



Charles Dickens A Christmas Carol

Extract from the novel – closed book

Explain how Dickens presents...

-In this extract
- ...In the novel as a whole.



J.B. Priestley An Inspector Calls

A choice of two questions on character or theme - closed book

- How does Priestley present...?**
- How does Priestley show...?**
- How far do you agree that...?**

The examiner will be looking for you to:

- analyse techniques** – identify how the writer uses language, structure and form, especially in the extract.
- provide evidence** – select words and phrases (judicious quotes) and embed them within your sentences.
- link to context** – ideas, perspectives and social/historical background.
- answer the question** - Make sure you analyse things relating to the task prompt.

- ® Revise language techniques thoroughly. Make flashcards and test yourself. Terminology is important.
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases.
- ® Practise identifying writer's intentions and purpose.
- ® Remember and recall quotations from the rest of the play.



Shakespeare - Macbeth

Extract from the play – closed book

Starting with this speech, explain how far you think Shakespeare presents...

- ...In this extract
- ...In the play as a whole.

The examiner will be looking for you to:

- analyse techniques** – identify how the writer uses language, structure and form, especially in the extract.
- provide evidence** – select words and phrases (judicious quotes) and embed them within your sentences.
- link to context** – ideas, perspectives and social/historical background.
- answer the question** - Make sure you analyse things relating to the task prompt.
- ® Revise language techniques thoroughly. Make flashcards and test yourself. Terminology is important.
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- ® Practise identifying writer's intentions and purpose.
- ® Remember and recall quotations from the rest of the play.



Unseen Poetry

Two unseen poems. Two questions (one comparison).

How does the poet present ideas about...?
AND How is ... presented in both poems...?

The examiner will be looking for you to:

- analyse techniques** – identify how the writer uses language, structure and form in the first poem.
- provide evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- compare and contrast** – compare the two unseen poems with one other
- answer the question** - Make sure you analyse things relating to the task prompt
- ® Revise poetic techniques thoroughly. Make flashcards and test yourself. Terminology is important.
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases, structure and form.
- ® Practise identifying writer's intentions and purpose.

How To Revise for English Literature: knowledge

- ✓ Use the knowledge organiser
- ✓ Re-read the texts or use DigitalTheatre+ (for 'Macbeth' and 'AIC')
- ✓ Create a timeline of events with key quotations/writers' methods
- ✓ Create character profiles with key quotations/writers' methods
- ✓ Create theme flashcards with key quotations (e.g. Power in 'Macbeth')
- ✓ Put together contextual booklets
- ✓ Complete theme posters
- ✓ Terminology flashcards: language, structure and form (see Glossary and knowledge organisers)
- ✓ Use Year 11 literature knowledge test to identify gaps in knowledge
- ✓ Use online video resources such as GCSE Pod and Massolit
- ✓ Pair up with a friend and each take a text to revise and teach each other
- ✓ Read articles from: E-Magazine and British Library

How To Revise for English Literature: exam technique

- ✓ Create 10 minute plans
- ✓ Write practice introductions and conclusions
- ✓ Create exam question flow-charts
- ✓ Write whole timed responses – open book? Then closed book!
- ✓ Rewrite previous assessments and mocks using feedback from teachers.
- ✓ Use example responses to help spot exam success and typical mistakes.
- ✓ Write your own exam questions for your own areas of weakness – swap with your friends!



5 Mins
4 marks AO1

List four things about... ?

- Write in full sentences
- Make sure you list things that are related to the task prompt
- ® Read texts carefully for understanding
- ® Practise finding 4 facts on different aspects of a text



10 Mins **How is LANGUAGE used to?**
8 Marks AO2

- Techniques** – identify how the writer uses language
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices and the impact in detail.
- Make sure you identify features that relate to the task prompt
- ® Revise language techniques thoroughly. Make flashcards and test yourself
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases



10 Mins 8 Marks AO2

How is the text STRUCTURED ... ?

- Refer to the position of the extract – is it the opening, introducing a new character, a new setting?
- Step back and look at the whole extract. Where is the reader at the beginning, the middle and the end?
- Techniques**– identify the structure techniques used
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences – there may not be many for structure
- Analysis** – examine reasons for the writer’s structural choices and the impact in detail.
- ® Revise structure techniques thoroughly. Test yourself
- ® Practise analysis on extracts, particularly first pages of books or dramatic moments



25 Mins **A student having read the text said....**
20 Marks AO4

TO WHAT EXTENT DO YOU AGREE?

- Refer to language features in this task. Consider what would be typical of a situation, similar to that described in the text, then refer to how the writer has described it, or approached it. How? Why? What is the impact on the reader? How effectively has this been done?
- Techniques** – identify how the writer uses language to meet the evaluation given in the prompt
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices and the impact in detail.
- Make sure you refer to parts of the text that relate to the task prompt
- Use the language of judgement and evaluation.
- ® Revise language techniques thoroughly
- ® Make flashcards and test yourself
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases



45 Mins 40 marks AO5 AO6

Choice of two questions:

1. Writing to describe based on a picture.
2. Situation or scenario to describe or narrate.



5 Mins

4 marks AO1

Choose four things that are true... ?

- Read key words in the question & the extract very carefully
- ® Read texts for understanding
- ® Practise finding true or false facts on different aspects of the text



10 Mins

8 Marks AO1

Write a SUMMARY on the similarities/ differences between..?

- List four points relating to the prompt from Source A. List four points from Source B
- Select words and phrases (judicious quotes) that are the **evidence** for your points
- Make **inferences** about what each point suggests is the similarity or difference.
- Write up in paragraphs
- Make sure you refer to parts of the text that relate to the prompt.
- ® Practise summarising an extract
- ® Practise summarising two extracts finding points of comparison and contrast
- ® Practise making inferences from textual info
- ® Learn the language of comparison & contrast
- ® Learn the language of inference and analysis



10 Mins

12 Marks AO2

How is LANGUAGE used to ... ?

- Techniques** – identify how the writer uses language
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer's choices and the impact in detail.
- Make sure you refer to language that relates to the task prompt
- ® Revise language techniques thoroughly. Make flashcards and test yourself
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases



25 Mins

16 Marks AO3

Compare how the two writers CONVEY their FEELINGS/ ATTITUDES/VIEWPOINT of ... ?

FEELINGS/ ATTITUDES/VIEWPOINT of ... ?

- Step back and look at the **whole text**. Focus on the **overall tone and attitude** that is being communicated through the text. Identify this by looking at:
 - Content** - what is mainly written about? What dominates the extract? This will be the most important focus.
 - Organisation** – Look at each paragraph. What is the order of the information? How do the texts differ?
 - Semantic field** – what types of words are repeated throughout? This will give a clue to the tone and attitude?
 - Look for evidence of a **clear and distinctive voice** – is it dramatic? ironic? sarcastic? matter of fact? emotive? How does this differ in each? How does it fit the content or topic?
 - Techniques** – identify how the writer uses language, especially in the source not used for Q3
 - Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
 - Analysis** – examine the reason for the writer's choices and the impact in detail.
- Make sure you list things only relating to the task prompt
 - ® Revise language techniques thoroughly. Make flashcards and test yourself
 - ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
 - ® Practise analysis of words and phrases
 - ® Practise identifying attitude and tone in texts.



45 Mins

40 marks AO5 AO6

Writing with a perspective or viewpoint.

How To Revise for English Language: reading skills

- ✓ Use the knowledge organiser
- ✓ Create flash cards with skills needed in each question
- ✓ Create a revision guide using specific advice from their teacher
- ✓ Terminology flashcards: language, structure & form (see glossary)
- ✓ Quick 5 minute plans
- ✓ Timed responses for individual questions
- ✓ Complete practice questions with a partner
- ✓ Complete practice questions orally
- ✓ Rewrite previous assessments/mocks using feedback from teacher
- ✓ Use example responses to help spot exam success and typical mistakes
- ✓ Use online video resources such as GCSE Pod and YouTube (students like Mr Bruff...)

How To Revise for English Language: writing skills

- ✓ Continue reading widely at home: fiction and non-fiction (newspapers, magazines, online News Apps!)
- ✓ Create flashcards with key features of different writing genres and purposes
- ✓ Create a revision guide using specific advice from their teacher
- ✓ Quick 10 minute plans
- ✓ Synonym/antonym flashcards to improve range of vocabulary (e.g. beautiful & amazing)
- ✓ Learn your most common SPAG mistakes (e.g. definitely, a lot, its...)
- ✓ Timed responses for individual questions
- ✓ Rewrite previous assessments/mocks using feedback from teacher