**Revision Checklist for A level English Literature and Language Year 13.**

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| **Topic** | **Task** | **Date completed** | **Confident?** | **Yes** | **No** | **What I have done to address this.** |
| **Unit 1 exam poetry and prose.** |  |  |  |  |  |  |
| **Revise poetry Anthology**  **Revise Poetic Terminology.** | **Revise all poems and group the into themes:**  **-Women**  **-Sexuality**  **-Nature/Progress / Science**  **-Death**  **-The passing of time**  **-Youth/ Age**  **- Beauty and time**  **-Place**  **Type of poem (Elegy, Ode, Sonnet, Polemic).**  **Revise key terms, poetic terms. Apply these to individual poems.** |  |  |  |  |  |
| **Revise time periods /literary movements and which poems fall into which category.** | * **Revise timeline. Revise, Renaissance, Metaphysical, Romantic and Victorian poets.** * **Understand which poems fit into which category.** * **Understand the features of the poetry from these specific eras.** |  |  |  |  |  |
| **Revise how tackle an unseen extract and how to compare the extract and the two poems.** | **Look back over previous essays.**   * **Get some practice questions** * **Complete essays under timed conditions and get feedback.** * **Understand A0s and how to ensure correct coverage of each AO.** |  |  |  |  |  |
|  | * **Understand the mark scheme** |  |  |  |  |  |
|  | * **Examine good answers and answers of others in the group.** |  |  |  |  |  |
|  | * **Examine unseen extracts for comparison.** |  |  |  |  |  |
|  | * **Revise all key terminology in booklet and in green books for spoken word/ phonology.** |  |  |  |  |  |
|  | * **Make a list of comparative connectives that can be used all the way through the essay. On the other hand, similary, etc.** |  |  |  |  |  |
|  | * **Use the following comparison strategy:** * **Compare A with B, B with C and C with A as starting point if in doubt.** |  |  |  |  |  |
| **.** | * **Revise the features of planned rhetoric in speech- for example- a Prime Minister’s speech.** |  |  |  |  |  |
|  | * **Re-read all notes in green books.** |  |  |  |  |  |
| **Revise The Color Purple:** |  |  |  |  |  |  |
| **Revise how to tackle the exam question.** | **-Re-read the text**  **Revise key themes:**  **Make mind maps.**  **Revise key characters – make mind maps.**  **Re-read notes from lessons.**  **Re-read context of text.**  **Revise key terminology:**   * **Epistolary** * **African – American vernacular** * **Nonstandard English** * **(See notes from lessons).**   **Revise the language used and the key terminology**  **Revise the structure of the text and the pivotal points and purpose of the different viewpoints / perspectives and level of education.**  **Revise key features of Feminist critical approaches and post colonialism.**  **Look over practice questions from previous essays. Look over feedback from peers in**  **Understand requirements of each part of the question. Practice tracking the extract question- focusing on language , meaning and structure (20 marks)**  **Understand how to tackle the longer questions (40 marks) about the whole text linked to a theme or a character with a focus on context as well as other AOs from question 1.**  **Practise timed questions and get feedback.** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Unseen Spoken Texts** | * **Revise key specialist terminology for analysing spoken texts.** * **Examine different speeches / scripted and spontaneous.** * **Ensure symbols used in transcript are understood.** * **Practise writing about and comparing 3 spoken texts. Compare A with B, B with C and C with A.** * **Carry out timed exam practice and get feedback.**   **Look at a range of transcripts and spoken texts to practise analysing for a specific purpose.**  **Practise working to time.**  **Understand the AOs. And how much each are worth.** |  |  |  |  |  |
| ***Once in a House on Fire:*** | ***Once in a House on Fire*:**  **Revise key characters / themes and episodes.** |  |  |  |  |  |
|  | **Revise the concept of Creative Non Fiction / The Misery memoir and the postmodern novel.** |  |  |  |  |  |
|  | **Revise 1970’s context, Manchester, politics and women in society.**  **Revise how Marxist critics / criticism can be applied to the text. Key names etc.** |  |  |  |  |  |
|  | **Link author’s own ideas to psychoanalytical criticism.** |  |  |  |  |  |
|  | **The concept of the triumphant feminist ending.** |  |  |  |  |  |
|  | **Terminology linked to the text.**  **Revise and practise answering questions related to extracts for task1 of the exam.**  **Revise key language and structure terminology.** |  |  |  |  |  |
|  | **Revise info about the writer.** |  |  |  |  |  |
|  | **Revise all grammar terms.** |  |  |  |  |  |
|  | **Revise all critics.** |  |  |  |  |  |
|  | **Revise tentative language.** |  |  |  |  |  |
|  | **Revise structure and Freytag’s pyramid. Does the novel conform to this structure?** |  |  |  |  |  |
| ***Othello*** | ***Othello***  **Revise scenes and key points within them** |  |  |  |  |  |
|  | **Revise all key terminology linked to the play** |  |  |  |  |  |
|  | **Learn quotations – make flash cards/posters for useful quotations** |  |  |  |  |  |
|  | **Revise key contextual points and link them to the play** |  |  |  |  |  |
|  | **Revise all characters. Have points and quotations about each one – including contextual information** |  |  |  |  |  |
|  | **Revise key themes – have points and quotations about each one – including contextual information** |  |  |  |  |  |
|  | **Revise critics – have key points to quote in order to be able to evaluate impact** |  |  |  |  |  |
|  | **Revise tragedy/Machiavellian villain concept and key quotations** |  |  |  |  |  |
|  | **Practise close analysis of extracts** |  |  |  |  |  |
|  | **Practise responding to longer questions** |  |  |  |  |  |
|  | **Revise writing using an academic style** |  |  |  |  |  |
|  | **Check understanding of the contextual ‘issues’ and the concept of ‘The Moor’ and how this impacts on the reception of Othello’s character** |  |  |  |  |  |
| ***Cat on a Hot Tin Roof*** | **Revise all scenes and summarise main points** |  |  |  |  |  |
|  | **Revise Broadway version and key points on the purpose of this alternative scene and how this impacts on the reception of the play** |  |  |  |  |  |
|  | **Revise contextual points of the play and how the reception/production was impacted** |  |  |  |  |  |
|  | **Revise relevant biographical information about Williams and how this impacted on his production of the play** |  |  |  |  |  |
|  | **Revise characters – points and learn quotations** |  |  |  |  |  |
|  | **Revise key themes – quotations and points** |  |  |  |  |  |
|  | **Revise contextual information about American society** |  |  |  |  |  |
|  | **Practise responding to exam style questions** |  |  |  |  |  |
|  | **Revise critical responses – have key ideas in order to evaluate the impact of the play** |  |  |  |  |  |
|  | **Revise literary theory – feminism, post-colonialism, etc.** |  |  |  |  |  |
|  | **Revise all key terminology – use flash cards/posters to help** |  |  |  |  |  |
|  | **Produce timeline of events throughout the play – what does this show about the relationship within the family?** |  |  |  |  |  |
|  | **Learn all key terminiology** |  |  |  |  |  |
|  | **Revise ‘nuclear family’ expectations – link to play.** |  |  |  |  |  |
|  | **Revise the setting in which this is set – how does it impact on the play’s reception?** |  |  |  |  |  |

**Unit 1: Poetry and The Color Purple**

**Unit 2: Othello and Cat On a Hot Tin Roof**

**Unit 3: Unseen Spoken texts and Once in a House on Fire.**

**Exam Dates:**

**Thursday 7th June: Component 1 (Poetry and Color Purple)**

**Tuesday 12th June: Component 2 (Othello and Cat on a Hot Tin Roof)**

**Friday 15th June: Component 3 (Spoken word and Once in a House on Fire)**