

Personalised Learning Checklist**Year 12 and 13 English Literature**

Paper One Love Through the Ages

Student Name:

Date:

	Red	Amber	Green	Student/Teacher Comment
TGG 01 I understand key aspects of Nick's narration (e.g. subjectivity, reliability...)				
TGG 02 I can explore how Fitzgerald uses settings to convey ideas in the novel - such as West Egg/East Egg, the Valley of Ashes, Wilson's Garage, New York				
TGG 03 I can explore the presentation and importance of Tom and can identify relevant evidence from the text to support my ideas				
TGG 04 I can explore the presentation and importance of Daisy and can identify relevant evidence from the text to support my ideas				
TGG 05 I can explore the presentation and importance of Jordan Baker and can identify relevant evidence from the text to support my ideas				
TGG 07 I understand how the writer reflects aspects of the American Dream				
TGG 08 I understand how Fitzgerald organises the structure of the chapters and the significance of this				
TGG 10 I understand the presentation and importance of minor characters				
TGG 11 I can apply my knowledge of realism and modernism in relation to Gatsby				
TGG 12 I can explore the significance of a number of key symbols in the narrative such as Gatsby's car, the eyes of TJ Eckleberg...				
TGG 13 I can analyse in detail the ambiguity of the key symbols of the novel				
TGG 14 I have independently read critical essays on the novel				

Pre 1900 Poetry

	Red	Amber	Green	Student/Teacher Comment
GGP 10 I have detailed notes on the use of language, form and structure and the context of Thomas Wyatt – Whoso list to hount'				
GGP 11 I have detailed notes on the use of language, form and structure and the context of Shakespeare's Sonnet 116				
GGP 12 I have detailed notes on the use of language, form and structure and the context of John Donne's The Flea				
GGP 13 I have detailed notes on the use of language, form and structure and the context of Andrew Marvell's To His Coy Mistress				
GGP 14 I have detailed notes on the use of language, form and structure and the context of Richard Lovelace's 'The Scrutiny'				
GGP 15 I have detailed notes on the use of language, form and structure and the context of Rochester's 'A Song (Absent from thee)				
GGP 16 I have detailed notes on the use of language, form and structure and the context of Blake's The Garden of Love				
GGP 17 I have detailed notes on the use of language, form and structure and the context of Ae Fond Kiss by Robert Burns				
GGP 18 I have detailed notes on the use of language, form and structure and the context of She Walks in Beauty by Lord Byron				
GGP 19 I have detailed notes on the use of language, form and structure and the context of Remember by Christina Rossetti				

GGP 20 I have detailed notes on the use of language, form and structure and the context of The Ruined Maid by Thomas Hardy				
GGP 21 I have detailed notes on the use of language, form and structure and the context of At an Inn by Thomas Hardy				
GGP 22 I have detailed notes on the use of language, form and structure and the context of La Belle Dame Sans Merci by John Keats				
GGP 23 I have detailed notes on the use of language, form and structure and the context of Non sum quails eram bonae sub regno Cynarae by Earnest Dowson				

Unseen Poetry

	Red	Amber	Green	Student/Teacher Comment
PO 1 I can compare two poems in terms of theme or subject matter				
PO 2 I can compare and discuss a range of linguistic and literary techniques				
PO 3 I can comment on the significance of structural techniques and compare and contrast between poems				
PO 4 I can comment on the relevant contextual aspects of poems of different time periods				
PO5 I am able to engage with the argument in the question and explore different interpretations of poems				

Othello

OTH 01 I have detailed annotations and notes on Act 1 of the play				
OTH 02 I have detailed annotations on Act 2 of the play				
OTH 03 I have detailed annotations on Act 3 of the play				
OTH 04 I have detailed annotations on Act 4 of the play				
OTH 05 I have detailed annotations on Act 5 of the play				
OTH 06 I know and understand the key elements of a tragic play and can analyse how they are used in Othello				

OTH 07 I know and understand the important aspects of the social and historical context and how these are reflected in the play				
OTH 08 I understand how Othello has been interpreted in different ways in different time periods				
OTH 09 I have read and explored critical analysis of the play				
OTH 10 I have detailed notes on how Iago is presented in the play and understand the significance of his character				
OTH 11 I have detailed notes on how Othello is presented in the play and understand the significance of his character				
OTH 12 I have detailed notes on how Desdemona is presented in the play and understand the significance of his character				
OTH 13 I have detailed notes on how Emilia is presented in the play and understand the significance of his character				
OTH 14 I have detailed notes on how Cassio is presented in the play and understand the significance of his character				
OTH 15 I have detailed notes on how Brabantio is presented in the play and understand the significance of his character				
OTH 16 I have detailed notes on how Roderigo is presented in the play and understand the significance of his character				
OTH 17 I have detailed notes on how minor characters such as Bianca, Ludovico, the Duke are presented in the play and understand the significance of these characters				
OTH 18 I have detailed notes on the soliloquies in the play and can explore how and why they have been used				
OTH 19 I have detailed notes on how Shakespeare uses setting in the play and the juxtaposition of Venice and Cyprus				
OTH 20 I have detailed notes on how Shakespeare presents relationships in the play and the significance and interpretations				