

Ages: 11–16yrs

Jane Eyre

A Graphic Revision Guide for GCSE English Literature



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How will this book be effective?

Exam specifications

The major exam boards (AQA, Edexcel and OCR) all look for very similar things when judging a student's performance. Here are the key skills a student should demonstrate to score highly; alongside are the pages in the book most relevant to that skill:

Skill	Pages
Understand and analyse words, phrases and sentences in context.	60–65, 70
Explore plot, characterisation, settings and events.	6–36, 41–49, 55–59, 63–64
Talk about different themes.	50–54
Generate opinions on the text.	38–40, 66, 68–70
Support their point of view using quotes and knowledge about context.	37–53, 60–65
Show how language, form and structure of the text shapes its meaning.	6–36, 60–61, 70

SEN

These resources are suitable for any level of study, but are specifically tailored to GCSE study. They are tailored to be accessible to students with special educational needs (SEN). To do this, the book uses the following criteria:

- * A heavy focus on **visuals**: using visual aids to learn is an educational recommendation for the vast majority of SEN students. It helps students to remember, understand, get interested in, and create associations to the text.
- * **Simple language** for greater accessibility.
- * A focus on **vocabulary**: explaining and rephrasing tricky words.
- * A focus on **plot comprehension**: one of the biggest unaddressed stumbling blocks for SEN students. Chapter summaries are condensed to include key events, and are image-based to help students remember what happened and consolidate a full picture of the plot.
- * A focus on **key quotes** that all students are more likely to be able to comprehend and remember more easily.

Although the book has been created in order to be accessible for SEN students generally, here is how the book can benefit some different types of SEN specifically:

- * Provides a large amount of visual aids (LDD, ASD, SLCN, PNI, ADD, Dyslexia).
- * Uses clear language (ASD, SLCN).
- * Uses vocabulary lists and aims to develop vocabulary (LDD, ASD, SLCN).
- * Breaks things down into small steps – particularly plot (LDD, ASD, ADD).
- * Uses a range of activities (LDD, ADD).
- * Encourages forming an opinion on, and empathising with, characters (ASD, SLCN).
- * Repeats specific images and quotes (SLCN, ASD, Dyslexia).

Key:

ADD – Attention Deficit Disorder

ASD – Autistic Spectrum Disorder

LDD – Learning Difficulties and Disabilities

PNI – Physical and Neurological Impairments

SLCN – Speech, Language and Communication Needs

34

The first thing Jane does after giving up teaching is clean up Moor House.



St John, Diana and Mary will love what I have done with this place.

St John, Diana and Mary return to Moor House for Christmas.



They have a lovely Christmas together, but St John is in a bad mood.



So St John, what's going on with you and Rosamond?

Nothing. She is marrying someone else.

She decorates Moor House for Christmas.



As time goes on, Jane feels uncomfortable around the cold, moody St John.

But one day ...

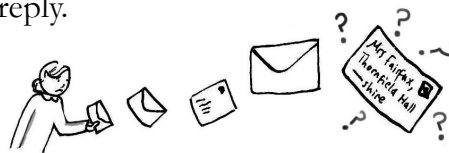


Jane, I want you to learn Hindustani.

Okay.

I wonder why?

Jane keeps thinking about Rochester. She has sent several letters to Mrs Fairfax, but in 6 months has had no reply.



One day ...



Jane come for a walk with me.



Jane, I would like to ask you something ...



Will you come to India with me as my wife? We will do God's work together. God intended you to work hard.



But St John, we don't love each other! How could we get married?



Love doesn't matter to me. God is more important.



St John is offended by Jane's strong words.

No! That is a ridiculous idea.

St John is then moody and cold to Jane for the following few days.




Jane feels like she has lost a friend.

THEME:


Religion

In the 1800's people tended to be more religious than people are in England today. Most people would have been Christians at the time.


Even though religion was a normal part of life, it plays a very important role in the book, Brontë shows different characters having different ways of being religious.

Mr Brocklehurst 
uses religion to control and punish others, whilst acting very un-Christian-like himself.

Jane learns ...
Being religious does not mean being a good person.

Helen Burns 
lives through religion. It brings her happiness and comfort, but it also makes her passive and indifferent to life experiences.

Jane learns ...
Religion can teach good qualities like patience and forgiveness. Excessive religion can be at odds with a person's emotions and instincts.

St John 
does a lot of religious charity, like opening schools for the poor. However, because he is so devoted to doing God's work, he does not allow himself to enjoy life.

Jane learns ...
It is important to have a balance between religion and your own personal life.



chapter 37
Of late, Jane... I began to see and acknowledge the hand of God in my doom.

I began to experience remorse, repentance; the wish for reconciliation with my maker.

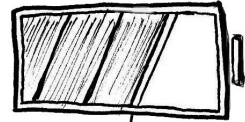
chapter 35
(I) prayed in my way – a different way to St John's, but effective in its own fashion.



ST JOHN

Full name: St John Rivers

IMPORTANCE:



70%

Fact file:

- ☛ St John is a very religious man. He is a parson, which means he is in charge of a church
- ☛ He does a lot of things for charity, like opening schools for the poor, but does not do much for himself.

Reason, and not feeling,
is my guide.



Appearance:

St John is twenty-nine, tall, fair with blue eyes; he has a 'Greek face... quite straight, classic nose', and a 'high forehead... partially streaked over by careless locks of fair hair'.



What people say about him:

A very patient, very
forbearing, and yet an
exacting master.

chapter 34

His manners...
are polished, calm,
and gentlemanlike.

chapter 37

A good, yet stern man

chapter 35

Hard and cold

chapter 39



chapter 37

He is untiringly active. Great and
exalted deeds are what he lives to
perform ... (he is) an accomplished and
profound scholar.

Crusty

chapter 29

Strange

chapter 35



ROSAMOND

An angel

chapter 32



Who said it ?

Draw lines connecting the spoken words below to the person who says them.

Why ... should we ever sink overwhelmed with distress, when life is so soon over, and death is so certain an entrance to happiness - to glory?

A female curate, who is not my wife, would never suit me. With me, then, it seems, you cannot go.

I am not an angel, and I will not be one till I die: I will be myself.

You too have power over me, and may injure me: yet I dare not show you where I am vulnerable, lest, faithful and friendly as you are, you should transfix me at once.

All liars will have their portion in the lake burning with fire and brimstone.

Whenever I marry, I am resolved my husband shall not be a rival, but a foil to me.

