

GCSE (9-1)

***English Literature***

**J352**

For first teach in 2015

[**www.ocr.org.uk/englishliterature**](http://www.ocr.org.uk/englishliterature)

**Student revision checklist**

Version 1

#### **Revision checklists**

The tables below can be used as a revision checklist.

For more information please see the [OCR GCSE English Literature specification.](https://www.ocr.org.uk/Images/168995-specification-accredited-gcse-english-literature-j352.pdf)

The table headings are explained below:

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| **Assessable learning outcomes**  You will be required to: | **R** | **A** | **G** | **Comments** |
| Here is a list of the learning outcomes for this qualification and the content you need to cover and work on. | You can use the tick boxes to show when you have revised an item and how confident you feel about it.  R = **RED** means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help.  A = **AMBER** means you are reasonably confident but need some extra practice.  G = **GREEN** means you are very confident.  As your revision progresses, you can concentrate on the **RED** and **AMBER** items in order to turn them into **GREEN** items.  You might find it helpful to highlight each topic in red, orange or green to help you prioritise. | | | You can use the comments column to:   * add more information about the details for each point * add formulae or notes * include a reference to a useful resource * highlight areas of difficulty or things that you need to talk to your teacher about or look up in a textbook. |

**Modern prose or drama**

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section A Modern prose or drama** | | | | | | |
| **Text choice** | **Content** | **In relation to my modern text, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one set text from:  *Anita and Me* – Meera Syal  *Never Let Me Go* – Kazuo Ishiguro  *Animal Farm* – George Orwell  *An Inspector Calls* – J. B. Priestley  *My Mother Said I Never Should* – Charlotte Keatley  *DNA* – Dennis Kelly | Students understand aspects of **plot, characterisation, events and settings** in their modern prose or drama text.  Students develop skills to **engage personally** with modern texts. | Identify and interpret key themes, ideas and issues. |  |  |  | Identify a range of key moments from your set text.  A key moment is an event, situation or interaction in the text which you think is important because it helps to shape your understanding of the plot, characters and themes. |
| Explain the plot development – the sequence of events and the relationship between actions or events. |
| Identify and interpret characters and relationships. |

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section A Modern prose or drama** | | | | | | |
| **Text choice** | **Content** | **In relation to my modern text, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one set text from:  *Anita and Me* – Meera Syal  *Never Let Me Go* – Kazuo Ishiguro  *Animal Farm* – George Orwell  *An Inspector Calls* – J. B. Priestley  *My Mother Said I Never Should* – Charlotte Keatley  *DNA* – Dennis Kelly | Students **analyse and evaluate how language, form and structure inform and impact** on their reading of their modern set text.    Students have knowledge and understanding of literary and linguistic terminology and features, in order to support their views about their modern set text. | Explain and illustrate how the writer’s choice of language shapes meaning. |  |  |  |  |
| Analyse how the writer uses language, form and structure to create effects and impact. |  |  |  |  |
| Use relevant subject terminology accurately to support my views. |  |  |  |  |

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section A Modern prose or drama** | | | | | | |
| **Text choice** | **Content** | **In relation to my modern text, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one set text from:  *Anita and Me* – Meera Syal  *Never Let Me Go* – Kazuo Ishiguro  *Animal Farm* – George Orwell  *An Inspector Calls* – J. B. Priestley  *My Mother Said I Never Should* – Charlotte Keatley  *DNA* – Dennis Kelly | Students **reflect on the contexts in which texts are set**, for example, social and cultural situations or experiences.  Students look at literary contexts in reading, for example, use of symbolism or allegory.  Students develop their own **viewpoints** supported by textual reference, while at the same time recognising that there are **different interpretations** that others could make. | Use contextual information to help show my understanding of my modern text. |  |  |  |  |
| Justify my point of view by referring closely to the text. |
| Recognise different valid responses to their modern text and evaluate them using by referring to the text. |

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section A Modern prose or drama** | | | | | | |
| **Text choice** | **Content** | **In relation to my modern text, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one set text from:  *Anita and Me* – Meera Syal  *Never Let Me Go* – Kazuo Ishiguro  *Animal Farm* – George Orwell  *An Inspector Calls* – J. B. Priestley  *My Mother Said I Never Should* – Charlotte Keatley  *DNA* – Dennis Kelly | Students develop their skills to **compare texts.**  Students explore modern literature more widely, through reading a range of modern prose or drama extracts or texts.  Students understanding how one text is illuminated by its relationship with another.  Students make comparisons between their studied text and thematically linked unseen modern, same-genre extracts | Make connections and contrasts between texts and compare features and qualities. |  |  |  |  |

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section A Modern prose or drama** | | | | | | |
| **Text choice** | **Content** | **In relation to my modern text, I can:** | **R** | **A** | **G** | **Comments** |
| .  Choice of one set text from:  *Anita and Me* – Meera Syal  *Never Let Me Go* – Kazuo Ishiguro  *Animal Farm* – George Orwell  *An Inspector Calls* – J. B. Priestley  *My Mother Said I Never Should* – Charlotte Keatley | Students develop **writing skills.**  Students write informed personal responses to their modern set text.  Students create impact through their writing with careful selection and emphasis of key points, using textual evidence to back up their understanding and ideas. | Produce clear and coherent pieces of extended writing. |  |  |  |  |
| Select and emphasise key points and ideas. |
| Develop and maintain a consistent viewpoint. |
| Use textual references and quotations effectively to support my views. |

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| .  *DNA* – Dennis Kelly |  | Use accurate Standard English and spelling, punctuation and grammar. |  |  |  |  |

**19th century novel**

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section B 19th century novel** | | | | | | |
| **Text choice** | **Content** | **In relation to my 19th century novel, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one set text from:  *Great Expectations* – Charles Dickens  *Pride and Prejudice* – Jane Austen  *The War of the Worlds* – H G Wells | Students understand aspects of **plot, characterisation, events and settings** in their 19th century novel.  . | Identify and interpret key themes, ideas and issues. |  |  |  | Identify a range of key moments from your 19th century novel.  A key moment is an event, situation or interaction in the text which you think is important because it helps to shape your understanding of the plot, characters and themes. |

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| *The Strange Case of Dr Jekyll and Mr Hyde* – Robert Louis Stevenson  *Jane Eyre* – Charlotte Brontë  *A Christmas Carol* – Charles Dickens. | Students develop skills to **engage personally** with 19th century texts. | Explain the plot development – the sequence of events and the relationship between actions or events. |  |  |  |  |
| Identify and interpret characters and relationships. |

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section B 19th century novel** | | | | | | |
| **Text choice** | **Content** | **In relation to my 19th century novel, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one set text from:  *Great Expectations* – Charles Dickens  *Pride and Prejudice* – Jane Austen  *The War of the Worlds* – H G Wells  *The Strange Case of Dr Jekyll and Mr Hyde* – Robert Louis Stevenson  *Jane Eyre* – Charlotte Brontë  *A Christmas Carol* – Charles Dickens. | Students **analyse and evaluate how language, form and structure inform and impact** on their reading of the novel.    Students have knowledge and understanding of literary and linguistic terminology and features in order to support their views about the novel. | Explain and illustrate how the writer’s choice of language shapes meaning. |  |  |  |  |
| Analyse how the writer uses language, form and structure to create effects and impact. |  |  |  |  |
| Use relevant subject terminology accurately to support my views. |  |  |  |  |

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section B 19th century novel** | | | | | | |
| **Text choice** | **Content** | **In relation to my 19th century novel, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one set text from:  *Great Expectations* – Charles Dickens  *Pride and Prejudice* – Jane Austen  *The War of the Worlds* – H G Wells  *The Strange Case of Dr Jekyll and Mr Hyde* – Robert Louis Stevenson  *Jane Eyre* – Charlotte Brontë  *A Christmas Carol* – Charles Dickens. | Students **reflect on relevant social, historical or cultural contexts** – for example, social customs and attitudes, or literary contexts (e.g. generic features of science fiction or the Gothic).  Students develop their own **viewpoints** supported by textual reference, while at the same time recognising that there are **different interpretations** that others could make. | Use contextual information to help show my understanding of the novel. |  |  |  |  |
| Justify my point of view by referring closely to the text. |
| Recognise different valid responses to the novel and evaluate them using by referring to the text. |

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| **Component 01 Exploring modern and literary heritage texts** | | | | | | |
| **Section B 19th century novel** | | | | | | |
| **Text choice** | **Content** | **In relation to my 19th century novel, I can:** | **R** | **A** | **G** | **Comments** |
| .  Choice of one set text from:  *Great Expectations* – Charles Dickens  *Pride and Prejudice* – Jane Austen  *The War of the Worlds* – H G Wells  *The Strange Case of Dr Jekyll and Mr Hyde* – Robert Louis Stevenson | Students develop **writing skills.**  Students write informed personal responses to their set 19th century novel.  Students create impact through their writing with careful selection and emphasis of key points, using textual evidence to back up their understanding and ideas. | Produce clear and coherent pieces of extended writing. |  |  |  |  |
| Select and emphasise key points and ideas. |
| Develop and maintain a consistent viewpoint. |
| Use textual references and quotations effectively to support my views. |

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| .  *Jane Eyre* – Charlotte Brontë  *A Christmas Carol* – Charles Dickens. |  | Use accurate Standard English and spelling, punctuation and grammar. |  |  |  |  |

**Poetry**

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section A Poetry** | | | | | | |
| **Text choice** | **Content** | **In relation to my poetry cluster, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one themed poetry cluster from the OCR Poetry Anthology:   * Love and Relationships * Conflict * Youth and Age. | Students develop skills to **engage personally** with a variety of poetry. | Identify and interpret key themes, ideas and issues in the poems. |  |  |  |  |
| Explain the connections and contrasts between different poems in the cluster. |

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section A Poetry** | | | | | | |
| **Text choice** | **Content** | **In relation to my poetry cluster, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one themed poetry cluster from the OCR Poetry Anthology:   * Love and Relationships * Conflict * Youth and Age. | Students **analyse and evaluate how language, form and structure inform and impact** on their reading of poetry.  Students have knowledge and understanding of grammatical and structural features and literary and linguistic terminology in order to support their views about the text.  Students comment on use of poetic devices to engage the reader e.g. rhyming pattern, stanza form and imagery. | Explain and illustrate how vocabulary choices and structural features shape meaning. |  |  |  |  |
| Analyse how the writer uses language (including figurative language), form and structure to create effects. |  |  |  |  |
| Illustrate how writers use language, form and structure to appeal to the senses. |  |  |  |  |
| Suggest how atmosphere and tone is created for the reader. |  |  |  |  |
| Use relevant subject terminology accurately to support my views. |  |  |  |  |

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section A Poetry** | | | | | | |
| **Text choice** | **Content** | **In relation to my poetry cluster, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one themed poetry cluster from the OCR Poetry Anthology:   * Love and Relationships * Conflict * Youth and Age. | Students develop their own **viewpoints** supported by textual reference, while at the same time recognising that there are **different interpretations** that other readers could make. | Justify my point of view by referring closely to the text. |  |  |  |  |
| Recognise different valid responses to the poems and evaluate them using by referring to the text. |  |  |  |  |

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section A Poetry** | | | | | | |
| **Text choice** | **Content** | **In relation to my poetry cluster, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one themed poetry cluster from the OCR Poetry Anthology:   * Love and Relationships * Conflict * Youth and Age. | Students develop their skills to **compare texts.**  Students develop understanding of how one poem is illuminated by its relationship with another.  Students make comparisons between a studied poem from their poetry cluster and a thematically linked unseen poem in the exam. | Make connections and contrasts between poems and compare features and qualities. |  |  |  |  |

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section A Poetry** | | | | | | |
| **Text choice** | **Content** | **In relation to my Shakespeare play, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one themed poetry cluster from the OCR Poetry Anthology:   * Love and Relationships * Conflict * Youth and Age. | Students develop **writing skills.**  Students write informed personal responses to their set poetry cluster.  Students create impact through their writing with careful selection and emphasis of key points, using textual evidence to back up their understanding and ideas. | Produce clear and coherent pieces of extended writing. |  |  |  |  |
| Select and emphasise key points and ideas. |
| Develop and maintain a consistent viewpoint. |
| Use textual references and quotations effectively to support my views. |

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|  |  | Use accurate Standard English and spelling, punctuation and grammar. |  |  |  |  |

**Shakespeare**

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section B Shakespeare** | | | | | | |
| **Text choice** | **Content** | **In relation to my Shakespeare play, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one play from:   * *Romeo and Juliet* * *The Merchant of Venice* * *Macbeth* * *Much Ado About Nothing*. | Students understand aspects of **plot, characterisation, events and settings** in their Shakespeare play.  Students develop skills to **engage personally** with a text that is clearly written for performance. | Identify and interpret key themes, ideas and issues |  |  |  | Identify a range of key moments from your Shakespeare play.  A key moment is an event, situation or interaction in the text which you think is important because it helps to shape your understanding of the plot, characters and themes. |
| Explain the plot development – the sequence of events and the relationship between actions or events. |
| Identify and interpret characters and relationships. |

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section B Shakespeare** | | | | | | |
| **Text choice** | **Content** | **In relation to my Shakespeare play, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one play from:   * *Romeo and Juliet* * *The Merchant of Venice* * *Macbeth*   *Much Ado About Nothing*. | Students **analyse and evaluate how language, form and structure inform and impact** on their reading of the play.    Students have knowledge and understanding of literary and linguistic terminology and features, including dramatic devices, in order to support their views about the play.  Students comment on use of dramatic devices to engage and entertain an audience. | Explain and illustrate how Shakespeare’s choice of language shapes meaning. |  |  |  |  |
| Analyse how Shakespeare uses language, form and structure to create effects. |  |  |  |  |
| Suggest how atmosphere and emotion is created for the audience. |  |  |  |  |

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|  |  | Use relevant subject terminology accurately to support my views. |  |  |  |  |

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section B Shakespeare** | | | | | | |
| **Text choice** | **Content** | **In relation to my Shakespeare play, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one play from:   * *Romeo and Juliet* * *The Merchant of Venice* * *Macbeth* * *Much Ado About Nothing*. | Students **reflect on relevant social, historical or cultural contexts** – for example, social customs and attitudes.  Students develop their own **viewpoints** supported by textual reference, while at the same time recognising that there are **different interpretations** that others could make. | Use contextual information to help show my understanding of the play. |  |  |  |  |
| Justify my point of view by referring closely to the text. |

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|  |  | Recognise different valid responses to the play and evaluate them using by referring to the text. |  |  |  |  |

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| **Component 02 Exploring poetry and Shakespeare** | | | | | | |
| **Section B Shakespeare** | | | | | | |
| **Text choice** | **Content** | **In relation to my Shakespeare play, I can:** | **R** | **A** | **G** | **Comments** |
| Choice of one play from:   * *Romeo and Juliet* * *The Merchant of Venice* * *Macbeth* * *Much Ado About Nothing*. | Students develop **writing skills.**  Students write informed personal responses to their set play .  Students create impact through their writing with careful selection and emphasis of key points, using textual evidence to back up their understanding and ideas. | Produce clear and coherent pieces of extended writing. |  |  |  |  |
| Select and emphasise key points and ideas. |
| Develop and maintain a consistent viewpoint. |

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|  |  | Use textual references and quotations effectively to support my views. |  |  |  |  |
| Use accurate Standard English and spelling, punctuation and grammar. |



[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

[resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

[www.ocr.org.uk/expression-of-interest](https://www.ocr.org.uk/qualifications/expression-of-interest/)

[resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

[general.qualifications@ocr.org.uk](mailto:general.qualifications%40ocr.org.uk?subject=)