

# Preparing for Examinations



# Aims of the evening:

- To provide you and your child with **specific revision strategies** for core subjects to be used in the upcoming mock examinations, and in the final approach to the GCSEs;
- To offer **practical advice** to parents for helping your child to complete effective revision;
- To provide an opportunity to answer **your questions** and discuss any concerns you may have.

# Revising for **English** Key Information



# Language: 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 (List four...) <i>Marked out of 4</i>	Q1 – Identifying Implicit and Explicit Information <i>Marked out of 4</i>
Q2 – Language Analysis <i>Marked out of 8</i>	Q2 – Synthesis of Texts (Summary and Inference) <i>Marked out of 8</i>
Q3 – Structure Analysis <i>Marked out of 8</i>	Q3 – Language Analysis <i>Marked out of 12</i>
Q4 – Language Evaluation <i>Marked out of 20</i>	Q4 – Comparing Perspectives <i>Marked out of 16</i>
Q5 – Creative Writing task Marked out of 40: <i>24 available for Content/Organisation</i> <i>16 marks available for Technical Accuracy</i>	Q5 – Non-Fiction Writing task Marked out of 40: <i>24 available for Content/Organisation</i> <i>16 marks available for Technical Accuracy</i>
<b>80 marks available</b> <b>50% of the qualification</b>	<b>80 marks available</b> <b>50% of the qualification</b>

*Language Paper 1: 5th June 2023*

*Language Paper 2: 12<sup>th</sup> June 2023*

# Literature: What to expect...

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

*Literature Paper 1: 17th May 2023*

*Literature Paper 2: 24th May 2023*

# Revising for English Literature

A practical guide



*Mock Examination: Thursday 1st December*

# Revising Knowledge





# Strategy 1: Quizzing

Quick Recap: Retrieval Grid				

by the subject:

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

\* Workbooks provided for each Literature component/text



# Strategy 3: Tracking



*Initially,...*

Ignorance

Isolation

'Solitary as...'

Initially, the weather is 'f...'

*By the end, ...*

Redemption

Family

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

By the end, the weather is 'c...'

*\* Flash cards are perfect for this!*



# Strategy 3: Tracking



*Initially,...*

Collective unit

Reaction

Duty

*By the end, ...*

Single soldier

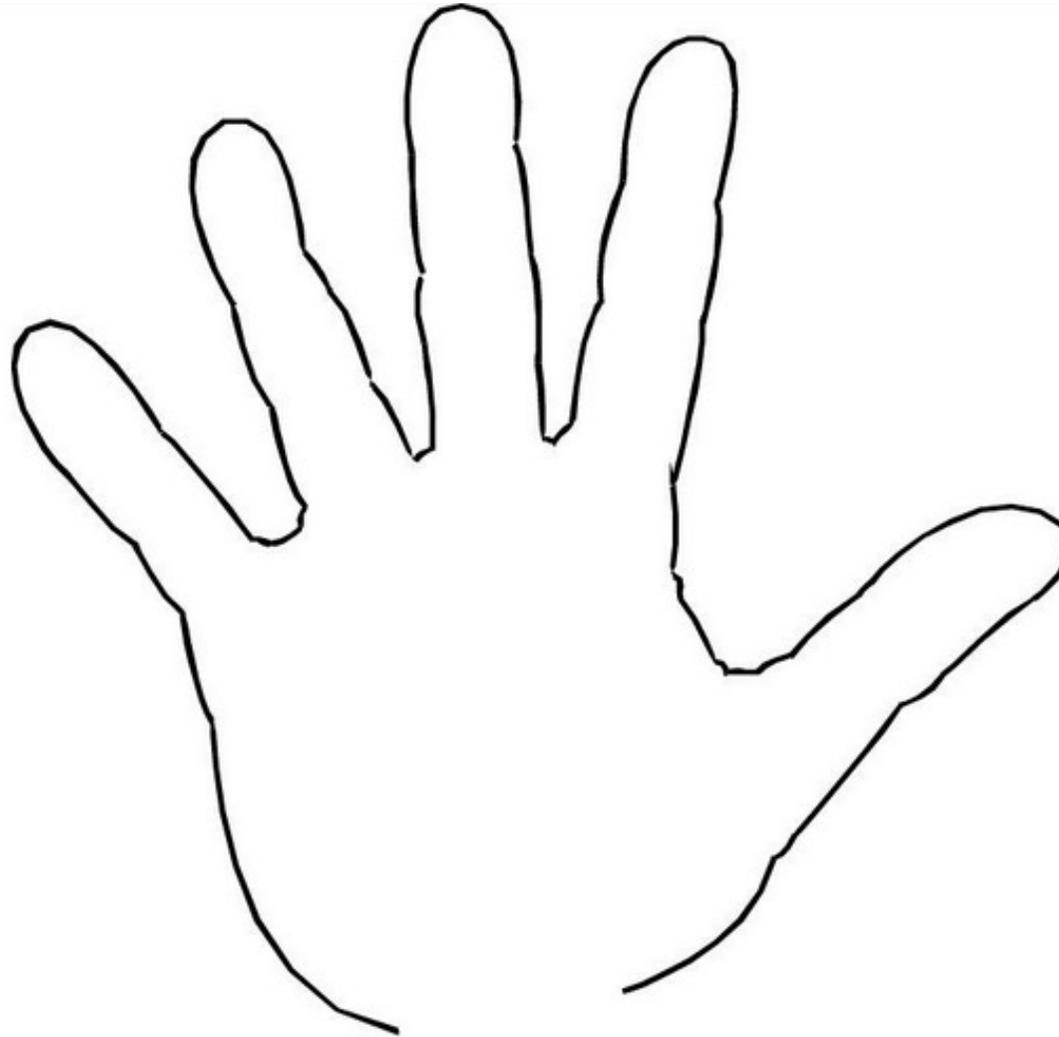
Reflection

Guilt

*\* Flash cards are perfect for this!*



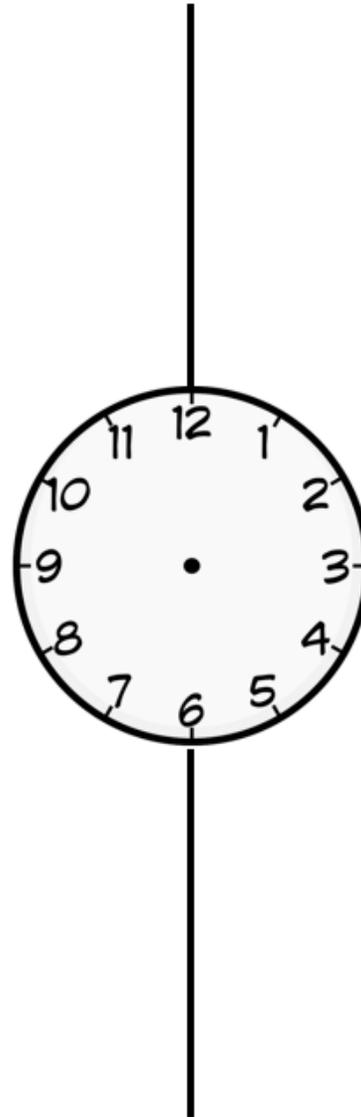
# Strategy 4: The empty page...



*\* Graphic organisers to structure knowledge*



# Strategy 5: Revision clock



*\* Revision board in English with 'Help Yourself' resources*

# Shifting to **Application**



# What to expect...

Paper 1 Shakespeare and the 19 <sup>th</sup> Century Novel <i>1 Hour and 45 Minutes</i>	Paper 2 Modern Texts and Poetry <b><i>2 Hours and 15 Minutes</i></b>
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 SPAG<sup>1</sup>]</i>	SECTION A <b>EITHER</b> 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>
<b>64 marks available</b> <b>40% of the qualification</b>	<b>96 marks available</b> <b>60% of the qualification</b>

*\* Building writing stamina and resilience*

# What to aim for...

Mark	AO	Typical features
Level 6  <i>Convincing, critical analysis and exploration</i>  <b>26–30 marks</b>	AO1	<ul style="list-style-type: none"> <li>• Critical, exploratory, conceptualised response to task and whole text</li> <li>• Judicious use of precise references to support interpretation(s)</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• Analysis of writer's methods with subject terminology used judiciously</li> <li>• Exploration of effects of writer's methods on reader</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul>
Level 5  <i>Thoughtful, developed consideration</i>  <b>21–25 marks</b>	AO1	<ul style="list-style-type: none"> <li>• Thoughtful, developed response to task and whole text</li> <li>• Apt references integrated into interpretation(s)</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>• Examination of writer's methods with subject terminology used effectively to support consideration of methods</li> <li>• Examination of effects of writer's methods on reader</li> </ul>
	AO3	<ul style="list-style-type: none"> <li>• Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul>

**Grade 7 - 8**

\* 13/30 is a 'pass'



# Strategy 6: Past papers

<b>Charles Dickens: <i>A Christmas Carol</i></b>	
Read the following extract from Chapter 3 of <i>A Christmas Carol</i> . Oh, a wonderful pudding! Bob Cratchit said...	Starting with this extract, explore how Dickens uses the <b>Cratchit family</b> to show the struggles of the <b>poor</b> . (2017)
Read the following extract from Chapter 4 of <i>A Christmas Carol</i> . The phantom slowly, gravely, ... approached.	Starting with this extract, explore how Dickens presents <b>Scrooge's fears</b> in <i>A Christmas Carol</i> . (2018)
Read the following extract from Chapter 1 of <i>A Christmas Carol</i> . ...the spectre raised a cry, and shook its chain...	Starting with this extract, explore how Dickens <b>uses the ghosts</b> to help Scrooge <b>change his attitudes</b> and behaviour. (2019)
Read the following extract from Chapter 3 of <i>A Christmas Carol</i> . ...see something strange, and not belonging to yourself, protruding from your skirts.	Starting with this extract, explore how Dickens <b>presents the suffering</b> of the poor in <i>A Christmas Carol</i> . (2020)
Read the following extract from Chapter 2 of <i>A Christmas Carol</i> . ... old Fezziwig would have been a match ...	Starting with this extract, explore how Dickens presents <b>ideas</b> about <b>joy and happiness</b> in <i>A Christmas Carol</i> . (2021)

*\* 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.

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	
A01	<ul style="list-style-type: none"> <li>The writer shows how ... becomes a ... because...</li> <li>This emphasises... ;however,...</li> <li>The idea of ... is reinforced when...</li> <li><b>When</b> he... it shows that he is ...because...</li> </ul>	A01	<ul style="list-style-type: none"> <li>The writer uses '...' to emphasise how, even if..., they will still... . <b>It also...</b></li> <li>As the text progresses, we see... <b>Specifically...</b></li> <li><b>By the end,</b> we see how ... is made a ... by ...</li> </ul>
A02	<ul style="list-style-type: none"> <li>The writer uses...to show the...</li> <li>The use of the word... reinforces/highlights...</li> <li>The use of ... to <b>introduce the character of ...</b> suggests...</li> </ul>	A02	<ul style="list-style-type: none"> <li>The writer is wanting to make the audience realise... <b>and that ...</b></li> <li>It creates ... <b>and links to the idea...</b></li> </ul>
A03	<ul style="list-style-type: none"> <li><b>The writer</b> wants to show how...because he</li> <li>This <b>positions the reader</b> to realise that, because of ..., some ...</li> <li>The use of '...' <b>highlights the idea</b> that ... so that the writer...</li> </ul>	A03	<ul style="list-style-type: none"> <li><b>The writer</b> uses this character to highlight the idea that ... <b>because...and...</b></li> <li><b>The writer uses ...</b> to represent ... and show that, throughout the text, the ... is actually...</li> </ul>
Level 5		Level 6	
A01	<ul style="list-style-type: none"> <li>This <b>contrasts with earlier/later</b> in the play/novel when...</li> <li>Furthermore, <b>this links to the character of ...</b> who is another...</li> <li><b>However,</b> this can also be viewed as... because...</li> </ul>	A01	<ul style="list-style-type: none"> <li>The text ends with ... <b>and as ...</b> this reveals...</li> <li>... is presented as a ... and the... signals to the reader <b>not only... but also</b> that...</li> <li>... and it is this ... that makes me think that the writer <b>wants the reader to judge...as a ...</b></li> </ul>
A02	<ul style="list-style-type: none"> <li>The character says '...', with the word '...' emphasising how ... <b>This links to the idea of ... and how ...</b></li> <li>The juxtaposition of ... and ...<b>establishes/creates ... and further reveals that...</b></li> </ul>	A02	<ul style="list-style-type: none"> <li>The writer uses ... as a character <b>who allows him/her to ...</b> and highlight the ...</li> <li>The writer uses this as a <b>symbol of...</b> and her...</li> <li>The writer <b>deliberately/purposefully uses.. to ... and also...</b></li> </ul>
A03	<ul style="list-style-type: none"> <li>S/he is a symbol in the play for <b>how the writer wants... and also...</b></li> <li>The writer uses ... as a <b>mouthpiece to convey... and how...</b></li> </ul>	A03	<ul style="list-style-type: none"> <li>By setting the text In... the <b>writer is able to highlight... and convey to the audience...</b></li> <li>In conclusion, <b>the writer shows the... through... and uses the ... to...</b></li> </ul>

# gcsepod

education on demand

GCSE English Literature  
Revision Booklet

## A Christmas Carol



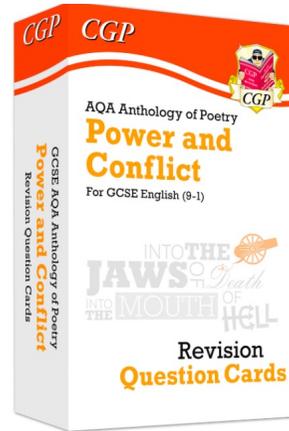
GCSE English Literature

## Unseen Poetry

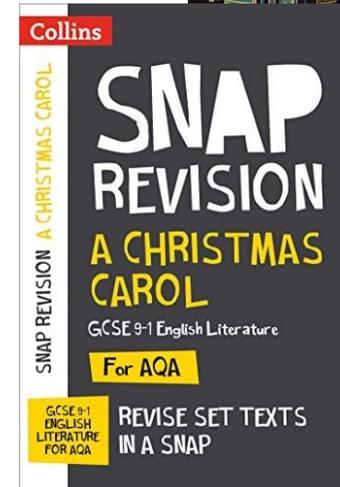
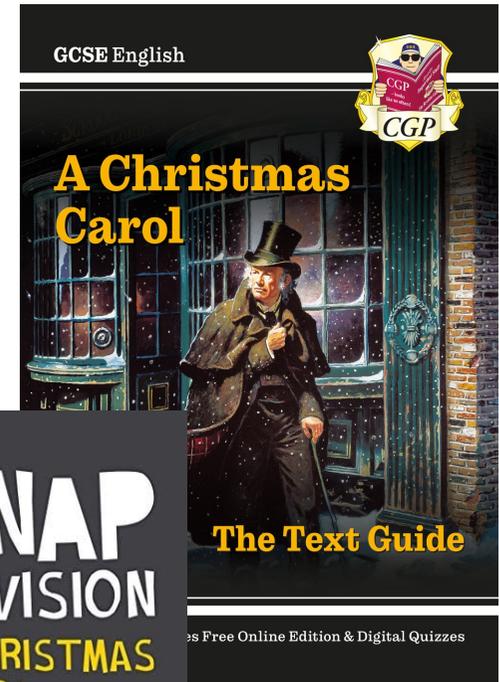


GCSE English Literature

## Conflict Poetry



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Year 11 Virtual English Classroom



Mock Examination: Thursday 1st December