AQA

FRED LONGWORTH HIGH SCHOOL

‘English’

Welcome

English Language

- **Same Questions**
- **Different Text**



English Literature

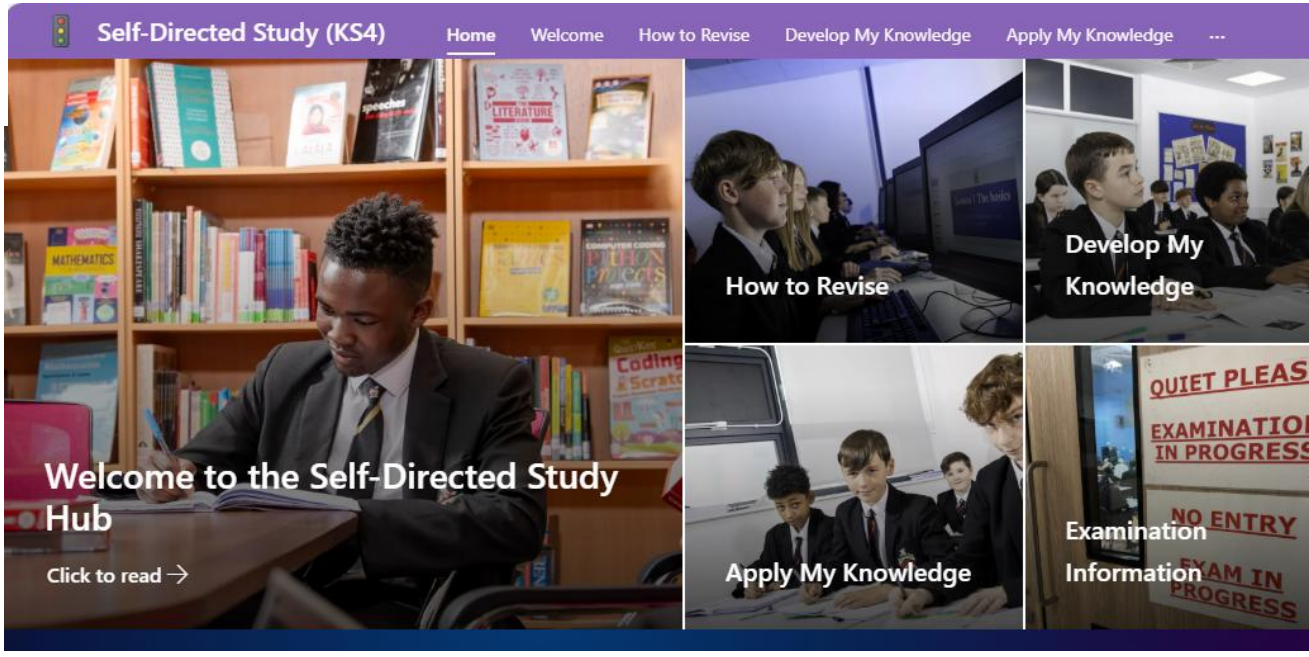
- **Same Texts**
- **Different Questions**



Self-Directed Study

‘English’ area

- Knowledge checks
- ‘Apply it’ tasks
- Masterclass videos
- Revision booklets
- Past paper resources



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Revising for

English Literature

A practical guide



Mock Examination: Tuesday 1st December 2026

What to expect…

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Paper 1 Shakespeare and the 19th Century Novel ***1 Hour and 45 Minutes***	Paper 2 Modern Texts and Poetry ***2 Hours and 15 Minutes***
SECTION A **EITHER** William Shakespeare's *Macbeth* **OR** *Romeo and Juliet* Extract provided and an essay question focussed on the extract and play as a whole *Marked out of 30 [+ 4 for SPAG[1]]*	SECTION A **EITHER** J B Priestley's *An Inspector Calls* **OR** Willy Russell's *Blood Brothers* One essay question – students to select from a choice of two *Marked out of 30 [+ 4 for SPAG]*
SECTION B Charles Dickens' *A Christmas Carol* Extract provided and an essay question focussed on the extract and play as a whole *Marked out of 30*	SECTION B POETRY: Power and Conflict One poem provided and an essay question requiring students to compare the poem to another from the Anthology (NOT provided) *Marked out of 30*
	SECTION C UNSEEN POETRY: One single unseen poetry question *Marked out of 24* One comparative language question *Marked out of 8*
64 marks available **40% of the qualification**	**96 marks available** **60% of the qualification**

Literature Paper 1: 12th May 2027 **Literature Paper 2: 19th May 2027**

Revising

Knowledge



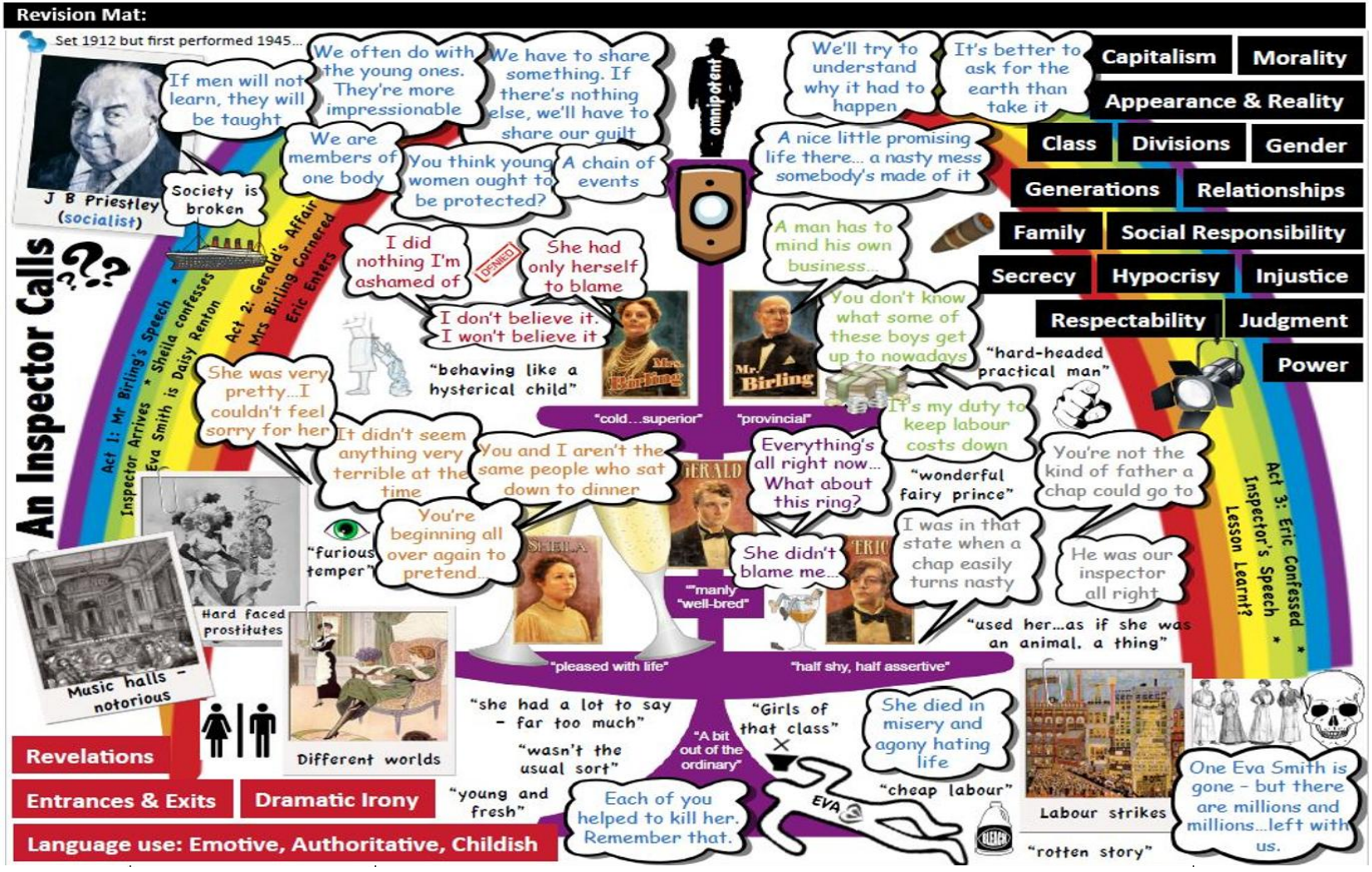
Strategy 1: Quizzing

Quick Recap: Retrieval Grid				



* Workbooks provided for each Literature component/text

Strategy 2: Asking why?



* Workbooks provided for each Literature component/text

Strategy 3: Tracking



Initially,...	*By the end, ...*
Ignorance	Redemption
Isolation 'Solitary as...'	Family Scrooge becomes a 'S... F... ' to Tiny Tim
Greed	Charity

* Flashcards are perfect for this!

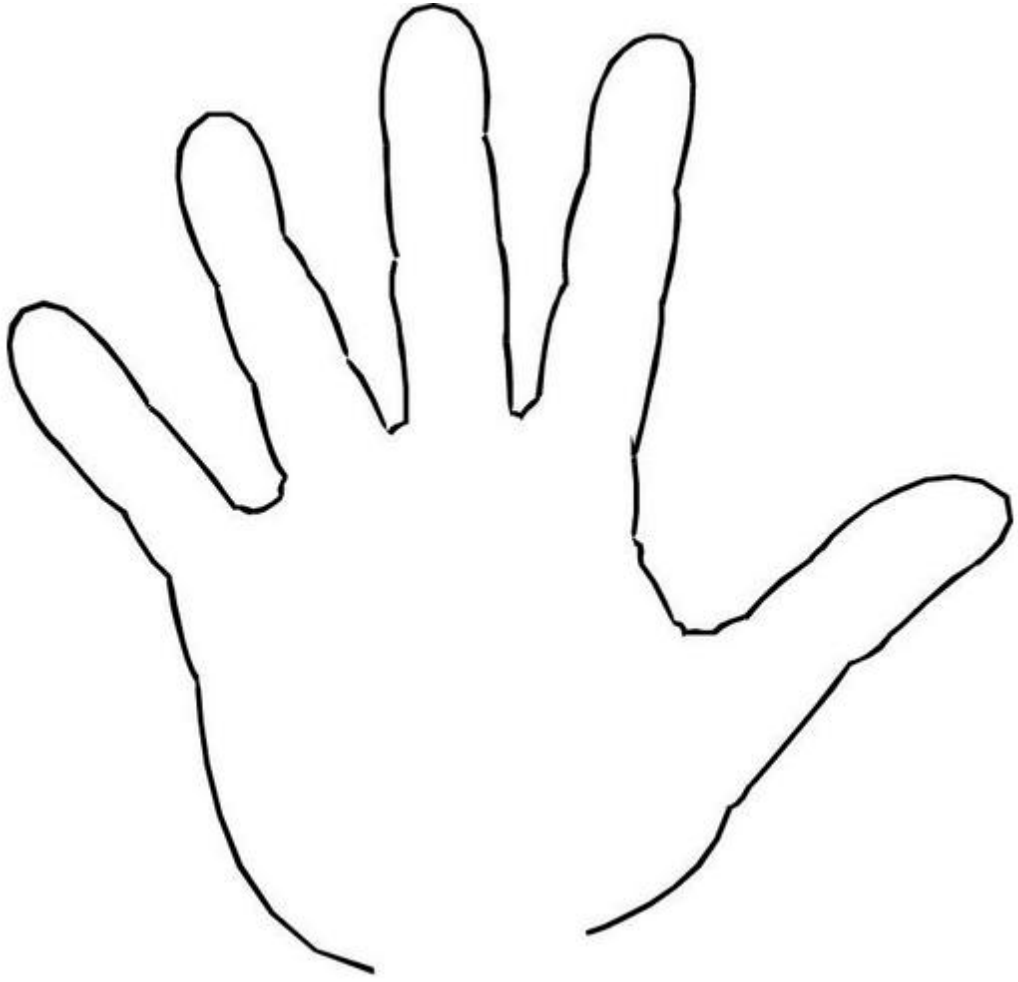
Strategy 3: Tracking



Initially,…	*By the end, …*
Collective unit: 'We'	Single soldier: 'I'/My'
Reaction	Reflection
Duty	Guilt/Shame

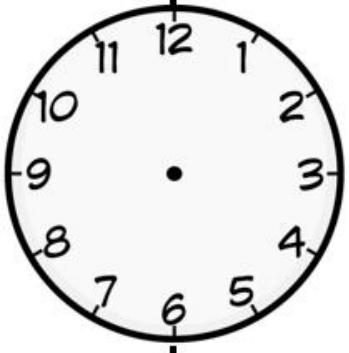
* Flashcards are perfect for this!

Strategy 4: The empty page…



* Graphic organisers to structure knowledge

Strategy 5: Revision clock





* Speak to your teachers for 'Help Yourself' resources

Shifting to
Application



What to expect…

Paper 1 Shakespeare and the 19th Century Novel ***1 Hour and 45 Minutes***	Paper 2 Modern Texts and Poetry ***2 Hours and 15 Minutes***
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	SECTION C UNSEEN POETRY: One single unseen poetry question *Marked out of 24* One comparative language question *Marked out of 8*
64 marks available **40% of the qualification**	**96 marks available** **60% of the qualification**

Dec Mock 2 hours and 3 questions

** Building writing stamina and resilience*

What to aim for…

Mark	AO	Typical features
Level 6 *Convincing, critical analysis and exploration* **26–30 marks**	AO1	• Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s)
	AO2	• Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader
	AO3	• Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 *Thoughtful, developed consideration* **21–25 marks**	AO1	• Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s)
	AO2	• Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader
	AO3	• Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task

Grade 7 - 8

* 13/30 is a 'pass' at Grade 4. Grade 7 21/40 with Level 5.



Strategy 6: Past papers

Poetry Comparison: *Power and Conflict*	
Compare how poets present the **effects of war** in **'Bayonet Charge'** and in one other poem from 'Power and conflict'. (2017)	Compare how poets present ideas about **power** in **'Ozymandias'** and in one other poem from 'Power and conflict'. (2018)
Compare how poets present the ways that **people** are **affected by war** in **'War Photographer'** and in one other poem from 'Power and conflict'. (2019)	Compare how poets present the ways **people** are affected by **difficult experiences** in **'Remains'** and in one other poem from 'Power and conflict'. (2020)
Compare how poets present ideas about **power** and **control** in **'London'** and in one other poem from 'Power and conflict'. (2021)	Compare how poets present ideas about **conflict** in **'Bayonet Charge'** and in one other poem from 'Power and conflict'. (2022)
Compare how poets present the **effects of power** in **'My Last Duchess'** and in one other poem from 'Power and conflict'. (2023)	Compare how poets present ways **people** are affected by **conflict** in **'Kamikaze'** and in one other poem from 'Power and conflict'. (2024)
Compare how poets present ideas about **conflict** in **'Exposure'** and in one other poem from 'Power and conflict'. (2025)	Compare how poets present **strong feelings** in **'Checking Out Me History'** and in one other poem from 'Power and conflict'. (2026)

** Recent questions unlikely to be repeated*

Strategy 7: Timed write

AQA English Literature
Micro Extracts

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A

1. C19th Text: 'A Christmas Carol' by Charles Dickens

Stave 1

Nobody ever stopped him in the street to say, with
gladsome looks, 'My dear Scrooge, how are you?'

Starting with the extract, how does Dickens present Scrooge as solitary?

Write about:
- How Dickens presents Scrooge in the extract
- How Dickens presents Scrooge as solitary in the novel as a whole.

2. Modern Text: 'An Inspector Calls' by JB Priestley

Eric says of Sheila, 'She's got a nasty temper
sometimes, but she's not bad really. Good old Sheila.

Explore how far you agree with this view of Sheila.

Write about:
- How Priestley presents the character of Sheila
- How Priestley uses the character of Sheila to explore some of his ideas about society

3. Shakespeare: 'The Tragedy of Macbeth' by William Shakespeare

Act 4

SECOND WITCH: By the pricking of my thumbs,
Something wicked this way comes.
(Enter MACBETH)

Starting with the extract, how does Shakespeare present Macbeth as bad?

Write about:
- How Shakespeare presents Macbeth in the extract
- How Shakespeare presents Macbeth in the play as a whole.

4. Unseen Poetry: Various

Teacher

When you teach me,
your hands bless the air
where chalk dust sparkles.

CAROL ANN DUFFY

How does the poet present ideas about what a teacher does?

Practice your planning, your composition OR both!

** The power of 10 minutes*



Strategy 8: Sentence Stems

Level 3		Level 4	
AO1	• **The writer** shows how … becomes a … **because…** • This emphasises… **;however,…** • The idea of … is reinforced when… • **When** he… it shows that he is …**because…**	AO1	• **The writer** uses '…' to emphasise how, **even if**…, they will still… . **It also…** • As the text progresses, we see… **Specifically…** • **By the end,** we see how … is made a … by …
AO2	• **The writer** uses…to show the… • The use of the word… reinforces/highlights… • The **use of** … to **introduce the character** of … suggests…	AO2	• **The writer** is wanting to make the audience realise… **and** that … • It creates … **and links** to the idea…
AO3	• **The writer** wants to show how…**because** he • This **positions the reader** to realise that, **because** of …, **some** … • The use of '…' **highlights the idea** that … **so that** the writer…	AO3	• **The writer** uses this character to highlight the idea that … **because…and…** • **The writer uses** … to represent … and show that, throughout the text, the … is actually…
Level 5		**Level 6**	
AO1	• **This contrasts** with earlier/later in the play/novel when… • Furthermore, **this links** to the character of … who is another… • **However**, this can also be viewed as… **because…**	AO1	• The text **ends** with … **and as** … this reveals… • … is presented as a … and the… signals to the reader **not only**… . **but also** that… • … and it is this … that makes me think that the writer **wants the reader to judge**…as a …
AO2	• The character says '…', with the word '…' emphasising how … **This links** to the idea of … **and how** … • The juxtaposition of … and …**establishes/creates** … and **further reveals** that…	AO2	• The writer uses … as a character **who allows him/her to** … and highlight the … • The writer uses this **as a symbol** of… and her… • The writer deliberately/purposefully uses.. to … **and also…**
AO3	• S/he is a symbol in the play **for how the writer wants… and also…** • The writer uses … as a mouthpiece **to convey… and how…**	AO3	• By setting the text In… the **writer is able to** highlight… and convey to the audience… • In conclusion, **the writer shows** the… through… **and uses** the … to…

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Revising for

English Language

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Mock Examination: Thursday 3rd December 2026 (externally marked)

What to expect…

Paper 1 Explorations in Creative Reading Writing ***1 Hour and 45 Minutes***	Paper 2 Writer's Viewpoints and Perspectives ***1 Hour and 45 Minutes***
Q1 – Information Retrieval (What x 4) *Marked out of 4*	Q1 – Identifying Implicit and Explicit Information *Marked out of 4*
Marked out of 40: *24 available for Content/Organisation* *16 marks available for Technical Accuracy*	Marked out of 40: *24 available for Content/Organisation* *16 marks available for Technical Accuracy*
80 marks available **50% of the qualification**	**80 marks available** **50% of the qualification**

- ✓ **No surprises;**
- ✓ **Skills-based;**
- ✓ **Applying the skills to different texts and tasks.**
- ✓ **Prioritise the high-tariff questions: Q4 and Q5**

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Just a few more steps to greatness…

Grade	Total (160)	Paper 1 (80)	Paper 2 (80)	Reading Qs (40)	Writing Q (40)
9	**128**	**64**	**64**	**32**	**32**
8	118	59	59	29	30
7	108	54	54	27	27
6	97	48	49	24	25
5	**86**	**43**	**43**	**21**	**22**
4	76	38	38	19	19
3	56	28	28	14	14
2	36	18	18	9	9

In 2026, a grade 4 was 75 marks and a grade 7 was 103.

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Revision in a nutshell:

Apply

DO, DO, DO



Strategy 1: Know it

Flashcards - Know your questions and your strategies

1. Which paper and question asks you to **compare viewpoints** for 16 marks?

2. Which question is repeated across **both** reading sections?

3. What are your **10 minutes only** questions?



Strategy 2: Practise

Apply it… Paper 1 Q4

*Use the prompts below to gather your ideas for **EVALUATION** an **INTERPRETATION** of the text.*

Thinking about the specifics of the Q
*Aim to focus on your impression and **how** the writer creates that impression.*

Reduce: 2 minutes
Read through and check your understanding:

- ❑ Why does Rita want to go to London
- ❑ Who did she live with?
- ❑ What does she long for?
- ❑ Why?

Extract:
This extract focuses on Rita, who is a nanny driving the family she works for to their second home.

Fourteen months ago, Rita had never been to London. But she dreamed of it longingly, the Rita she might be there, far away from Torquay, everything that had happened. And the metropolitan family – just like the Darlings in Peter Pan – who'd embrace her as their own. They'd live in a tall, warm house that didn't have a coin-gobbling electricity meter, like Nan's bungalow did. She'd get a bedroom of her own, with a desk and a shelf, perhaps a view of the churning, thrilling city. And the mother she worked for would be… well, perfect. Someone delicate and kind and soft. Cultured. With tiny earlobes and fluttery birdlike hands. Like her own mother, whom Rita remembered only hazily.

Identify: 2 minutes
Do you agree?

Being a nanny is her DREAM

Rita has UNREALISTIC expectations

Question:

Being a nanny in London was obviously Rita's dream, but the writer makes it clear that she is being unrealistic in her expectations.

To what extent do you agree/disagree with this statement?
In your response, you could:

- consider your **own impressions** of Rita's feelings about being a nanny in London
- **comment on the methods the writer uses to** show that Rita is being unrealistic
- **support** your response with references to the text. **[20 marks]**

Zoom: 2 minutes
WHAT does the writer do to make you think this?

- ☐ Describe
- ☐ Highlight
- ☐ Focus
- ☐ Create
- ☐ Use

I get the impression…

The writer deliberately…

It seems to me… Personally, …

On the one hand… ;however, …

Not all questions are equal!

Strategy 3: Prioritise



Either

Write a description of a zoo or wildlife park from your imagination. You may choose to use the picture provided for ideas.

or

Write the opening of a story about a human meeting an animal.

Writing Section 40 marks each



Strategy 4: Skeleton Planning

The basic 4-part plan...

1. DROP	**2. ZOOM**
3. SHIFT	**4. LINK**

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Strategy 5: Crafting

Meet _____: / *Remember _____?*	*Though we may not be surprised… we should be…*	*The statistics/facts speak to a wider truth:*	**Anecdote** – use a short example to validate your POV
It's not just about… it's about… it's about…	*Isn't it time…?*	*It doesn't matter if… It doesn't matter that… What does matter…*	**Expert** – Introduce an 'expert' and quote them directly
In fairness,	*Ask anyone on/in the…*	*It is true that… but…'*	**Statistics** – Devise sensible statistics (and their source)
It's not just about… it's about… it's about…	*Cause and effect: 'Unless we… then…'*	*Think about it another way…*	**Pathos** – Tug at the heart strings with loaded, emotive language
Not only…but…	*It is essential that… '*	*Ultimately, what should be appreciated is that…*	**Inclusivity** – Include your reader with inclusive pronouns: we, our, us

** Take the journey from 'Accurate' to 'Crafted'*



Strategy 6: Be opinionated!

June 2017:

'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for **or** against this statement.

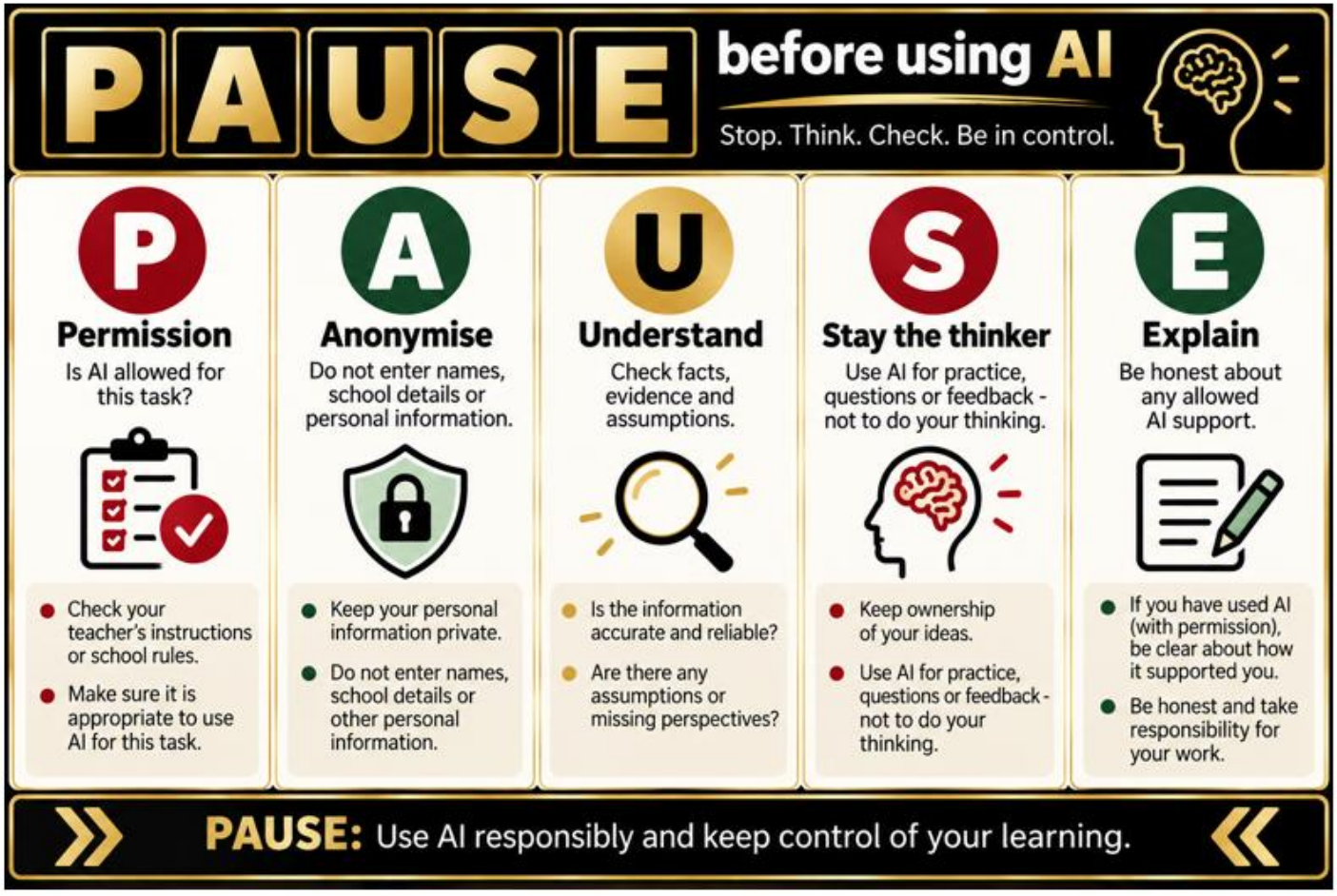
SAM 1:

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

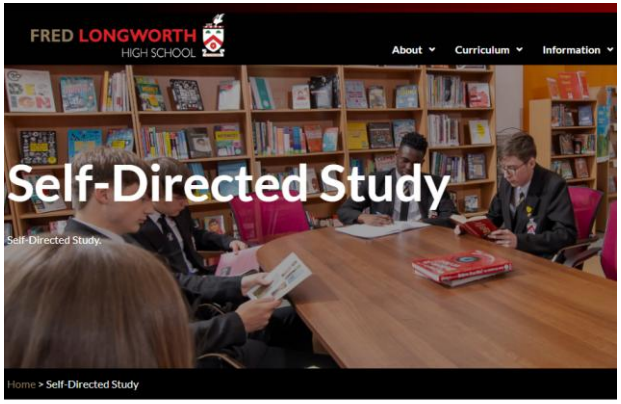
** It's important to have an opinion and 'voice'*

Strategy 7*: Use of AI



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Welcome to the Fred Longworth Self-Directed Study Hub











- Examiners remained concerned about the effect of unhelpful information on social media. Indeed, it may be that this contributed to some of the concerns expressed above. Students are advised that, as with all online information, the quality of advice offered online about this subject varies greatly and they should trust reliable sources – like their teachers – above influencers.

POETRY

CHRISTMAS CAROL Charles Dickens

GCSE English Literature

Conflict Poetry

AQA GCSE ENGLISH LITERATURE

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