



**BROOKFIELD COMMUNITY SCHOOL**

COMMITTED TO EXCELLENCE

# The Route to Exams

## How to revise for English

Part Of The  
REDHILL ACADEMY TRUST  
Exsisto Optimus



## AQA GCSE English Literature

**Paper 1 40%**

**Paper 2 60%**

**Section A:**  
*Macbeth*

**Section B:**  
*A Christmas Carol*

**Section A:**  
*An Inspector Calls*

**Section B:**  
*Power & Conflict*

**Section C:**  
*Unseen poetry*

**Total exam time:**  
**1 hour and 45 minutes**

**13<sup>th</sup> May**

**Total exam time:**  
**2 hours and 15 minutes**

**20<sup>th</sup> May**

**AQA GCSE English**

**24 days!**

**n C:  
poetry**

**Total exam time:  
1 hour and 45 minutes**

**13<sup>th</sup> May**

**Total exam time:  
2 hours and 15 minutes**

**20<sup>th</sup> May**

**AQA GCSE English  
Language**

**Paper 1 50%**

**Paper 2 50%**

**Section A:  
*Reading*  
1 unseen literature  
fiction text**

**Section B:  
*Writing*  
Descriptive or  
narrative writing**

**Section A:  
*Reading*  
1 non-fiction and 1  
literary non-fiction  
text**

**Section B:  
*Writing*  
Writing to present  
a viewpoint**

**Total exam time:  
1 hour and 45 minutes**

**23<sup>rd</sup> May**

**Total exam time:  
1 hour and 45 minutes**

**6<sup>th</sup> June**



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# How do I prepare for English Literature?

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# #1 Know your texts!

Act 1	Act 2	Act 3	Act 4	Act 5
Prophecies	Regicide	King	Apparitions	Rebellion



**Re-read your set texts – focus on key parts**



**Little and often  
Just 20mins each day!**



**Watching performances is also a good way to revise...but be careful because not all productions follow the original plot!**



# An Inspector Calls

## Lit Paper 2 Sec A

### The question:

You will be given a choice of 2 questions; you answer **one**. You will have **50 minutes**.

Questions will be on character / theme / Priestley's message and stagecraft.

### **Possible question focus:**

**Characters:** Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Eva Smith, Inspector Goole

**Character groups or comparisons:** older vs younger generation / males / females / rich / poor

**Themes:** responsibility / age / social class / attitudes / morality / society / Socialism vs Capitalism

**Priestley's message / stagecraft:** how he uses the characters / moral message / how tension is created.

### Key context:

- Written in **1945**; first performed 1946.
- Post war era; sense of need for change.
- Introduction of the welfare state.
- Labour government just elected.
- Written about **1912** society.
- Pre-war optimism of wealthy.
- Huge inequalities in social classes.
- Time of political unrest in Europe but also amongst workers – labour strikes.
- Suffragettes – women's rights.

Priestley's socialist message: 'We don't live alone. We are members of one body. We are responsible for each other.'



### Dramatic devices:

Dramatic irony  
Lighting changes  
Entrances and exits  
Stage directions  
Eva – absent character / construct  
Inspector – voice of Priestley  
Structure of play – morality play

### Key terms:

Socialism = society focused on equality  
Capitalism = society built on profit  
Bourgeoisie = rich capitalists  
Proletariat = working class

### Act 1:

Engagement party – Sheila and Gerald. **Birling's engagement speech** p6/7

Arrival of inspector, lighting change p11

**Interrogation of Birling** for sacking Eva Smith p13-18 (Sheila and Mrs B absent)

Sheila re-enters and is told of the death.

**Sheila's interrogation** – getting Eva Smith sacked from Milwards p20-25 (Birling / Mrs B absent)

Inspector mentions change of name to Daisy Renton.

Argument between Gerald and Sheila (other characters absent).

### Act 2:

Inspector re-enters to question Gerald. Mrs Birling enters – out of step with situation.

**Gerald's interrogation** of his actions towards Daisy Renton and affair p34-40 (Eric absent) Sheila hands back ring. Gerald leaves.

**Mrs Birling's interrogation** of her behaviour as part of the Brumley Women's Charity Organization p42-48 (Eric and Gerald absent) Mrs Birling says the father should be blamed. Sheila realises that Eric is involved. Eric enters.

### Act 3:

**Eric's interrogation** of his behaviour towards the girl and theft p50-55

**Inspector's final speech** p55-56

Birling family left to blame themselves. Sheila questions who the inspector was. Gerald returns and tells them he was a **fake**. They get proof by calling Colonel Roberts. Further arguments between them.

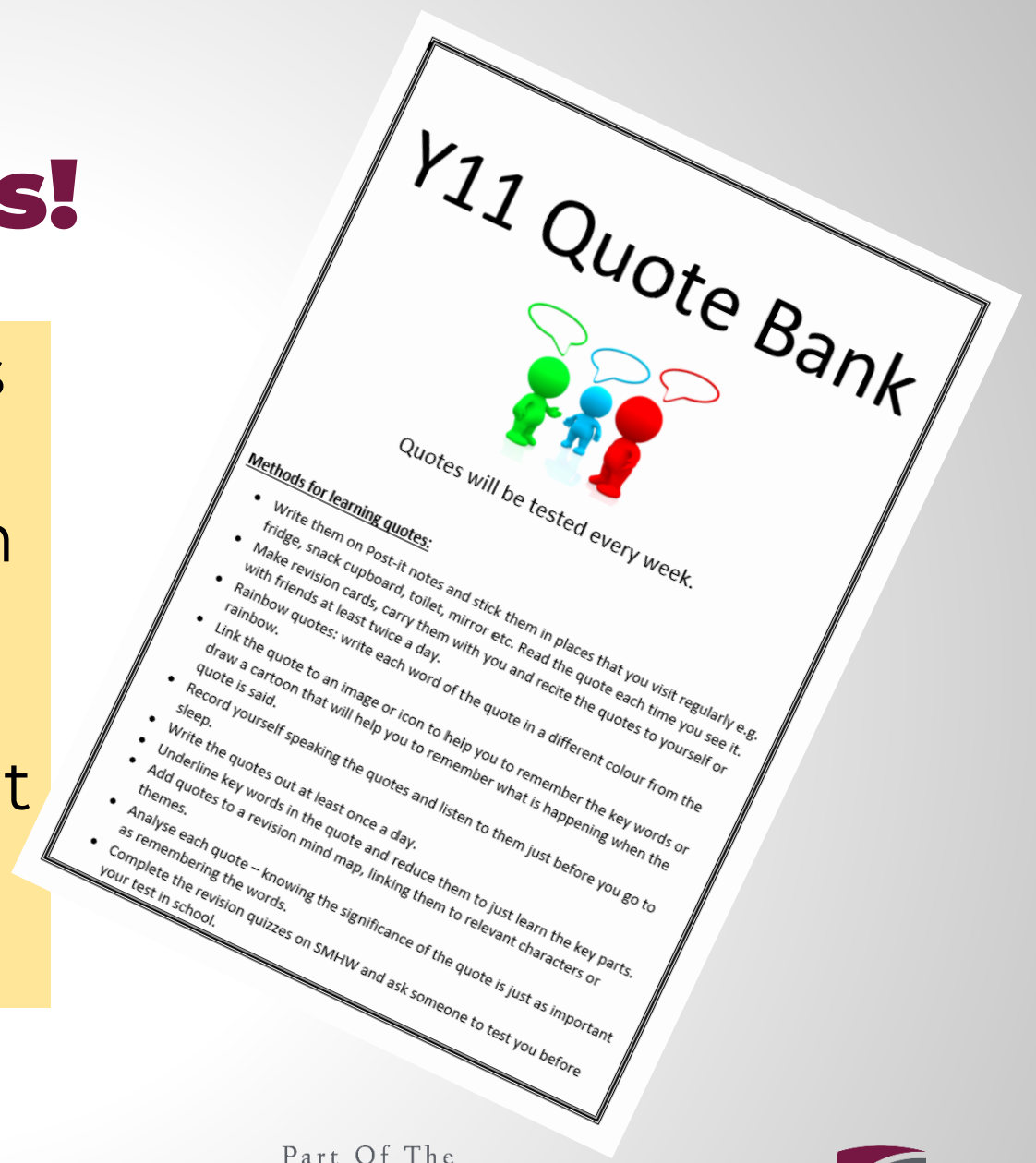
Gerald calls the infirmary for further proof – no girl has died.

**Phone call** – Birling answers – girl has died; police inspector is on his way.



## #2 Know your quotes!

- Know some **complete** quotes
- Know **key words** e.g. 'brave in ribbons' / 'twice turned gown'
- Be **familiar** with others so that you can refer to **specific moments** in the text



## Example quote card:

‘I wear the chain I forged in life’

### Key word analysis:

Marley’s suffering  
Chain = metaphor for the sins he has committed  
Forged – sense of violence

### Themes / links across text:

Links to the theme of wealth and poverty – his greed becomes his direct punishment  
Debt portrayed to be a trap in other parts – Caroline’s debt / Cratchit’s life

### Context:

Victorian greed is being criticised.  
Belief in judgement day and purgatory – Marley cannot have a good death and eternal rest because of his sins – now trapped.  
Industrialisation - forge

# #3 Know your 3 big ideas!

## Macbeth (extract and whole play analysis):

Context:



### Big idea #1

Extract analysis – zoom in on language – at least 2 quotes. Link to context.

**Introduction** – set up your thesis about the question and contextualise where the extract comes from.

### Big idea #2

Different part of the play – make connections from the extract. Remember quotes. Link to context and intentions




Motifs / symbols:





### Big idea #3

Different part of the play – make connections from the extract. Remember quotes. Link to context and intentions

**Conclusion** – sum up the ideas you have explored. Link back to the context, didactic message and Shakespeare's intentions.

WHAT? 

HOW? 

WHY? 

Think through possible essay questions in advance...

## A Christmas Carol (extract and whole text analysis):

Context:



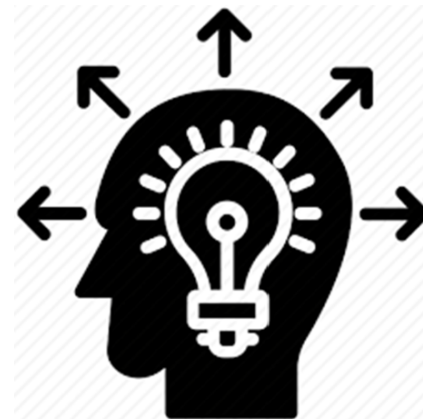
### Big idea #1

Extract analysis – zoom in on language – at least 2 quotes. Link to context.

**Introduction** – set up your thesis about the question and contextualise where the extract comes from.

### Big idea #2

Different part of the novel – make connections from the extract. Remember quotes. Link to context and intentions




Motifs / symbols:





### Big idea #3

Different part of the novel. Contrast? Change? Development? Quotes / context

**Conclusion** – sum up the ideas you have explored. Link back to the context, didactic message and Dickens' intentions.

WHAT? 

HOW? 

WHY? 



How is power and/or conflict presented in...	Context (AO3)	Big idea 1 (point & evidence)	Big idea 1 (point & evidence)	Big idea 1 (point & evidence)	Best 3 poems to compare it to
<b>Ozymandias by Percy Bysshe Shelley</b>	Shelley was a poet of the 'Romantic period' (late 1700s and early 1800s). Romantic poets were interested in the power of nature. Shelley also disliked the idea of a monarchy and the oppression of ordinary people. He had been inspired by the French revolution – when the French monarchy was overthrown.				
<b>London by William Blake</b>	The poem was published in 1794, and time of great poverty in many parts of London. Much of his work was influenced by his political views: he believed in social and racial equality. This poem is part of the 'Songs of Experience' collection, which focuses on how innocence is lost and society is corrupt. He also questioned the teachings of the Church and the decisions of Government.				
<b>Charge of the Light Brigade by Alfred Lord Tennyson</b>	As Poet Laureate, he had a responsibility to inspire the nation and portray the war in a positive light: propaganda. Although Tennyson glorifies the soldiers who took part, he also draws attention to the fact that a commander had made a mistake: "Someone had blunder'd". This was a controversial point to make in Victorian times when devotion to power was expected.				
<b>Exposure by Wilfred Owen</b>	Written in 1917 before Owen went on to win the Military Cross for bravery, and was then killed in battle in 1918: the poem was written by an actual soldier. Of his work, Owen said: "My theme is war and the pity of war". Despite highlighting the tragedy of war and mistakes of senior commanders, he had a deep sense of duty: "not loath, we lie out here" shows that he was not bitter about his suffering.				
<b>Storm on the Island by Seamus Heaney</b>	Heaney was Northern Irish, he died in 2013. This poem was published in 1966 at the start of 'The Troubles' in Northern Ireland: a period of deep unrest and violence between those who wanted to remain part of the UK and those who wanted to become part of Ireland. The first eight letters of the title spell 'Stormont': this is the name of Northern Ireland's parliament. The poem might be a metaphor for the political storm that was building in the country at the time.				
<b>Bayonet Charge by Ted Hughes</b>	Published in 1957, but most-likely set in World War 1. Hughes' father had survived the battle of Gallipoli in World War 1, and so he may have wished to draw attention to the hardships of trench warfare. He draws a contrast between the idealism of patriotism and the reality of fighting and killing. ("King, honour, human dignity, etcetera")				
<b>Remains by Simon Armitage</b>	"These are poems of survivors – the damaged, exhausted men who return from war in body but never, wholly, in mind." (Simon Armitage) Poem coincided with increased awareness of PTSD amongst the military, and increased sympathy amongst the public – many of whom were opposed to the war in Iraq				
<b>War Photographer by Carol Ann Duffy</b>	Like Tennyson and Ted Hughes, Duffy was the Poet Laureate. Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects. The location is ambiguous and therefore universal: ("Belfast. Beirut. Phnom Penh.")				



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# How do I prepare for English Language?

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# #1 Know the questions!

Language Paper 1	Language Paper 2
Q1: List 4 things...	Q1: True / false statements
Q2: How does the writer use language to...?	Q2: Summarise both texts (SQI SQI)
Q3: How does the writer structure the text to interest the reader?	Q3: How does the writer use language to...?
Q4: A student said '...' To what extent do you agree?	Q4: Compare the writers' viewpoints / perspectives / feelings about...
Q5: Description / narrative – one question based on picture	Q5: Write to express your point of view (GAP)



The cost of not answering all questions..

If you miss out Q2:

8 marks = dropping **more than 1 grade**

If you miss out Q3:

8 marks / 12 marks = dropping **more than 1 or 2 grades**

If you miss out Q4:

20 marks / 16 marks = dropping **3 or more grades!**

If you miss out Q5:

40 marks = **almost certainly not a pass grade!**

8700

8702

8700

6 16

3 16

28 18 8

28 18 8



# #2 Know the approach!

Paper 2 Question 2 (summarise):

WHAT?



2-3 SQLcSQL paragraphs

Model scaffold – if you need it...



**Statement** = idea (A)



**Quote** = evidence (A)



**Inference** = suggests (A)

**Compare** = similar / different



**Statement** = idea (B)



**Quote** = evidence (B)



**Inference** = suggests (B)

## Paper 1 Question 2 (language analysis):

WHAT?



2-3 **WHAT? HOW? WHY? PETALS**

HOW?



**Be precise about HOW – identify language techniques / zoom in on key words**

WHY?



Model scaffold – if you need it...

The writer uses \_\_\_\_\_ (technique) to \_\_\_\_\_ (link to Q) in \_\_\_\_\_ (quote). The use of \_\_\_\_\_ (zoom in on key word or image) connotes / implies \_\_\_\_\_ (what it makes you think of). The writer wants the reader to think / feel...



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For top marks, develop the **WHY** in detail and think about the bigger picture – how the language of the paragraph links to the ideas in the whole text.

# Language Paper 1

## Q1-4

### Key info:

One text  
40 marks  
1 hour

### At the start:

15 mins reading time  
Read the questions, then  
read the whole text.

### Q1: List 4 things about...

1. Highlight the key words in the Q
  2. Box off the section (lines \_ to \_)
  3. Highlight the key quotes
  4. Write 4 different short sentences that are about the key words.
- 4 marks**

### Key techniques:

**Language:** imagery / metaphor / simile / personification / sibilance / alliteration / contrast / adjective / adverb / sensory language / onomatopoeia / tripling

**Structure:** foreshadowing / flashback / chronology / dialogue / cohesion / flashback / cyclical structure / symbolism / contrast / juxtaposition / characterisation / setting

### Q2: How does the writer use language to...?

Will be about one paragraph / short section of the text, printed on the paper.

1. Highlight the key words in the question
2. Highlight 4-5 key quotes where the writer has used language effectively.
3. Write 3 PETALS – remember to zoom in on the techniques used by the writer and zoom out on the writer's intentions.

**Support:** *The writer has used... (technique) for example... (quote) to... (zoom in) This has the effect of... (zoom out)*

**Challenge:** Embed and link quotes that have similar effects. Layer up your analysis. Consider how the language works in the bigger picture of the text.

**8 marks**

### Q3: How does the writer structure the text to interest you as a reader?

You need to write about the whole of the text.

1. Think about how the text starts, develops and ends. Identify where the writer shifts the focus of the text.
2. Write 3 PETALS – beginning, middle, end. Try to include the structural techniques used. Remember quotes / line numbers.

**Support:** *The writer starts by focusing on... As the text progresses, the writer shifts the focus to... At the end of the text...*

**Challenge:** Focus on the effect of the structure. Can you find any links between the start and the end of the text?

**8 marks**

### Q4: A student said '....' To what extent do you agree?

**20 marks**

The question is asking you to evaluate the effectiveness of the text. It is generally easiest to agree with the student.

1. Highlight the key words in the statement. Highlight evidence you could use to support it.
2. Express your view *I agree / partially agree / fully agree that... (reword the statement)*
3. Use PETALS to explain why you agree. You can focus on language techniques or structural techniques that the writer used. You must use quotes and explain the effect intended.

**Support:** *The writer used...(technique) in... (quote)... to have the effect of... The key word... suggests... and makes the reader feel...*

**Challenge:** Consider whether you can also challenge the statement. Make links across the text.

# Language Paper 1

## Question 5

### Key info:

Writing  
40 marks  
45 mins

### Choice of two questions:

Writing to describe  
Writing to narrate (tell a story)

### How is it marked?

**24 marks:** how you organise your writing and make it effective for the reader

**16 marks:** technical accuracy – spelling, punctuation and grammar but also sophistication of sentence structures and vocabulary.

### The picture:

Could be:

A person

A place



Will be linked to one of the two questions. Use it as a starting point for your ideas. You do not need to be restricted by it. It's often a good idea to try to imagine yourself in a similar situation that you have experience of.

### How do I structure my answer?

**DROP:** 'step into the picture'; grab the reader's attention – setting / character / dialogue

**SHIFT:** move the focus to something else – change the mood / weather / location / character / time / perspective

**ZOOM IN:** say a lot about a little

**ZOOM OUT:** take the wider perspective again

**LINK UP:** end by creating a link to a different part of the text



### Techniques you might want to include:

Metaphor

Simile

Personification

Alliteration

Sibilance

Pathetic fallacy

Sensory language (sight, smell, taste, sound, texture)

Assonance

Onomatopoeia

Expanded noun phrases

Tripling

Juxtaposition / contrast

A single sentence paragraph

Dialogue (small amounts)

Circular structures

Repetition

### What's the difference between description and narration?

Similar skills needed for both.

**Description** should focus on one moment and describe the scene / person in a lot of detail. Description shouldn't use a lot of dialogue. This one is generally better for an exam answer.

**Narrative** needs to have some plot and character development but be careful – you do not have a lot of time. Don't include lots of events or lots of dialogue. Keep it simple, often it is easiest to write the opening of a story.

**Don't forget to plan and check your answer!!**

# #3 Practise and prepare!

The best way to prepare for the Language papers is to practise the questions.

Your revision challenges have already been preparing you but the more practice you can do, the better.



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE

ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Friday 8 June 2018

Morning

Time allowed: 1 hour 45 minutes

#### Materials

For this paper you must have:

- **Source A** and **Source B** – which are provided as a separate insert.

#### Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

#### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

#### Advice

- You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
- You are advised to plan your answer to Question 5 before you start to write.
- You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
<b>TOTAL</b>	



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18/06/18

8700/2



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## **The importance of writing**

**Don't forget about the  
importance of Q5 answers –  
worth 50% of your final mark!**



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# The examiners are looking for:

- A **range** of **vocabulary** and language **devices**

**It's not so much WHAT  
you write it's HOW you  
write it!**

- **Standard English** and **accurate spelling** and **grammar**.



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# The importance of sentence variety!

HOW MANY OF THESE TYPES OF SENTENCE CAN YOU INCLUDE IN YOUR DESCRIPTIVE WRITING?

## 2Ad

Examples:

- a) Mr Twit was a **dirty, horrible** man with **long, saggy** spaghetti in his beard.
- b) It was a **sparse, dry** desert with a **calming, exotic** oasis in the distance.

## 3\_ed

Examples:

- Confused, shocked, scared**, the children ran from the burning building!
- Excited, elated, thrilled**, she won the dance competition.

Rule:

HOW MANY OF THESE TYPES OF SENTENCE CAN YOU INCLUDE IN YOUR OPINION WRITING?

## Some; others sentences

Examples:

Some people love football; others just can't stand it.

## Imagine 3 examples:

Examples: *Imagine a place where the sun always shines, where wars never happen, where no-one ever dies:* in the Andromeda 5 system, there is such a planet.

# Learning a variety of sentence structures, in advance, will improve your grade!

Rule: A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or personal noun (he, she, they, it) followed by the rest of the sentence.

## Ad, same ad

Examples:

- He was a **fast** runner, **fast** because he needed to be.
- It was a **cold** planet, **cold** due to the distance from the sun.

Rule: Same adjective used twice. The second adjective repeated straight after a comma.

Rule: Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching produce an A-Z list of emotions the children could use (e.g. Afraid, Brave, Cantankerous etc.)

## \_\_\_\_ing, \_\_\_\_ed

Examples:

- Dancing in the studio, she watched in the mirror as a ghost appeared.
- Skipping along the street, he stopped abruptly when a car screeched past.

Rule:

The sentence must begin with a verb ending in 'ing' followed by a location of the action.

## NOUN, which, who, where

Examples:

- Snakes, **which** scare me, are not always poisonous.
- My pet dog, **who** only has three legs, loves to chase seagulls.
- The deserted beach, **where** the shipwreck was found, can only be reached by sea.

Rule:

Use **commas** to embed a clause in a sentence, add information that links with the sentence topic and start the clause with **which, who or where**.

## All the Ws

Examples:

- Would** there ever be another opportunity like this one?
- Who** would take over his role now?
- What** if you had all of the money in the world?
- Why** do zebras have stripes?

Rule:

Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will? What if?



**DROP/ SHIFT/ ZOOM IN/ ZOOM OUT/ LINK UP – 5 focuses**

- 1)
- 2)
- 3)
- 4)
- 5)

**3 interesting words to use for each focus (senses, adjectives & adverbs):**

- 1)
- 2)
- 3)
- 4)
- 5)



**3 varied sentences**

- 1)
- 2)
- 3)

**5 examples of techniques (simile / metaphor / onomatopoeia etc) to use:**

- 1)
- 2)
- 3)
- 4)
- 5)

**Punctuation**

. , ? ! C  
: ; ( )

**TASK**

**Describe a derelict place as suggested by this picture.**

Working hard is important.

But there is something  
that matters even more:

*Believing in Yourself.*

- Harry Potter 