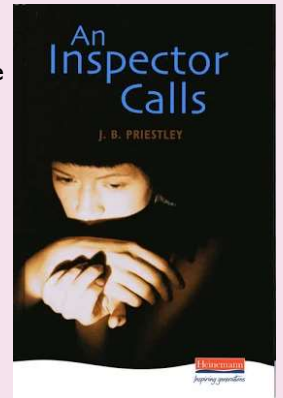
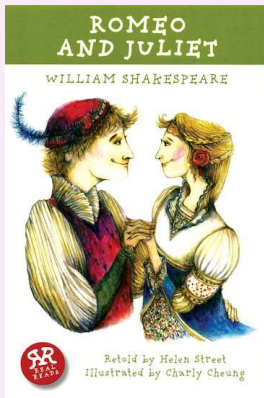


## Y9 English Exam: What do students need to know?

<b>Romeo and Juliet by William Shakespeare</b>	<b>Identity Anthology</b>	<b>An Inspector Calls by J.B Priestley</b>
<p><b>1. Context:</b></p> <p><b>What is a patriarchal society?</b> A society in which men have more power and control.</p> <p><b>What were the Elizabethan expectations of men and women/masculinity and femininity?</b></p> <ul style="list-style-type: none"> <li>- Men: strong, loyal, dominant</li> <li>- Women: weak, subservient, emotional</li> </ul> <p><b>Love and marriage in the Elizabethan era:</b></p> <ul style="list-style-type: none"> <li>- Parents usually assigned partners for their children</li> <li>- Restricted by social &amp; religious expectations</li> <li>- Romance outside of relationships was considered sinful</li> </ul> <p><b>2. Plot &amp; characters</b></p> <p><b>3. How are the following themes presented in the novel?</b> Love/gender/honour/religion</p> <p><b>4. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Feud</li> <li>• Stereotypes</li> <li>• Patriarchy</li> <li>• Tragedy</li> </ul> <p><b>5. TRAMPS techniques/ key words/ analysis of quotations</b></p>	<p><b>1. PAFT of non-fiction texts:</b></p> <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Audience</li> <li>- Form</li> <li>- Tone</li> </ul> <p><b>1. Themes in the extracts we have studied:</b></p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Class</li> <li>- Sexuality</li> <li>- Ethnicity</li> <li>- Religion</li> <li>- Northern Pride</li> </ul> <p><b>2. IAMAFORESTER techniques</b></p> <p><b>3. Analysis &amp; comparison of viewpoint: similarities and differences</b></p>	<p><b>1. Context</b></p> <ul style="list-style-type: none"> <li>• Who was J.B Priestley? What were his social and political views?</li> <li>• What is capitalism vs socialism?</li> <li>• 1912 vs 1945- WW1/WW2/Class-divide/Workers' strikes</li> </ul> <p><b>2. Morality play:</b> Priestley explores the importance of social responsibility and warns of the destructive effects of capitalism</p> <p><b>3. Old vs Young:</b> Priestley presents his hope in the younger generation to change society for the better</p> <p><b>4. Mr B = capitalism / The Inspector = socialism</b></p> <p><b>5. Plot/ characters/themes</b></p> <p><b>Vocab:</b> Social responsibility Bourgeoisie Proletariat Capitalism Socialism</p> <p><b>6. TRAMPS techniques / key words / analysis of quotations</b></p>



# How to Revise English: Generic Revision Strategies



## **Knowledge Organiser Breakdown**

- Highlight key sections: context, themes, characters, techniques, and vocabulary.
- Re-write each section in your own words to check understanding.
- Use one colour for what you know and another for what needs revisiting.

## **Retrieval Practice**

- Close your notes and write down everything you remember about a topic.
- Check back and add missing information in a different colour.

## **Self-Testing (Active Recall)**

- Ask yourself exam-style questions and answer without notes first.
- Explain answers out loud or in writing.

## **Vocabulary Mastery**

- Learn 3-4 words at a time.
- Say the word, define it, and use it in a sentence linked to the text.
- Group vocabulary by themes or topics.

## **Techniques:**

- Learn TRAMPS techniques for language and structural techniques and create your own examples or identify how/when they are used in the example texts

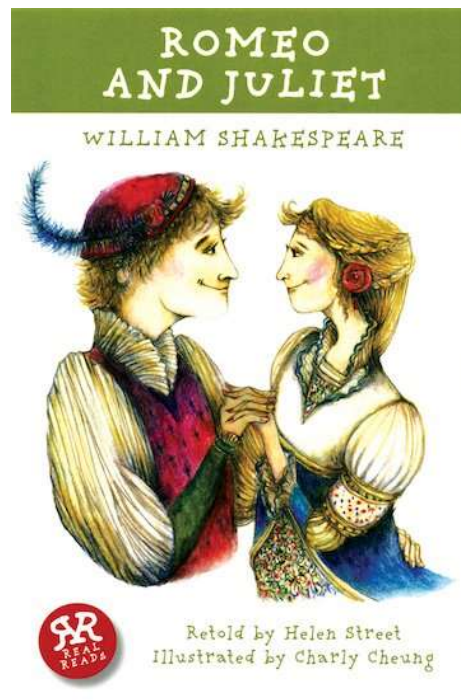
## How do I analyse quotations in the exam?

Your teacher will have taught you one of the structures below:

1. Point - what is being shown/presented?
2. Evidence - short quotation
3. Analyse - what it suggests and why
4. Key words & techniques - identify and analyse

1. Point - what is being shown/presented?
2. Evidence - short quotation
3. Analyse - what it suggests and why
4. Key words & techniques - identify and analyse
5. Writer's intention- why did the writer include this/what is their message?
6. Reader's reaction- how did the writer want the reader to respond?
7. Link- can you link your analysis to another quotation, theme or context?

# Romeo and Juliet by William Shakespeare



# Knowledge Organiser: Year 9 Term 1 *Romeo and Juliet*

How does Shakespeare reflect the below Elizabethan attitudes in the play?

Context

## Marriage

Business transaction to secure social standing/financial security



Parents usually assigned partners for their children

Married young

Restrained by religion and societal expectations



## Love

Elizabethan were romantics (expressed through literature and the arts)



Love was considered an important value in a relationship



Romance outside of relationships was considered sinful

## Religion

Deeply religious (mainly Protestants or Catholics)

Believed in the 'Divine Right of Kings': the belief kings were chosen by God to act as his representatives on earth



## Patriarchal society

Men were the superior sex



Women were the inferior sex



Women were considered to be the 'property' of their fathers or husbands

Men were the head of the household

## Parenting

Children obeyed their parents (based on the fifth commandment, which stated, "Honor thy father and mother")



In wealthier families, children were often raised by the household help/servants

## Social hierarchy/class

Elizabethans believed in 'The Great chain of being' which dictated the hierarchy in society:

1. Gods
2. Angels
3. Humans (based on social class)
4. Plants
5. Non-living things



## Monarchy

Queen Elizabeth 1<sup>st</sup> reigned from 1558-1603.



Queen Elizabeth was a supporter of Shakespeare's plays, by which he earned his title as the monarch's playwright

## Men vs Women

Men had power in society. They were valued for their mental and physical strength

A woman's role was generally confined to the household. Women were considered to be mentally and emotionally weak

It was uncommon for girls to be educated

Sons were the family heirs which carried on the family lineage

## Romeo and Juliet Knowledge Organiser

### Characters:

Romeo Montague – Son of the Montague family.

Juliet Capulet – Daughter of the Capulet family.

Mercutio – Friend to Romeo – neither Capulet nor Montague.

Tybalt – Juliet's Cousin, a prominent Capulet.

Benvolio – Romeo's cousin.

Friar Lawrence – A Franciscan monk and friend to both families.

Nurse – Juliet's confidante, very close to her, motherly.

Prince Escalus – Leader of Verona, trying to keep peace between the families.



### Very Brief Plot Summary:

**Act 1:** Set in Verona, we find two warring families – the Montagues and the Capulets. There is a ball and two young people meet and fall in love – Romeo Montague and Juliet Capulet. Their families will never allow this.

**Act 2:** Romeo and Juliet continue to see each other secretly. Romeo wishes he was not a Montague and they decide that they will secretly marry.

**Act 3:** Tybalt (Juliet's cousin) tries to argue with Romeo, who refuses. Mercutio (Romeo's friend) goads Tybalt into a fight and is killed by Tybalt when Romeo attempts to stop them. Romeo then murders Tybalt in his anger.

**Act 4:** Juliet asks for help from Friar Lawrence. He gives her a sleeping potion that will make her appear dead so that on her supposed wedding day to Paris she will be carried to the family vault, where Romeo will find her and whisk her away.

**Act 5:** Romeo doesn't receive the letter about the plan. He hears Juliet has died and obtains a poison for himself. Romeo sees Juliet (assuming she is dead) and poisons himself. Juliet awakes and realising what has happened kills herself. The two families reconcile in the wake of the tragedy.

**Honour:** Maintaining family honour was seen as of great importance. If you were challenged to a duel and refused, your family would be seen as cowardly and this would dishonour their status and power. This strong regard for honour could often lead to violence and unrest.

**Gender:** Men controlled society. Women were seen as the weaker sex and were expected to be obedient to their families and husbands.

**Arranged Marriage:** Arranged marriages between wealthy families were never about love. They were arranged to improve status, power and wealth.

**Catholicism:** Religion was very important at this time and set in Italy, the Catholic church had great influence. Marriage was sacred and could not be undone. There was a strong belief in 'damnation' for mortal sin. Suicide was considered a mortal sin.

**Family and children:** Children were considered property of their parents. It was also common for children to have a 'nurse' and as a result, did not often have strong bonds with their parents.

**Courtly love:** Courtly love was all about behaviour and was supposed to be polite, restrained and courteous. Often gifts were exchanged but there was little contact. The notion of 'courtly love' strongly opposes the passion and emotion we associated with 'real love'.

### Key Quotations:

"A pair of star-crossed lovers take their life" Prologue

"My child is yet a stranger in the world" Act 1 Scene 2

"It is too rough,

Too rude, too boisterous, and it pricks like a thorn." Act 1, Scene 4

"O, she doth teach the torches to burn bright!" Act 1, Scene 5

"Did my heart love till now?" Act 1 Scene 5

"I will withdraw, but this intrusion shall, Now seeming sweet, convert to bitterest gall!" Act 1, Scene 5

"If he be married, my grave is like to be my wedding bed." Act 1, Scene 5

"My only love sprung from my only hate!

Too early seen unknown, and known too late!" Act 1, Scene 5

"But, soft, what light through yonder window breaks?

It is the east, and Juliet is the sun." Act 2, Scene 1

"Oh Romeo, Romeo! Wherefore art thou Romeo?" Act 2, Scene 1

"Deny thy father and refuse thy name." Act 2, Scene 2

"For this alliance may so happy prove

To turn your households' rancour to pure love." Act 2, Scene 1

"Parting is such sweet sorrow." Act 2, Scene 1

"These violent delights have violent ends." Act 2, Scene 5

"A plague o'both your houses!" Act 3, Scene 1

"Mercy but murders, pardoning those that kill." Act 3, Scene 1

"O deadly sin! O rude unthankfulness!" Act 3 Scene 3

"Romeo, Romeo, Romeo! Here's drink: I drink to thee." Act 4, Scene 3

My lady's dead! Oh curse the day that I was born! Act 4, Scene 5

"O happy dagger,

This is thy sheath: there rust, and let me die." "Act 5, Scene 3

"All are punished." Act 5, Scene 3

"For never was a story of more woe, Than this of Juliet and her Romeo." Act 5, Scene 3

## Romeo and Juliet: Key Quotations

### Prologue

"from ancient grudge break to new mutiny"

"two star-cross'd lover take their life"

### Act 2 Scene 2 (The Balcony Scene)

"But soft, what light through yonder window breaks? It is the east, and Juliet is the sun"

"Deny thy father and refuse thy name (...) And I'll no longer be a Capulet."

### Act 3 Scene 1 (Romeo kills Tybalt)

"Boy, this shall not excuse the injuries that thou hast done me; therefore, turn and draw."

"O calm, dishonourable, vile submission!"

### Act 3 Scene 5 (Juliet is told she must marry Paris)

"Hang thee, young baggage! disobedient wretch!" (Lord Capulet)

"Get thee to church o' Thursday, / Or never after look me in the face." (Lord Capulet)

### Act 5 Scene 3 (Prince's Final Speech)

"A glooming peace this morning with it brings."

"The sun, for sorrow, will not show his head"

# Identity Anthology

Year 9

Exploring Identity Anthology  
Non-Fiction



Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Y9 Identity (Reading) - Knowledge Organiser

**Big Idea:** Can you remember who you were, before the world told you who you should be?

*This is the 'Big Idea' for this unit. We are bombarded with messages from music artists, magazines, social media, the news, TV and film, the government, schools and any other organisation or form of media you can think of all of time.*

*All of these messages are telling us who we should be, how we should look and how we should act because of our age, gender, job, where we live, how much we earn etc.*

*This unit is all about breaking these down and asking ourselves:*

**Who am I?**



**Gender**



**Class**



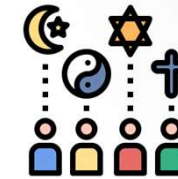
**Sexuality**



**Northern  
Pride**



**Ethnicity**



**Religion**

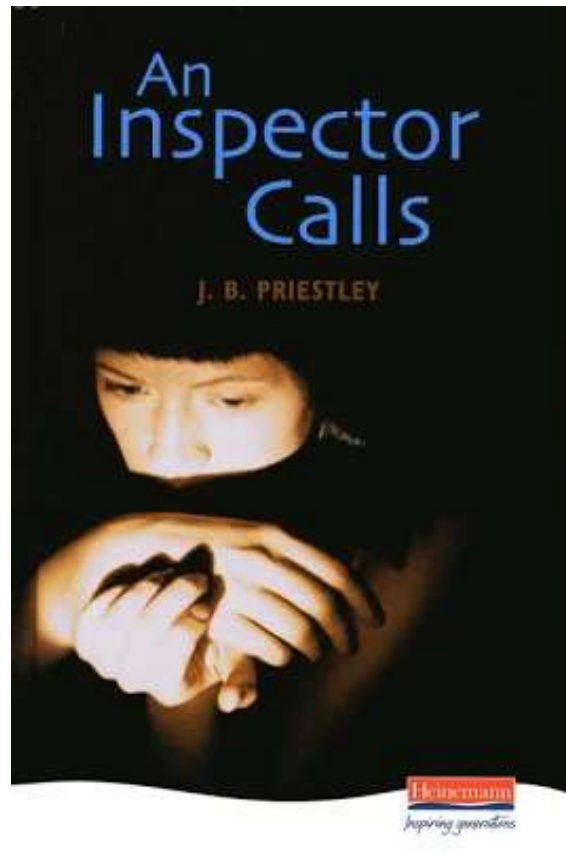
## PAFT of non-fiction

Purpose	Why was the text written?	persuade/ inform/ entertain/ advise
Audience	Who is the intended audience?	For example, the targeted audience of a football article would be football fans
Format	What type of non-fiction text is it?	letter/ article/ speech/ leaflet/ magazine /advert
Tone	What emotions are presented/is the writer trying to evoke?	Look at the pathos section!

# IAMAFORESTER Techniques

Word	Definition
<b>I</b> mperative Verbs	Give a command e.g. Stop running!
<b>A</b> ncedote	A short personal story that helps illustrate your point. TIP: Make these emotive for increased effect.
<b>M</b> odal Verbs	Show how likely something is to happen e.g. should, would, could, might, must. TIP: Choose these carefully as they alter the tone of your writing e.g. must is much more commanding than should.
<b>A</b> lliteration	The initial letter at the beginning of a word is repeated on two or more words.
<b>F</b> acts	Things that are known to be true. These make your arguments more persuasive as you are evidencing truth in them and it is hard to argue with the truth.
<b>O</b> pinions	What someone thinks. This can be you, someone that has experience of the topic you are writing about or an expert. If you are using expert opinion, and you should, you need to make them an expert in topic. E.g. Dr Goodley, a professor in _____ at Oxford University, argues that...
<b>R</b> hetorical Questions	A question you ask to make your reader think about something specific. Don't just add 'Is that what you want?' to the end of a paragraph, make them more nuanced than that.
<b>E</b> xaggeration	Making something sound bigger, better, brighter, stronger etc. than it actually is.
<b>S</b> tatistics	Presenting facts with numbers. Make them persuasive but believable and show where the statistics came from. E.g. statistics from the National Office for Statistics show that one third of all people...
<b>T</b> riple	Any kind of list of three. It could be a sentence that contains three parts - this is especially successful if they are the same structure. It could also be three adjectives to describe something.
<b>E</b> motive Language	Language used to make the reader feel a particular emotion.
<b>R</b> epetition	Saying something more than once. You might have an idea that is repeated throughout your writing or it might be a word/ phrase that you repeat.

# *An Inspector Calls* by J.B Priestley



# Literary Rebels Y9 An Inspector Calls- Knowledge Organiser

## The Big Idea!

"To different minds, the same world is a hell, and a heaven." – J.B Priestley

What do you think this means? Explain your idea!

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## Social and Historical Context:

*An Inspector Calls* was first performed in 1945 at a time of great change – both World Wars were fresh in the minds of the people, women had become more prominent in the workplace and it was possible to be class mobile (progress up the class system).

It is set in 1912 – this means that the characters have no knowledge of these world events. Priestley uses this to make important points about society and responsibility.



Themes

**Socialism vs. Capitalism**

Characters as a Construct

**Key Concepts**

**Social Responsibility**

**Social Commentary**

**Class-divide**

How does each character contribute to Eva Smith's death?

Mr Birling	Mrs Birling	Sheila	Eric	Gerald
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Theatrical Stagecraft: Dramatic Devices	
Dramatic irony	Birling's speeches, Mrs. Birling's witless implication of Eric
Stage directions	Instructions for the actors; often revealing – such as the lighting change when the Inspector arrives: "Pink and intimate then brighter and harder"
Setting	Constant throughout but subtle changes e.g. lighting; characters on/off stage
Tension	Builds up throughout the play ; interrogation of characters, personal relationships, secrecy
Cliff-hanger	Eric's reappearance in Act 3; the ending allows the audience to make up their minds
Foreshadowing	Symbolism (The Titanic), Mr. Birling's "knighthood", war
Time-lapse	Set in 1912, written in 1945; audience in a privileged position.
The 4 <sup>th</sup> Wall	The Inspector's final speech addressed directly to audience.

# PLOT

AN INSPECTOR CALLS

## ~ ACT ONE ~

Gerald gives Sheila the ring  
 Mr Birling tells Gerald about the knighthood  
 Mr Birling admits firing Eva Smith

Birling gives speeches about war / Titanic  
 An inspector calls  
 Sheila admits having Eva Smith fired

## ~ ACT TWO ~

Sheila refuses to leave the room  
 Gerald admits keeping Eva Smith as a mistress  
 Mrs Birling admits to turning Eva Smith away

Mrs Birling threatens the Inspector  
 Sheila gives the ring back to Gerald  
 Mrs Birling blames the father of the child

## ~ ACT THREE ~

Eric admits his relationship with Eva Smith  
 The Inspector leaves  
 Mr Birling discovers the Inspector was a fake

Eric admits stealing money from Mr Birling  
 Mr Birling fears a public scandal  
 The police inform Mr Birling an inspector is coming

~ FIN ~



## J. B. Priestley's An Inspector Calls Characters



**Arthur Birling**  
 Father and owner of Birling and Company.



**Sybil Birling**  
 Mother and wife of Arthur Birling.



**Sheila Birling**  
 Eldest child and daughter of Birling family. Engaged to Gerald Croft.



**Eric Birling**  
 Son and youngest of the two Birling children. A very shy man.



**Edna**  
 Maid of the Birling household.



**Gerald Croft**  
 Engaged to Sheila Birling. His father owns Crofts Limited, a rival company to Birling's.



**Inspector Goole**  
 A mysterious man who questions each member of the Birling family in relation to Eva Smith's death.



**Eva Smith**  
 A young woman who unfortunately commits suicide. Her death unravels events and secrets amongst the Birling family.

## An Inspector Calls: Key Quotations

### Mr Birling (Capitalist / Older Generation / Bourgeoisie's lack of social responsibility)

"I'm talking as a hard-headed, practical man of business and I say there isn't a chance of war"

"a man has to mind his own business and look after himself and his own"

"absolutely unsinkable" (Titanic)

### Sheila & Eric (Metamorphosis / Younger Generation)

"but these girls aren't cheap labour- they're people" (Sheila)

"The money's not the important thing. It's what happened to the girl and what we all did to her that matters." (Eric)

### The Inspector (Priestley's mouthpiece / Socialist message / Importance of social responsibility)

"she died in misery and agony, hating life"

"millions and millions and millions of Eva Smiths and John Smiths"

"they will be taught it in fire and blood and anguish"