

English Literature Revision

Paper 1 Drama	Paper 2 – Prose	Paper 3 – Poetry
Wednesday 13 th May AM	Monday 1 st June AM	Wednesday 10 th June AM
2 hours 15 minutes	1 hour 15 minutes	2 hours and 15 minutes
60 marks	40 marks	60 marks
Section A – <i>Othello</i> 35 marks (AO1,2,3,5)	One comparative essay: <i>Never Let Me Go</i> + <i>Frankenstein</i> (AO1,2,3,4)	Section A – Modern Poetry 30 marks (AO1,2,4)
Section B – <i>Streetcar</i> 25 marks (AO1,2,3)		Section B – Romantic Poetry 30 marks (AO1,2,3)

Assessment Objectives

AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
AO2	Analyse ways in which meanings are shaped in literary texts
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
AO4	Explore connections across literary texts
AO5	Explore literary texts informed by different interpretations



Advice

Effective revision is active, not passive. Simply re-reading notes or highlighting text gives a false sense of confidence. Instead, aim to test your memory and understanding regularly; this is what strengthens recall and exam performance.

Use strategies such as look–cover–write–check to test key knowledge, quotations and concepts. Create flashcards for themes, characters, methods and context, and quiz yourself frequently rather than just reading them. When making mind maps, do this from memory first, then compare with your original notes and add what you missed in a different colour — this helps you identify gaps and focus future revision.

Regular self-quizzing, planning essay responses without writing them in full, and explaining ideas out loud (as if teaching someone else) are all effective ways to deepen understanding. Revisit weaker areas more often, space your revision over time, and keep refining your notes so they become shorter, clearer and more focused on what you need to do in the exam.

This timetable is designed to support your revision, not to dictate exactly how you must work. Use it as a framework to help you plan your time, identify what to revise, and break revision into manageable steps. You do not need to complete every task in exactly the same way or at the same pace — adapt it to what works best for you and focus more time on areas you find challenging.

If you’re overwhelmed and think: “I can’t write this essay!”... plan it at least. If you need to move a task to next week, move it but equally look ahead when you’re feeling motivated and get started on tasks for next week.

As your teachers, we will check in on your revision, ask questions, and offer guidance because we care about your progress and want you to succeed. If you feel unsure, stuck, or overwhelmed at any point, speak to us. Just as importantly, look after your mental health and wellbeing: take breaks, pace yourself, and ask for help early.

Good luck and happy revising!

Past papers are here > [Past Papers](#)

	Drama Streetcar/Othello	Prose Frankenstein/NLMG	Poetry POTD/Romantics
W/C 16/2 Half term – your coursework is due next week so prioritise this	<ul style="list-style-type: none"> Ensure your notes for this paper are organised – you want to start making mindmaps and flashcards and then using these to test yourself - you should be quizzing yourself and attempting to recall information regularly – re-reading your notes is not sufficient, you need to be trying to re-create them from memory. 	<ul style="list-style-type: none"> Ensure your notes for this paper are organised – you want to start making mindmaps and flashcards and then using these to test yourself - you should be quizzing yourself and attempting to recall information regularly – re-reading your notes is not sufficient, you need to be trying to re-create them from memory. 	<ul style="list-style-type: none"> Ensure your notes for this paper are organised – you want to start making mindmaps and flashcards and then using these to test yourself - you should be quizzing yourself and attempting to recall information regularly – re-reading your notes is not sufficient, you need to be trying to re-create them from memory.
W/C 23/2 Coursework due	<ul style="list-style-type: none"> Streetcar: Close read scene 1 – how are characters introduced? How is tragedy set up? 	<ul style="list-style-type: none"> Make a mindmap comparing the use of narrative voice in both texts (include key quotes) Explore reliability and withheld information - compare Examine structure, framing, and shifts in viewpoint - compare 	<ul style="list-style-type: none"> POTD: Revise 5 poems – ensure you have notes on language, structure and form. Helpful videos for poems: POTD playlist (It's not enough to just watch it, you need to do something with the info)
W/C 2/3	<ul style="list-style-type: none"> Streetcar: Literary Context Streetcar watch and make notes (don't get too bogged down on the sections on his other texts) Othello: Re-read Act 1. Ensure you understand how characters are established and the use of Venice as a setting. 	<ul style="list-style-type: none"> Plan and write: Compare the ways in which the writers of your two chosen texts explore threats to society. You must relate your discussion to relevant contextual factors. Fun fact: Hailsham in our world is famous for having a Livestock market... coincidence!? 	<ul style="list-style-type: none"> POTD: Revise 5 more poems – ensure you have notes on language, structure and form. Helpful videos for poems: POTD playlist (It's not enough to just watch it, you need to do something with the info) Romantics: Revise Blake

W/C 9/3	<ul style="list-style-type: none"> • Streetcar: Plan and write: Explore the ways in which Williams presents the tension between the past and the present in <i>A Streetcar Named Desire</i>. You must relate your discussion to relevant contextual factors. • Othello: Re-read Act 2 	<ul style="list-style-type: none"> • Role of Art in NLMG Watch and make notes. Compare to Frankenstein – think art broadly e.g Literature. <p>Now think about how this could link to other themes e.g humanity, love, creativity, understanding, knowledge</p>	<ul style="list-style-type: none"> • POTD: Revise 5 more poems – ensure you have notes on language, structure and form. Helpful videos for poems: POTD playlist (It's not enough to just watch it, you need to do something with the info) • Romantics: Revise Byron and Wordsworth
W/C 16/3	<ul style="list-style-type: none"> • Streetcar: Make flashcards of key themes – make sure you include language, structure, stagecraft and context • Othello: Make a list of 10 short Critical quotes you can use – annotate them based on themes/character ect – use the essay questions in your revision guide to help. 	<ul style="list-style-type: none"> • Plan and write: Compare the ways in which the writers of your two chosen texts present the experience of learning. You must relate your discussion to relevant contextual factors. 	<ul style="list-style-type: none"> • POTD: Revise 5 more poems – ensure you have notes on language, structure and form. Helpful videos for poems: POTD playlist (It's not enough to just watch it, you need to do something with the info) • Romantics: Revise Shelley
W/C 23/3	<ul style="list-style-type: none"> • Streetcar: Make flashcards of key characters – make sure you include language, structure, stagecraft and context, entrances and exits, costume, • Othello: Re-read Act 3 - ensure you understand how tragedy is at play here – how does the previous action lead up to this act? How does this act set up the action later? 	<ul style="list-style-type: none"> • Plan 5 essays – topics could include – decay, aspiration, relationships, mortality, belonging and exclusion, isolation, discovery 	<ul style="list-style-type: none"> • POTD: write an essay: <i>Compare how the body is presented in Out of the Bag by Seamus Heaney and The Leisure Centre is a Temple of Learning by Sue Boyle (both in your anthology)</i> • Romantics: Revise Keats

<p>W/C 30/3 Easter 1 Catch up on previous tasks</p>	<ul style="list-style-type: none"> • Streetcar: Plan and write: Explore how Williams presents the relationship between Blanche and Mitch in <i>A Streetcar Named Desire</i>. You must relate your discussion to relevant contextual factors. • Othello: Re-read acts 4 and 5 	<ul style="list-style-type: none"> • Make a list of questions/ areas you need support with for your teacher • Quiz yourself and recreate mindmaps 	<ul style="list-style-type: none"> • You should have revised all of the prescribed poems by this point. Ensure you are confident with each poem for POTD and Romantics. Language, structure and form. • Romantics: Plan a question choosing your own poems using the themes of place or corruption
<p>W/C 6/4 Easter 2 Catch up on previous tasks</p>	<ul style="list-style-type: none"> • Make a list of questions/ areas you need support with for your teacher • Quiz yourself and recreate mindmaps • Othello: plan and write one of the questions from your study guide 	<ul style="list-style-type: none"> • Plan and write: Compare the ways in which the writers of your two chosen texts create a sense of threat. You must relate your discussion to relevant contextual factors. 	<ul style="list-style-type: none"> • Make a list of questions/ areas you need support with for your teacher • Quiz yourself and recreate mindmaps
<p>W/C 13/4</p>	<ul style="list-style-type: none"> • FOCUS ON STRUCTURE Make sure you understand how the text is structured – what is the effect? How does the writer achieve this? Why this? Why now? 	<ul style="list-style-type: none"> • FOCUS ON STRUCTURE Make sure you understand how the texts are structured – what is the effect? How does the writer achieve this? Why this? Why now? How do they compare? 	<ul style="list-style-type: none"> • FOCUS ON STRUCTURE Make sure you understand how the text is structured – what is the effect? How does the writer achieve this? Why this? Why now?
<p>W/C 20/4</p>	<ul style="list-style-type: none"> • Streetcar: Close read and annotate the last 2 scenes – link to tragedy, consider structure • Othello: Plan 5 of the questions from your study guide 	<ul style="list-style-type: none"> • Plan and write: Compare the ways in which the writers of your two chosen texts use a range of locations. You must relate your discussion to relevant contextual factors. 	<ul style="list-style-type: none"> • POTD: Plan and write a question from here: Unseen Anthology with Questions • Romantics: Mindmap based on themes: Nature, death, Mortality, Childhood, Religion

<p>W/C 27/4</p>	<p>FOCUS ON CONTEXT</p> <p>Make sure you have clear notes on literary context (genre, form, conventions, and literary movements) and historical, social and political context (the period in which the text was written and/or set, attitudes to power, gender, class, race, identity and authority). You should understand how these contexts influence characters, relationships, conflicts and themes, and be able to explain <i>why</i> the writer makes particular choices within these frameworks.</p> <p>You should also consider writer's context and audience reception, including how original audiences may have responded compared to modern readers. Practise using context within analysis, linking it directly to language, structure and form rather than adding it separately</p>	<p>FOCUS ON CONTEXT</p> <p>Make sure you have clear notes on literary context (genre, form, conventions, and literary movements) and historical, social and political context (the period in which the text was written and/or set, attitudes to science, gender, class, identity and authority). You should understand how these contexts influence characters, relationships, conflicts and themes, and be able to explain <i>why</i> the writer makes particular choices within these frameworks.</p> <p>You should also consider writer's context and audience reception, including how original audiences may have responded compared to modern readers. Practise using context within analysis, linking it directly to language, structure and form rather than adding it separately</p>	<p>FOCUS ON CONTEXT</p> <p>Make sure you have clear notes on The Romantics.</p> <p>The British Library is a great source of info:</p> <p>British Library</p> <p>*You do NOT need context for POTD*</p>
<p>W/C 4/5</p>	<ul style="list-style-type: none"> • 1 week left! Look over your notes, plan past questions, speak to your teachers 		
<p>W/C 11/5</p> <p>Drama: Wednesday 13th May AM</p>	<ul style="list-style-type: none"> • 2 days left! Look over your notes, plan past questions, speak to your teachers 	<ul style="list-style-type: none"> • Plan 5 essays – topics could include – reliability of narrators, setting, nature vs nurture, social hierarchy, responsibility and blame, freedom and constraint 	<ul style="list-style-type: none"> • POTD: Plan and write a question from here: Unseen Anthology with Questions

			<ul style="list-style-type: none"> • Romantics: plan a questions on: place, solitude, freedom, awe, loss, relationships
W/C 18/5 Haf term		<ul style="list-style-type: none"> • Plan and write: Compare the ways in which the writers of your two chosen texts explore experiences of separation. 	<ul style="list-style-type: none"> • POTD: read unseen modern poems – find one you like, pick out 3 themes and plan an essay for each theme with a different prescribed poem – some poems here: Award Winning Poems of 2025 • Romantics: Plan past paper questions: Past Papers
W/C 25/5		<ul style="list-style-type: none"> • 1 week left! Look over your notes, plan past questions, speak to your teachers 	
W/C 1/6 Prose Monday 1 st June AM			<ul style="list-style-type: none"> • 1 week left! Look over your notes, plan past questions, speak to your teachers
W/C 8/6 Poetry Wednesday 10 th June AM			<ul style="list-style-type: none"> • 2 days left! Look over your notes, plan past questions, speak to your teachers