

Year 10 English Literature – Achievement 1

Skills and Knowledge Targets:

1. Reading and understanding the meaning of a text.
2. Explaining the key themes and ideas in a text.
3. Knowing a range of quotations from each text studied so far.
4. Identifying a range of the writer's methods.
5. Analysing the writer's methods accurately.
6. Analysing the writer's methods accurately and in detail.
7. Answering the question closely when writing.
8. Forming a clear line of argument when writing.
9. Recalling a text's important historical and social context.
10. Effectively integrating a text's important historical and social context into interpretations.

Plan

- P1 - both poems, big ideas, compare
- P2 - pot - 'styles have travelled just like terracotta' - cultural appropriation - context
- P3 - ^{novel} Thirteen - 'You will be your minutes from home' - context - poet's identity.
- P4 - pot - 'pot? pot?' - voiceless - identity stripped away / no rights.
- P5 - likewise - Thirteen - 'cast lots for your organs' - no rights - religious allusion - fate
- P6 - conclusion -

Write a 'concluding sentence' about identity in both poems!

This is an example of a well planned and written student poetry assessment which shows evidence of all ten targets having been met.

In 'In pot' Gha Khan portrays a theme of identity throughout the poem through her use of non-Standard English which subtly protests against using Standard English as a form of identity and perhaps is criticising the process of civilising tribes when the British was colonising areas in Asia and Africa. Comparatively, in Thirteen, Femi shows the theme of identity through a motif of a superstition which is used to present and highlight the issue of racial profiling towards black people and how racism is inevitable towards certain demographics of people of different identities, due to the process of 'institutional racism'. Both poems present...

One area in pot which shows a theme of identity is in the second stanza when Khan says 'styles have travelled just like terracotta'. This is perhaps perhaps a reference to cultural appropriation and taking people's identities and cultural heritage as for a period of time terracotta was a material that was 'in fashion' in the west which for pots which manufacturers gave no credit to the people and cultures who originally started using and designing this material. This links to the overall message of the poem which is to criticise the British colonisers for stealing cultural items of significance and refusing to return it. → introduce the concept of

repatriation, have 2
However in Thirteen, Femi ~~perhaps~~ presents the theme of identity differently. In the first line of the poem he says 'you will be your minutes from home'. This is an reference to Daniloba Taylor who was a young boy from the same area as Femi who died very close to his home. Femi perhaps referenced this event to highlight the prejudice and life of fear that black people from his neighbourhood face on a daily basis. This shows a different view of identity as it presents a view of a consequence to someone's identity rather than a direct reference to it. As well as this it links to the poet's personal identity as a person from that neighbourhood.

→ What is Femi saying about identity? 4

We Do

In the third stanza, Femi uses a religious allusion to highlight the prejudice of the police brutality and in the process of racial profiling. Femi conveys his feelings of rage as he describes how the police cast lots for your organs alluding to the Bible where the Romans cast lots for Jesus' clothing; a final act of humiliation following Jesus' crucifixion. The poet conveys how the process of racial profiling feels like a physical violation, like the process of casting lots, where chance, or luck is used, in this case, a thirteen-year-old boy's organs, which can survive is done without his permission. Furthermore, the religious allusion compares the boy to Jesus, suggesting his innocence. The tone of the poem here is dark and embittered, where Femi lambasts the injustice of the process of racial profiling, linking it to the physical violation of organ dissection without permission.

19.09.23

I Do

Throughout the poem, Femi uses a motif to raise the issue of prejudice in society. The motif of a ~~supernova~~ is introduced at the end of the second stanza when the officer says 'said they were all supernovas, the biggest and brightest stars'. The alliteration of 'biggest' and 'brightest' appears to emphasise to the reader that the police officer believed they had potential. However in the third stanza, Femi repeats the motif in the line 'the boy praying he remembers the heat of your supernova'. The continued use of the metaphor of a supernova reveals the irony of the situation that the officer now believes ~~that~~ the boy has no potential due to this case of racial profiling whereas before we assume he did. ~~the~~ Contrasting this in the final reference to the motif of supernovas, the teacher explains that they are, in fact, dying stars on the verge of becoming black holes. Femi may have decided to use this motif in the final line of the poem to reveal that (perhaps because of his ^{age/race}) the police officer had never thought they had any potential. The powerful phrase of 'dying stars' links to the bigger themes of the poem of fate and destiny as stars are often used in literature to show

This is an example of student work which is especially strong on targets 4 and 6.

Good

04.10.23

A Christmas Carol: Context

Target 6 -
Recalling a
text's
important
historical and
social context.

Charles Dickens
Historical and Social
Context

Dickens went to Manchester in October 1843 to give a speech promoting educational equality. He was appalled by the number of homeless starving families on the streets of this industrial city. Many children even from rich families died at this time abt

The report had hundreds of stories including children killed by machines.

Dickens read an 1842 govt document report on child labour in the UK.

It contained interviews with children - compiled by a friend of Dickens - detailing their crushing labour.

Dickens wrote a response pamphlet in Spring 1843 which he planned to call 'An appeal (...) on behalf of a poor man's child'. Instead he wrote a novel.

The Poor Law was in 1815. The law said that each parish had to look out for its poor. If you were poor you were given money. By 1830, it cost £7M and criticism increased.

In 1834 an amendment was made that except in exceptional circumstances they could need to work in workhouses:

Workhouses - families were separated and people were crammed in small spaces. Work - cotton picking, stone-breaking, sack-making or driving the corn mill - by inmates on a treadmill.

People were malnourished, overworked and diseases spread easily - they were a deterrent.

Life expectancy - average of 40 and 1/2 generally were for under 10s

Children from rich homes - well-fed, had shoes and warm clothes, did not work and had lessons.

Infrastructure wasn't developed for the influx of people.

The Dickens family then moved to the poor part of London.

Although initially wealthy, Charles' father, John Dickens, fell into debt and was sent to Marshalsea prison. He trained at law clerk.

Many died from air and water pollution.

In 1830, 80% of people lived in countryside. By 1900, 80% of people lived in cities/towns.

Waste was thrown on the streets - spreading disease.

People worked in factories and lived in polluted slum-like houses.

17.10.23

Analysing Scrooge

1. In the beginning of the text you can see that Scrooge was Marley's only friend. This is seen when Dickens repeats the adjective 'sole' 6 times to emphasise that Scrooge and Marley were all the other had.
 2. We learn that Scrooge ~~was~~ is very ~~or~~ ~~un~~unempathetic and uncaring as when he organises Marley's funeral as he makes a business deal on the day of the funeral.
 3. When the narrator says 'This must be distinctly understood', the narrator's voice takes a humorous tone as he goes back to Marley's return as a ghost, setting the tone for the rest of the story.
 4. Scrooge never painted out Marley's name on the sign because he has a lack of emotion in the face of Marley's death.
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1. The first impression of Scrooge is that he is not generous, hardworking, desperate for money and hoards it because he is described like this in the list ending with calling him an old miser.
 2. Scrooge has an uncaring attitude towards Christmas as he used his office and 'didn't throw it one degree at Christmas'. Therefore not caring about the warm-spirited nature of the festive holiday.
 3. 'The cold within him froze his old features' - Dickens links Scrooge to the cold to show that he is unfeeling and uncaring about anyone other than himself or his money.
 4. Dickens emphasises Scrooge's isolation to show that he will have character development throughout the novella where he comes to value community and civic duty.