

Revision notes

You will need to add to these notes
but they are a starting point and
contain useful pointers and tips.

Exam timings – really important!

English Language
Paper 1 – 1 hour 45 minutes

Read extract & Questions: 8 mins

Writing- 40 marks

- Q5/6 – 1 hour – 10 planning, 45 writing, 5 check SPG
- Total – 1 hour

Reading – 24 marks

- Q1 – Identify: 1 minute
- Q2 – Identify/interpret: 2 mins
- Q4 – Evaluate: 20-30 mins
- Q3 – Language & structure: 0-10 mins
- Total – 37 minutes

English Language
Paper 2 - 2 hours

Writing- 40 marks

- 45 minutes – 5 minutes planning, 35 minutes writing, 5 minutes checking
- Total - 45 minutes

Reading text 1- 56 marks

Reading text 1: 9 mins to read and annotate

- Q1 - Identify - 2 minutes
- Q2 – Identify – 2 minutes
- Q3 - Structure and language – 15 minutes

Reading text 2: 9 mins to read and annotate

- Q4 – Identify – 1 minute
- Q5 – Identify and quote – 1 minute
- Q6 – Evaluate – 15 minutes
- Q7a – similarities
- Q7b – similarities - 20 minutes (for both a and b)
- Total - 1 hour 14 minutes- 1 minute to proof read

Exam timings – really important!

English Literature
Paper 1 – 2 hours

Section A: Shakespeare

- QA: 30 minutes - extract
- QB: 30 minutes – rest of the play
- Total – 1 hour

Section B: Modern British Play

- 1 Question: 1 hour – whole of the play. A Theme, Character, Event or Setting

English Literature
Paper 2 - 2 hours 15 minutes

Section A: 19th century novel

- QA: 25 minutes - extract
- QB: 30 minutes – rest of the novel
- Total - 55 minutes

Section B: Poetry (conflict & unseen)

- Unseen question: compare two poems – 45 minutes
- Conflict poetry: compare one printed poem with another you know from the conflict section – 35 minutes
- Total – 1 hour 20 minutes

General advice

- PRACTICE!!!
- Attend revision sessions
- Sort out your own revision timetable to make things achievable
- Talk to friends about things you struggle with
- Talk to your teacher
- Ask for help
- START NOW!!!

Language Paper 1 Section A: 19th century fiction unseen analysis

- Question 1 & 2 – quote only! Do not explain or analyse.
- Question 3 – find one language feature **and** one structure feature. Cover at least Red for each quote and try to add in Green or Blue. Finding more challenging features will probably gain you more marks.
- Question 4 – focus on SITE items and **use 2 evaluative phrases per paragraph**. Look at the extract from beginning to end. At least 3 paragraphs.

Language Paper 1 Section A: 19th century fiction unseen analysis

- Language features: imagery, emotive language, verbs, adverbs, simile, metaphor, personification, pathetic fallacy, semantic field, alliteration
- Structure features: Changes, listing, sentence length, sentence type
- Evaluative style words: successfully, cleverly, impressive, excellent, poorly, effectively, particularly effective when,
- Note that for question 4 you could comment on the intended audience (19th century) or the genre of the story

Language Paper 1 Section A: 19th century fiction unseen analysis – what can I do to prepare?

- Read a selection of 19th century fiction – try Sherlock Holmes short stories if you find whole novels difficult. Re-read the 19th century novel you studied for literature.
- Take practice papers from the wall in EN6 or ask your teacher
- Look over your notes
- Do timed practice questions
- Look over the exemplar essays and answers we completed in class or that are printed (wall in EN6/your folder).

Language Paper 1 Section B: Imaginative writing

- Do this question first!
- You have a choice of 2 questions but only write one answer.
- Your story must begin, have a middle (to build up the action/atmosphere) and an end.

Language Paper 1 Section B: Imaginative writing - Techniques you could include

- Language: pathetic fallacy, simile, metaphor, personification, alliteration, powerful word choice...
- Structure: single sentence/word paragraphs, time shifts, perspective shifts, write from an unusual perspective (eg an inanimate object), start at the end or middle of the story, make the story circular
- SPaG: you need to either impress the examiner with your vocab or your punctuation or your sentence lengths & types – or all three! Focus on *at least* one of these three things and make it excellent.

Language Paper 1 Section B: Imaginative writing – what can I do to prepare?

- Read short stories – search the internet or check a library. Ask your teacher for examples.
- Practice a particular story that you can use in the exam or adapt to the question
- Learn at least 5 new impressive words that you think you could use.
- Learn 3 complex sentence structures that you could use – eg the Above, ...; Below, ...;
- Learn how to use semi-colons and colons
- Check BBC bitesize or another grammar website for practice on these things

Language Paper 2 Section A: non-fiction unseen analysis

Questions on Text 1

- Q1 & 2: find quotes
- Q3: Language & Structure – at least 3 paragraphs. Try to write one focussed on language, one on structure and one on both. You might **cross-link** to other techniques to show extra knowledge of the extract.

Language Paper 2 Section A: non-fiction unseen analysis

Questions on Text 2

- Q4: quote
- Q5: usually – find a quote and make a simple but specific comment
- Q6: Evaluate - focus on SITE items and use 2 evaluative phrases per paragraph. Look at the extract from beginning to end. At least 3 paragraphs.

Language Paper 2 Section A: non-fiction unseen analysis

Questions on both texts

- Q7a) list 3-5 similarities or differences along with a quote. Aim for some less obvious comparisons

Eg: Text 1 is written in first person “I was making my way to the front...” as is text 2 “then I realised”.

Language Paper 2 Section A: non-fiction unseen analysis

Questions on both texts

- Q76) compare the texts using at least 3 paragraphs as follows:
 - 1 – author's Perspective: who they are, if they are positive or negative, 1st or 3rd person
 - 2 – the Themes and Ideas
 - 3 – the Language and/or Structure

Language Paper 2 Section A: non-fiction unseen analysis

- Language features: imagery, emotive language, verbs, adverbs, simile, metaphor, personification, pathetic fallacy, semantic field, alliteration
- Structure features: Changes, listing, sentence length, sentence type
- Evaluative style words: successfully, cleverly, impressive, excellent, poorly, effectively, particularly effective when
- Note that for these questions you could comment on who you think the intended audience is (check the notes at the top of the article) and why they might be particularly interested.

Language Paper 2 Section A: non-fiction unseen analysis– what can I do to prepare?

- Read a selection of non-fiction – try National Geographic, Time magazine, broadsheet newspapers, advanced biographies (not youtube stars or Katie Price), history books...
- Take practice papers from the wall in EN6 or ask your teacher
- Look over your notes
- Do timed practice questions
- Look over the exemplar essays and answers we completed in class or that are printed (wall in EN6/your folder).
- Consider how you compare things already: how do you make choices?

Language Paper 2 Section B: transactional writing

- Do this question first!
- You have a choice of 2 question but only write one answer.
- Your article/speech/letter must begin, have a middle (to build up your argument/opinion) and an end.
- Use the 5Ws to come up with ideas
- Remember conventions: Dear Sir/Yours faithfully, Headings
- You can make **everything** up – creatively and convincingly lie!

Language Paper 2 Section B: transactional writing – techniques to include

- Language: rhetorical questions, direct address, quotes, facts, statistics, repetition, triplets, anecdote, humour, use an extended metaphor, use some other descriptive techniques when appropriate
- Structure: single sentence/word paragraphs, pose questions that you don't answer until later, leave us with a challenge
- SPaG: you need to either impress the examiner with your vocab or your punctuation or your sentence lengths & types – or all three! Focus on *at least* one of these three things and make it excellent.

Language Paper 2 Section B: transactional writing– what can I do to prepare?

- Read a selection of non-fiction – try National Geographic, Time magazine, broadsheet newspapers, advanced biographies (not youtube stars or Katie Price), history books or opinion pieces...
- Learn at least 5 new impressive words that you think you could use.
- Learn 3 complex sentence structures that you could use
- Learn how to use semi-colons and colons
- Consider “cheat structure” to put paragraphs together

Literature paper 1 Section A - Shakespeare

- You will complete 2 questions on the play that you have studied. Find the extract from the right play and complete parts A & B.
- Question A: focus on analysing the extract in order to answer the question. Look for language, form and structure.
- Question B: write an essay style answer focussing on something linked to the extract but **from the rest of the play**. *Do not talk about the extract.*

Literature paper 1 Section A - Shakespeare

- For each question: write at least 3 paragraphs

Question A

- Look for: Semantic field (language), other language techniques, who speaks the most, what punctuation is used & by whom, what stage directions there are, do people interrupt each other, are there any changes

Literature paper 1 Section A - Shakespeare

- For each question: write at least 3 paragraphs

Question B

- Do a plan if you can't immediately think of things to talk about. Which characters or themes most closely relate?
- Use key terminology such as: symbolises, imagery, contrasts, opposes, juxtaposes, represents, implies, Shakespeare's message could be..., impact an audience by..., parallels, protagonist, motif
- Don't forget to extend your ideas
- Use context in this answer

Literature paper 1 Section A – Shakespeare: what can I do to prepare

- Read or watch a stage version of the play.
- BBC bitesize: good overviews, notes on key characters etc.
- You could re-watch the film BUT it misses things out and you **MUST NOT** write about the film.
- Sparknotes: a more thorough set of notes. Especially the summary video.
- You need to be ok with Shakespeare's language.
- Try a revision guide like York Notes
- Learn the plot, 4 key moments and a few key quotes (or one for every character)
- Check out the sample essays on the walls in EN6

Literature paper 1 Section B – Modern British Play

- You will write one question on the modern play that you have studied.
- Find the questions on *An Inspector Calls* and choose one of them.
- There are 8 marks available for SPaG and 32 marks for your essay. You should have a mature grasp of how the play works, the issues, context.

Literature paper 1 Section B – Modern British Play

- Do a plan if you can't immediately think of things to talk about. Which characters or themes most closely relate?
- Often the easiest way to answer this question is to focus on characters.
- Don't forget that the play is different to the BBC film version: in the play we never see anything that happens outside of the room.

Literature paper 1 Section B – Modern British Play: what can I do to prepare?

- Read or watch a stage version of the play.
- BBC bitesize: good overviews, notes on key characters etc.
- You could re-watch the TV version BUT it misses things out, adds things in and you **MUST NOT** write about the film.
- Sparknotes: a more thorough set of notes.
- Try a revision guide like York Notes
- Learn the plot, 4 key moments and a few key quotes (or one for every character)
- Grab a sample answer/essay
- Use your folder notes including the essays we wrote together

Literature paper 2 Section A – 19th Century Novel

- You will complete 2 questions on the novel that you have studied. Find the extract from the right book (J&H) and complete parts A & B.
- Question A: focus on analysing the extract in order to answer the question. Look for language, form and structure.
- Question B: write an essay style answer focussing on something linked to the extract but **from the rest of the play**. *Do not talk about the extract.*

Literature paper 2 Section A – 19th Century Novel

- For each question: write at least 3 paragraphs

Question A – similar to a L&S question

- Look for: the usual L&S techniques – eg semantic field, imagery, motive language, verbs, adverbs, simile, metaphor, personification, pathetic fallacy, semantic field, alliteration, changes, listing, sentence length, sentence type
- You might want to mention audience/context/genre if you think it will help your point

Literature paper 2 Section A – 19th Century Novel

- For each question: write at least 3 paragraphs

Question B

- Do a plan if you can't immediately think of things to talk about. Which characters or themes most closely relate?
- Use key terminology such as: symbolises, imagery, contrasts, opposes, juxtaposes, represents, implies, Shakespeare's message could be..., impact an audience by..., parallels, protagonist, motif
- Don't forget to extend your ideas
- You do not need context in this answer unless you think it will help your point

Literature paper 2 Section A – 19th Century Novel: what can I do to prepare?

- There are no good film versions of J&H: sorry 😞
- Go see the stage show
- Re-read the novel: learn the plot, 4 key moments & a few quotes
- Get a copy of the York Notes
- Check the sample essays we did
- Complete some practice questions
- Check out youtube/BBC bitesize/sparknotes for help

Literature paper 2 Section B – Poetry

- You need to find the Conflict (or Love – whichever you studied) Poetry section and complete both questions.
- One question will be to compare two printed unseen poems.
- The other will be to compare a printed poem from the conflict section with another one from your brain that is also in the conflict section.

Literature paper 2 Section B – Poetry

- For the unseen comparisons: spend some time reading and annotating the poems.
- Use SIMLERS (or whatever acronym you have practised) - Look for language, structure and ideas in the poem. You may find it useful to consider the theme/message, poet's view, title and voice (who is speaking, are they angry/sad/happy etc, who are they speaking to).
- It is probably best to start by writing about the Ideas in the poem so that everything else you say contributes to creating that main idea.

Literature paper 2 Section B – Poetry

- For the anthology comparisons: spend some time reading and annotating the poem (less than for the unseen).
- Use SIMLERS (or whatever acronym you have practised) - Look for language, structure and ideas in the poem. You may find it useful to consider the theme/message, poet's view, title and voice.
- It is probably best to start by writing about the Ideas in the poem so that everything else you say contributes to creating that main idea.
- You will need to mention context – eg when/where/why the poem was actually written as well as how it relates to us now.

Literature paper 2 Section B – Poetry: what can I do to prepare?

- There is a set of notes you can buy but beware that the wrong “War Photographer” is in it.
- Spend some time reading poetry (eg the poems from other sections of your anthology) and try to understand it.
- Practice annotating unseen poems in the anthology or from the internet (or ask your teacher for some to practice with).
- Learn the context for every poem
- Learn 4-5 poems really well – choose a mixture: eg contemporary & old, racism & war
- Read 2 poems a week and look at your notes/OILS sheet to familiarise yourself with them *and* consider cramming 2 poems a day for the week before the exam. **And** look at the 4 you want to learn well each week.
- Look for videos on youtube that might help to explain the poems

Last advice

- Start your revision now and do it in manageable chunks.
- Identify what you are good at already and what you need to work on.
- Practice the layers of analysis & ATFQ (& RTFQ!)
- Look after yourself by remembering to take breaks, rest, relax and do things you enjoy
- Remember that you only want to take your GCSEs once – so give it everything you've got and focus before you get a whole summer off

Some sample questions & responses
(student work - not perfect!)



Sample Shakespeare question B's:

Explore how fate is presented elsewhere in the play.

Consider the importance of love elsewhere in the play.

Explain how conflict is used elsewhere in the play.

Explore how death is significant elsewhere in the play.

Explain the use of family elsewhere in the play.

Consider the idea of revenge elsewhere in the play.

Sample AIC questions:

How does Eric change in the play? (Or: Sheila – Mr Birling – Mrs Birling – Gerald)

Explain the significance of the Inspector

Consider the importance of family in the play

Why is gender important in the play?

Explore the meanings of responsibility in the play

Why is social class important to the play?

Disobedience in the play

Juliet is disobedient in the play when she refuses to marry Count Paris. This is significant because she is disobeying her father and it would mean that she is throwing away her money and security (because her father threatens to throw her out if she refuses him). Because she has already married Romeo, it is impossible for her to marry Paris but her father does not know this. Furthermore, she has already slept with Romeo and so this means that she is being obedient to their relationship. The audience feels shocked by the way that Capulet treats his daughter eg like a servant or possession, as well as impressing the audience by her loyalty and courage in standing up to her dad. At the time women had no status and had to obey any male so this seems abnormal but to a modern audience this seems both normal (to refuse to obey) and unfair in the way that Juliet is treated.

Explain the importance of **revenge** elsewhere in the play

One way that [revenge] is shown in the play is through the idea of love and opposites. The idea of opposites is important because the families are fighting and want revenge on their opposites. Despite this we know that the houses are actually quite similar as the prologue tells us they are “alike” meaning that they are similar in status and their desire for revenge. Because they want revenge, the fighting breaks out in the play and so Mercutio, who isn’t even a member of the family, is killed. This feels unnecessary and unfair for the audience as revenge has caused conflict and death – this might show that Shakespeare’s message is on the futility of revenge. To a modern audience this is shocking because killing & revenge is illegal although similar feelings are still experienced. The idea of love is important because the contrast is between the families fighting and yet one member of each family loves each other. Because Romeo and Juliet love each other, at the end of the play they both die and it stops the fighting [the revenge]. This tells the audience that Shakespeare’s ultimate message is that love is more powerful than revenge.