



Aspire Achieve Thrive

Autumn Term
Term 1

English

Poetry

+ *An Inspector Calls*

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	Science Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Sparx Maths
Wednesday	English Task 1	Science Task 2	Option C Task 2
Thursday	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
Friday	Sparx Science	English Task 2	Sparx Maths

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Childcare
Triple Science
Travel and Tourism
Music
Sport
IT

Option C
Business Studies
Catering
Computer Science
Drama
Health & Social Care
Media Studies
Photography
Sport

Half Term 1 (8 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 1st September 2025	Cornell Notes on: <i>A Christmas Carol</i> Themes	Question: Use the image for a piece of creative writing.
Week 2 8th September 2025	Revision Cards on: Write the onion method sentence stems.	Question: How does the writer use language to describe the town of Maycomb?
Week 3 15th September 2025	Cornell Notes on: Britain in 1945	Question: How does the writer use language to describe the pirate?
Week 4 22nd September 2025	Revision Cards on: Write three structure features.	Question: How does the poet present ideas about corruption?
Week 5 29th September 2025	Cornell Notes on: 'Remains' - context	Question: How does the writer <u>structure</u> the poem for effect?
Week 6 6th October 2025	Revision Cards on: List three language devices and explain their meanings.	Question: How does the poet present the reality of war?
Week 7 13th October 2025	Cornell Notes on: 'Kamikaze' - context	Question: Use the picture as a basis for a piece of creative writing.
Week 8 20th October 2025	Revision cards on: Three key quotes from Exposure	Question: In War Photographer, how does the writer convey the War Photographer's feeling about his job?

Half Term 2 (7 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 3rd November 2025	Revision Cards on: List three structural devices with examples.	Question: How does the poet <u>structure</u> the poem to convey their message?
Week 10 10th November 2025	Cornell Notes on: Gender in An Inspector Calls	Question: Consider how the realities of war are conveyed in 'Remains' and ONE other poem.
Week 11 17th November 2025	Revision Cards on: List three poetic forms and explain the features of each.	Question: How does Priestley present the Birling family at the beginning of the play?
Week 12 24th November 2025	Mock Exams	Mock Exams
Week 13 1st December 2025	Mock Exams	Mock Exams
Week 14 8th December 2025	Cornell Notes on: <i>An Inspector Calls</i> Themes	Question: How does Priestley present the male characters in the play?
Week 15 15th December 2025	Revision Cards on: Write five adjectives to describe The Inspector.	Question: How does Priestley present ideas about corruption?

Poem	Subject	3 Key Quotations with Brief Explanation (Tone, structure - an important moment - and imagery)		Voice
Ozymandias	Human power is only temporary and even the most powerful human creations cannot resist the power of nature.	Tone: Half sunk, a shattered visage lies	The tone suggests fragility and the ephemeral nature of power.	Shelley was a Romantic poet who believed in the power of nature. It acts as a warning to anyone who thinks they are immortal that power won't last.
		Really important moment: My name is Ozymandias, King of Kings	Highlights that he believed he was the ultimate king - shows his hubris.	
		Imagery: Colossal wreck	The short phrase sums up how man's power does not last forever because it is consumed by nature's immeasurable power.	
Prelude	Conflict between man and nature: nature proves it is more powerful and can make man feel overwhelmed and insignificant.	Tone: went heaving through the water like a swan	This suggests that he feels masterful and confident and has dominion over nature.	This Romantic poet believed in the power and beauty of nature and its capacity to overwhelm man's power. The incident was an incident from Wordsworth's own life.
		Really important moment: Huge peak, black and huge	This line marks the shift in the poem (volta) when nature becomes dominant and threatening.	
		Imagery: Trouble to my dreams	This helps us to empathise with the narrator and establishes a huge contrast to the tone and mood at the start.	
London	Explores the abuse of power in Victorian England and the lack of power amongst the poor who are controlled by society.	Tone: Where the charter'd Thames does flow	A river is normally a symbol of freedom but chartered suggests London is a city of restriction and confinement.	Set during the industrial revolution at a time when there was a revolution in France. Blake is criticising the government and the compliance of the people.
		Really important moment: The mind-forged manacles I hear	The metaphor suggests the city controls people's minds. This metaphor is reflected in the extremely rigid and inescapable structure and rhyme scheme of the poem.	
		Imagery: runs in blood down palace walls	That the blood of ordinary people will stain the juxtaposed elite of society.	

Poppies	The powerlessness of the mother who must deal with her son's departure to war.	Tone: Armistice / poppies / war graves	This semantic field of memorial creates a solemn tone of remembrance in the first stanza.	The poem is focused on the idea of poppies as symbols of memorial and explores the feelings of those who lose their loved ones to war. Weir includes her expertise with textiles in the poem.
		Really important moment: 'the world overflowing like a treasure chest'	The simile suggests an outpouring of emotions potentially fond and nostalgic from the word 'treasure'	
		Imagery: Hoping to hear your playground voice	This sensory imagery suggests a sense of absence and loss - loss of childhood and of innocence.	
Remains	Explores the long term psychological effects that conflict in war has on a soldier.	Tone: Probably armed, possibly not	Creates a tone of nonchalance which is shattered by the volta in the poem.	This poem highlights the problem of post-traumatic stress disorder in soldiers. Armitage gives a poetic voice to the experience of Guardsman Tromans.
		Really important moment: End of story, except not really	The moment where the speaker realises he will forever live with the guilt through the flashbacks of the killing.	
		Imagery: His bloody life in my bloody hands	This line uses repetition of blood to show how the soldier's life has been affected so much by the guilt he feels after killing the man. Allusion to Macbeth and the motif of guilt.	
Storm on the Island	The conflict between man and nature can be read as an allegory of political conflict. The power of the weather can instill fear into man.	Tone: We are prepared: we build our houses squat	The people on the island are shown to be well prepared for any attack from the weather through the word choices and short concise phrases.	The poet was born on an isolated storm-battered island which acts as a metaphor for the stormy political troubles in Ireland. Heaney lives through the Troubles and builds the idea of Stormont into his title.
		Really important moment: Spits like a tamed cat turned savage	This simile marks a change in tone when the weather suddenly becomes violent. The enjambment across stanzas highlights the sudden shift.	
		Imagery: It is a huge nothing that we fear	This oxymoronic line suggests that fear is ever present in a volatile natural and/or political environment.	
War Photographer	The powerful war images contrast with the detached way they are consumed	Tone: Spools of suffering set out in ordered rows	This line shows how the photographer brings order to the chaos in the images when he develops them	The speaker is bitter about the indifferent way in which people view modern warfare through newspapers. Duffy was
		Really important	This line links to how the speaker feels his job is pointless as people who	

	in a conflict between warzones and rural England.	moment He stares impassively...and they do not care	see his pictures in the news are desensitised to violence	exploring the experience of friends who were war photographers. She gives the poem a universal feeling.
		Imagery :Blood stained into foreign dust	A visual reminder of death, this foreshadows the memories that are going to haunt him.	
My Last Duchess	Browning is criticising the absolute power the speaker had over his wife within a patriarchal world.	Tone: my last duchess...looking as if she were alive	'last' implies the speaker is seeking a new wife while the simile implies the speaker prefers the portrait to the real woman because it can be controlled.	Browning creates a dramatic monologue based on the Duke of Ferrara from the Italian Renaissance to indirectly criticise hidden sin and patriarchy in the Victorian era.
		Really important moment: I gave commands then all smiles stopped	The line 'I gave commands' is an indirect way of saying he had his wife killed off to stop her from smiling at others.	
		Imagery: Notice Neptune though taming a sea horse	The fact the speaker points out another work of art near the portrait shows the speaker views the duchess as just an object rather than a real person.	
Exposure	Nature is more powerful and deadly than bullets and Shells. Owen exposes the realities and horrors of war.	Tone: Merciless iced east winds knife us	The personification and sibilance emphasises the brutality of the weather in the trenches.	Wilfred Owen wrote during the bitterly cold winter of 1917. He wanted to truthfully show the real conditions for soldiers on the trenches, to expose the horrors of war and to counter the propaganda back at home.
		Really important moment: For love of God seems dying	Could mean that they are losing their faith or love for God or that they feel God's love for them is dying.	
		Imagery: All their eyes are ice	Could refer to the dead soldiers, exposed for so long to brutal conditions, or the burial party, numb to their task.	
Charge of the Light Brigade	The bravery of the soldiers and the stupidity of the mission. The powerful military rhythm matches the rhythm of marching drums.	Tone: When can their glory fade?	This rhetorical question establishes a tone of admiration for the light brigade as the implied answer is never.	Tennyson is both honouring the bravery of the soldiers (in his role as Poet Laureate) while also criticising the mistakes made by the generals in misinterpreting the command.
		Really important moment: Theirs not to make reply, Theirs not to reason why theirs but to do and die	The parallel phrasing shows the soldiers' only job was to fight and it was not their position to question which links to the pointlessness of war.	

		Imagery: Into the valley of death rode the six hundred	This line uses Biblical imagery which links the soldier's death with religious sacrifice.	
Tissue	We cling too tightly to power and should build more things with paper-like qualities.	Tone: Paper that lets the light shine through.	This establishes a tone of illumination. Paper is a man-made material. Immediately the poet establishes the idea that nature (the light of the sun) is more powerful than man.	The poems comes from a collection called 'The Terrorist at my table' in which the poet comments on global issues facing the world. Dharker was born in Pakistan and grew up in Scotland. She deals with themes of identity, the role of women in contemporary society and the search for meaning. She draws on her multi-cultural experience in her work.
		Really important moment: 'raise a structure never meant to last'	The extended metaphor of structures symbolising life. Where each is different and unique however a reminder that we are constantly haunted by the fragility of life itself.	
		Imagery: Fly our lives like paper kites	This simile links to how our lives are tied and controlled by paper (in the form of money) but this power can easily fly away.	
Bayonet Charge	The powerful and raw emotions involved in rushing out from the trenches.	Tone: Suddenly he awoke and was running	The first line of the poem uses in medias res to reflect the confusion of the soldier who finds himself suddenly awake in a war zone.	This poem looks at the dehumanising impact of leaving the trenches into no-man's-land. Hughes wrote this poem in the 50s and imagines the experience of being in the trenches.
		Really important moment: The patriotic tear...sweating like molten iron	This image suggests the panic of fighting in a war overwhelms any notions of patriotism and 'molten iron' links to hell.	
		Imagery: His terror's touchy dynamite	The last line of the poem is ominous and violent to emphasise the indescribable horror of war could reawaken at any time.	
Checking out me History	This poem rebels against the way powerful black figures from history are marginalised and explores the Conflict between what we are taught and not taught by society..	Tone: Bandage up me eye with me own history	This metaphor suggests the speaker feels he was blinded from learning about his own Caribbean cultural identity at school.	The poem looks at how history is taught and the conflict between fact and truths which is sometimes obscured by race or gender. Agard reflects on his own experience of the British education system.
		Really important moment: dem never tell me bout dat Toussaint	The volta shifts to a frustrated tone whereby things have been missed from his education.	
		Imagery: I carving out me identity	This metaphor uses the verb 'carving' to show his struggle to assert his own Caribbean identity in a world ruled by white people.	

Emigree	Conflict between childhood memories of a place and adult understanding. The power of childhood memories of a place can negatively affect people in adulthood.	Tone: There once was a country	The beginning sounds like a story, possibly a fairytale, but suggests loss alongside nostalgia.	The poet bases many of the ideas on examples of emigration from countries like the Middle East where people are fleeing war, persecution and corruption. The poet has a fascination with 'elsewhere'.
		Really important moment: I have no passport, there's no way back at all	The final stanza has an additional line which introduces the idea that the loss of the mother country and home city is irreversible and permanent.	
		Imagery: I comb its hair and love its shining eyes	The personification, which seems almost doll-like, suggests a sense of nurturing and caring, as though she will always cherish and nurture the memories of her city.	
Kamikaze	Conflict between the rules and honour of society and the desire to return to family. The power of the Japanese government and the power of family.	Tone: Her father embarked at sunrise	This creates the sense of a journey but the title suggests it will be a journey to his death, 'Sunrise' may be a reference to the location as Japan is known as the land of the rising sun.	It was considered a great honour in Japan to die for your country. The pilot in this poem returns home and is therefore rejected by his family forever. The poem is written from a daughter's perspective in the third person. This narration creates a sense of detachment which reflects the distance the speaker feels from her father's life.

WEEK 1: Cornell Notes (Homework task 1)

Topic: <i>A Christmas Carol</i> Themes	Revision guide page:
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[illegible]

Summary

WEEK 1: Exam Question (Homework task 2)

Question: Use the image for a piece of creative writing. [AO5: 24 marks, AO6: 16 marks]



Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question: Use the image for a piece of creative writing. [AO5: 24 marks, AO6: 16 marks]

Answer:

WEEK 2: Exam Question (Homework task 2)

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse **sagged** in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony **mules** hitched to Hoover carts flicked flies in the **sweltering** shade of the live oaks on the square. Men's stiff collars **wilted** by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

People moved slowly then. They **ambled** across the square, **shuffled** in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of **vague optimism** for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself.

Question: How does the writer use language to describe the town of Maycomb? [8 marks]

Answer:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Topic: Britain in 1945	Revision guide page
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[illegible]

Summary

WEEK 3: Exam Question (Homework task 2)

I remember him as if it were yesterday, as he came **plodding** to the inn door, his sea-chest following behind him in a hand-barrow; a tall, strong, heavy, nut-brown tanned man; his **tarry** pigtail falling over the shoulders of his **soiled** blue coat; his hands ragged and scarred, with black, broken nails; and the sabre cut across one cheek, a dirty, **livid** white. I remember him looking round the **cove** and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards: "Fifteen men on the dead man's chest – yo-ho-ho and a bottle of rum!"

He sang in a high, old **tottering** voice that seemed to have been tuned and broken at the **capstan** bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a **connoisseur**, **lingering** on the taste, and still looking about him at the cliffs and up at our signboard.

Question: How does the writer use language to describe the pirate? [8 marks]

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question: How does the writer use language to describe the pirate? [8 marks]

Answer:

[illegible]

WEEK 4: Exam Question (Homework task 2)

London - William Blake

I wander thro' each charter'd street,
Near where the charter'd Thames does flow.
And mark in every face I meet
Marks of weakness, marks of woe.

In every cry of every Man,
In every Infants cry of fear,
In every voice: in every ban,
The mind-forg'd manacles I hear

How the Chimney-sweepers cry
Every blackning Church appalls,
And the hapless Soldiers sigh
Runs in blood down Palace walls

But most thro' midnight streets I hear
How the youthful Harlots curse
Blasts the new-born Infants tear
And blights with plagues the Marriage hearse.

Question: How does the poet present ideas about corruption? [24 marks]

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question: How does the poet present ideas about corruption? [24 marks]

Answer:

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WEEK 5: Cornell Notes (Homework task 1)

Topic: 'Remains' - context	Revision guide page
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[illegible]

Summary

WEEK 5: Exam Question (Homework task 2)

Question: How does the writer structure the poem for effect? [8 marks]

I

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
"Forward, the Light Brigade!
Charge for the guns!" he said.
Into the valley of Death
Rode the six hundred.

II

"Forward, the Light Brigade!"
Was there a man dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

III

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of hell
Rode the six hundred.

IV

Flashed all their sabres bare,
Flashed as they turned in air
Sabring the gunners there,
Charging an army, while
All the world wondered.
Plunged in the battery-smoke
Right through the line they broke;
Cossack and Russian
Reeled from the sabre stroke
Shattered and sundered.
Then they rode back, but not
Not the six hundred.

V

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;
Stormed at with shot and shell,
While horse and hero fell.
They that had fought so well
Came through the jaws of Death,
Back from the mouth of hell,
All that was left of them,
Left of six hundred.

VI

When can their glory fade?
O the wild charge they made!
All the world wondered.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question: How does the writer structure the poem for effect? [8 marks]

Answer:

WEEK 6: Exam Question (Homework task 2)

Question: How does the poet present the reality of war? [24 marks]

Bayonet Charge - Ted Hughes

Suddenly he awoke and was running- raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
Bullets smacking the belly out of the air -
He lugged a rifle numb as a smashed arm;
The patriotic tear that had brimmed in his eye
Sweating like molten iron from the centre of his chest, -

In bewilderment then he almost stopped -
In what cold clockwork of the stars and the nations
Was he the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
Statuary in mid-stride. Then the shot-slashed furrows

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question: How does the poet present the reality of war? [24 marks]

Answer:

[illegible]

WEEK 7: Cornell Notes (Homework task 1)

Topic: 'Kamikaze' - context	Revision guide page
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[illegible]

Summary

WEEK 7: Exam Question (Homework task 2)

Question: Use the picture as a basis for a piece of creative writing. [AO5: 24 marks, AO6: 16 marks]



Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question: Use the picture as a basis for a piece of creative writing. [AO5: 24 marks, AO6: 16 marks]

Answer:

WEEK 8: Exam Question (Homework task 2)

Question: In War Photographer, how does the writer convey the War Photographer's feeling about his job? [24 marks]

In his dark room 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
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
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,
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
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.

Answer:



WEEK 8: Exam Question review and improvement (Classwork)

Question: In War Photographer, how does the writer convey the War Photographer's feeling about his job? [24 marks]

Answer:

[illegible]

WEEK 9: Exam Question (Homework task 2)

Question: How does the poet structure the poem to convey their message? [8 marks]

The Emigree

There once was a country... I left it as a child
but my memory of it is sunlight-clear
for it seems I never saw it in that November
which, I am told, comes to the mildest city.
The worst news I receive of it cannot break
my original view, the bright, filled paperweight.
It may be at war, it may be sick with tyrants,
but I am branded by an impression of sunlight.

The white streets of that city, the graceful slopes
glow even clearer as time rolls its tanks
and the frontiers rise between us, close like waves.
That child's vocabulary I carried here
like a hollow doll, opens and spills a grammar.
Soon I shall have every coloured molecule of it.
It may by now be a lie, banned by the state
but I can't get it off my tongue. It tastes of sunlight.

I have no passport, there's no way back at all
but my city comes to me in its own white plane.
It lies down in front of me, docile as paper;
I comb its hair and love its shining eyes.
My city takes me dancing through the city
of walls. They accuse me of absence, they circle me.
They accuse me of being dark in their free city.
My city hides behind me. They mutter death,
and my shadow falls as evidence of sunlight.

Answer:

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WEEK 9: Exam Question review and improvement (Classwork)

Question: How does the poet structure the poem to convey their message? [8 marks]

Answer:

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WEEK 10: Cornell Notes (Homework task 1)

Topic: Gender in AIC	Revision guide page
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Links Questions	Notes

Summary

WEEK 10: Exam Question (Homework task 2)

Question: Consider how the realities of war are conveyed in 'Remains' and ONE other poem. [30 marks]

Remains

On another occasion, we got sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.
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 –
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
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.
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, and possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –
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,
his bloody life in my bloody hands.

Answer:

WEEK 10: Exam Question review and improvement (Classwork)

Question: Consider how the realities of war are conveyed in 'Remains' and ONE other poem. [30 marks]

Answer:

WEEK 11: Exam Question (Homework task 2)

Question: How does Priestley present the Birling family at the beginning of the play? [30 marks]

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question: How does Priestley present the Birling family at the beginning of the play? [30 marks]

Answer:

WEEK 12: Assessment Week Revision (Homework task 1)

Topic:

[illegible]

WEEK 12: Assessment Week Revision (Homework task 2)

Topic:

[illegible]

WEEK 13: Assessment Week Revision (Homework task 1)

Topic:

[illegible]

WEEK 13: Assessment Week Revision (Homework task 2)

Topic:

[illegible]

WEEK 14: Cornell Notes (Homework task 1)

Topic: *An Inspector Calls* Themes

Revision guide page

Links

Questions

Notes

Summary

WEEK 14: Exam Question (Homework task 2)

Question: How does Priestley present the male characters in the play? [30 marks]

[illegible]

WEEK 14: Exam Question review and improvement (Classwork)

Question: How does Priestley present the male characters in the play? [30 marks]

[illegible]

WEEK 15: Exam Question (Homework task 2)

Question: How does Priestley present ideas about corruption? [30 marks]

Answer: _____

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Answer:

Week 2

Revision Card on : Write the onion method sentence stems.	Answers
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Week 4

Revision Card on : Write three structure features and explain their meanings.	Answers
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..... ✂

Week 6

Revision Card on: List three language features and explain their meanings.	Answers
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Week 8

Revision Card on: Three key quotes from Exposure.	Answers
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Week 9

Revision Card on : List three structure features and give examples.	Answers
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Week 11

Revision Card on: List three poetic forms and explain the features of each.	Answers
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Week 15

<p>Revision Card on:</p> <p>Write five adjectives to describe The Inspector.</p>	<p>Answers</p>
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Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive