

## GCSE English Literature: PLC

Paper 1: Macbeth												
I can define or recall the following information:				RAG 1			RAG 2			RAG 3		
Terminology	Tragedy; Foil; Soliloquy; Monologue; Aside; Iambic pentameter; Trochaic tetrameter; Motif; Symbolism; Poetic justice; Ambition; Usurp; Equivocate; Malevolent; Duplicitous; Exploit; Heinous; Regicide; Treachery; Mercurial; Besiege; Hamartia; Hubris			R	A	G	R	A	G	R	A	G
Context	The Great Chain of Being; Tropes of a Tragic Hero; Divine Right of Kings; Jacobean Femininity and Masculinity; Jacobean and the Supernatural			R	A	G	R	A	G	R	A	G
I can track, with quotations, the following:												
Characters	Macbeth; Banquo; Lady Macbeth; Macduff; Lady Macduff; Malcolm; Duncan; The Three Witches			R	A	G	R	A	G	R	A	G
Themes	Ambition; Gender; Violence; Supernatural; Guilt; Kingship			R	A	G	R	A	G	R	A	G
I understand how to:												
Create a clear thesis statement				R	A	G	R	A	G	R	A	G
Make clear and focused topic sentences related to the question				R	A	G	R	A	G	R	A	G
Analyse and engage with a variety of writer’s methods to explore your point				R	A	G	R	A	G	R	A	G
Explore how your analysis relates to the wider message or themes of text				R	A	G	R	A	G	R	A	G
Transition from one paragraph to the next				R	A	G	R	A	G	R	A	G
Write a conclusion that links back to the writer’s overall purpose				R	A	G	R	A	G	R	A	G

Paper 1: Frankenstein												
I can define or recall the following information:				RAG 1			RAG 2			RAG 3		
Terminology	Epistolatory, Narrative Perspective, Frame-Story, Hyperbole, Imagery, Irony, Metaphor, Extended Metaphor, Motif, Symbolism, Tone, Atmosphere, Familial Norms, Entitlement, Morbid Curiosity, Estrangement, Seclusion, Disposition, Exotic, Assimilation, Narcissist, Xenophobia, Pathos, Gothic- doubling			R	A	G	R	A	G	R	A	G
Context	The Sublime; The Angel in the House; Victorian Approaches to Science; Shelley and Victorian Womanhood; Tabula Rasa; Victorian Xenophobia and postcolonial thoughts; Prometheus; Gothic Settings Context; Paradise Lost			R	A	G	R	A	G	R	A	G
I can track, with quotations, the following:												
Characters	Victor, The Creature, Elizabeth, Justine, Clerval, William, Captain Walton, Caroline, and Alphonso Frankenstein			R	A	G	R	A	G	R	A	G
Themes	Ambition, Nature vs Nurture, Science, Guilt, Regret, Relationships, Isolation			R	A	G	R	A	G	R	A	G
I understand how to:												
Create a clear thesis statement				R	A	G	R	A	G	R	A	G
Make clear and focused topic sentences related to the question				R	A	G	R	A	G	R	A	G
Analyse and engage with a variety of writer’s methods to explore your point				R	A	G	R	A	G	R	A	G
Explore how your analysis relates to the wider message or themes of text				R	A	G	R	A	G	R	A	G
Transition from one paragraph to the next				R	A	G	R	A	G	R	A	G
Write a conclusion that links back to the writer’s overall purpose				R	A	G	R	A	G	R	A	G

Paper 2: An Inspector Calls												
I can define or recall the following information:				RAG 1			RAG 2			RAG 3		
Terminology	Characterisation; Dialogue; Dramatic tension; Dramatic; Irony; Duologues; Stage Proxemics; Set; Setting; Irony; Juxtaposition; Tone; Stage directions; Narcissistic; Rapacious; Infantile; Envious; Chivalrous; Imperious; Obstinate; Penitent; Omniscient; Static; Perceptive; Morality; Mouthpiece; Microcosm; Conscience			R	A	G	R	A	G	R	A	G
Context	Socialism; Capitalism; Social class; Edwardian Society; The Political Climate of the 1940s; Ouspensky and the Eternal Recurrence Theory; Saviour Complex			R	A	G	R	A	G	R	A	G
I can track, with quotations, the following:												
Characters	The Inspector, Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Eva Smith			R	A	G	R	A	G	R	A	G
Themes	Responsibility, Morality, Gender, Social Class, Generational differences, Social change			R	A	G	R	A	G	R	A	G
I understand how to:												
Create a clear thesis statement				R	A	G	R	A	G	R	A	G

Make clear and focused topic sentences related to the question	R	A	G	R	A	G	R	A	G
Analyse and engage with a variety of writer's methods to explore your point	R	A	G	R	A	G	R	A	G
Explore how your analysis relates to the wider message or themes of text	R	A	G	R	A	G	R	A	G
Transition from one paragraph to the next	R	A	G	R	A	G	R	A	G
Write a conclusion that links back to the writer's overall purpose	R	A	G	R	A	G	R	A	G

Paper 2: Power and Conflict Poetry													
I can define or recall the following information:					Autumn			Spring		Summer			
Terminology	Anaphora; Assonance; Caesura; Conceptual poetry; Dramatic monologue; Enjambment; Hyperbole; Imagery; Irony; Metaphor; Motif; Persona; Personification; Quatrain; Symbolism; Tone; Volta; Transience; Irony; Domineering; Oppression; Corrupt; Extended metaphor; Jingoistic; Migrant; Refugee; The Sublime; Eurocentric				R	A	G	R	A	G	R	A	G
I can summarise, recall quotations, and connect the following poems to <i>power and/or conflict</i>													
Ozymandias					R	A	G	R	A	G	R	A	G
London					R	A	G	R	A	G	R	A	G
My Last Duchess					R	A	G	R	A	G	R	A	G
Charge of the Light Brigade					R	A	G	R	A	G	R	A	G
Exposure					R	A	G	R	A	G	R	A	G
Storm on the Island					R	A	G	R	A	G	R	A	G
Bayonet Charge					R	A	G	R	A	G	R	A	G
Kamikaze					R	A	G	R	A	G	R	A	G
The Emigree					R	A	G	R	A	G	R	A	G
Checkin Out Me History					R	A	G	R	A	G	R	A	G
Tissue					R	A	G	R	A	G	R	A	G
Remains					R	A	G	R	A	G	R	A	G
Poppies					R	A	G	R	A	G	R	A	G
Extract from ‘The Prelude’					R	A	G	R	A	G	R	A	G
War Photographer					R	A	G	R	A	G	R	A	G
I understand how to:													
Create a clear and comparative thesis statement					R	A	G	R	A	G	R	A	G
Make clear and focused topic sentences related to the question					R	A	G	R	A	G	R	A	G
Analyse and engage with a variety of writer’s methods to explore your point					R	A	G	R	A	G	R	A	G
Explore how your analysis relates to the wider message or themes of text					R	A	G	R	A	G	R	A	G
Transition from one paragraph to the next, making comparative links					R	A	G	R	A	G	R	A	G
Write a conclusion that links back to the writer’s overall purpose					R	A	G	R	A	G	R	A	G

Paper 2: Unseen Poetry												
I can define or recall the following information:				Autumn			Spring			Summer		
Terminology	Anaphora; Anthropomorphism; Assonance; Blank verse; Caesura; Conceptual poetry; Couplet; Didactic poetry; Dramatic monologue; End-stopped; Enjambment; Free verse; Hyperbole; Imagery; Irony; Metaphor; Motif; Oxymoron; Pathetic fallacy; Persona; Personification; Quatrain; Rhythm; Simile; Stanza; Symbolism; Tone; Volta			R	A	G	R	A	G	R	A	G
For Section A, I can:												
Structure a response				R	A	G	R	A	G	R	A	G
Embed quotations				R	A	G	R	A	G	R	A	G
Structure an introduction which establishes my argument				R	A	G	R	A	G	R	A	G
Structure a body paragraph which begins with a clear point related to the question				R	A	G	R	A	G	R	A	G
Transition from one paragraph to the next				R	A	G	R	A	G	R	A	G
Write a conclusion that links back to the writer’s overall purpose				R	A	G	R	A	G	R	A	G
For Section B, I can:												
Identify methods the poems have in common				R	A	G	R	A	G	R	A	G
Use supporting evidence				R	A	G	R	A	G	R	A	G
Comment on the effect of the methods on the reader				R	A	G	R	A	G	R	A	G