

'English'

Welcome

English Language

- Same Questions
- Different Text



English Literature

- Same Texts
- Different Questions

Revising for English Literature

A practical guide



What to expect...

<u>Paper 1</u> Shakespeare and the 19 th Century Novel 1 Hour and 45 Minutes	<u>Paper 2</u> Modern Texts and Poetry 2 Hours and 15 Minutes
SECTION A William Shakespeare's <i>Macbeth</i> Extract provided and an essay question focussed on the extract and play as a whole <i>Marked out of 30 [+ 4 for SPAG¹]</i>	SECTION A EITHER J B Priestley's <i>An Inspector Calls</i> One essay question – students to select from a choice of two <i>Marked out of 30 [+ 4 for SPAG]</i>
SECTION B Charles Dickens' <i>A Christmas Carol</i> Extract provided and an essay question focussed on the extract and play as a whole <i>Marked out of 30</i>	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) <i>Marked out of 30</i>
	SECTION C UNSEEN POETRY: One single unseen poetry question <i>Marked out of 24</i> One comparative language question <i>Marked out of 8</i>
64 marks available 40% of the qualification	96 marks available 60% of the qualification

Literature Paper 1: 11th May 2026

Literature Paper 2: 19th May 2026

Revising Knowledge





Strategy 1: Quizzing

Quick Recap: Retrieval Grid				

									
Ebenezer Scrooge	Bob Cratchit	Fred	Jacob Marley	Christmas Past	Christmas Present	Christmas Yet to Come	Fezziwig	Belle	Tiny Tim

** Workbooks provided for each Literature component/text*



Strategy 2: Asking why?

Revise it: Crunched poems				
Ozymandias Percy Bysshe Shelley 'antique land' 	London William Blake 'mark in every face' 	extract from The Prelude William Wordsworth 'led by her' 	My Last Duchess Robert Browning 'None puts by the curtain..., but I, 'if they durst' 	The Charge of the Light Brigade Alfred Lord Tennyson 'the Valley of Death' 
'Half sunk, a shattered visage', 'king of kings', 'Look on my works', 'Colossal wreck' 'Ione and level sands stretch far away' (Rameses II)	'every cry of every man', 'mind-forged manacles', 'black'ning church appalls', 'youthful harlot's curse' 'blights with plagues the marriage hearse' (Songs of Experience)	'glittering', 'sparkling', 'grim shape towered up', 'no familiar shapes remained' 'mighty forms...were a trouble to my dreams' (Growth of a Poet's Mind)	'My gift', 'disgusts me', 'let herself be lessoned', 'I choose never to stoop', 'I gave commands', 'dowry' 'Notice Neptune...' (C16th Italian Duke, Alfonso II)	'blunder'd', 'Theirs not to reason why', 'boldly', 'horse and hero fell', 'glory' 'Honour the Light Brigade, Noble six hundred' (Times report of Crimean War)
Exposure Wilfred Owen 'Our brains ache' 	Storm on the Island Seamus Heaney 'We are prepared' 	Bayonet Charge Ted Hughes 'Suddenly he awoke' 	Remains Simon Armitage 'On another occasion, we' 	Poppies Jane Weir 'Three days before Armistice Sunday' 
'winds that knife us', 'wearied', 'twitching agonies', 'shivering ranks of grey', 'doors are closed', 'we turn back to our dying' 'But nothing happens' (Frontline, Winter 1917)	'wizened earth has never trouble us', 'exploding comfortably', 'spits like a tame cat turned savage', 'we just sit tight' 'huge nothing that we fear' (Death of a Naturalist)	'dazzled', 'patriotic tear that had', 'molten iron', 'foot hung', 'King, honour, human dignity etc. dropped like luxuries' 'terror's touchy dynamite' (Father and uncle soldiers in WW1)	'probably armed, possibly not', 'tosses his guts', 'End of story', 'blood shadow', 'I blink', 'Sleep', 'Dream' 'his bloody life in my bloody hands' (The Not Dead)	'All my words flattened', 'world overflowing like a treasure chest', 'song bird' 'your playground voice catching in the wind' (Remembrance)
War Photographer Carol Ann Duffy 'finally alone' 	Tissue Imtiaz Dharker 'lets the light shine through' 	The Emigree Carol Rumens 'once was a country' 	Checking Out Me History John Agard 'Dem tell me' 	Kamikaze Beatrice Garland 'one-way journey into history' 
'spools of suffering... ordered rows', 'All flesh is grass', 'do what someone must', 'agonies in black and white', 'they do not care' (challenges of job)	'how easily they fall away', 'fly our lives like paper kites', 'raise a structure never meant to last' 'turned into your skin' (role of paper in life)	'memory...sunlight-clear', 'sick with tyrants', 'I am branded by sunlight', 'a city of walls' 'My shadow falls as evidence of sunlight' (Displacement)	'Blind me to me own identity', '1066', 'Dick Whittington', 'dem never tell me bout dat', 'But now' 'I carving out me identity' (Cultural traditions and narratives)	'a huge flag', 'remembered', 'never spoke again', 'we too learned to be silent' 'he must have wondered ... the better way to die' (Japanese 'divine wind')

* Workbooks provided for each Literature component/text



Strategy 3: Tracking



Initially,...

Ignorance

Isolation

'Solitary as...'

Greed

By the end, ...

Redemption

Family

Scrooge becomes a
'S... F...' to Tiny Tim

Charity

** Flashcards are perfect for this!*



Strategy 3: Tracking



Initially,...

Collective unit

Reaction

Duty

By the end, ...

Single soldier

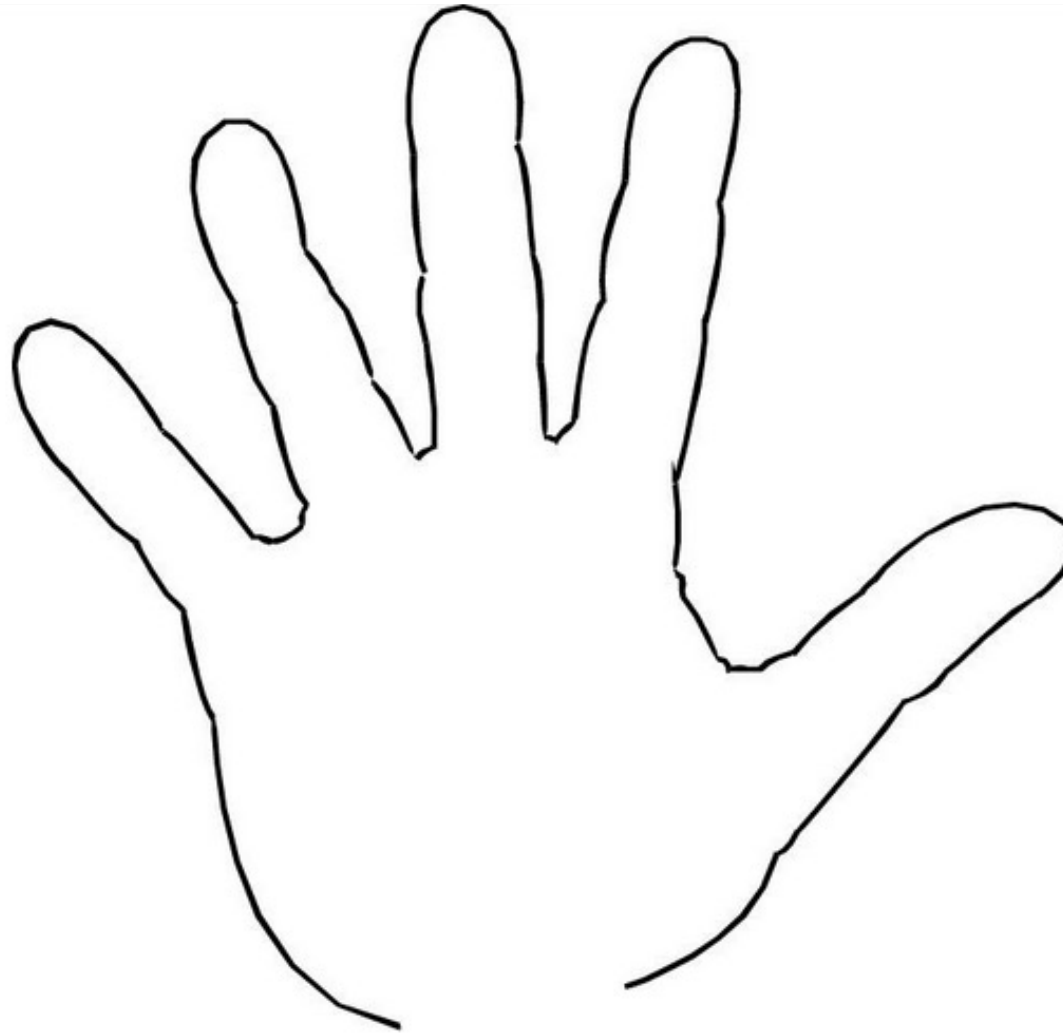
Reflection

Guilt/Shame

** Flashcards are perfect for this!*



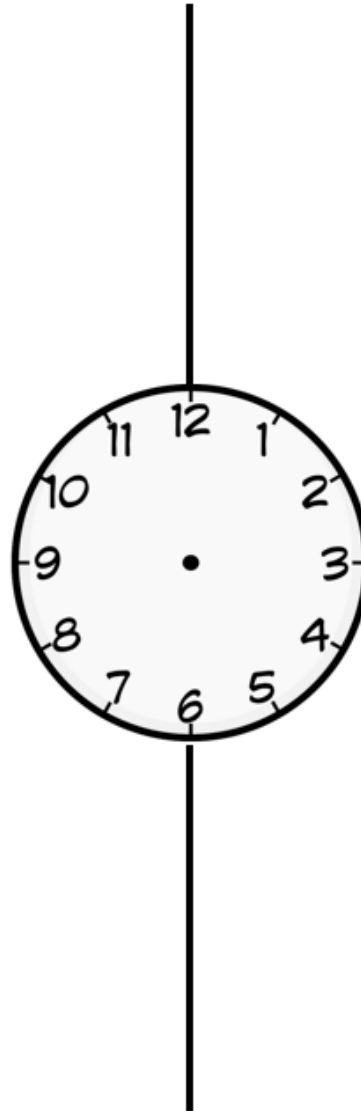
Strategy 4: The empty page...



** Graphic organisers to structure knowledge*



Strategy 5: Revision clock



** Speak to your teachers for 'Help Yourself' resources*

Shifting to **Application**



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64 marks available 40% of the qualification	96 marks available 60% of the qualification

Mock
week 2
Literature
Mock

* Building writing stamina and resilience

What to aim for...

Mark	AO	Typical features
Level 6 <i>Convincing, critical analysis and exploration</i> 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 <i>Thoughtful, developed consideration</i> 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'



Strategy 6: Past papers

Poetry Comparison: <i>Power and Conflict</i>	
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)	

** Recent questions unlikely to be repeated*



Strategy 7: Timed write

AQA English Literature
Micro Extracts

FRED LONGWORTH

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.

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.

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

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...



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.



GCSE English Literature

Conflict Poetry



gcsepod
education on demand



WC 1st December 2025

Revising for English Language

A practical guide



What to expect...

<u>Paper 1</u> Explorations in Creative Reading Writing <i>1 Hour and 45 Minutes</i>	<u>Paper 2</u> Writer's Viewpoints and Perspectives <i>1 Hour and 45 Minutes</i>
Q1 – Information Retrieval (What x 4) <i>Marked out of 4</i>	Q1 – Identifying Implicit and Explicit Information <i>Marked out of 4</i>

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

Marked out of 40: <i>24 available for Content/Organisation</i> <i>16 marks available for Technical Accuracy</i>	Marked out of 40: <i>24 available for Content/Organisation</i> <i>16 marks available for Technical Accuracy</i>
80 marks available 50% of the qualification	80 marks available 50% of the qualification

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 2025, a grade 4 was 73 marks and a grade 7 was 100.

Revision in a nutshell:

Apply

DO, DO, DO





Revising reading...

Revision Strategy 1: Flashcards - Know your questions and your strategies

Which questions require inference?

Which questions involve comparison of texts?

Which question requires analysis only?

What are my evaluative sentence stems?

What are my inference verbs?

What devices might I identify when analysing structure?



Reading Strategy: Micro mocks

Extract: 'The Wolf Road' by Richard Lambert

Published in 2020, this novel is about dealing with grief.

We swept around
across her cheek.
stood a dog. Dad
was flung forward
swung sideways.
the window. And
The car ceiling ap
in its grey fabric. I was pushed down into my seat with
tremendous force, lifted up, turned over, and plunged
down again – crunch.

Everything was still.

Q3. How has the writer **structured the text** to create a sense of expectation?

You could write about:

- how your expectation builds to the end
- how the writer uses structure to create an effect
- the writer's use of any other structural features

(8 marks)



Revising Writing



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





Strategy: Skeleton Planning

The basic 4-part plan...

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



Strategy: Crafting Word and Sentence Level...

Deliberate Sentences Toolkit (Creative Writing)		
1	Anadiplosis (adjective, adjective)	The town was silent , silent because of the lateness of the evening.
2	Brackets (although)	She smiled at her companion (although there was little to smile about) and they proceeded on their way.
3	Connective/adverb	Normally , he felt at home in the woods.
4	Did not x 2/did	She did not know where she was going; she did not know where she would end up, but she did know that she had to leave.
5	Emotion	Concerned , he took a step towards the entrance.
6	Getting better sentence	Towns and cities have their charm , but there is no beating the beauty of the countryside.
7	Getting worse sentence	The reality could involve a sprained ankle , a shattered leg or even a broken neck !
8	If, if, if... then	If the rain had come sooner, if the trees had not been so dry, if the breeze had not stopped.
9	In a world of	In a world of de
10	Modifier start: ed x 1 or x3	Concerned, wo

Quick tasks:

1. Redraft your setting paragraph ensuring you use a colon and brackets;
2. Create a flashcard with five pieces of advanced vocabulary / phrases to include in your narrative/description;
3. Pick a creative paragraph you've written previously. Redraft with a different letter to start every sentence!

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



Strategy: Argue False!

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: Sentence Stems (non-fiction)

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

** Read the Guardian Opinion section and gather your own!*



Strategy: Use of AI (It can support Revision)

Assist rather than
replace thinking...



- Create word banks and quizzes
- Support in composition
- Generate exemplars
- Mark your work

