



BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

English

Y11 Revision Toolkit

17th October 2024

Part Of The
REDHILL ACADEMY TRUST
Exsisto Optimus



AQA GCSE English Language

Paper 1 50%

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

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

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

Paper 2 50%

**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**

**AQA GCSE English
Literature**

Paper 1 40%

**Section A:
*Macbeth***

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

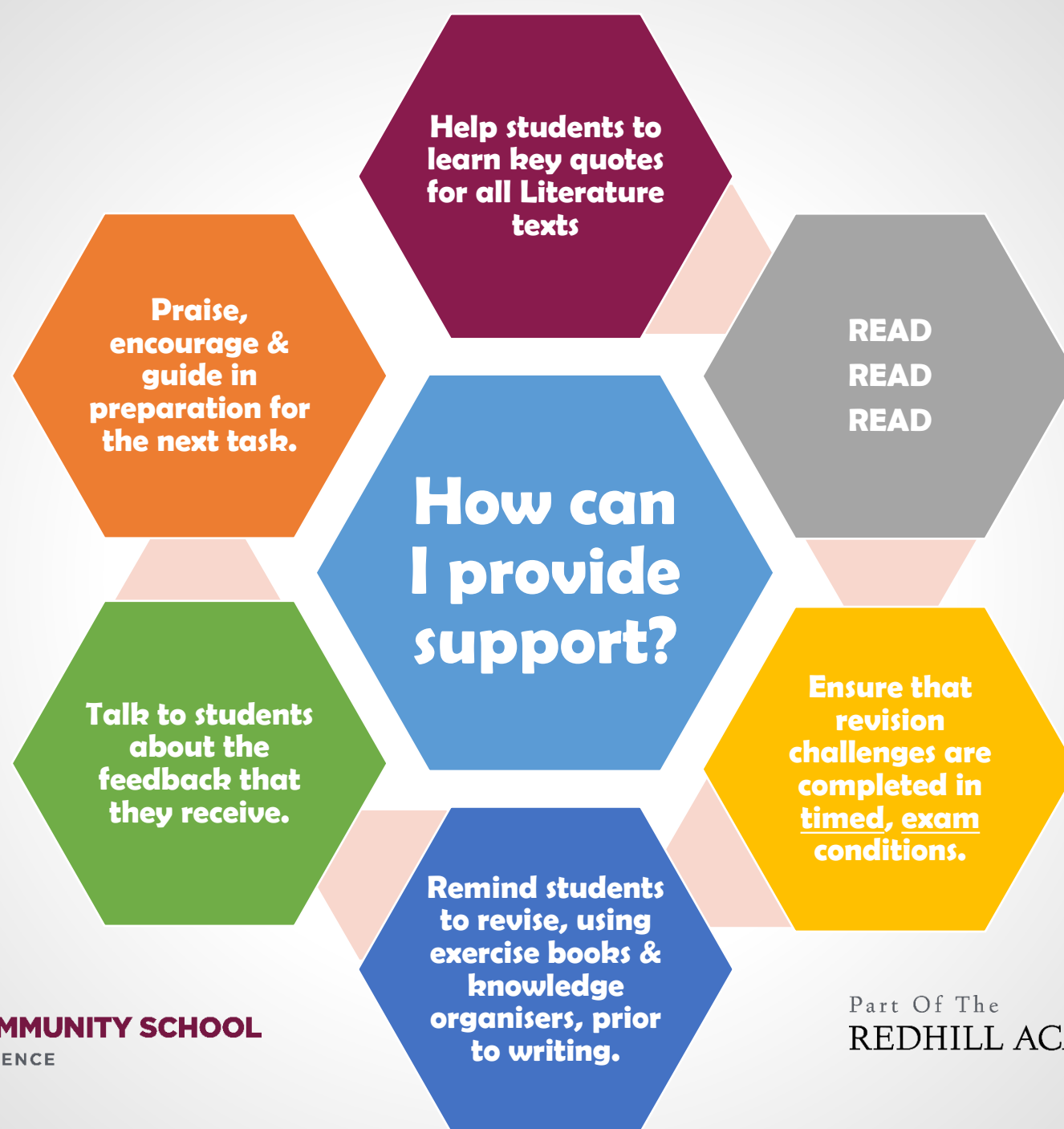
**Total exam time:
1 hour and 45 minutes**

Paper 2 60%

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

**Section B:
*Power & Conflict
and Unseen
poetry***

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



Check that
weekly quote
quizzes & vocab

Consistency!
Consistency!
Consistency!

they receive.

timed, exam
conditions.

Remind students
to revise, using
exercise books &
knowledge
organisers, prior
to writing.

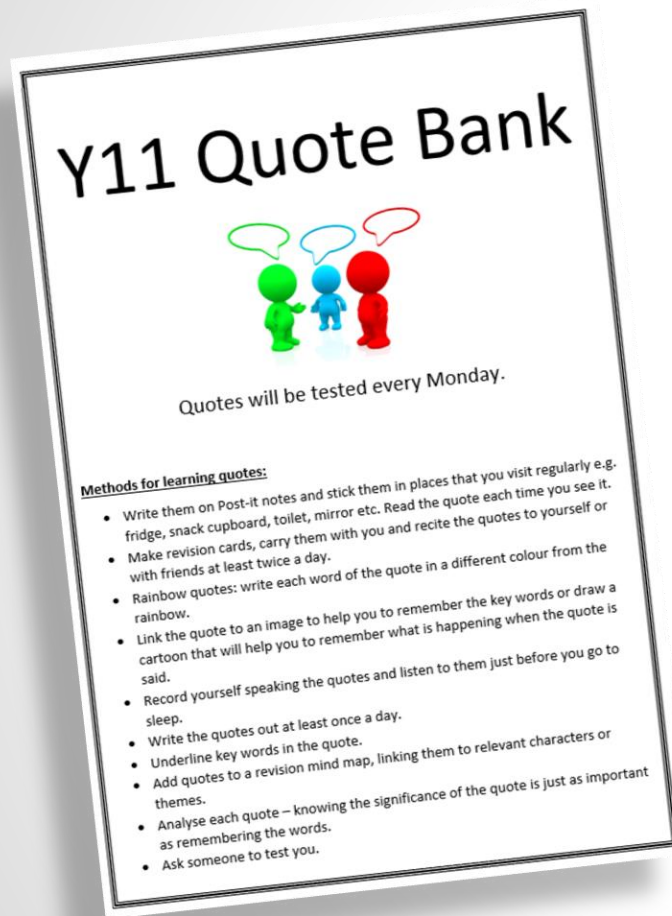


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Check that key quotes are being learnt



- **Every student has to learn quotes on a weekly basis.**
- **The quotes for all of the Literature texts are contained in this quote bank. This will be given to students after the mock exams.**
- **They will be set weekly quizzes on Carousel Learning.**
- **Ask them to tell you the quotes that they've learnt this week.**
- **Test them to check that they've been learnt!**



Check that key quotes are being learnt

- **Every student has to learn**

Not being able to use quotes in the exam will seriously limit outcomes!

- **Test them to check that they've been learnt!**

- Underline key words in the quote.
- Add quotes to a revision mind map, linking them to relevant themes.
- Analyse each quote – knowing the significance of the quote is just as important as remembering the words.
- Ask someone to test you.



Encourage students to re-read the set texts



**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!



Revision Challenges

- **After Christmas, students will be set a weekly English Revision Challenge.**
- **These are practice questions linked to a section of one of the exam papers.**
- **Students will be expected to complete these in exam conditions, either after school in the library or at home.**
- **Revision Challenge lessons will be Mondays; homework due Wednesday.**
- **Homework responses will be handed in to teachers to review and provide guidance for improvements before the exams.**
- **Feedback is given the following week and the next task is set.**



The importance of writing

In the final exams, students will complete 2 writing tasks – worth 50% of their final mark!



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You CAN revise for Q5! Think about ideas you are likely to include for a range of stories and practise/revise powerful vocabulary and imagery.

➤ **Spellings and meanings of high-level adjectives**

Colours, size adjectives, texture adjectives, sensory language, weather vocabulary: words you can use again and again to create impressive descriptions

➤ **Pre-planned characters**

Get to know one or two characters: what they look like, what they care about, something that causes a complication in their life. You will then be able to write confidently about one of these characters, placing them into any picture/scenario you're given.

➤ **Pre-planned cyclical structures**

Rain to sunlight, storm to rainbow, dusk to dawn, argument to forgiveness: cyclical narratives are a great way to create an effective opening and closing to your writing, so we will practise writing some of these pairs of descriptions.

➤ **Practising structural techniques you spot for question 3s**

Flashbacks, foreshadowing, zoom in, zoom out: all of the features we practise spotting for question 3 answers you should also practise in your own writing over the coming months to help you get as many of those 24 marks for structure and organisation as you can.

➤ **You are NOT going to write a pre-planned story**

Some Tiktok & YouTube “teachers” advocate writing and regurgitating the same story every time or claim to teach a “plot” that can fit any picture. If YOU are watching this, thousands of other students are too and AQA will very quickly warn their markers to flag up similar responses. AQA markers are already asked to flag any response that feels preprepared or isn't clearly linked to the given picture or scenario – if this ends up being you, you're at risk of losing 25% of the available marks – that's 3 grades lower than you would have got otherwise! Your English lessons will practise descriptive vocabulary, skills and short sections of writing like a character's physical description, but what you write in the exam hall needs to be an original piece of writing.



DROP/ SHIFT/ ZOOM IN/ ZOOM OUT/ LINK UP

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

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

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



3 varied sentences

- 1)
- 2)
- 3)

5 examples of language techniques (metaphor, simile, onomatopoeia, alliteration, personification):

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

Punctuation

. , ? ! C
: ; ()

TASK

Write a description of your favourite holiday destination based upon this image.

DROP/ SHIFT/ ZOOM IN/ ZOOM OUT/ LINK UP

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

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

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



Planning is essential and something they can practise at home.

5 examples of language techniques (metaphor, simile, onomatopoeia, alliteration, personification):

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

Punctuation

. , ? ! C

: ; ()

TASK

Write a description of a memorable encounter based upon this image.

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 enhance students' writing outcomes!

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.

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.)

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.

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?

The importance of answering all the questions

- Typical grade boundaries:

8700	ENGLISH LANGUAGE	160	127	117	108	97	86	76	56	36	16
8702	ENGLISH LITERATURE	160	141	127	113	98	83	68	50	33	16

8700	ENGLISH LANGUAGE	8700/1	ENGLISH LANGUAGE PAPER 1	80	64	59	54	48	43	38	28	18	8
		8700/2	ENGLISH LANGUAGE PAPER 2	80	64	59	54	48	43	38	28	18	8

The importance of answering all the questions

**If you miss out Q2 or Q3 (8 marks each) =
dropping nearly 2 grades on Paper 1**

**If you miss out Q4 (20 marks) =
dropping nearly 4 grades on Paper 1!**

**If you miss out Q5 (40 marks) you will not secure
a pass mark!**

Also in your information pack...

Macbeth Lit Paper 1

50 mins – one compulsory essay question (30 + 4 marks)
5 mins to check SPAG

Q focus: key characters:

Macbeth
Lady Macbeth
Banquo
Witches
Duncan / Malcolm (kings)
Macduff

Q focus: key themes:

Ambition
Violence / tyranny
Supernatural
Betrayal / deception
Loyalty / trust
Love
Gender / manliness
Fate
Appearance vs reality
Kingship

The question:

Short extract provided from one part of the play.
Starting with this extract, how does Shakespeare present...

Character or theme based questions. Could also be about stagecraft. WHAT? HOW? WHY? PETAL essay response needed.

You must:

Contextualise the extract (say where it comes from and why it is important)
Analyse the extract and the language Shakespeare uses.
Then make **links** to at least **2 other scenes in the play**.

Add in comments about the **context** of the play when analysing.

Plan first:

1. Read the extract carefully and look at the info provided (what is happening)
2. Highlight at least 3 quotes from the extract that you can use to answer the question.
3. Around the outside of the extract, write down any key quotes from other parts of the play that you can remember that you could link to. Remember 3 big ideas.
4. Jot down key words about context that you could include.

Key context to refer to:

King James was an insecure king. The gunpowder plot was in 1605. Equivocation was a key issue at the time.
People believed in the supernatural and were fearful.
They believed in divine rule – king chosen by God – and the great chain of being – an order that kept balance in the world.
It was a patriarchal society – men in charge, women subservient.

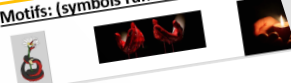
Key dramatic terms to use:

Soliloquy (one speaker on stage, speaking thoughts to audience)
Tension / suspense
Dramatic irony
Aside
Iambic pentameter
Trochaic tetrameter

Key elements of tragedy to bring in:

Protagonist / antagonist
Hubris (excessive pride)
Hamartia (fatal error)
Catharsis (sense of resolution)
Anagnorsis (moment tragic hero realises errors)
Tragic downfall
Machiavel (villain who manipulates)

Motifs: (symbols running through the play)



Scene overview:

- 1.1 Witches meet on heath
- 1.2 Captain's report
- 1.3 Prophecies
- 1.4 Macbeth is honoured
- 1.5 Lady Macbeth introduced
- 1.6 King Duncan arrives
- 1.7 Second thoughts / manipulation
- 2.1 Floating dagger
- 2.2 After the murder of Duncan
- 2.3 Porter / Duncan found
- 2.4 Macduff won't go to watch him crowned
- 3.1 Plotting murder

Paper 1 Question 4 (evaluate the statement):

WHAT?



HOW?



WHY?



4 WHAT? HOW? WHY? PETALS
Agree / disagree / partly agree with the statement
Methods = language techniques or structure

For top marks, be really clear about **WHY** – what is the writer trying to make you feel about the characters / setting / plot development in the text as a whole.

Model scaffold – if you need it...

I agree / disagree / partially agree that the writer... (WHAT: link to Q)
One way the writer does this is through... (HOW: method / technique) in... (quote) **The writer does this to...** (WHY: analyse effect)
The writer also creates... (link to Q) **by using...** (HOW: method / technique). **For example,...** (quote). **This is used to...** (WHY: analyse effect)
In a similar way / However, ... (use WHAT / HOW / WHY paragraph)
In my opinion, the writer therefore does / does not... (link to Q) **because...** (link back to effect)



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Brookfield English Department



GCSE Results 2024

GCSE English Language		GCSE English Literature	
Grade 7-9	26%	Grade 7-9	22%
Grade 5-9	73%	Grade 5-9	69%
Grade 4-9	86%	Grade 4-9	88%

Progress 8 (provisional)	+0.55	Progress 8 (provisional)	+0.39
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Other useful ideas

- **Loom recordings – video lessons**

Lang P1 Q1&2

Macbeth

- **Youtube: Mr Bruff**
- **<https://www.aqa.org.uk/subjects/english/gcse/>**

Please warn students about relying on social media / online youtube tutors – sometimes they give poor advice.



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There are no **secrets to success**.
It is the result of **preparation,**
hard work, and learning from failure.

– *Colin Powell*

