unseen poems:

- Read to the punctuation marks not the end of the lines.
- Work out the key ideas first – be logical, take it bit by bit.
- Remember to look for language techniques and how it is structured and explain the effect.
- Look for possible alternative interpretations.

**When in doubt, think:
What does the
question tell me the
poem/s are about?**



Follow the structure below for Un-seen poetry part 1:

- S**tatement
- Q**uotation
- T**echnique
- I**nference

Key Poetry

vocabulary:

Metaphor

Simile

Personification

Imagery

Alliteration

Sibilance

Onomatopoeia

Juxtaposition

Symbolism

Poetic voice /

persona

Rhythm

Rhyme

Free verse

Blank verse

Stanza

Couplet

Regular / irregular

Enjambment

Caesura

Comparing words for Part 2:

Whereas

However

Equally

In the same way

By contrast

Furthermore

In comparison

Whilst

Both

Differently

Juxtaposingly



An Inspector Calls

Lit. Paper 2

The questions:

You will be given a choice of 2 questions; you answer **one**. You will have **45 minutes**.

Questions will be on character / theme / Priestley's message and stagecraft.

Possible question focus:

Characters: Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Eva Smith, Inspector Goole

Character groups or comparisons: older vs younger generation / males / females / rich / poor

Themes: responsibility / age / social class / attitudes / morality / society / Socialism vs Capitalism

Priestley's message / stagecraft: how he uses the characters / moral message / how tension is created.

Key context:

- Written in **1945**; first performed 1946.
- Post war era; sense of need for change.
- Introduction of the welfare state.
- Labour government just elected.
- Written about **1912** society.
- Pre-war optimism of wealthy.
- Huge inequalities in social classes.
- Time of political unrest in Europe but also amongst workers – labour strikes.
- Suffragettes – women's rights.

Priestley's socialist message: 'We don't live alone. We are members of one body. We are responsible for each other.'



Dramatic devices:

Dramatic irony
 Lighting changes
 Entrances and exits
 Stage directions
 Eva – absent character / construct
 Inspector – voice of Priestley
 Structure of play – morality play

Key terms:

Socialism = society focused on equality
 Capitalism = society built on profit
 Bourgeoisie = rich capitalists
 Proletariat = working class

Act 1:

Engagement party – Sheila and Gerald. **Birling's engagement speech**

Arrival of inspector, lighting change

Interrogation of Birling for sacking Eva Smith (Sheila and Mrs B absent)

Sheila re-enters and is told of the death.

Sheila's interrogation – getting Eva Smith sacked from Millwards (Birling / Mrs B absent)

Inspector mentions change of name to Daisy Renton.

Argument between Gerald and Sheila (other characters absent).

Act 2:

Inspector re-enters to question Gerald. Mrs Birling enters – out of step with situation.

Gerald's interrogation of his actions towards Daisy Renton and affair (Eric absent) Sheila hands back ring. Gerald leaves.

Mrs Birling's interrogation of her behaviour as part of the Brumley Women's Charity Organisation (Eric and Gerald absent) Mrs Birling says the father should be blamed. Sheila realises that Eric is involved. Eric enters.

Act 3:

Eric's interrogation of his behaviour towards the girl and theft
Inspector's final speech

Birling family left to blame themselves. Sheila questions who the inspector was. Gerald returns and tells them he was a **fake**. They get proof by calling Colonel Roberts. Further arguments between them.

Gerald calls the infirmary for further proof – no girl has died.

Phone call – Birling answers – girl has died; police inspector is on his way.



Power and Conflict Poetry – Lit Paper 2

The question:

Will be theme based ‘Compare how poets present... in... and one other poem of your choice.’

Named poem will be printed on the exam paper.

You choose the other poem that fits the question. **You need to know this poem** as it won't be printed on the paper.

45 minutes

30 marks

One question on the poems from power and conflict – ignore the one on relationships.

The Power and Conflict poems

1.Ozymandias – A ruined statue in the desert symbolizes the inevitable decline of all leaders and empires, no matter how powerful.

2.London – A bleak portrayal of a city plagued by poverty, corruption, and suffering, highlighting the oppression of its people.

3.The Prelude (Extract) – A boy's stolen boat ride turns from joy to fear as nature reveals its immense and terrifying power.

4.My Last Duchess – A Duke reveals his controlling and jealous nature while discussing the portrait of his late wife.

5.The Charge of the Light Brigade – A tribute to the bravery of soldiers who followed orders into a doomed battle during the Crimean War.

6.Exposure – Soldiers suffer not from enemy fire but from the relentless, freezing conditions of trench warfare.

7.Storm on the Island – A community braces against a violent storm, reflecting on the power and unpredictability of nature.

8.Bayonet Charge – A soldier's raw, chaotic experience of battle explores fear, instinct, and the futility of war.

9.Remains – A soldier is haunted by the memory of killing a man, revealing the psychological scars of conflict.

10.Poppies – A mother reflects on her son going to war, blending personal grief with national remembrance.

11.War Photographer – A photographer processes images of war, contrasting the horrors he captures with public indifference.

12.Tissue – Paper becomes a metaphor for human life, fragility, and the structures we build to control the world.

13.The Emigree – A speaker recalls a childhood homeland with idealized memories, despite its current turmoil.

14.Kamikaze – A Japanese pilot turns back from a suicide mission, facing shame and rejection from his family.

15.Checking Out Me History – The speaker challenges Eurocentric education and celebrates his Caribbean heritage and identity.

Themes:

Power (abuse of); Identity; Power of nature; Memory; Conflict

Comparing words:	Both
Whereas	Differently
However	Also
Equally	Similarly
By contrast	Juxtaposing
Furthermore	Comparatively
In comparison	Although
Whilst	Moreover
	Likewise

Key Poetry vocabulary:

Metaphor
 Simile
 Personification
 Imagery
 Alliteration
 Sibilance
 Onomatopoeia
 Juxtaposition
 Symbolism
 Poetic voice / persona
 Rhythm
 Rhyme
 Free verse
 Blank verse
 Stanza
 Couplet
 Regular / irregular
 Enjambment
 Caesura