

GCSE English

Literature Revision

Booklet

Name: _____

English teacher: _____

All work should be completed in your revision exercise book, apart from annotations of extracts in this booklet.

Read the instructions for each task **carefully**.

English Literature	Paper 1: Shakespeare and Modern Prose	Marks
Exam length	1 hour 45 minutes	
Section A	Macbeth – one question with an extract	30 + 4
Section B	An Inspector Calls – choice of two questions, no extract	30

Macbeth REVISION

Complete the summary with key moments in order. Include key quotations

Act	Scene	Setting	Summary/focus	Key moment(s)/event(s)/lines
Act one	1	Open ground	Three witches	Preparing to meet Macbeth (brief scene): 'Fair is foul, and foul is fair'
	2		Brave Macbeth	
	3		All hail, Macbeth!	
	4		Malcolm to be king	
	5		Lady Macbeth and the letter	
	6		King Duncan arrives at Macbeth's castle	
	7		"Vaulting ambition"	
Act two	1		"Dagger of the mind"	
	It is at this point, between Act Two Scenes One and Two, that Macbeth murders King Duncan. The moment does not take place on stage.			
	2		The Macbeths react to the murder	
	3		Duncan is discovered	
	4		Macbeth becomes king	
Three – Brutality and Betrayal	1		Murderous Macbeth	
	2		Snakes and scorpions	
	3		Banquo is murdered	
	4		Banquo's ghost	
	5		The witches, Hecat and Macbeth	

	6	Somewhere in Scotland	Lennox and a lord	Lennox outlines his understanding of what has happened in Scotland: Macbeth is responsible for all the murderers and the country is suffering. Macbeth has become unpopular and is seen as a tyrant
Four – Revenge	1		The witches' prophecies	
	2		The murder of Macduff's son	
	3	England: Outside the palace	Malcolm and Macduff	Malcolm is suspicious of Macduff and tests him by pretending to be worse than Macbeth. Macduff hears that his family has been murdered. Macduff resolves to support Malcolm and vows to kill Macbeth himself.
Five – The Macbeths' Downfall	1		Lady Macbeth's sleepwalking	
	2		The rebels plot to join 'the English power'	
	3		Fearless Macbeth	
	4		Great Birnan Wood rises	
	5		The Queen is dead	
	6	Battlefield near Dunsinane Castle	Malcolm asks Macduff to lead the attack	
	7	Battlefield near Dunsinane Castle	Macbeth confronts the attackers	
	8	Battlefield near Dunsinane Castle	The final downfall of Macbeth	
	9	Dunsinane Castle	Order is restored	



MACBETH

Quotation Retrieval

The grid below contains a selection of quotations with words missing. Fill in the missing gaps in each quotation with the correct words and complete the rest of the grid with information on who says the quotation and what it tells us about each character. One has been completed for you. Check your work with the answers at the back of the booklet and correct any mistakes you have made in a different colour.

If you cannot remember a quotation, try and find it in your script before looking at the answers. Haven't got a script? Find it on Google!



Macbeth complete text



Quotation	Who says it?	What does this tell us about their character?
' <i>Fair</i> is <i>foul</i> and foul is <i>fair</i> .'	<i>The Witches</i>	<i>The witches are used at the beginning of the play to show that things are not as they see. The dualism in this statement shows appearance is not always reality.</i>
'Stars _____ your _____, let not _____ see my black and _____ desires.'		
'I do _____ thy nature, It is too full o'th' _____ of human _____.'		
'The raven himself is _____ that croaks the fatal _____ of Duncan under my battlements.'		
'I have no _____ to prick the sides of my _____, but only vaulting _____.'		
'Is this a _____ which I see before me.'		

<p>'I fear thou play'st most _____ for't.'</p>		
<p>'We have _____ the snake, not killed it.'</p>		
<p>'Thou canst not _____ I did it. Never _____ thy _____ locks at me.'</p>		
<p>' _____ damned _____.'</p>		
<p>'Tomorrow and _____ and _____, creeps in this petty pace from _____ to _____.'</p>		
<p>'This dead _____ and his _____ queen.'</p>		

Essay Preparation

You will be answering the following question:

Read the extract and answer the question that follows:

DUNCAN

My plenteous joys,
Wanton in fulness, seek to hide themselves
In drops of sorrow. Sons, kinsmen, thanes,
And you whose places are the nearest, know
We will establish our estate upon
Our eldest, Malcolm, whom we name hereafter
The Prince of Cumberland; which honour must
Not unaccompanied invest him only,
But signs of nobleness, like stars, shall shine
On all deservers. From hence to Inverness,
And bind us further to you.

MACBETH

The rest is labour, which is not used for you:
I'll be myself the harbinger and make joyful
The hearing of my wife with your approach;
So humbly take my leave.

DUNCAN

My worthy Cawdor!

MACBETH

[Aside] The Prince of Cumberland! that is a step
On which I must fall down, or else o'erleap,
For in my way it lies. Stars, hide your fires;
Let not light see my black and deep desires:
The eye wink at the hand; yet let that be,
Which the eye fears, when it is done, to see.

Starting with this extract, explore how far Shakespeare presents Macbeth as an ambitious character.

You could write about:

- how Shakespeare presents Macbeth as an ambitious character in the extract
- how Shakespeare presents Macbeth as an ambitious character in the play as a whole.

Highlight and annotate the extract with initial ideas that jump out at you. What could you discuss from the extract in your answer?

*Complete the following analytical verbs to help you explore Shakespeare's authorial intent with Macbeth's character. Authorial intent is when you explain **what** an author is doing and **why** they are doing it. The 'why' is extremely*

important and often missed out by students in their exams so that is what we are going to start with today. One has been done for you.

Shakespeare may be presenting Macbeth as an ambitious character:

- **to warn audiences of the tragic consequences that could occur if one is blinded by their desires.**
- **to teach**
- **to reveal the importance of**
- **to criticise**
- **to advocate**

Pick three of your sentences from above and rewrite them below. This time, extend your sentences with the connectives 'because', 'but' or 'so'. Look at the example below to help you.

Shakespeare may be presenting Macbeth as an ambitious character to warn audiences of the tragic consequences that could occur if one is blinded by their desires so he traps his eponymous tragic hero in a cyclical nature of violence which eventually leads to his downfall.

1.

2.

3.

Model introduction

Identify the following in this example response which I have pre-prepared.

- *Clear points at the beginning of each paragraph which relate to the question*
- *Embedded quotations*
- *Single word analysis*

- Analytical verbs
- Authorial intent (what the writer is doing and why they are doing it.)
- Social/historical context

Pay close attention to how I am writing. You should aim to replicate this style of writing in your own answer.

Macbeth's ambitions are inextricably linked with violence; he needs to commit violent acts in order to achieve what he wants. Perhaps this is why he sees a dagger, which directs him to Duncan's chambers. His ambition is making him see it. He even comments that 'it is the bloody business' which is causing him to hallucinate, suggesting Macbeth himself is aware that violence is the key to unlocking his ambition. Shakespeare may have used 'bloody' to warn audiences that if Macbeth does not change his ways, he will be stuck in a cyclical nature of violence which will never end, blindly leading him to his downfall. Through this warning, perhaps he wants his audiences to learn of the dangers of ambition and the trouble it can cause, cementing the play's status as pro-royalist propaganda in the wake of the gunpowder plot, an attempt to end the persecution of Roman Catholics by the English government by killing the king. Macbeth's ambitions are not too dissimilar to those of the failed plotters and the lesson is they learn is the same: actions have consequences and no-one can disrupt the Great Chain of Being.

Exam Question

Answer the following exam question. Use everything in this booklet to help you. If you need your copy of the text with you to help, you may use it but remember you will not have a copy in your real exam. Don't forget to include the following:

- Clear points at the beginning of each paragraph which relate to the question
- Quotations
- Single word analysis (You could use your analytical verbs here too. Eg. 'Shakespeare has Macbeth talk about 'ambition' to criticise...')
- Authorial intent (what the writer is doing and why they are doing it.)
- Social/historical context

If you are unsure how to structure your essay, start with what Macbeth is like at the beginning of the play and explain how he develops. Remember, the question is asking 'how far' Shakespeare presents Macbeth as ambitious which means you need to make a decision and then use the essay to explain your thoughts. Is he very ambitious, partially ambitious or not ambitious at all? Why? Use the paragraph above to help you start if needed.

Starting with this extract, explore how far Shakespeare presents Macbeth as an ambitious character.

An Inspector Calls REVISION

Complete the summary with key moments in order. Include key quotations

Act	Page	Summary / focus	Who's on stage	Key event(s)/lines	Parallels / links
Act One	161 - 166	Celebrating the engagement	The Birlings, Gerald & Edna		
	166 - 169	A confidential chat between Mr Birling, Gerald and Eric	Mr Birling, Gerald & Eric		
	169 – 174	An inspector arrives and interrupts			
	174 – 178	Sheila's involvement			
	178 – 182	Sheila's confession			
Act Two	183 – 184	Inspector insisting guilt is shared			
	185 – 187	Mrs Birling meets the Inspector			
	187 – 193	Gerald's revelations			
	194 – 195	Sheila opposes her mother			
	195 – 201	Mrs Birling's idea of charity			
Act Three	202 – 203	Eric's link in the chain			
	204 – 205	Eric's deeper involvement with Eva Smith			
	205 – 207	The Inspector's final message			

	207 – 211	The aftermath of the Inspector's visit			
	211 – 220	Three telephone calls			

Dual Coding

Consider the following icons. Each icon relates to one of Priestley's 'big ideas' that he explores in the play. Assign each icon a 'big idea' from the following list and then explain what each one means and where it appears in the play. One has been done for you. Check your answers at the back of the booklet when you have finished.

BIG IDEAS: Power, Guilt, Social Responsibility, Cause and Effect, Time, Dual Self, Capitalism, Socialism, Younger Generation vs Older Generation, The Supernatural, Morality vs Legality, Class



Capitalism – Mr. Birling is a capitalist. Priestley uses the play to highlight the dangers of a capitalist society. Eva becomes a victim of capitalism as the Birlings are only interested in self-preservation.



Quotation Retrieval

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If you cannot remember a quotation, try and find it in your script before looking at the answers. Haven't got a script? Find it on Google!



An Inspector Calls script



Quotation	Who says it?	What does this tell us about their character?
'Careful! I'll <u>never</u> let it out of my <u>sight</u> for an <u>instant</u> .'	<i>Sheila</i>	<i>This tells us that Sheila is very materialistic at the beginning of the play. She is very immature because she has been protected by her family.</i>
'We're in for a _____ of steadily increasing _____.'		
'You'd think _____ has to look after _____ else.'		
'But these _____ aren't cheap _____. They're _____.'		
'And you think _____ women ought to be _____ against unpleasant and _____ things?'		
'You were the _____ Fairy _____. You must have _____ it, Gerald.'		

'Public men, Mr Birling, have _____ as well as _____.'		
--	--	--

<p>'Mother, I think it was _____ and _____.'</p>		
<p>'I blame the young man who was the _____ of the _____ she was going to have.'</p>		
<p>'Because you're not the kind of _____ a chap could go to when he's in _____.'</p>		
<p>'We don't live _____. We are members of one _____.'</p>		
<p>'If men will not learn that _____, then they will be taught it in _____ and _____ and _____.'</p>		
<p>'Now look at the pair of them – the _____ younger _____ who _____ it all.'</p>		

Essay Preparation

You will be answering the following question:

How far does Priestley present Mr Birling as an unlikeable character?

Complete the following analytical verbs to help you explore Priestley's authorial intent with Mr. Birling's character. Authorial intent is when you explain **what** an author is doing and **why** they are doing it. The 'why' is extremely important and often missed out by students in their exams so that is what we are going to start with today. One has been done for you.

Priestley may present Mr. Birling as an unlikeable character:

- to warn

- to teach audiences about the dangers of capitalism and the way it can bring out the worst in people.

- to reveal the importance of

- to criticise

- to advocate

Pick three of your sentences from above and rewrite them below. This time, extend your sentences with the connectives 'because', 'but' or 'so'. Look at the example below to help you.

Priestley may present Mr. Birling as an unlikeable character **to teach** audiences about the dangers of capitalism and the way it can bring out the worst in people **so** he comes across as greedy, selfish and a man concerned only with self-preservation from the very beginning.

1.

2.

3.

Model answer

Identify the following in this example response which I have pre-prepared.

Clear points at the beginning of each paragraph which relate to the question

- *Embedded quotations*
- *Single word analysis*
- *Analytical verbs*
- *Authorial intent (what the writer is doing and why they are doing it.)*
- *Social/historical context*

Pay close attention to how I am writing. You should aim to replicate this style of writing in your own answer.

Priestley makes Mr. Birling an extremely unlikeable character, aligning him with capitalist values and ideas so that audiences consider socialism to be a stronger foundation on which to build society. He is a pompous, arrogant and selfish man who is only interested in preserving his luxurious way of life. Priestley makes him more unlikeable as the play progresses; at the beginning he believes he knows best, lecturing his family on the fact that war will not happen, the Titanic is 'unsinkable' and that the world is in 'for a time of steadily increasing prosperity.' The noun 'prosperity' connotes wealth and luxury, and perhaps Priestley makes Birling say this to criticise capitalists and their obsession with making as much money as they can whilst others suffer in this harsh Edwardian society he presents audiences with. Maybe Priestley is teaching us that money should not be the one thing we live for and that recognising the responsibilities we have to others should be our sole focus. Through teaching us this, he is celebrating socialist values and asking the audience to evaluate and reflect on their actions so that they do not end up like Mr. Birling.

Exam Question

Answer the following exam question. Use everything in this booklet to help you. If you need your copy of the text with you to help, you may use it but remember you will not have a copy in your real exam. Don't forget to include the following:

- *Clear points at the beginning of each paragraph which relate to the question*
- *Quotations*
- *Single word analysis (You could use your analytical verbs here too. Eg. 'Priestley has Mr. Birling talk about 'prosperity' to criticise...')*
- *Authorial intent (what the writer is doing and why they are doing it.)*
- *Social/historical context*

If you are unsure how to structure your essay, start with what Mr. Birling is like at the beginning of the play and explain how he develops. Remember, the question is asking 'how far' Priestley presents Mr. Birling as unlikeable which means you need to make a decision and then use the essay to explain your thoughts. Is he very unlikeable, partially unlikeable or completely likeable? Why? Use the paragraph above to help you start if needed.

How far does Priestley present Mr Birling as an unlikeable character?