

**English Literature Paper – ‘An Inspector Calls’, ‘Power and Conflict’**  
**poetry and unseen poetry**

**REMEMBER:** you will have to find the questions on your set texts in a booklet of LOTS of questions. Don't panic – they are there. PLEASE don't answer questions on texts you haven't studied in a panic.

- Only choose **ONE** 'AIC' questions to answer (you will be given a choice)
- Only answer the question on 'Power and Conflict' poetry, **NOT** 'Love and Relationships'
- Make sure you answer **BOTH** questions in section C – there will be an unseen comparison on the final page

**YOU CAN WRITE ON THE QUESTIONS PAPERS SO ANNOTATE THE POEM AS MUCH AS YOU LIKE**

**My personal target:**

**AO1:** Understanding of text.

Respond to task

Quotes/References

**AO2:** Writer's craft: language, form and structure

Terminology

**AO3:** Context (when written, setting, key ideas)

**AO4:** SPaG

**Section A: 'AIC'** – AO1, AO2, AO4, AO4

**Section B:** 'Power and Conflict' poetry comparison – AO1, AO2, AO3

**Section C:** Unseen poetry: AO1, AO2

Unseen poetry comparison: AO2

**Section A and B** – 10 minutes planning then 35 minutes writing

**Section Ci** – 5 minutes planning 25 minutes writing

**Section Cii** – 15 minutes writing

Aim for at least 2-3 sides for each section

## Revision suggestions for tonight...

### 'An Inspector Calls'

1. **Don't lose the plot.** Remind yourself of the plot by constructing a timeline of events, and noticing how events follow on from each other. Think about which are the most significant, or pivotal, moments in the text. Perhaps pick a few and think about why the writer has included this particular moment: why is it there? What is its purpose?
2. **Who are the key characters?** Make a list and create a pen portrait description of each one. As you are doing this, you should think about why the writer included this particular character: what do they add to the story, or to the themes, of the text? What is their purpose?
3. **Location, location, location.** Write a list of the settings, or locations, that are used in the text - list of all the key locations that are used, and remember that the writer selected these locations deliberately and for a reason. For example, is the setting outside or inside? Is it isolated or busy? What is the weather like? What is the time of day?
4. **Open a page at random.** Try picking up one of their texts and letting it open at a random page, then read the page and see if you can "place" this moment in the plot. What is happening at this moment? Is it significant in any way? What has just happened, and what is going to happen next?

### 'Poetry'

1. **Look at poems under themes.** Grouping the poems in different ways will help you to see the thematic connections that can be made between them. You might find that you can make lots of different groups of poems this way, and it will help you to revise the content as well as the themes as a whole.
2. **Rename poems.** To help you get to grips with the overall idea in the poems, you should try giving each one a different title to the one that the poet selected. If you were the poet, what would you have called this poem?
3. **The bigger picture.** Analysing poetry isn't about trying to say something important about every word, phrase or line! A helpful approach instead is to go through each of the poems and pick out three elements that you have the most to say about. A very effective way of doing this is to put the poem in front of you and scan it for 10 seconds before covering it up – and make a quick note of the things you remember. This way they you the elements of the poem you're most interested in and, therefore, the elements that you are likely to have the most to say about.
4. **'Time a lot about a little'.** In other words, pick a word, phrase or line and time yourself to see how much you can say about it. If you can write about it for five minutes without stopping, then you've made a good choice – but remember to always link to the point of the poem!

**USE YOUR EXERCISE BOOKS AND ANTHOLOGIES – GO THROUGH EVERYTHING YOU HAVE DONE IN CLASS AND TURN THEM INTO NEW NOTES**

**USE THE RESOURCES ON MOODLE WITH OTHER REVISION SUGGESTIONS AND RESOURCES/LINKS.**

## Language and structural features (AO2)

### **STRUCTURE:**

- Setting
- Entrances and exits (AIC)
- Doors (AIC)
- Lighting (AIC)
- Pathetic fallacy
- Length of utterance (AIC)
- Foreshadowing (AIC)
- Juxtaposition/contrast between characters (AIC)
- End of scene (AIC)
- Use of tragic features (anagnorisis, pathos, bathos, hamartia, hubris etc) (AIC)
- Stage directions (AIC)
- Interruptions (AIC)
- Shift in voice/perspective (poetry)
- First or 3<sup>rd</sup> person (poetry)
- Dramatic monologue (poetry)
- Sonnet (poetry)
- Meter (poetry)
- Stanza length/construction (poetry)
- Caesura (poetry)
- Enjambment (poetry)

### **LANGUAGE:**

- Imagery
- Semantic field
- Formality/sophistication of language
- Colloquialisms
- Symbols
- Sentence form (imperative, interrogative, declarative, exclamative)
- Sentence type (simple, complex, compound, minor)
- Similes
- Metaphors
- Alliteration
- Plosives
- Fricatives
- Personification
- Proper nouns
- Nouns
- Term of address
- Adjectives
- Adverbs
- Premodifiers
- Verbs
- Active voice
- Passive voice
- Hyperbole
- Title (poetry)

### **Phrases to help you analyse:**

- *This is symbolic of...*
- *This could suggest to the reader/audience...*
- *This might indicate that...*
- *A reader/audience might see this as a criticism of...*
- *A reader/audience might see this as a promotion of...*
- *This could represent the view that...*
- *An alternative reading could be that...*
- *The writer could be implying that...*
- *This is further enhanced when...*
- *On one level, the writer might be implying...*
- *However, it is conceivable that the writer could also be suggesting...*
- *This is further enhanced when...*

### **Context/themes (AO1/AO3):**

Make sure you are clear about what the writer thought about these ideas and how they reflect views of the time

#### **An Inspector Calls:**

- Gender roles/the role of women
- The difference between the older and younger generations
- Socialism v capitalism
- The class system
- Responsibility
- Power
- Appearance v reality
- Poverty and wealth
- Honesty and truth
- The opportunity for change

#### **Power and Conflict poetry:**

- Emotional conflict
- Physical conflict
- The experience of war
- The passing of time
- Conflict between thought and action
- Power of nature
- Power of the individual
- Loss (of someone or of identity)
- Ideas about the past
- Strong emotions
- Attitudes towards authority
- Attitude towards culture/country
- Injustice