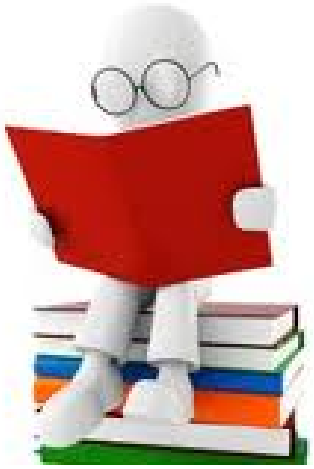
A/S - English Literature

Revision Pack



Revision Guide for OCR A/S
English Literature

This document contains a series of suggested activities, and guidance on how to complete these activities, which will build on the learning of the last year and help you to achieve success in your examinations. There are a range of thirty-minute activities and you should aim to complete a minimum of three every week between now and your exam dates.

To improve your grades:

1. Plan your revision and stick to the plan.
2. Revise for thirty minutes at a time, somewhere quiet, where you won't be disturbed or distracted.
3. Give your mobile phone to your mum/dad/anyone! Turn any communicative devices off.
4. Revising doesn't just mean reading; it means actively engage with, make notes on, produce evidence to show that you have completed a process.
5. Revise with a pen and notepaper and store and save your revision in the same place so that you can look back at it and have a sense of achievement.
6. Start revising now - don't leave it until the last week.

Revision is the greatest single factor in exam success.

Exam Date 2013

English Literature A/S: 17th May 2013

Eight out of ten students, on getting their exam results, wished they'd revised more.

What are you expected to do in the examination?

English Literature

Section A:	Poetry=	Emily Dickinson/Robert Browning
Section B:	Prose =	The Picture of Dorian Gray/Jane Eyre

This is a closed book exam – that means you will need to learn key quotes off by heat.

Revision is worth the effort - revision earns its own rewards.

Help yourself to be successful. Revise.

Remember to select at least three tasks each week. Write the number of the task you choose into the table so that you can check that you are not constantly repeating the same activities.

Week Commencing	***English Literature***	***Time spent on revision this week***
18/03/2013	1..... 2..... 3..... 4.....	
25/03/2013 EASTER	1..... 2..... 3..... 4.....	
01/04/2013 EASTER	1..... 2..... 3..... 4.....	
08/04/2013	1..... 2..... 3..... 4.....	

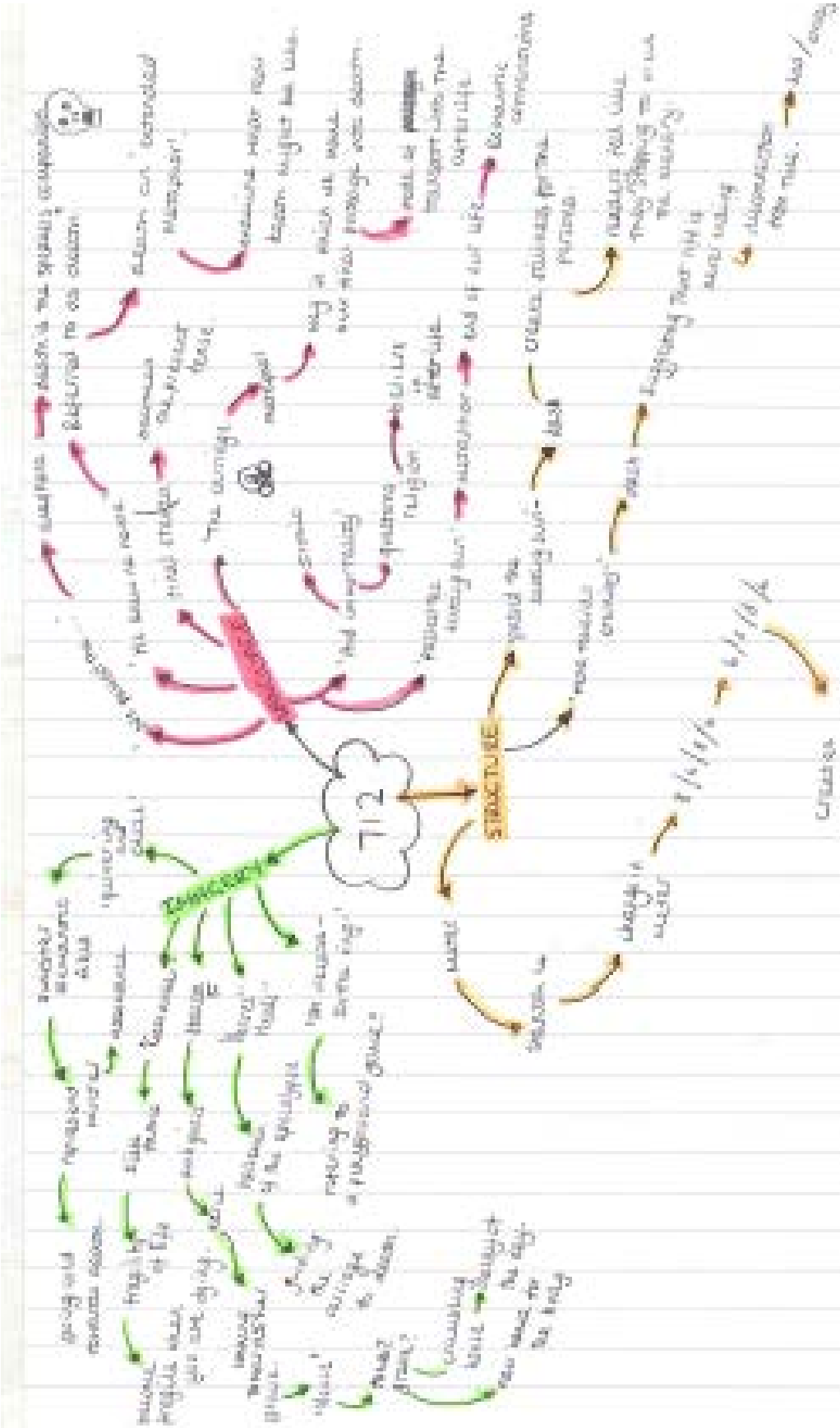
Week Commencing	***English Literature***	***Time spent on revision this week***
15/04/2013	1..... 2..... 3..... 4.....	
22/04/2013	1..... 2..... 3..... 4.....	
29/04/2013	1..... 2..... 3..... 4.....	
06/05/2013	1..... 2..... 3..... 4.....	
13/05/2013	1..... 2..... 3..... 4.....	

POETRY
1. Do a mind-map (colours to categorise, images to visualise, quotes to evidence, different thickness of branches to denote importance, dotted lines to show links) for one of your poems. Be confident that you are covering all three AOs for each poem. (AO1 – quotes & academic expression, AO2 – language, structure, imagery and form, AO4 – literary and social context.) ***See example on worksheet 1.***
2. Do a mind-map (colours to categorise, images to visualise, quotes to evidence, different thickness of branches to denote importance, dotted lines to show links) for one of the themes of your selection of poetry. ***See example on worksheet 2. See list of themes on worksheet 3.***
3. Create a quote grid for your poems on A3 paper. ***See an example on worksheet 4.***
4. Fill in quotes on your quote grid (see task 3) for 5 poems – you need 3 quotes per poem. Select your quotes VERY carefully. They need to be: short (so easy to remember), 'juicy' (so easy to say lots about AO2 about) and the correct lineation (if they go over two lines them write them like that – OCR are snobbish.)
5. Learn 3 poems key quotes (that's 9 quotes in total) off by heart from your quote grid (see task 4.) One way to do this is to write them out over and over again. Or say them over and over again. Or get a pal to test you. Eventually you will need to be able to walk into the exam and write out your complete quote grid before you start planning or writing anything.
6. Plan a poetry essay from the list provided. ***See worksheets 5 & 6 for questions. See worksheet 7 for an example.***
7. Take two thirty minute sessions to practise a poetry exam question that you have planned. (See task 6). ***See worksheet 8 for a suggested essay structure.***
8. When you have tried task 7 then attempt to plan and write a poetry answer in an hour. ***See worksheet 8 for a suggested essay structure.***
9. Look through any poetry worksheets that your teacher has given you that you have missed or that your teacher didn't go through with you. Highlight anything of interest.
10. Join up with someone else from your group and have a thirty minute revision review of what they've done and what you've done. Maybe share some of the resources you've created. (Don't just have a chat!)
11. Ask your teacher for a thirty minute session to cover a poem that you've missed or really not understood – it is of course up to them, but worth a shot.
12. If you're sick of your own ideas on the poems – try Google Scholar or the Library online resources (on TMAC Moodle) for some critics' thoughts. You don't need to cite critics for the poetry but it can open your mind to new interpretations.

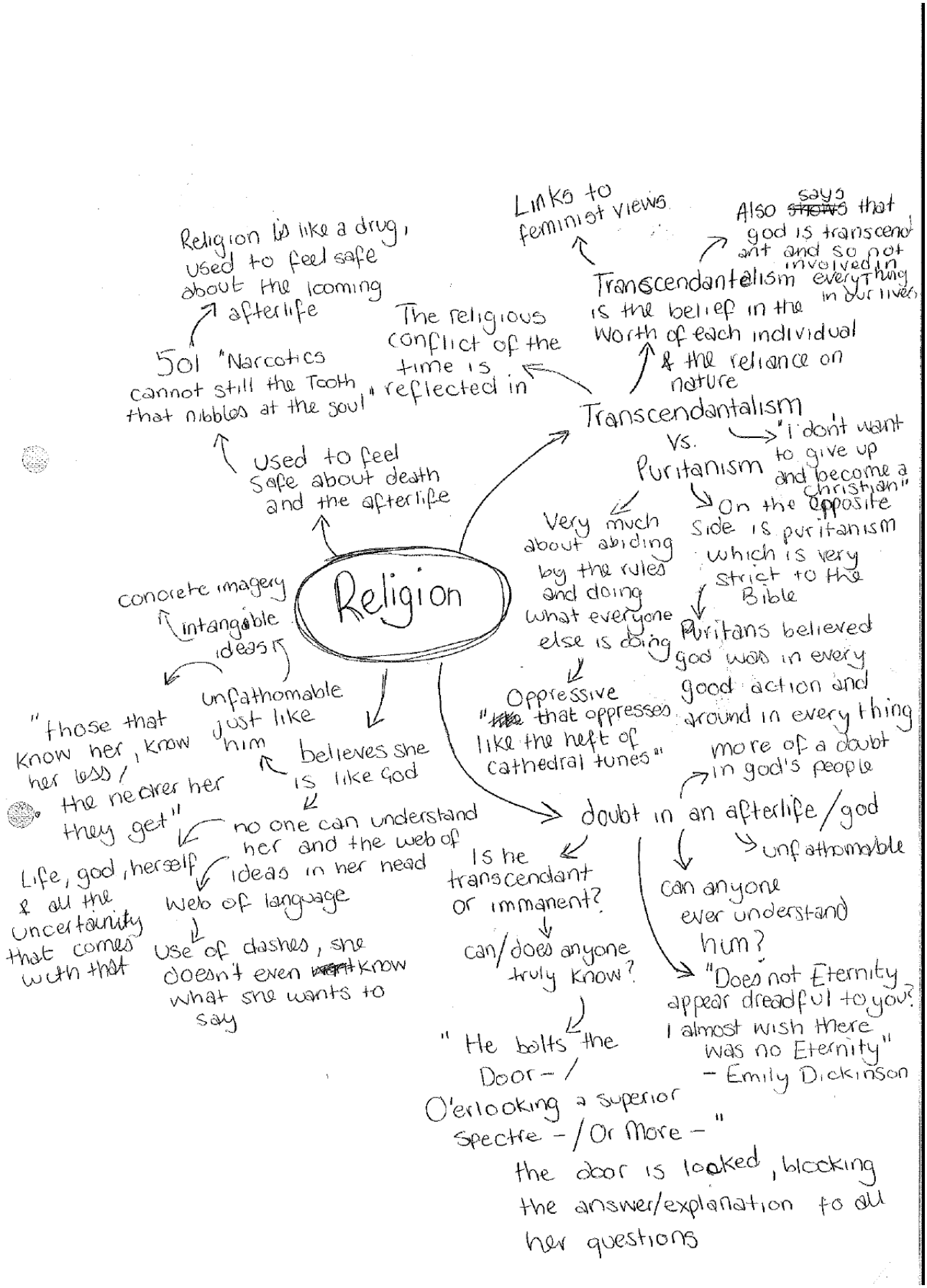
PROSE
13. Do a mind-map (colours to categorise, images to visualise, quotes to evidence, different thickness of branches to denote importance, dotted lines to show links) for one of your characters. Be confident that you are covering all four AOs for each character. (AO1 – quotes & academic expression, AO2 – language, structure, imagery and form, A03 – critics and comparisons,AO4 – literary and social context.) ***See example on worksheet 9.***
14. Do a mind-map (colours to categorise, images to visualise, quotes to evidence, different thickness of branches to denote importance, dotted lines to show links) for one of the themes. ***See example on worksheet 10. See list of themes on worksheet 11.***
15. Create a quote grid for your novel on A3 paper. ***See an example on worksheet 12.***
16. Fill in quotes on your quote grid (see task 15) for one column of the grid – you need the number of quotes it names in each box ***on worksheet 12.*** Select your quotes VERY carefully. They need to be: short (so easy to remember), 'juicy' (so easy to say lots about AO2 about) if from the play, and need the name of the critic too.
17. Learn one box's key quotes off by heart from your quote grid (see task 16.) One way to do this is to write them out over and over again. Or say them over and over again. Or get a pal to test you. Eventually you will need to be able to walk into the exam and write out your complete quote grid before you start planning or writing anything.
18. Plan a prose essay from the list provided. ***See worksheets 13 & 14 for questions. See worksheet 15 for an example.***
19. Take two thirty minute sessions to practise a prose exam question that you have planned. (See task 18). ***See worksheet 16 for a suggested essay structure.***
20. When you have tried task 20 then attempt to plan and write a prose answer in an hour. ***See worksheet 16 for a suggested essay structure.***
21. Look through any prose worksheets that your teacher has given you that you have missed or that your teacher didn't go through with you. Highlight anything of interest.
22. Join up with someone else from your group and have a thirty minute revision review of what they've done and what you've done. Maybe share some of the resources you've created. (Don't just have a chat!)
23. Ask your teacher for a thirty minute session to cover a section of the novel that you've missed or really not understood – it is of course up to them, but worth a shot.

Worksheet 1:

Mind Map Example



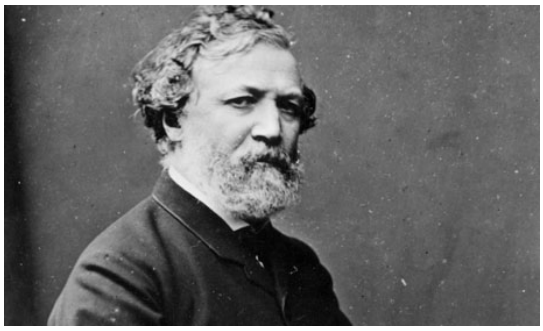
Worksheet 2:


Religion
Religion is like a drug, used to feel safe about the looming afterlife
501 "Narcotics cannot still the Tooth that nibbles at the soul"
Used to feel safe about death and the afterlife
The religious conflict of the time is reflected in
Links to feminist views
Also says that god is transcendant and so not involved in everything in our lives
Transcendantalism is the belief in the worth of each individual & the reliance on nature
Transcendantalism vs. Puritanism
"I don't want to give up and become a Christian"
Very much about abiding by the rules and doing what everyone else is doing
On the opposite side is puritanism which is very strict to the Bible
Puritans believed god was in every good action and around in everything
Oppressive "that oppresses like the heft of cathedral tunes"
more of a doubt in god's people
concrete imagery
intangible ideas
unfathomable just like him
"those that know her, know her less / the nearer her they get"
believes she is like God
no one can understand her and the web of ideas in her head
Life, god, herself & all the uncertainity that comes with that
Web of language
Use of dashes, she doesn't even know what she wants to say
doubt in an afterlife / god
unfathomable
Is he transcendant or immanent?
can/does anyone truly know?
can anyone ever understand him?
"Does not Eternity appear dreadful to you? I almost wish there was no Eternity" - Emily Dickinson
" He bolts the Door - / O'erlooking a superior Spectre - / Or More - "
the door is locked, blocking the answer/explanation to all her questions

Worksheet 3:

Dickinson Key Themes

- Religion/God
- Self-image
- Nature
- Death/Immortality
- Madness



Browning Key Themes

- Religion
- Love (and loss)
- Art
- Relationships between men and women
- Morality

Worksheet 4:

Poetry Quote grid

Poem 1's Title • Quote • Quote • Quote	**Poem 2's Title** • Quote • Quote • Quote	Etc etc.

Worksheet 5 (1of 2)

EMILY DICKINSON – EXEMPLAR QUESTIONS

1. 'The Carriage held but just Ourselves –
   And Immortality'

Discuss ways in which Dickenson presents an idea of 'Immorality' in '712'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickenson that you have studied.

2. 'the Landscape listens – '

Discuss ways in which Dickenson presents nature's 'Landscape' in '258'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to others by Dickenson that you have studied.

3. 'I heard a Fly buzz – when I died – '

Discuss ways in which death is made significant in '465'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickenson that you have studied.

4. 'a Plank in Reason, broke,'

Discuss ways in which Dickenson presents an idea of madness in '280'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickenson that you have studied.

5. 'Faith slips – '

Discuss ways in which Dickenson presents doubt in 'Faith' in '501'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to others by Dickenson that you have studied.

6. 'I speak for Him – '

Discuss ways in which 'He' is made significant in ''754'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickenson that you have studied.

7. 'A neighbour from another world'

Discuss Dickinson's presentation of nature in 'What mystery pervades a well!'
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

8. 'With Blue – uncertain stumbling Buzz'

Discuss Dickinson's presentation of faith and doubt in 'I heard a Fly buzz – when I died"
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

9. 'It was a narrow time.'

Discuss Dickinson's treatment of death in 'The Last Night that She lived'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

10. 'He did not know I saw'.

Discuss Dickinson's presentation of nature in 'A Bird came down the Walk - '.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

Worksheet 5 (2 of 2)

EMILY DICKINSON – EXEMPLAR QUESTIONS

11. 'Narcotics cannot still the Tooth
    That nibbles at the soul - '

Discuss Dickinson's presentation of religion and religious doubt in 'This World is not Conclusion'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

12. 'Ourself behind ourself, concealed – Should startle most - '

Discuss Dickinson's presentation of fear and dread in 'One need not be a Chamber – to be Haunted- '
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

13. 'And yet, it tasted, like them all'

Discuss Dickinson's portrayal of an intense inner experience in 'It was not Death, for I stood up'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

14. 'Kept beating – beating – till I thought
    My Mind was going numb'

Discuss Dickinson's portrayal of a psychological state in 'I felt a Funeral in my Brain'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

15. 'The Carriage held but just ourselves – '

Discuss Dickinson's exploration of the idea of death in 'Because I could not stop for Death - '.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

16. 'Without a tighter breathing
    And Zero at the bone'

Discuss how the relationship between the human and the natural world is explored in 'A narrow Fellow in the Grass'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

17. 'But internal difference,
    Where the Meanings, are -'

Discuss how a sense of oppression is examined by Dickinson in 'There's a certain Slant of light'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

18. 'This is the Hour of Lead'

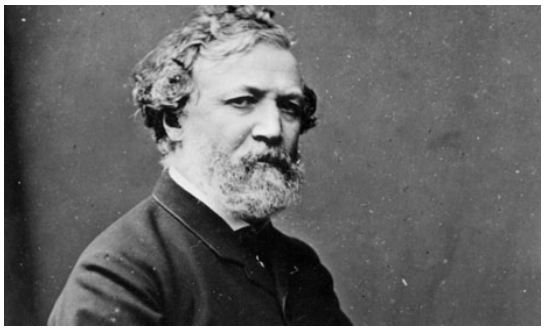
Discuss how Dickinson expresses the sensation of numbness in 'After great pain a formal feeling comes – '.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

19. 'And Maelstrom – in the Sky - '

Discuss how Dickinson considers life, death and the concept of immortality in 'Behind Me – dips Eternity-'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems by Dickinson that you have studied.

Worksheet 6

ROBERT BROWNING– EXEMPLAR QUESTIONS



1. 'Gr-r-r--there go, my heart's abhorrence!
   Water your damned flower-pots, do!...'

Discuss the ways in which Browning presents character in 'The Soliloquy of the Spanish Cloister'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems of Browning's you have studied.

2. 'Room after room,
   I hunt the house through
   We inhabit together.'

Discus the ways in which Robert Browning presents love and loss in 'Love in a Life and Life in a Love'.
In your answer explore the effects of language, imagery and verse form, and consider how these poems relate to other poems by Browning you have studied.

3. 'Just for a handful of silver he left us,
   Just for a riband to stick in his coat---'

Discuss Browning's presentation of betrayal in 'The Lost Leader'.
In your answer, explore the effects of language, imagery and verse form, and consider how this poem relates to other poems of Browning's you have studied.

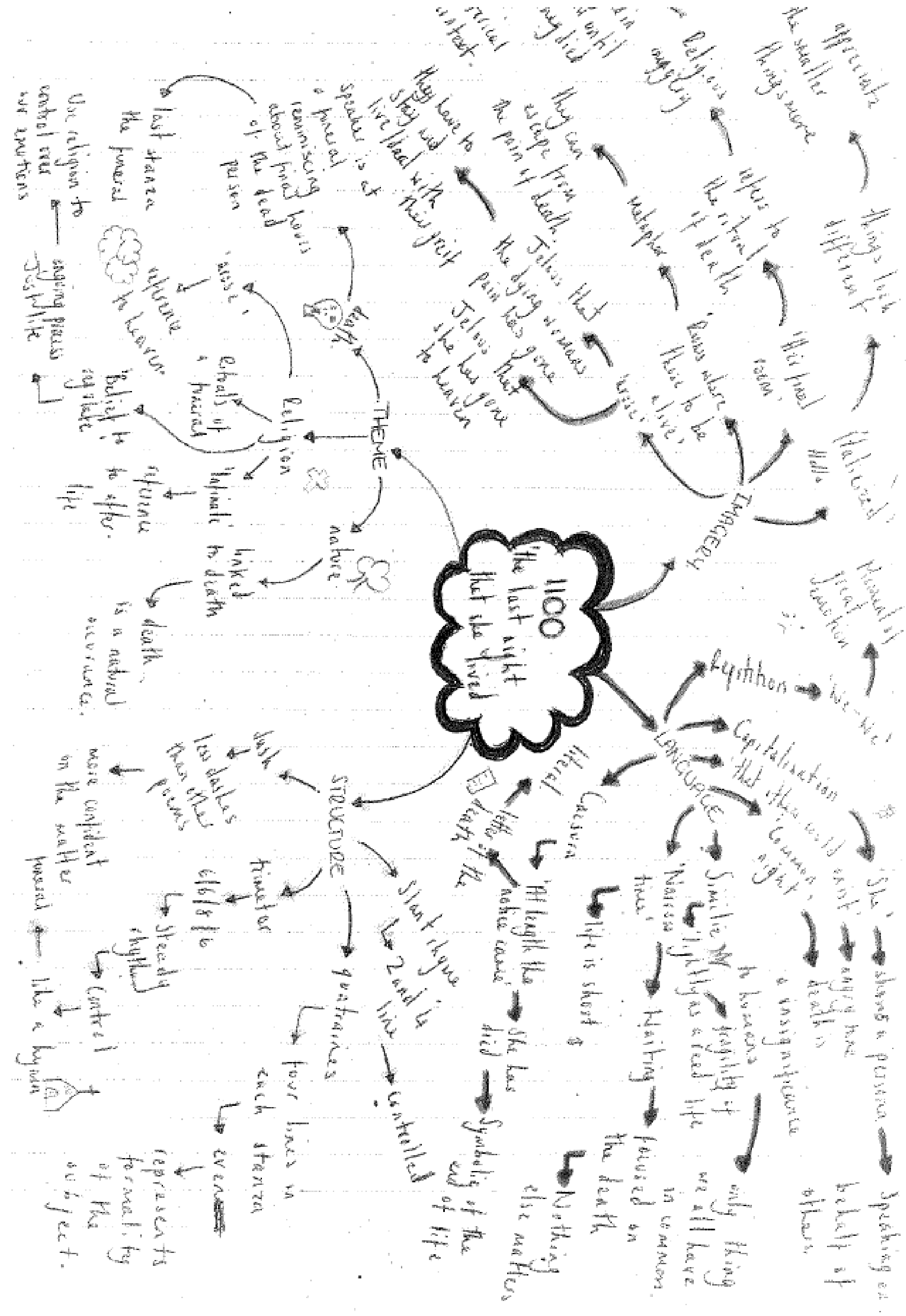
4. 'I could have painted pictures like that youth's
   Ye praise so. How my soul springs up!'

Discuss Browning's treatment of Art in 'Pictor Ignotus'
In your answer, explore the effects of language, imagery and verse form and consider how this poem relates to other poems by Browning you have studied.

Worksheet 7:

Example essay plan for poetry exam

(This is too much for one poem in an exam but highlights the stuff you should be looking for. Then you should put your 3/4 other poems around it and do even less mind-mapping for them. (Well it's closed book so you probably won't be able to remember all of this anyway!) Then the most important bit – get another coloured pen and draw linking lines between main poem and other poems you've chosen.)



Poetry Exam Essay Structure

This is of course only a suggestion – please do whatever has worked in practice essay with your teacher.

Introduction (Very brief – 8 to 10 lines ish)

- Answer the essay question very broadly
- Summarise the themes/content of the key poem and poems for comparison that you've chosen

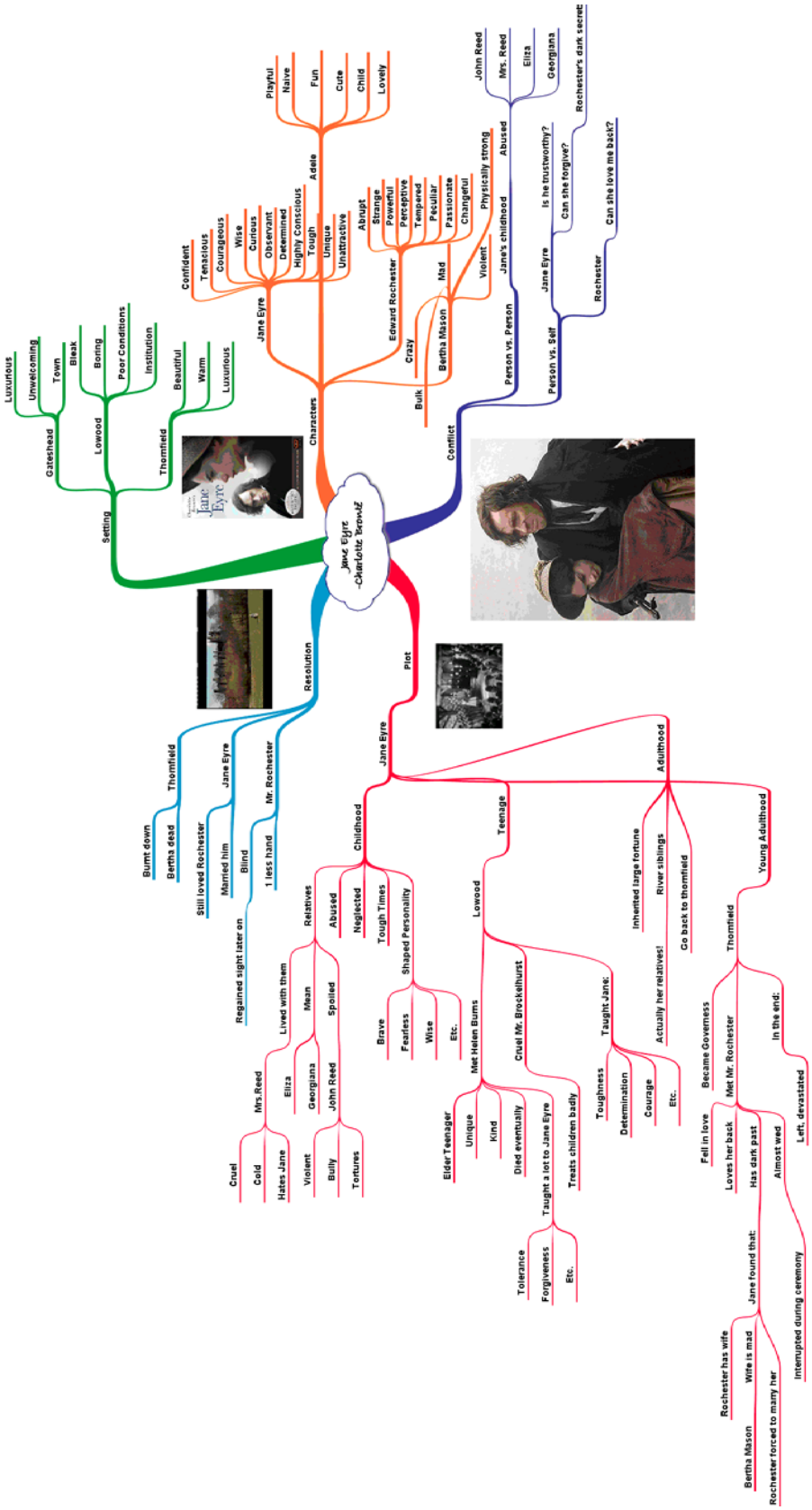
Main body of essay

- Work your way through the key poem chronologically, in detail, referring out to the other 3 or 4 poems that you've chosen.

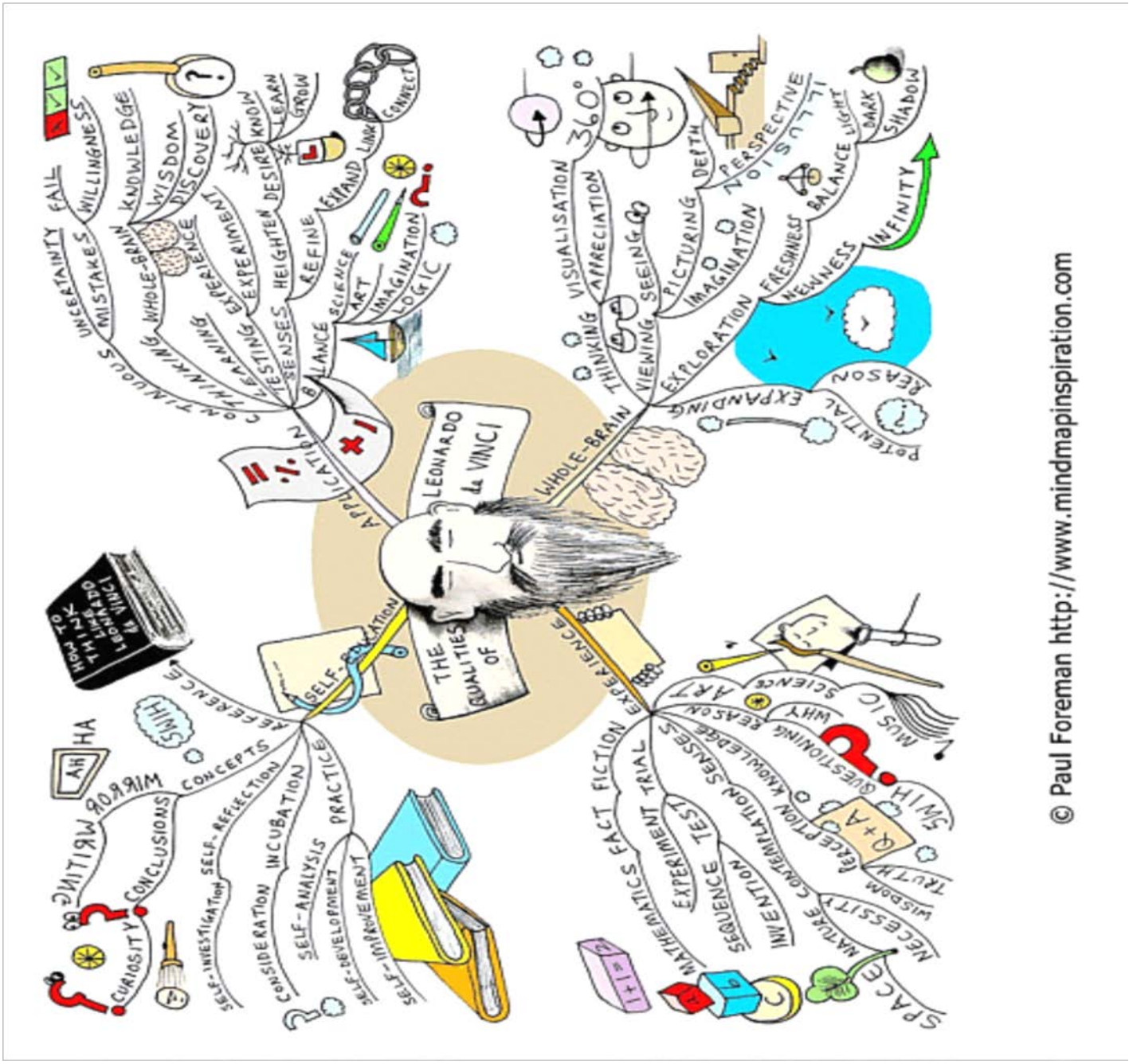
Conclusion (Very brief – 8 to 10 lines ish)

- Make some sort of decision based on key words from the question

Worksheet 9:


Jane Eyre
-Charlotte Brontë
Setting
Gateshead
Luxurious
Unwelcoming
Town
Bleak
Lowood
Boring
Poor Conditions
Institution
Thornfield
Beautiful
Warm
Luxurious
Characters
Jane Eyre
Confident
Tenacious
Courageous
Wise
Curious
Observant
Determined
Highly Conscious
Tough
Unique
Unattractive
Adele
Playful
Naive
Fun
Cute
Child
Lovely
Edward Rochester
Abrupt
Strange
Powerful
Perceptive
Tempered
Peculiar
Passionate
Changeful
Physically strong
Violent
Bulk
Crazy
Mad
Bertha Mason
Conflict
Person vs. Person
Jane's childhood
Abused
John Reed
Mrs. Reed
Eliza
Georgiana
Person vs. Self
Jane Eyre
Is he trustworthy?
Can she forgive?
Rochester
Rochester's dark secret
Can she love me back?
Resolution
Burnt down
Thornfield
Bertha dead
Still loved Rochester
Jane Eyre
Married him
Blind
Mr. Rochester
1 less hand
Regained sight later on
Plot
Jane Eyre
Childhood
Relatives
Abused
Neglected
Tough Times
Shaped Personality
Brave
Fearless
Wise
Etc.
Lived with them
Mean
Spoiled
Mrs.Reed
Eliza
Georgiana
John Reed
Cruel
Cold
Hates Jane
Violent
Bully
Tortures
Teenage
Lowood
Met Helen Burns
Elder Teenager
Unique
Kind
Died eventually
Cruel Mr. Brocklehurst
Taught a lot to Jane Eyre
Treats children badly
Tolerance
Forgiveness
Etc.
Adulthood
Inherited large fortune
River siblings
Go back to thornfield
Taught Jane:
Toughness
Determination
Courage
Etc.
Actually her relatives!
Young Adulthood
Thornfield
Became Governess
Met Mr. Rochester
Fell in love
Loves her back
Has dark past
Almost wed
Left, devastated
In the end:
Jane found that:
Rochester has wife
Wife is mad
Bertha Mason
Rochester forced to marry her
Interrupted during ceremony

Worksheet 10:



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Worksheet 11:

Jane Eyre

Themes

Themes are the fundamental and often universal ideas explored in a literary work.

- **Love Versus Autonomy**
- **Religion**
- **Social Class**
- **Gender Relations**

Motifs

Motifs are recurring structures, contrasts, and literary devices that can help to develop and inform the text's major themes.

- **Fire and Ice**
- **Substitute Mothers**

Symbols

Symbols are objects, characters, figures, and colors used to represent abstract ideas or concepts.

- **Bertha Mason**
- **The Red-Room**

Dorian Gray

THEMES

- The Purpose of Art
- The Supremacy of Youth and Beauty
- The Negative Consequences of Influence

MOTIFS

- The Picture of Dorian Gray
- Homoerotic Male Relationships
- The Color White

SYMBOLS

- The Opium Dens
- James Vane
- The Yellow Book

Worksheet 12:

Prose Quote grid

<table>
<tr><td>Main character 1 (AO1)

• Quote
• Quote
• Quote</td><td rowspan="2">Context quotes from the novel (AO4)

• Quote
• Quote
• Quote
• Quote
• Quote</td><td rowspan="4">Key language, structure, form quotes from the novel (AO2)

Device
• Quote
• Quote

Device
• Quote
• Quote

Device
• Quote
• Quote

Device
• Quote
• Quote

Device
• Quote
• Quote</td></tr>
<tr><td>Main character 2

• Quote
• Quote
• Quote</td></tr>
<tr><td>Main character 3

• Quote
• Quote
• Quote</td><td rowspan="2">Critics quotes and name of critic (A03)

• Quote
• Quote
• Quote
• Quote
• Quote</td></tr>
<tr><td>Main character 4

• Quote
• Quote
• Quote</td></tr>
<tr><td>Main character 5

• Quote
• Quote
• Quote</td><td>Key genre quotes from the novel (A02)

• Quote
• Quote
• Quote
• Quote
• Quote</td><td>Key theme quotes from the novel (AO2)

• Quote
• Quote
• Quote
• Quote
• Quote</td></tr>
</table>

Worksheet 13:

Dorian Gray Essay Questions

(a) 'Despite the beautiful things with which he surrounds himself, he is unable to distract himself from the dissipation of his soul.'

In the light of this authorial comment, explore Wilde's presentation of Dorian in *The Picture of Dorian Gray.* *(30)*

(b) 'The first principle of aestheticism is that art serves no other purpose than to offer beauty.'

Explore the role of aestheticism in the novel. (30)

(c) Some twentieth century critics' reviews of Dorian Gray were based on the accusation that Wilde was unsuccessfully 'importing 'social smartness' into the 'emotional and sensual intensity at which (he) is aiming at in Dorian Gray.'

How far and in what ways do you agree with this view of Wilde's use of naturalistic and non-naturalist forms in his novel? (30)

Worksheet 14:

Jane Eyre Essay Questions

a) ‘Though restrained by social convention, the passions of the female characters emerge with great force.’
In the light of this comment, discuss Brontë’s presentation of female characters in Jane Eyre.

b) ‘Jane gains happiness but sacrifices her independence.’
How far and in what ways do you agree with this view of the ending of Jane Eyre?

c) ‘Above all, Jane Eyre *is a love story.’*
How far and in what ways do you agree with this view?

d) ‘The novel’s settings reflect Jane’s powerful emotions.’ In the light of this comment, discuss the significance of the settings in Jane Eyre.

Worksheet 15:

Example Essay Plan – Dorian Gray

Here is one example of a plan you could follow in order to construct answer to this exam question.

'Despite the beautiful things with which he surrounds himself, he is unable to distract himself from the dissipation of his soul'.
In the light of this comment, explore Wilde's presentation of Dorian in 'The Picture of Dorian Gray'.

Intro: For much of novel protagonist seemingly acts without a conscience while following the codes of behaviour of a hedonist philosophy but throughout Wilde shows us Dorian cannot fully distract himself from his sin. Desire to repent haunts Dorian throughout novel until fear and guilt overwhelm him at the end.

Para 2: Chapter 2: Focus on the influence on Dorian of Lord Henry's view of youth and beauty and Dorian's Faustian deal with the devil in the pursuit of eternal youth and beauty.

Para 3: Explore how, In Chapter 7, Wilde uses metaphor of Dorian's decoration of his mansion in style of Aestheticism and the hiding of the portrait in the schoolroom in the attic to convey the duplicity of Dorian's character. Examine Wilde's use of the Gothic. Explore Wilde's presentation of Dorian's increasing independence

Para 4: Examine Wilde's presentation of Dorian's following of the principles of Aestheticism as he lives a Hedonist (life of unrestrained pleasure) life style under the guidance of the' yellow book' in Chapter 11. Explore Dorian's quest for knowledge and experiences on his travels, his collection and study of luxury items and ungoverned behaviour over 11 year period. (Examine parallels with Faustian legend)
Para 5: Examine how Wilde presents idea how Hedonist life style cannot fully distract Dorian from his awareness of his sin and corruption of his soul. (Note particularly details from Chapter 14) Explore how Wilde shows how Dorian goes against values of Aestheticism as he believes the portrait (Art) reflects moral values.

Para 6: Explore Wilde's use of character of James Vane in to explore development of Dorian's subliminal fear. Critic view: 'James Vane is less a believable character, than an embodiment of Dorian's torture conscience'. Note particularly Chapter 16. Examine how Wilde uses death of Vane in Chapter 17 as a device to show how Dorian comes to different level of awareness of fate: he attempts to repent for the life he has led until he meets his fatal end.

Conclusion: Wilde emphasises how Dorian becomes 'poisoned' by his pursuit of a life based the values of Aestheticism but routed in selfishness. His ending ultimately shows how Dorian's treatment of others means he must be destroyed by his quest.

Worksheet 16:

Suggested Essay Structure: Dorian Gray:

PLANNING IS CRUCIAL. Students who plan their answers gain higher grades. It helps you to focus on the question, structure your essay and build an argument.

1. **Introduction**

   This is a general answer to the question. Keep it to a few sentences to demonstrate that you have an opinion / opinions about the question and your examiner will be able to see where you are going to go with your answer. If the question is on a particular theme, eg. aesthetics, hedonism or relationships, this is where you state your argument according to theme.

2. **Main Body of the Essay**

   In your plan, you should have a series of points which you thought of when thinking about the question. In this, the main part of your essay, work through each point making sure you quote from the text and include other readers' view. This will be several paragraphs, fully developed and explained, supporting your argument. Embed your evidence within your sentences.

3. **Conclusion**

   A good conclusion needs to refer back to the question and make a few comments about the main points of your argument. If you can introduce a new idea which challenges the original question and point in a new direction, that would create a well-rounded conclusion.