

Year 10


SUMMER REVISION BOOKLET

Within this booklet, you will find 6 short revision tasks for you to complete over the holidays.

Each of the tasks relate to topics we have studied in Year 10: 'Macbeth', 'Jekyll and Hyde', Power and Conflict poetry, Paper 1 Language and unseen poetry.

Each task should take 20 - 30 minutes. There are further optional extension tasks.

You can choose how you organise your time - one a week or all in one go – but your teacher will expect to see all tasks completed during the first week back.



Complete the quotation drill before answering the quick question using the line you have analysed in the grid.

Week 1

'It is a tale told by an idiot, full of sound and fury, signifying nothing.' (5.5)

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|---|--|--|--|---|
| <p>Who/what is the quotation about? What does the quotation mean? What does the quotation suggest?</p> | <p>Complete single word analysis on the words 'sound' and 'fury'.</p> | <p>Why is life a tale told by an 'idiot'? Why is an 'idiot' telling the story of life?</p> | <p>It could be argued that Macbeth alludes to Psalm 90.9 here which addresses God and says: 'For all our days are passed away in thy wrath: we spend our years as a tale that is told.' How are both quotations similar? What are they both saying about life?</p> | <p>What other language, structure and form methods have you noticed? Comment on their meanings and effects.</p> |
| <p>What is Shakespeare's authorial intent? What is he saying to his audience about reflecting on their actions?</p> | <p>How can you connect this quotation to other areas of the text? Where else is it relevant?</p> | <p>How does this quotation link to the topics of 'power' and 'appearance vs reality'?</p> | | |

Which themes can this quotation be filed under? One has already been done for you:
- Insignificance

EXTENSION: write a paragraph which answers this question. In your response, use the quotation you have just analysed: How does Shakespeare present Macbeth's increasing powerlessness at the end of the play?



Paper 1 Literature

Complete the quotation drill before answering the quick question using the line you have analysed in the grid.

Week 2

'My devil had been long caged, he came out roaring'

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|---|---|--|--|--|
| <p>Who/what is the quotation about? What does the quotation mean? What does the quotation suggest?</p> <p>→</p> | <p>Complete single word analysis on the words 'caged' and 'roaring'</p> <p>→</p> | <p>How can you link this quotation to the social and historical context? <i>Consider Charles Darwin or Freud.</i></p> <p>→</p> | <p>How could this quotation link to the idea of religion and sin in the Victorian era?</p> | <p>What other language, structure and form methods have you noticed? Comment on their meanings and effects</p> |
| <p>What is Stevenson's authorial intent? What is he trying to say about repression through this quotation?</p> <p>←</p> | <p>How can you connect this quotation to other areas of the text? Where else is it relevant?</p> <p>←</p> | <p>How does this quotation link to the theme of duality and unchecked desire?</p> <p>←</p> | | |

Which themes can this quotation be filed under? One has already been done for you:
Repression

EXTENSION: write a paragraph which answers this question. In your response, use the quotation you have just analysed: What does Stevenson reveal about the nature of good and evil?



Paper 2 Literature

Week 3

‘Exposure’ –Power and Conflict poetry

| | | | |
|---|---|--|---|
| <p>Summarise what the poem is about in full sentences:</p> | <p>What is Wilfred Owen saying about nature versus conflict?</p> | <p>What happens to the religion of the men in war? Why do you think this happens?</p> | <p>How can the title ‘Exposure’ be seen as ambiguous? What truth is Owen exposing in the poem?</p> |
| | | | |
| <p>What is Owen's authorial intent? Complete each analytical verb with a different idea:</p> <p>Wilfred Owen may have written the poem:</p> <p>to criticise</p> <p>to teach</p> | <p>Annotate the quotation. What does the line mean? How has Owen used language to present the effect of nature and the reality of war?</p> <p>‘Our brains ache, in the merciless iced east winds that knife us...’</p> | <p>Annotate the quotation. What does the line mean? How has Owen used language to present the effect of nature and the reality of war?</p> <p>‘Slowly our ghosts drag home’</p> | <p>Annotate the quotation. What does the line mean? How has Owen used language to present the effect of nature and the reality of war?</p> <p>The burying-party, picks and shovels in shaking grasp, pause over half-known faces.’</p> |

Which themes can this quotation be filed under? One has already been done for you:
Reality of war

EXTENSION: write a paragraph which answers this question. In your response, use the quotation you have just analysed: How does Owen explore the reality of war?

Step 1:

Highlight key words and phrases that powerfully describe the city.

Step 2:

Select your 3 'best' quotes and explode for methods, meanings and effects on the listener. Annotate directly onto the poem.

REMEMBER: you need to say 3 things about each of the 3 things you have highlighted.

Step 3:

Create a list of 3 topic sentence ideas about how the city is presented:

- *
- *
- *

Paper 2 Literature

Week 4

November night, Edinburgh

Norman MacCaig

The night tinkles like ice in glasses.

Leaves are glued to the pavement with frost.

The brown air fumes at the shop windows,

Tries the doors, and sidles past.

I gulp down winter raw. The heady

Darkness swirls with tenements.

In a brown fuzz of cottonwool

Lamps fade up crags, die into pits.

Frost in my lungs is harsh as leaves

Scraped up on paths. – I look up, there,

A high roof sails, at the mast-head

Fluttering a grey and ragged star.

The world's a bear shrugged in his den.

It's snug and close in the snoring night.

And outside like chrysanthemums

The fog unfolds its bitter scent.

Unseen Poetry

Question: In 'November Night, Edinburgh', how does the speaker present the city?

Step 1:

Highlight key words and phrases that powerfully describe the storm

Step 2:

Select 3 and label for methods, meanings and effects on the reader

Step 3:

Set a timer and write for 10 minutes

My brother gripped the edge of the picnic table as the wind kicked up around him, gaining momentum and ripping the wrapping paper out of his hands, sailing it high up into the sky with all of the balloons and streamers roiling together and disintegrating like a birthday party in a blender. Groaning and cracking, trees shuddered and bent over double, uprooting and falling as easily as sticks in wet sand. Rain pelted us like gravel thrown by a playground bully as windows shattered and shingles ripped off the roof. As the storm surged and the ocean waves tossed and churned, spilling raging water and debris farther and farther up the beach, Momma and Poppa grabbed hold of fish and held on tight, while the rest of us ran for cover. Momma and Poppa knew what was happening. They had been expecting something like this and knew that they had to keep my brother calm and help him ride out his storm.

Q2: How does the writer use language to describe the storm? (8 marks)

Step 1 - plan:

- Para 1: Panoramic – describe the sky/ atmosphere (draw a box)
- Para 2: Zoom – focus the lens on a specific part (draw a box)
- Para 3: Single sentence paragraph – emphasise a key description – be dramatic
- Para 4: Shift - focus the lens on a different part (draw a box)
- Para 5: Shift - focus the lens on a different part (draw a box)
- Para 6: Panoramic – return to the sky at the start (cyclical). How has it changed?

Paper 1 Language Section B

EITHER:

Write a description as suggested by this picture:

Week 6



Step 3 – write:

Write the opening 4 paragraph of your description.

Set a timer for 15 minutes and craft each sentence for effect.
Spend 5 minutes proofreading at the end.

(Extension: write the whole response).

Step 2 – create a word bank: make a list here of words and phrases – you could use to describe this image: