GCSE English Literature: Key knowledge

Paper 1: Wednesday 15th May

- A Christmas Carol
- Romeo and Juliet

Paper 2: Thursday 23rd May

- An Inspector Calls
- Anthology poetry
- Unseen poetry

GCSE English Literature Paper 1: *Romeo and Juliet*

The Chorus

The purpose of the Chorus was to narrate and comment on the action.

civil blood makes civil hands unclean

Paris

A kinsman to the Prince. His stilted language forms a contrast to that of Romeo.

Younger than she are happy mothers made.
Thy face is mine, and thou hast slandered it

Prince Escalus

Appears three times to return the order of law after violent events. Represents law and order in Verona.

Three civil brawls, bred of an airy word,
By thee, old Capulet, and Montague,
Have thrice disturb'd the quiet of our streets,

A glooming peace this morning with it brings.
The sun, for sorrow, will not show his head.

Romeo

Develops from a naïve and stereotypical courtly lover to a romantic lover. A contrast to the cynical Mercutio.

Why, then, **O brawling love! O loving hate!**

O, **she doth teach the torches to burn bright!**
It seems she hangs upon the cheek of night
Like a rich jewel in an Ethiope's ear;
Beauty too rich for use, for earth too dear!

But soft, what light through yonder window breaks?
It is the east, and Juliet is the sun.

There is no world without Verona walls,
But purgatory, torture, hell itself.

…her beauty makes
This vault a feasting presence full of light.

Juliet	**Lord Capulet**
First presented as innocent through her father's words but grows up quickly as she falls in love with Romeo. Find herself isolated in a patriarchal society where she has limited agency, leading her to desperate measures.	*The head of the Capulet family seems to be a benevolent father at the start but rapidly changes as Juliet defies his patriarchal authority.*
Let two more summers wither in their pride	**.…mistress minion you…**
Ere we may think her ripe to be a bride	Speak not. Reply not. Do not answer me.
	My fingers itch…out on her, hilding
…palm to palm is holy palmers' kiss.	Death lies on her like an untimely frost
	Upon the sweetest flower of all the field.
My only love sprung from my only hate!	
Too early seen unknown, and known too late!	**Lord Montague**
	Thou villain Capulet,—Hold me not, let me go.
O Romeo, Romeo,	
wherefore art thou Romeo?	I will raise her statue in pure gold
Romeo, Romeo, Romeo! Here's drink. I drink to thee	
Benvolio	**Lady Capulet**
The peacemaker, who seeks to avoid conflict and is a dramatic foil to the fiery Tybalt.	*Seems to have a fairly distant relationship with Juliet – shown by her rapid rejection of her.*

Part fools! You know not what you do. **The day is hot, the Capels abroad,** And if we meet we shall not 'scape a brawl, For now, these hot days, is the mad blood stirring.	By having him, making yourself no less. I would the fool were married to her grave!
Mercutio *An impulsive and entertaining character who brings comedy through his satire, sexual innuendo, and cynical view of love.* If love be rough with you, be rough with love; Prick love for pricking, **A plague o' both your houses!** They have made worms' meat of me.	**The Nurse** *Juliet's loyal nurse is her confidante, with a far closer relationship than that with Lady Capulet. Also provides comic relief.* I am the drudge and toil in your delight, But you shall bear the burden soon at night. I think you are happy in this second match, For it excels your first:
Friar Lawrence *The Friar secretly marries R and J in an attempt to resolve the feud but, in doing so, helps to seal their fate* ....turn your households' rancor to pure love. These violent delights have violent ends	**Tybalt** *A fiery and impulsive character who embodies the violent rivalry between the families. His death shows the corrosive nature of the feud.* What, drawn, and talk of **peace! I hate the word,** **As I hate hell, all Montagues, and thee…** the courageous captain of compliments. **Thou art a Villain**

GCSE English Literature Paper 1: *A Christmas Carol*

Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster.
Are there no prisons? Are there no workhouses?
I can't afford to make idle people merry… If they would rather die, they had better do it, and decrease the surplus population.
I wear the chain I forged in life…I made it link by link, and yard by yard; I girded it on of my own free will.
Yellow, meagre, ragged, scowling, wolfish…Where angels might have sat enthroned, devils lurked, and glared out menacing.
I would like to be able to say a word or two to my clerk right now.
I am as light as a feather… I am as merry as a school boy.
I'll raise your salary, and endeavour to assist your struggling family…Bob! Make up the fires, and buy another coal-scuttle before you dot another i, Bob Cratchit!"
Useful terms and ideas: *redemption, heat imagery, poverty, Tomas Malthus, middle class readership, allegory, miser.*

GCSE English Literature Paper 2: *An Inspector Calls*

In 7 words: impossible, girls, labour, duty, earth, fire, everything, moonshine

Sheila	**Mrs Birling**	**Mr Birling**	**Big ideas**
'rather pleased with life' 'these girls aren't just cheap labour' 'I don't dislike you as I did half an hour ago, Gerald. In fact, in some odd way, I rather respect you more than I've ever done before.'	'…a rather cold woman, her husband's social superior.' 'Girls of her class…'	'War is impossible' 'It is my duty to keep labour costs down.' 'If you don't come down hard on these people they'd soon be asking for the earth.' The whole story's just a lot of moonshine.	**Collective responsibility** *The idea that members of a society have a duty to care towards one another. It emphasises a balance between individual freedom and collective welfare.* **World Wars and Revolutions** *The play was first performed in 1945. Audiences were very aware of the events that followed: two world wars and the Russian Revolution*
Eric half shy, half assertive' 'we helped kill her'	**Gerald** The easy, well-bred man about town Everything's alright now'	**The Inspector** 'A lively, pretty sort of girl' We don't live alone. We are members of one body. We are responsible for each other. the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish'	**Generations** *Priestley presents an older generation whose views are more entrenched and inflexible, and a younger generation who have the capacity for change but could also be accused of decadence.* **Gender roles and expectations** *Women in 1912 had fewer freedoms and opportunities. They were unable to vote until 1918, and even then with limitations. Universal suffrage only arrived in 1928.* **The class system** *The British class system in 1912 was still rigid, with limited social mobility. The upper classes still held a great deal of wealth, power and influence.*
Useful terms: didactic, dramatic irony, declarative statement, first person pronoun			

Anthology poetry: the super eight

London	Ozymandias	Prelude
"Marks of weakness marks of woe." "mind forg'd manacles"	"sneer of cold command" "king of kings"	"troubled pleasure" "a huge peak, black and huge"
My Last Duchess	Charge of the Light Brigade	Exposure
"That's my last Duchess painted on the wall, / Looking as if she were alive." "I gave commands; / Then all smiles stopped"	"Storm'd at with shot and shell, While horse and hero fell" "Honour the charge they made! Honour the Light Brigade, noble six hundred!"	"Our brains ache in the merciless iced east winds that knive us…" "The poignant misery of dawn begins to grow…"
Remains	Checking out me history	
"probably armed, possibly not" "his bloody life in my bloody hands"	"Dem tell me" "Blind me to me own identity"	

Five quick Literature revision activities

Each activity should take roughly 5-15 minutes.

1. **What happens.** Make a bullet point list of what happens in the story. Begin with what you can remember, then check and fill in any gaps.
2. **Who is who.** Make a list of the characters in the story. Try to sum each one up in 3-5 words.
3. **Who does what.** Make a list of characters in the story, with 3-5 key <u>events</u> listed for each.
4. **Who says what.** Make a list of key quotes from memory. Once you have written down what you can remember, check against the key quotes list for that text and fill in the gaps.
5. **Explode a quote**. Take a key quote and write down as much as you can about it for each assessment focus. The questions below might help:
   AO1:who says it? What does it show about that character? Which other characters or quotes can it link to? Which other characters or quotes might you contrast with this?
   AO2: zoom in on the connotations of a word or phrase or comment on a technique such as imagery or themes.
   AO3: how can this be linked to the writer's purpose or intent? What historical context can this link to?