

Easter Revision Booklet – GCSE English Literature – 4+

How to use this booklet

Each day:

- Learn 2–3 quotes
- Read a model paragraph
- Write ONE paragraph using the structure:
 1. **Point**
 2. **Evidence**
 3. **Explanation**
 4. **Zoom out to context**
 5. **Link back to question**

Sentence Starters (USE EVERY TIME)

The writer presents ___ as ___, “_____”

This has connotations of ___. (play imposter!)

In this context, this suggests...

10-Day Easter Plan

- **Day 1–3: Inspector Calls**
2 quotes + 1 paragraph
- **Day 4–5: Christmas Carol**
2 quotes + 1 paragraph
- **Day 6–7: Macbeth**
2 quotes + 1 paragraph
- **Day 8–10: Poetry**
5 poems per day

TOP TIPS

- Use SHORT quotes
- Always explain (don't retell)
- Link back to the question
- Talk about what you DO know, not what you don't
- BE CLEAR!!
- Inference is the understanding of content and unpacking of meaning.
- Analysis is awareness of a writer at work. It considers and asks 'why'.

BBC Bitesize – AIC



BBC Bitesize – Macbeth



YouTube– Power and Conflict



BBC Bitesize – A
Christmas Carol



'how'

SECTION 1: An Inspector Calls

BIG IDEAS

1. Priestley promotes a socialist ideology in which he argues for collective social responsibility.
2. Priestley suggests that change is possible, and that hope lies with the younger generation.
3. Priestley challenges existing social hierarchies of class and gender.

How does Priestley present ideas about **responsibility**?

Linked ideas:

- collective responsibility
- lower/upper class
- Fairness
- Selfishness
- Capitalist ideologies/Socialist ideologies
- exploitation

How does Priestley present **inequality in society**?

Linked ideas:

- Poverty
- lower/upper class
- social hierarchy/social class
- male attitudes
- treatment of women
- Exploitation
- Prejudice
- Greed/wealth

Key Moments

1. Mr Birling as the embodiment of Capitalism

Why it matters: Establishes Priestley's criticism of selfish capitalism.

Key quotes:

- "A man has to mind his own business and look after himself."
- "The Titanic... unsinkable, absolutely unsinkable."

Context:

- Dramatic irony: 1945 audience knows Birling is wrong.

2. Lack of rights for lower class workers

Why it matters: Establishes conflicting views on the treatment of lower class workers.

Key quotes:

- "Well, it's my duty to keep labour costs down" – Mr Birling

- “If you don’t come down sharply on some of these people, they’d soon be asking for the earth.” – Mr Birling

Context

- Priestley highlights injustice of capitalism.

3. Limited expectations of women

Why it matters: Shows the infantilisation of Sheila and attitude towards younger women.

Key quotes:

- “Yes, go on, Mummy.” – Sheila
- “Really the things you girls pick up these days!” – Mrs Birling

Context

- Younger generation symbolises hope for social change.

4. Sheila’s responsibility and change

Why it matters: Shows the possibility of change and moral growth.

Key quotes:

- “I know I’m to blame — and I’m desperately sorry.”
- “These girls aren’t cheap labour — they’re people.”

Context

- Younger generation symbolises hope for social change.

5. Mrs Birling’s lack of social responsibility

Why it matters: Shows cruelty disguised as respectability.

Key quotes:

- “Girls of that class—”
- “I did nothing I’m ashamed of.”

Context

- Charity often judged the ‘deserving’ poor.

6. The Inspector as the embodiment of socialism

Why it matters: Summarises Priestley’s message about responsibility.

Key quotes:

- “We are members of one body.”
- “If men will not learn that lesson, they will be taught it in fire and blood and anguish.”

Context

- Inspector represents Priestley’s voice or a moral conscience.

7. Hope for the future

Why it matters: Shows hope for the future lies with the younger generation.

Key quotes:

- “The point is, you don’t seem to have learnt anything.” – Sheila
- “it’s you two who are being childish- trying not to face the facts.” – Sheila

Context

- Younger generation symbolises hope for social change.

If you remember any quotes, make them these:

“We are members of one body”

“Unsinkable, absolutely unsinkable”

“Girls of that class”

Key Ideas

- Responsibility
- Class conflict
- Generational conflict

Your Task

How is conflict presented in An Inspector Calls? Write ONE paragraph

Priestley presents conflict in An Inspector Calls to highlight _____

How is responsibility presented in An Inspector Calls? Write ONE paragraph

Priestley presents responsibility in An Inspector Calls to highlight _____

How is power presented in An Inspector Calls? Write ONE paragraph

Priestley presents power in An Inspector Calls to highlight _____

How is class presented in An Inspector Calls? Write ONE paragraph

Priestley presents class in An Inspector Calls to highlight _____

What you need to do

AO1: Knowledge of key moments which work together to create the big ideas [What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to Priestley's messages [Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

How does Priestley present what life is like for women in *An Inspector Calls*?

This means:

- You must write about 3 key moments from the play
- You must focus on the key word (e.g. responsibility, gender, family, class)
- Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Essay Structure

1. Thesis:

- Briefly answer the question
- Mention the theme + character
- No quotes needed

2. Paragraphs 1, 2 and 3:

- Focus on one key moment
- Include quotation(s)
- Analyse language or dramatic methods
- Link to Priestley's message
- Link back to the question

3. Conclusion

- Sum up Priestley's overall message
- Do not introduce new ideas
- Use 'ultimately'

Paragraph 1:

- Early play moment

Paragraph 2:

- Middle play moment

Paragraph 3:

- End of play moment

PEEZL

P – Point (AO1) Make a clear point that answers the question. *Priestley presents life for women to expose the limitations, expectations and inequalities women faced.*

E – Evidence (AO1) Embed a short, relevant quotation. *Priestley presents life for women to expose the limitations, expectations and inequalities women faced, "But these girls aren't cheap labour – they're people."*

E – Explain (AO2) Zoom in on words, language, or methods. *The adjective "cheap" suggests how workers are treated as objects or products rather than humans. The noun phrase "labour" reduces the girls to work or profit, showing how businesses value money over people.*

Z – Zoom out to context (AO3) Link your point to post-war beliefs. *For a post war audience, Priestley suggests the possibility of breaking from restrictive gender roles.* Context must be relevant, not bolted on.

L – Link back to the question: Explicitly connect back to the question focus. *Therefore, life for women is presented as unfair because/but/so...*

Section A: Modern prose or drama

Answer **one** question from this section on your chosen text.

JB Priestley: *An Inspector Calls*

EITHER

0 1

How does Priestley present some of the differences between the older and younger generations in *An Inspector Calls*?

Write about:

- how the different generations respond to events and to each other
- how Priestley presents the different generations in the play.

[30 marks]
AO4 [4 marks]

OR

0 2

What do you think is the importance of the ending of *An Inspector Calls*?

Write about:

- how the ending of the play presents some important ideas
- how Priestley presents these ideas by the ways he writes.

[30 marks]
AO4 [4 marks]

JB Priestley: *An Inspector Calls*

Either

0 1

How does Priestley present Gerald's relationships with women in *An Inspector Calls*?

Write about:

- the way Gerald treats women in the play
- how Priestley presents Gerald's relationships with women.

[30 marks]
AO4 [4 marks]

Or

0 2

How does Priestley use Eva Smith to represent poverty in *An Inspector Calls*?

Write about:

- what Eva's life is like in the play
- how Priestley uses Eva to represent the lives of poor people.

[30 marks]
AO4 [4 marks]

Explained, structured – 15/30 [AO4 3/4]

In the play, an Inspector Calls, Priestly suggests the need for social change by using the Inspector as a mouth piece of his socialist views and opinions of pre and post war Britain. The Inspector warns the Birlings if they do not change, they will see it in 'blood' and 'fire' and 'anguish'.

In the beginning of the play, Priestly enters the Inspector with a dramatic entrance. Priestly uses the use of a Doorbell to cut off Mr Birling from his rant about how Russia will never take over. This use of the dramatic entrance is dramatic irony, because the Inspector is about to tell the Birlings how they must change their ways and become more woke or else they will suffer the effects tragically. Priestly uses these techniques to give the audience the benefit of hindsight towards the Birlings, since they already know what has happened, but the Inspector is suggesting the Birlings must change, so that their lives are not ruined through the suicide of Eva Smith. Priestly promotes the need for social change because he viewed society as something that must have its ways changed or their will be major issues.

As the play develops, we begin to see the Inspector changing the ways of the younger generation i.e. Sheila and Her brother, Eric. We see the persuasive language of Priestly yet again, echoed via the Inspector and portrayed onto Sheila and Eric, forcing them to change and become more aware of social issues, so they have character development. It does not take Sheila much convincing from the Inspector to change her ways, "I will never ever do it again" the repetition of never and ever can imply that the Inspector has already influenced social change onto another character. Priestly uses these techniques to emphasise the key importance and relevance of the Inspector in the play, so that he can show the Birlings how awful their behaviour is. The audience is implied to learn from this play, because the audience when the play was written (soon after WW2) many of the audience were upper and middle class. Therefore they learn from the play.

Towards the end of the play, the Inspector emphasises how important it is for society to change, and for the wealthier to help contribute towards the poor and help them, instead of watching them suffer in pain. The Inspector reminds the Birlings, and the audience that we are all "members of one body" this metaphor could imply that the noun 'body' is referring to the world and the adjective 'one' implies that we all live on this earth together, therefore we should look after one another before it is too late. Priestly echoes into the Inspector that although Birlings and the audience only learn about one person's suicide, they are reminded that there are "millions and millions of Eva Smiths and John Smiths", implying that there is so many people still out there who are suffering alone, in silence and poverty.

The Inspector promotes social change because of this. Priestly wrote this play at a time where many people were refusing to help the poor because they were afraid of it ruining their social status, therefore society needed to change.

What the examiner said:

- The response opens with a relevant statement showing awareness of writer and refers to an appropriate reference to the text.
- There are some identifications of method in the second paragraph and also some awareness of implicit ideas in the comment about social change.
- As the response develops, the student takes this further with relevant comments on methods such as the repetition of 'never' and the use of particular word choices such as 'one' body.
- There are references to a range of relevant moments from the play to support the overall response to, and focus on, the question and by the end, all descriptors in Level 3 have been achieved.

- In order to move into Level 4, it might be useful to show a more clear understanding, from outside of the text, of Priestley’s overall intention with the play.

Improve this:

In An Inspector Calls, the younger generation are presented as better than the older generation. I know from when Mr Birling is a Capitalist who says “the Titanic is unsinkable, absolutely unsinkable.” This suggests that his generation is worse than the younger because he think that bad things won’t happen even though they do. This shows he is stupid and doesn’t care about anyone but himself because he is older. The audience will view the older generation as not knowing what’s going on in order to show we should listen to young people.

Improve this:

Priestley presents poverty as unfair. Eva Smith represents the working class and shows how difficult life is for the poor. Mr Birling fires her for asking for higher wages, showing that rich employers have power over poor workers. The phrase “girls of that class” suggests that the poor are looked down on and treated as less important. Priestley shows that poverty leads to suffering and that wealthy people are partly responsible.

Section 2: A Christmas Carol

BIG IDEAS

1. Dickens conveys the message that everybody is capable of redemption.
2. Dickens emphasises the need for social responsibility and charity.
3. Dickens highlights the importance of family and friendship.

How does Dickens present **Scrooge's journey**?

Linked ideas:

- Redemption
- Transformation
- Scrooge's fears
- impact of the ghosts/spirits

How does Dickens present **poverty**?

Linked ideas:

- the Cratchits
- social hierarchy
- Social class
- Inequality
- Charity
- attitudes to the poor

Key moments

1. Marley's death and warning

Why it matters: Introduces the moral message of the novella and the consequences of greed.

Key quotes:

- "Mankind was my business."
- "I wear the chain I forged in life."

Context:

- Dickens uses Marley as a warning of what Scrooge could become.

2. Scrooge's attitude to poverty

Why it matters: Establishes Scrooge as selfish and socially irresponsible.

Key quotes:

- "Are there no prisons?"
- "If they would rather die, they had better do it, and decrease the surplus population."

Context

- Reflects Malthusian ideas about population.

3. The Ghost of Christmas Past

Why it matters: Shows how Scrooge became emotionally isolated.

Key quotes:

- “A solitary child, neglected by his friends.”
- “I should like to have given him something.”

Context

- Dickens believed neglect shaped adult behaviour.

4. Fezziwig’s Christmas

Why it matters: Contrasts benevolent and miserly employers.

Key quotes:

- “The happiness he gives is quite as great as if it cost a fortune.”
- “He has the power to render us happy or unhappy.”

Context

- Dickens criticises exploitative employers.

5. The Cratchit family and Tiny Tim

Why it matters: Highlights poverty, family, and social responsibility.

Key quotes:

- “God bless us every one!”
- “If these shadows remain unaltered... the child will die.”

Context

- Many Victorian children lived in poverty.

6. Ignorance and Want

Why it matters: Dickens directly criticises society’s treatment of the poor.

Key quotes:

- “This boy is Ignorance. This girl is Want.”

Context

- Dickens believed social neglect led to crime and suffering.

7. The Ghost of Christmas Yet to Come and redemption

Why it matters: Shows the consequences of a life without compassion and Scrooge’s transformation.

Key quotes:

- “I will honour Christmas in my heart.”
- “He became as good a friend, as good a master, and as good a man.”

Context

- Dickens believed people could change and society could be reformed.

If you remember any quotes, make them these:

“Hard and sharp as flint”

“Are there no prisons?”

“I will honour Christmas in my heart”

Key Ideas

- Change
- Responsibility
- Rich vs poor

Your Task

How does Dickens present changes in Scrooge? Write ONE paragraph

Dickens presents changes in Scrooge to highlight _____

How does Dickens present responsibility in A Christmas Carol? Write ONE paragraph

Dickens presents responsibility in A Christmas Carol to highlight _____

How does Dickens present power in A Christmas Carol? Write ONE paragraph

Dickens presents power in A Christmas Carol to highlight _____

What you need to do

AO1: Knowledge of key moments which work together to create the big ideas [What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to Dickens’ messages [Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

Starting with this extract, explore how Dickens presents the lessons Scrooge learns about life in A Christmas Carol.

This means:

You must write about the extract

You must write about the rest of the novella

You must focus on the key word (e.g. responsibility, charity, family, Christmas)

Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Essay Structure

1. Thesis:

- Briefly answer the question
- Mention the theme + character
- No quotes needed

2. Paragraph 1: The Extract

- Focus closely on the given extract
- Analyse language in detail
- Link clearly to the theme

3 + 4. Paragraphs 2–3: Elsewhere in the Novella

- Use key moments
- Show development or contrast
- Keep linking back to the question

5. Conclusion

- Sum up Dickens' overall message
- Do not introduce new ideas
- Use 'ultimately'

PEEZL

P – Point (AO1) Make a clear point that answers the question. *Dickens presents responsibility as a moral duty in Victorian society.*

E – Evidence (AO1) Embed a short, relevant quotation. *Dickens presents responsibility as a moral duty in Victorian society, "Mankind was my business".*

- **E – Explain** (AO2) Zoom in on words, language, or methods. *The noun "mankind" shows Marley means all people, not just himself emphasising the need for social responsibility. The word "business" shows he should have cared about people, not money suggesting that people have a responsibility to help others.*

Z – Zoom out to context (AO3) Link your point to Jacobean beliefs. *For a Victorian audience, Dickens advocated for the wealthy having a responsibility to help the poor in Victorian London.* Context must be relevant, not bolted on.

L – Link back to the question: Explicitly connect back to the question focus. *Therefore, responsibility is presented as vital because/but/so...*

Useful Words

Connected to Greed

1. Abundance *A very large quantity of something*
2. Misanthropy *A dislike of humankind*
3. Poverty *The state of being extremely poor*
4. Miser *A person who hoards wealth and spends as little money as possible*
5. Avarice *Extreme greed for wealth and material gain*
6. Covetous *Having a great desire to possess something belonging to someone else*

Connected to Hardship

7. Destitute *Extremely poor and lacking the means to provide for oneself*
8. Solitary *Existing alone*
9. Apprehension *Anxiety or fear that something bad or unpleasant will happen*
10. Pity *The feeling of sorrow and compassion caused by the suffering and misfortunes of others*
11. Grief *Intense sorrow*

Connected to Transformation

12. Nostalgia *A sentimental longing or wistful affection for a period in the past*
13. Remorse *Deep regret or guilt*
14. Empathetic *Showing an ability to understand and share the feelings of another*
15. Redemption *The action of saving or being saved from sin, error, or evil*
16. Morality *Principles concerning the distinction between right and wrong or good and bad behaviour*
17. Benevolent *Well-meaning and kindly*

Literary Terms

18. Allegory *A story, reference or image that reveals an important message or has a wider meaning*
19. Foreshadow *A warning or indication about a future event*
20. Pathetic Fallacy *The projection of human emotions onto the natural world*
21. Symbolism *The use of images or objects to convey wider meanings*
22. Foil *An intentional contrast between two characters*

Christmas Carol

Big ideas:

redemption

Social responsibility

Family and Friends

Dickens presents the importance of kindness as vital so that us as ~~readers~~ readers remember the impact social responsibility has on others around us. AD 3

In this extract the ~~kindness~~ importance of kindness is shown, 'God bless us every one' the word 'everyone' suggest talking about AD 2 all humanity and how we are all people and should be socially responsible towards one another, it shown as kindness because even though the Cratchit family are poor they are still thinking of others at Christmas time who may be richer or poorer, 'I'll give you Mr. Scrooge, the founder of this feast' this shows this suggests the Cratchits kindness and gratefulness towards Mr Scrooge as he pays Bob Cratchits salary to provide for his family even after Scrooge had shown him cruelty in the past this can suggest that kindness is stronger than hate. AD 3
~~The extract~~ ~~Scrooge~~ the time this novella was written a lot of children were living in poverty and ~~we~~ were usually sent off to work

at a very young age to earn for their families, the poor were also seen as lazy and are only poor ~~as~~ because they choose to be, however because of that kindness was never shown ~~in~~ meaning a lot of wealthy people were socially irresponsible. In the extract Scrooge has seen this kindness ~~that~~ that Tiny Tim ~~has~~ shown, 'what then? if he be like to die, he had better do it, and decrease the surplus population' ~~this~~ ~~or~~ this makes Scrooge look back on his actions making realise that his actions were unkind and making others suffer because of him being greedy and socially irresponsible.

Importance of kindness is also shown in the novella when Fezziwig has his Christmas party for everyone, this shows the kindness Fezziwig had for friends and family and how it brought him joy, Fezziwig ~~is shown to Scrooge,~~ is compared to Scrooge as Fezziwig shows no qualities Scrooge has, Fezziwig shows kindness to everyone and is socially responsible and is joyful because of that, this could suggest that Scrooge realises that money is not the key to ~~kindness~~ happiness,

showing kindness towards other people can bring him happiness in life

in the novella, we also see kindness being portrayed at the end of the play when Scrooge ~~is~~ shows redemption, 'merry christmas' ~~everyone~~ this suggest that, Scrooge has learnt about the importance of kindness through redeeming himself, he also learns that his kindness not only affects him but it also affects all humanity, ~~he also~~ ~~learns~~ ~~the~~ the kindness he shows through social responsibility by giving ~~to~~ the charity to the poor and raising Bob Cratchit's salary also bring ~~to~~ joy and happiness towards others, the novella ~~show~~ shows that anyone is capable of change and the importance of social responsibility highlight the importance of kindness as anyone is capable of it and that someone's kindness can change lives no matter how big or small the act of kindness is.

L3 12/30.

Read the following extract from Chapter 4 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Yet to Come shows Scrooge the scene at a deathbed.

“Ha, ha!” laughed the same woman, when old Joe, producing a flannel bag with money in it, told out their several gains upon the ground. “This is the end of it, you see! He frightened every one away from him when he was alive, to profit us when he was dead! Ha, ha, ha!”

5 “Spirit!” said Scrooge, shuddering from head to foot. “I see, I see. The case of this unhappy man might be my own. My life tends that way, now. Merciful Heaven, what is this!”

He recoiled in terror, for the scene had changed, and now he almost touched a bed: a bare, uncurtained bed: on which, beneath a ragged sheet, there lay a something covered up, which, though it was dumb, announced itself in awful language.

10 The room was very dark, too dark to be observed with any accuracy, though Scrooge glanced round it in obedience to a secret impulse, anxious to know what kind of room it was. A pale light, rising in the outer air, fell straight upon the bed; and on it, plundered and bereft, unwatched, unwept, uncared for, was the body of this man.

15 Scrooge glanced towards the Phantom. Its steady hand was pointed to the head. The cover was so carelessly adjusted that the slightest raising of it, the motion of a finger upon Scrooge’s part, would have disclosed the face. He thought of it, felt how easy it would be to do, and longed to do it; but had no more power to withdraw the veil than to dismiss the spectre at his side.

20 Oh cold, cold, rigid, dreadful Death, set up thine altar here, and dress it with such terrors as thou hast at thy command: for this is thy dominion! But of the loved, revered, and honoured head, thou canst not turn one hair to thy dread purposes, or make one feature odious. It is not that the hand is heavy and will fall down when released; it is not that the heart and pulse are still; but that the hand was open, generous, and true; the heart brave, warm, and tender; and the pulse a man’s. Strike, Shadow, strike! And see his good deeds springing from the wound, to sow the world with life immortal!

25 No voice pronounced these words in Scrooge’s ears, and yet he heard them when he looked upon the bed. He thought, if this man could be raised up now, what would be his foremost thoughts? Avarice, hard-dealing, griping cares? They have brought him to a rich end, truly!

30 He lay, in the dark empty house, with not a man, a woman, or a child, to say that he was kind to me in this or that, and for the memory of one kind word I will be kind to him. A cat was tearing at the door, and there was a sound of gnawing rats beneath the hearth-stone. What they wanted in the room of death, and why they were so restless and disturbed, Scrooge did not dare to think.

35

Starting with this extract, explore how Dickens presents the lessons Scrooge learns about life in *A Christmas Carol*.

Write about:

- how Dickens presents Scrooge in this extract
- how Dickens presents the lessons Scrooge learns about life in the novel as a whole.

Improve this:

Marley's ghost was sent as a first warning to Scrooge but he never listened. The lessons Scrooge learns in life is the lessons Marley tries to teach him. The quote 'I wear The chains I forged in life' is one of the first lessons Scrooge learns but doesn't listen to until the end of the novel. The quote 'on it, Plundered and bereft, unwatched, unwept, uncared for was the body of this man' Dickens uses this to show what Scrooge caused. This quote represents most of Scrooges life.

Improve this:

Scrooge is presented as a very lonely and selfless man in the quote "as solitary as an oyster". This presents Scrooge to the audience as a strange and interesting character. This is because the word "oyster" tells the audience that Scrooge is a tough shell to crack but once you really get to know him he is not as nasty and mean that he presents himself.

Section 3: Macbeth

BIG IDEAS

1. Macbeth's illegitimate rule demonstrates the terrible consequences of disrupting the natural order.
2. Shakespeare uses the play to demonstrate the consequences of engaging with the supernatural.
3. Macbeth's role as a tragic hero highlights how vulnerable people are to the destructive temptation of power.

How does Shakespeare present the **disruption of the natural order**?

Linked ideas:

- Macbeth
- the witches
- the supernatural
- loyalty
- betrayal
- characterisation of Macbeth

How does Shakespeare present the **pursuit of power**?

Linked ideas:

- characterisation of Lady Macbeth and/or Macbeth
- ambition
- the witches & the supernatural
- morality/immorality
- the fate of Macbeth

Key moments

1. The Witches

Why it matters: This moment plants ambition and introduces fate vs free will.

Key quotes:

- "All hail, Macbeth, that shalt be King hereafter!"
- "Why do I yield to that suggestion / Whose horrid image doth unfix my hair?"

Context:

- The Great Chain of Being: challenging God-given order is unnatural.

2. Lady Macbeth summons the supernatural

Why it matters: Introduces Lady Macbeth's rejection of femininity and moral restraint.

Key quotes:

- "Unsex me here"
- "Take my milk for gall"

Context

- Women were expected to be passive, nurturing, and obedient.

3. Is this a dagger soliloquy

Why it matters: Shows Macbeth's fractured mind just before murder.

Key quotes:

- "Is this a dagger which I see before me?"
- "A dagger of the mind"

Context

- Soliloquies reveal private thought, exposing moral struggle.

4. Duncan's murder and immediate guilt

Why it matters: The moment ambition turns into irrevocable guilt.

Key quotes:

- "Will all great Neptune's ocean wash this blood / Clean from my hand?"
- "Macbeth does murder sleep."

Context:

- Blood symbolises guilt and moral stain.
- Sleep = innocence, peace, God's blessing.

5. Banquo's Ghost

Why it matters: Public exposure of guilt; Macbeth's power begins to unravel.

Key quotes:

- "Thou canst not say I did it."
- "Never shake thy gory locks at me."

Context:

- Kings were meant to be calm, controlled, authoritative — Macbeth is none of these.

6. The Apparitions

Why it matters: Macbeth becomes overconfident and tyrannical.

Key quotes:

- "None of woman born shall harm Macbeth."
- "Macbeth shall never vanquish'd be until / Great Birnam Wood to high Dunsinane Hill / Shall come against him."

Context

- Witches speak in equivocation (half-truths).

7. Lady Macbeth's sleepwalking and death

Why it matters: The collapse of control; guilt destroys her.

Key quotes:

- “Out, damned spot!”
- “What, will these hands ne’er be clean?”

Context

- Sleepwalking exposes truths the waking mind hides.

If you remember any quotes, make them these:

“Vaulting ambition”

“Out, damned spot”

“Brave Macbeth”

Key Ideas

- Ambition
- Guilt
- Power

Your Task

How does Shakespeare present ambition in Macbeth? Write ONE paragraph

Shakespeare presents ambition in Macbeth to highlight_____

How does Shakespeare present guilt in Macbeth? Write ONE paragraph

Shakespeare presents guilt in Macbeth to highlight_____

How does Shakespeare present power in Macbeth? Write ONE paragraph

Shakespeare presents power in Macbeth to highlight_____

What you need to do

AO1: Knowledge of key moments which work together to create the big ideas [What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to Shakespeare’s messages [Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

Starting with this extract, explore how Shakespeare presents ambition in Macbeth.

This means:

You must write about the extract

You must write about the rest of the play

You must focus on the key word (e.g. ambition, power, guilt, violence)

Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Essay Structure

1. Thesis:

- Briefly answer the question
- Mention the theme + character
- No quotes needed

2. Paragraph 1: The Extract

- Focus closely on the given extract
- Analyse language in detail
- Link clearly to the theme

3 + 4. Paragraphs 2–3: Elsewhere in the Play

- Use key moments
- Show development or contrast
- Keep linking back to the question

5. Conclusion

- Sum up Shakespeare's overall message
- Do not introduce new ideas
- Use 'ultimately'

PEEZL

P – Point (AO1) Make a clear point that answers the question. *Shakespeare presents ambition as dangerous and morally corrupting.*

E – Evidence (AO1) Embed a short, relevant quotation. *Shakespeare presents ambition as dangerous and morally corrupting, "yields to that suggestion".*

E – Explain (AO2) Zoom in on words, language, or methods. *The noun "suggestion" implies the idea of murder has entered Macbeth's mind without being forced, suggesting ambition comes from within.*

Z – Zoom out to context (AO3) Link your point to Jacobean beliefs. *For a Jacobean audience, ambition that threatens the king would be seen as sinful because it breaks the Great Chain of Being.* Context must be relevant, not bolted on.

L – Link back to the question: Explicitly connect back to the question focus. *Therefore, ambition is presented as immediately destructive because/but/so...*

Common Misconceptions – *Macbeth*

Macbeth is a coward

Lady Macbeth accuses Macbeth of being cowardly and says, 'screw your courage to the sticking-place' – but that doesn't necessarily mean he's actually a coward. It's up for debate. A better way forward is to describe him as a conflicted and indecisive character.

Macbeth goes mad

There are clear points in the play where Macbeth behaves irrationally. However, to say he just goes mad is an over-simplification. For example, when he is alone at Dunsinane, he speaks calmly and coherently about his age and increasing isolation: 'My way of life / Is fall'n into the sere, the yellow leaf'.

Lady Macbeth is a man

More delicate phrasing is required here: Lady Macbeth is not a submissive character and she subverts the gender hierarchy of the time. She has a desire to transcend her role as a woman ('unsex me here') and refuses to conform to limiting social expectations.

Lady Macbeth is just a villain

Lady Macbeth is manipulative and ruthless, but she's also vulnerable. She concedes that she doesn't have it in her to kill Duncan herself because he resembles her 'father as he slept' and, later on, she becomes increasingly concerned by Macbeth's tyranny. And then there's A5S1: 'Out, damned spot!'

Banquo does not care about the prophecies

Banquo is initially sceptical about the prophecies, but that doesn't mean he's not intrigued by them. He reflects alone on stage in A3S1 that Macbeth 'has it now, King, Cawdor, Glamis, all' and wonders 'May they not be my oracle as well'.

The play ends happily

The play does end happily in the sense that Malcolm is rightly restored to the throne – 'Hail, King of Scotland' exclaims Maduff in A5S9. However, those words reflect the cries of 'Hail' from the three Witches in A1S3. This subtle mirroring casts a degree of uncertainty on the longevity of Malcolm's reign. A happy ending, no doubt, but also a menacingly ambiguous one.

in the extract Shakespeare presents an ambitious character because it soon leads to his downfall as King. L A01

in the extract Macbeth is presented as an ambitious, 'I have no spur to prick the sides of my intent, but only vaulting ambition which o'erleaps itself' this suggests Macbeth is thinking of the success of killing the king, and how his action will not be known of, or this shows us as the audience Macbeth views the good in regicide, in a Jacobean era regicide was seen as one of the worst crimes that could be committed as the king is chosen by god, this lets the audience know of Macbeth's beginning to his downfall, 'I have no spur to prick the sides of my intent but only vaulting ambition which o'erleaps itself' this can suggest Macbeth has no action to kill the king yet his ambition is taking L2 A02

over him.

we also see ambition in Macbeth, 'Is this the dagger I see before me?' this could suggest Macbeth is letting his ambition start to take over in the play as he starts to hallucinate, this also links in with the supernatural, this could suggest the supernatural was the fault of his ambition, when Macbeth kills the king is when his ambition takes over, this then making ambition Macbeth's fatal flaw which leads to him becoming a tragic hero committing this regicide shows the audience what ambition can do to a person as in a Jacobean era ambition was seen as a bad thing, this is shown in Macbeth as he can no longer speak to god because of his actions ambition that lead him to ~~his~~ regicide.

at the end of the play we see Macbeth's ambition become his downfall as king, when Macbeth goes to see the witches for apparitions 'no man born of woman' this is made to believe Macbeth to believe he cannot be killed

as the witches only speak in half truths. By this point in the play macbeth's ambition leads him to guilt towards the ~~the~~ thing he has done in the play that lead him up to becoming a tragic hero because of his fatal flaw, ambition. the play shows the audience the consequence of disrupting the natural order and how the super natural can influence ambition shown through macbeth's down fall as king as he let his ambition get the best of him, making choose the ~~deste decision~~ decision he has made, ~~the~~ to a jacobean audience this play is shown what can happen when disrupting god and the natural order because of guy fawkes and his actions of letting his ambition get the best of him

✓ L2
AO3

L3 11/30 — AO4 3/4 14/34

Read the following extract from Act 1 Scene 7 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth has decided that he is no longer prepared to carry out the plan to murder King Duncan.

	LADY MACBETH	Was the hope drunk Wherein you dressed yourself? Hath it slept since? And wakes it now to look so green and pale At what it did so freely? From this time, 5 Such I account thy love. Art thou afeard To be the same in thine own act and valour, As thou art in desire? Wouldst thou have that Which thou esteem'st the ornament of life, And live a coward in thine own esteem, 10 Letting I dare not wait upon I would, Like the poor cat i'th'adage?
	MACBETH	Prithee, peace. I dare do all that may become a man; Who dares do more is none.
15	LADY MACBETH	What beast was't then That made you break this enterprise to me? When you durst do it, then you were a man. And to be more than what you were, you would Be so much more the man. Nor time, nor place 20 Did then adhere, and yet you would make both. They have made themselves and that their fitness now Does unmake you. I have given suck and know How tender 'tis to love the babe that milks me: I would, while it was smiling in my face, 25 Have plucked my nipple from his boneless gums And dashed the brains out, had I so sworn As you have done to this.
	MACBETH	If we should fail?
	LADY MACBETH	We fail?
30		But screw your courage to the sticking-place, And we'll not fail.

Starting with this conversation, explore how far Shakespeare presents Lady Macbeth as a strong female character.

Write about:

- how far Shakespeare presents Lady Macbeth as a strong female character in this conversation
- how far Shakespeare presents Lady Macbeth as a strong female character in the play as a whole.

Read the extract from Act 2 Scene 2 of *Macbeth* and then answer the question.

Starting with this conversation, explore how Shakespeare presents the relationship between Macbeth and Lady Macbeth.

Macbeth

This is an extract from Act 2 Scene 2 of *Macbeth*.

At this point in the play, Macbeth has murdered Duncan and has returned to Lady Macbeth.

MACBETH Methought I heard a voice cry, 'Sleep no more:

Macbeth does murder sleep', the innocent sleep,

Sleep that knits up the ravelled sleeve of care,

The death of each day's life, sore labour's bath,

5 Balm of hurt minds, great nature's second course,
Chief nourisher in life's feast.

LADY MACBETH What do you mean?

MACBETH Still it cried, 'Sleep no more' to all the house;

'Glamis hath murdered sleep', and therefore Cawdor

10 Shall sleep no more: Macbeth shall sleep no more.

LADY MACBETH Who was it, that thus cried? Why, worthy thane,

You do unbend your noble strength to think

So brain-sickly of things. Go get some water

And wash this filthy witness from your hand.

15 Why did you bring these daggers from the place?

They must lie there. Go carry them and smear

The sleepy grooms with blood.

MACBETH I'll go no more.

I am afraid to think what I have done;

20 Look on't again, I dare not.

LADY MACBETH Infirm of purpose!

Give me the daggers. The sleeping and the dead

Are but as pictures; 'tis the eye of childhood

That fears a painted devil. If he do bleed,

25 I'll gild the faces of the grooms withal,

For it must seem their guilt.

Write about:

- how Shakespeare presents their relationship in this extract
- how Shakespeare presents the relationship between Macbeth and Lady Macbeth in the play as a whole.

Section 4: Power and Conflict Poetry

Ozymandias

- Shelley was a Romantic poet who criticised powerful rulers.
- The poem reflects ideas after the French Revolution, when people questioned authority.
- It suggests that power does not last over time.

Use for: power, pride, arrogance

Exposure

- Owen was a soldier in World War I.
- He wanted to show the reality of war, not the glory.
- Soldiers often suffered more from nature than the enemy.

Use for: war, suffering, reality of conflict

Remains

- Based on a soldier from the Iraq War.
- Modern warfare causes long-term mental trauma.
- Soldiers are affected even after returning home.

Use for: inner conflict

London

- Written during the Industrial Revolution.
- Society was unequal, with widespread poverty.
- Blake criticised those in power (government, church).

Use for: social conflict, power

Storm on the Island

- Reflects life in rural Ireland.
- Can link to the The Troubles.
- Suggests conflict can come suddenly and feel uncontrollable.

Use for: nature, fear, conflict

Checking Out Me History

- Agard grew up in a Caribbean country influenced by British colonial rule.
- Education often ignored Black history.
- The poem challenges this and reclaims identity.

Use for: identity, power, education

Tissue

- Dharker often writes about global identity and human experience.
- The poem reflects modern concerns about control and power.
- Suggests human systems (money, borders) are fragile.

Use for: power, control, identity

War Photographer

- Duffy was influenced by real war photographers.
- People in safe countries often ignore suffering in war zones.
- The poem criticises this lack of empathy.

Use for: conflict, perspective

The Charge of the Light Brigade

- Based on a real event in the Crimean War.
- Soldiers followed orders even when they were wrong.
- Reflects Victorian ideas about duty and honour.

Use for: power, authority

Focus on these key poems:

- Remains
- Exposure
- London
- Checking Out Me History

REMAINS

Quotes

“Probably armed, possibly not”

“His bloody life in my bloody hands”

Your turn: How is conflict presented in Remains and another poem from the poetry anthology?

Armitage presents conflict as something which _____

Your turn: How is power presented in Remains and another poem from the poetry anthology?

Armitage presents power as something which _____

EXPOSURE

Quotes

“Our brains ache”

“But nothing happens”

Your turn: How is war presented in Exposure and another poem from the poetry anthology?

Owens presents war as something which _____

Your turn: How is power presented in Exposure and another poem from the poetry anthology?

Owens presents power as something which _____

LONDON

Quotes

“Mind-forged manacles”

“Marks of weakness, marks of woe”

Your turn: How is conflict shown in London and another poem from the poetry anthology?

Blake presents conflict as something which _____

Your turn: How is power shown in London and another poem from the poetry anthology?

Blake presents power as something which _____

CHECKING OUT ME HISTORY

Quotes

“Dem tell me”

“I carving out me identity”

Your turn: How is identity presented in Checking Out Me History and another poem from the poetry anthology?

Agard presents identity as something which _____

Your turn: How is power presented in Checking Out Me History and another poem from the poetry anthology?

Agard presents power as something which _____

What you need to do

AO1: Knowledge of two references from each poem (4 in total) which work together to create the big ideas [What]

AO2: Ability to write about details of those key moments and how language has been used for impact [How]

AO3: Knowledge of the big ideas and how they contribute to the poets' messages [Why]

A top answer hits all three in every paragraph.

AQA questions usually say something like:

Compare how poets present power in Exposure and in one other poem from Power and Conflict.

This means:

You must write about the named poem.

You must compare with a second poem.

You must focus on the key word (e.g. power, conflict, nature)

Top tip: highlight/underline the focus of the question and mention it in every paragraph.

Planning – 2 references from each

Named poem

1. What do we learn about the focus? Power, conflict, memories, war, identity...
2. 2 references from the poem to support focus – analyse
3. How the references support what you're saying about the focus

2nd poem

1. What do we learn about the focus? Power, conflict, memories, war, identity...
2. 2 references from the poem to support focus – analyse
3. How the references support what you're saying about the focus

Compare how poets present the effects of power in 'My Last Duchess' and in one other poem from 'Power and conflict'.

L4 – 16/30

Throughout 'My Last Duchess' and 'Ozymandias', both poets create power to create people to become commanding, as well as arrogant which is ironic as their power is transitory. Shelley and Browning both imply that an effect of power is that he creates people to think of themselves too highly.

In 'My Last Duchess' the Duke is presented as commanding as he says 'Will't you please sit and look at her?'. Browning uses this rhetorical question as it shows that he isn't really asking, he is commanding. This presents him as commanding, this suggest he expects people to obey him. This could be because he was part of the monarchy, and the monarchy would have had great power and control over a lot in the time this was written. Browning may use 'please' to suggest that the Duke is trying to be polite however comes across as very degrading. Comparing this to 'Ozymandias', the statue also commands 'look on my works'. The imperative verb 'look' highlights how this is a command. The statue in Ozymandias is a symbolism of Rameses II who was a tyrantical leader. Both poets use this commanding characteristic to show how power can create someone to become commanding.

However, their power is also portrayed as arrogant despite their power being transitory. In 'My Last Duchess' through the structure being a dramatic monologue, this shows he is a domineering person as he doesn't let the other person speak despite being in a conversation with someone. However, the enjambment in the speech shows how little control he actually has as it mirrors his power. During Ozymandias, Shelley use structure to show how arrogant Ozymandias was as the poem is written in a sonnet, as it reflects how he loves himself. Despite this, Shelley zooms out at the end of the poem creating the image to the reader as the 'lone level sands stretch far away' and all that is left of Ozymandias is a broken down statue shows how little power he really has. Both poets use structure to present their arrogance but also their power being transitory.

Similarly in 'My Last Duchess' and 'Ozymandias', both poets present power to cause the effect of delusion. In 'My Last Duchess', the Duke brings your attention to a painting, 'Notice Neptune, though, taming a sea horse'. As he refers himself to a Roman god of the sea, 'Neptune', this could also be implying that the duchess is he 'sea horse' as the Duke tries to tame his wife. Browning's could be suggesting how much he looked down to his wife, which is also highlighted when he says, 'I choose never to stoop'. In 'Ozymandias', he also creates the idea that he thinks of himself too highly, as he calls himself 'King of Kings' which is a biblical reference, and is shows how he sees himself like a god. The harsh alliteration of 'K' also suggest how harsh he was as a leader.

The ongoing metaphors of the poem are similar in the fact that they use art (statue and painting) to show power, however they are different in the idea that Ozymandias created art of himself which began to crumble, and the Duke used art to gain control over his

wife. As it is suggested he had her killed, So, contrastingly, My Last Duchess presents the art as a sense of gain of control, 'Ozymandias show it as a loss of control

In conclusion, the poets very similarly present the effects of power as a boost in confidence as they become more commanding, as well as becoming arrogant which is ironic as their power is transitory, as well as how power creates delusional ideas that create people to think of too highly. They also both use art to convey the effects of power, however the art is symbolism of different meanings.

What the examiner said:

- ✓ The student has selected an appropriate poem to use in order to discuss the effects of power.
- ✓ In the introduction they indicate the direction that they intend to take with their response, and this is then followed by some selection of relevant moments from each poem to discuss the idea of power being transitory.
- ✓ This enables them to achieve Level 4 for a clear, sustained response to the question overall.

- There is some understanding of ideas, however the response might have benefited from further discussion of these ideas and concepts in order to move more securely into Level 4.
- The student identifies some methods and begins to link these to meaning, such as the use of art and the effect of the image of the statue in My Last Duchess. Again, further explanation of how these writers' choices impact on meaning would have enabled them to secure the whole of Level 4.

Past Papers: AQA Power and Conflict Poetry

Summer 2019

2 | 6

Compare how poets present the ways that people are affected by war in 'War Photographer' and in **one** other poem from 'Power and conflict'.

[30 marks]

War Photographer

In his darkroom he is finally alone
with spools of suffering set out in ordered rows.
The only light is red and softly glows,
as though this were a church and he
5 a priest preparing to intone a Mass.
Belfast. Beirut. Phnom Penh. All flesh is grass.

He has a job to do. Solutions slop in trays
beneath his hands, which did not tremble then
though seem to now. Rural England. Home again
10 to ordinary pain which simple weather can dispel,
to fields which don't explode beneath the feet
of running children in a nightmare heat.

Something is happening. A stranger's features
faintly start to twist before his eyes,
15 a half-formed ghost. He remembers the cries
of this man's wife, how he sought approval
without words to do what someone must
and how the blood stained into foreign dust.

A hundred agonies in black-and-white
20 from which his editor will pick out five or six
for Sunday's supplement. The reader's eyeballs prick
with tears between the bath and pre-lunch beers.
From the aeroplane he stares impassively at where
he earns his living and they do not care.

Carol Ann Duffy

Improve this:

In War Photographer the poet presents people as being affected by war negatively. I know this through the quote "spools of suffering." This suggest war affects you negatively because suffering means to feel bad so war makes people feel bad.

Summer 2020

2 6

Compare how poets present the ways people are affected by difficult experiences in 'Remains' and in **one** other poem from 'Power and conflict'.

[30 marks]

Remains

On another occasion, we get sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.

5 Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
10 I see broad daylight on the other side.
So we've hit this looter a dozen times
and he's there on the ground, sort of inside out,

pain itself, the image of agony.
One of my mates goes by
15 and tosses his guts back into his body.
Then he's carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
20 Then I'm home on leave. But I blink

and he bursts again through the doors of the bank.
Sleep, and he's probably armed, possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –

25 he's here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land
or six-feet-under in desert sand,

but near to the knuckle, here and now,
30 his bloody life in my bloody hands.

Simon Armitage

Key Vocabulary for each poem

Ozymandias, by Percy Bysshe Shelley (1818)

Arrogance	A exaggerated sense of self-importance
Transient	Impermanent; something that doesn't last
Tyrant	A cruel, ruthless ruler

London, by William Blake (1792)

Imagination	The ability to think creatively and form new ideas
Morality	Perceptions of acceptable and unacceptable behaviour
Oppression	Treatment that is cruel and unfair

The Prelude, by William Wordsworth (1799)

Imagination	The ability to think creatively and form new ideas
--------------------	--

My Last Duchess, by Robert Browning (1842)

Authoritarian	Behaviour characterised by a desire to control; the expectation of obedience
Monologue	A speech presented by a single character

The Charge of the Light Brigade, by Alfred Lord Tennyson (1854)

Artillery	Heavy, powerful guns
Dutiful	Obedient and reliable; keen to meet expectations
Heroism	Remarkable bravery
Patriotism	National loyalty and enthusiasm

Exposure, by Wilfred Owen (1918)

Exposure	Unprotected from something harmful; the revelation of damaging or unexpected information
Hallucination	The experience of perceiving something not actually present or real
Trauma	The enduring effects of frightening, stressful experiences

Storm on the Island, by Seamus Heaney (1966)

Ambiguous	Open to interpretation; unclear
Defiant	Challenging; resisting authority or power
Isolation	Feeling alone; being alone

Bayonet Charge, by Ted Hughes (1957)

Hallucination	The experience of perceiving something not actually present or real
Patriotism	National loyalty and enthusiasm
Terror	Extreme fear

Remains, by Simon Armitage (2008)

Brutal	Extremely violent; harsh
Looter	A person who opportunistically steals, typically during a war or a period of social unrest
Trauma	The enduring effects of frightening, stressful experiences

Poppies, by Jane Weir (2005)

Conflicted	A feeling characterised by confusion and worry
Monologue	A speech presented by a single character

War Photographer, by Carol Ann Duffy (1985)

Desensitised	A lack of feeling towards distressing scenes of violence and injustice
Iconic	Widely recognised
Napalm	A highly flammable chemical used by the American army during the Vietnam War
Suffer	To undergo extreme pain or hardship

Tissue, by Imtiaz Dharker (2006)

Abstract	Something based on an idea; something conceptual
Optimistic	Hopeful; confident about the future

The Emigrée, by Carol Rumens (1993)

Contrast	To differ significantly
Exile	Being blocked from returning to a native country, usually for political or punitive reasons
Identity	Sense of self; beliefs, values, language, characteristics, appearance

Checking Out Me History, by John Agard (2005)

Creole	A language created by combining and developing and other languages
Eurocentric	Singular focus on European history and culture; exclusion of more global perspectives
Subversive	Challenging, particularly towards established powers and ways of thinking

Kamikaze, by Beatrice Garland (2013)

Culture	Common values, beliefs and traditions of a community
Honour	Actions that confer respect and admiration
Sacrifice	To lose, reject or give away something valuable
Shunned	To be intentionally avoided and ignored

Section 5: Unseen Poetry

AO1 – Understand the poem & give a clear response

Students need to:

- Show they understand the poem's meaning (what it's about on the surface + deeper ideas).
- Pick out key messages, themes or feelings.
- Use short, relevant quotations to support your ideas.

Give a personal response (what you think the poem is doing or showing). Say what the poem is about and what ideas it explores, using evidence.

AO2 – Analyse the writer's methods

Students need to:

- Identify language techniques (metaphor, simile, personification, contrast, tone, etc.).
- Comment on structure (stanzas, shifts, repetition, punctuation, pace).
- Explain the effect of these choices on the reader.
- Use subject terminology accurately but not excessively.

Explain how the poet uses language and structure to create meaning.

AO3 – Compare two poems (for the comparison question)

Students need to:

- Identify similarities and/or differences in ideas, themes, or feelings.
- Compare methods (language, structure, tone).
- Use quotations from both poems.

Make the comparison throughout, not in separate chunks. Show how the two poets explore similar or different ideas, and how they do it.

For the first unseen poem (24 marks):

- ✓ What is the poem about? (AO1)
- ✓ What ideas or feelings does it explore? (AO1)
- ✓ Which methods does the poet use? (AO2)
- ✓ What is the effect on the reader? (AO2)

For the comparison (8 marks):

- ✓ What is similar or different about the ideas? (AO3)
- ✓ How do the poets use methods to show this? (AO3)

**In 'Scaffolding', how does the poet present the speaker's feelings about their relationship?
[24 marks]**

Scaffolding

Masons, when they start upon a building,
Are careful to test out the scaffolding;

Make sure that planks won't slip at busy points,
Secure all ladders, tighten bolted joints.

5 And yet all this comes down when the job's done
Showing off walls of sure and solid stone.

So if, my dear, there sometimes seem to be
Old bridges breaking between you and me

10 Never fear. We may let the scaffolds fall
Confident that we have built our wall.

*masons: people who make buildings from stone

L4 – 13

In the poem Scaffolding by Seamus Heaney he presents the speaker's feelings towards their relationship as uneasy at times.

The poet compares the speaker's relationship to scaffolding "when they start upon a building, Are careful to test out the scaffolding." Enjambment is used presenting possibly the feeling of taking risks within a relationship, at first you are careful to rest out a relationship just like you are with scaffolding but after time you build a connection "Planks won't slip at busy points." The security/definitive tone to this sentence brings a sense of security to the reader the speaker does this to present that over time you feel comfortable in a relationship that the relationship won't fall apart at a moment of chaos.

However there appears to be a sense of doubt that "this comes down when the jobs done." Figuratively implying that if a relationship ends you have to start from the beginning build something new this creates the idea of uncertainty within their relationship however the sibilance of "walls of sure solid stone." Implies he's sure the walls of safety within their relationship are secure, the 's' sounds give the readers that sense of security. "Never fear. We may let scaffolding fall confident that we have built our walls." The caesura presented here gives off a powerful effect of security. The speaker is sure they want to be with their partner, metaphorically they have one wall within their relationship 'our' wall, possessive pronoun 'our' presents they are one, they are whole even though scaffolding isn't permanent, the wall it left behind is a perfect wall for them."

The poem features a regular rhyme which presents that although there may be insecurity and it's not always perfect that the speaker and their partner will find their version of perfect within the work they put into the relationship, the scaffolding.

What the examiner said:

- ✓ This response shows an engagement with the ideas in the poem and provides an interesting interpretation in the first sentence. This is then exemplified through the rest of the response with the selection of a range of relevant moments from the poem to support their central idea, and also the inclusion of some comments on the effects of methods including tone, particular word choices and structural features.
- ✓ By the end of the response the student has returned to their overview of the poem and provided an explanation of their understanding, enabling them to move into Level 4 for AO1 task.
- In order to secure Level 4 it would be useful for them to explain how methods link to meaning in more detail as this is implied rather than clearly explained at the moment.

In both 'Yours' and 'Scaffolding', the speakers describe their feelings about the strength of romantic relationships.

What are the similarities and/or differences between the methods the poets use to present these feelings? [8 marks]

Yours

Daniel Hoffman 1923 – 2013

I am yours as the summer air at evening is
Possessed by the scent of linden blossoms,

As the snowcap gleams with light
Lent it by the brimming moon.

Without you I'd be an unleafed tree
Blasted in a bleakness with no Spring.

Your love is the weather of my being.
What is an island without the sea?

In both 'Yours' and 'Scaffolding' they both use imagery to present their strong relationships and they both use assertive language to assure their feelings come across. Another similarity is they both end their poems creating the speaker to make sure their feelings are not forgotten.

Both poets use imagery to create a visual image for the reader how the relationships work so well as the people complete each other. In 'Scaffolding' the poet presents this by saying 'tighten bolted joints' and 'walls' of 'solid stone'. This creates the image that together, they build a building, they must complete each other to do that. This is also shown in 'Yours' when the speaker says 'as the summer/ Possessed by the scent of Linden blossom' as these are things that go together, and when together bring content feelings, this suggest when they are together they complete each other.

Both poets also use the method of assertive language to present how strongly they feel about each other. As in 'Scaffolding' they believe their relationship is like 'solid stone' which shows how defiant they are of the strength of the relationship. Similarly in 'Yours', the poet uses the metaphor 'your love is the weather'. The metaphor creates assertiveness in the belief that the love is so powerful.

Lastly, they both end the poem restating their love. 'We have built our wall' as this is assuring, and 'what is one island without the sea' rhetorical question shows assertiveness.

What the examiner said:

- ✓ The response presents a clear comparison of the two poems, 'Scaffolding' and 'Yours'. The student connects the two poems from the start, showing that they have read the question carefully, and then comment on the effects of imagery linked to ideas in the second paragraph.
- ✓ The response holds both poems together throughout and overall achieves all of the descriptors for Level 2 in terms of clear comparison and a range of comments on similarity of methods.

- In order to move into Level 3, perhaps they could start to consider differences of idea in order to develop more of a thoughtful approach.

In 'I Am Offering this Poem', how does the poet present the speaker's feelings about love? [24 marks]

I Am Offering this Poem

I am offering this poem to you,
since I have nothing else to give.
Keep it like a warm coat
when winter comes to cover you,
5 or like a pair of thick socks
the cold cannot bite through,

I love you,

I have nothing else to give you,
so it is a pot full of yellow corn
10 to warm your belly in winter,
it is a scarf for your head, to wear
over your hair, to tie up around your face,

I love you,

Keep it, treasure this as you would
15 if you were lost, needing direction,
in the wilderness life becomes when mature;
and in the corner of your drawer,
tucked away like a cabin or hogan*
in dense trees, come knocking,
20 and I will answer, give you directions,
and let you warm yourself by this fire,
rest by this fire, and make you feel safe

I love you,

It's all I have to give,
25 and all anyone needs to live,
and to go on living inside,
when the world outside
no longer cares if you live or die;
remember,

30 I love you.

*hogan: wooden hut/shelter

Jimmy Santiago Baca

In both 'The sun has burst the sky' and 'I Am Offering this Poem' the speakers describe their feelings about love.

What are the similarities and/or differences between the methods the poets use to present these feelings? [8 marks]

The sun has burst the sky

The sun has burst the sky
Because I love you
And the river its banks.

5 The sea laps the great rocks
Because I love you
And takes no heed of the moon dragging it away
And saying coldly 'Constancy is not for you'.

10 The blackbird fills the air
Because I love you
With spring and lawns and shadows falling on lawns.

The people walk in the street and laugh
I love you
And far down the river ships sound their hooters
Crazy with joy because I love you.

Jenny Joseph

Mark Schemes

Macbeth, A Christmas Carol and An Inspector Calls

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task 	

Macbeth and An Inspector Calls AO4 (SPaG)

Performance descriptor	Marks awarded
<p>High performance: In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>	4 marks
<p>Intermediate performance: In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	2–3 marks
<p>Threshold performance: In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.</p>	1 mark

Anthology Poetry

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear comparison • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It is a focused comparison which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will Level 3 and be starting to demonstrate elements of clear comparison and/or clear explanation of writer's methods and/or clear understanding of contexts.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained comparison • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It includes a structured focus on comparison with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to make some structured comparison and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task 	

Unseen Poetry

Level 4 <i>Clear understanding</i> 13–16 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and text • Effective use of references to support explanation 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology.</p> <p>At the bottom of the level, a candidate will have level 3 and be starting to demonstrate elements of understanding and / or explanation of writer's methods.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader 	
Level 3 <i>Explained, structured comments</i> 9–12 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and text • References used to support a range of relevant comments 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by relevant use of subject terminology.</p> <p>At the bottom of the level, a candidate will level 2 and be starting to explain and / or make relevant comments on writer's methods.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	

Unseen Comparison

Mark	AO	Typical features of response
Level 4 7–8 marks	AO2	<ul style="list-style-type: none"> • Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously • Convincing comparison of effects of writers' methods on reader
Level 3 5–6 marks	AO2	<ul style="list-style-type: none"> • Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods • Comparative examination of effects of writers' methods on reader
Level 2 3–4 marks	AO2	<ul style="list-style-type: none"> • Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology • Some comparison of effects of writers' methods on reader
Level 1 1–2 marks	AO2	<ul style="list-style-type: none"> • Some links between writers' use of language or structure or form • Some links between effects of writers' methods on reader
0 marks	Nothing worthy of credit/nothing written	