



English



Marden High School

If you would like a copy of the presentation,
please add an email address to the sheet.

ENGLISH



How to prepare for English exams

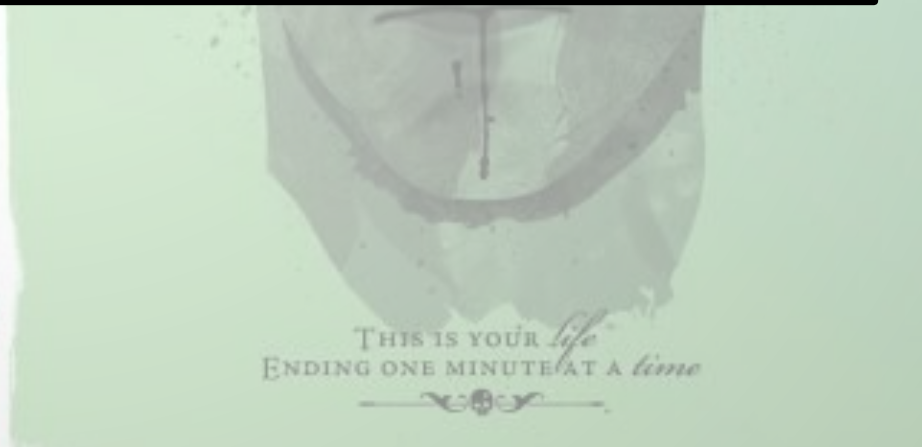
FIGHT
CLUB

CHUCK
PALAHNIUK

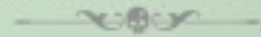
SELF-IMPROVEMENT IS *masturbation*.
SELF-DESTRUCTION IS THE *answer*.



A student, preparing for their GCSE English exams, said “you can’t revise for English!”



THIS IS YOUR *life*
ENDING ONE MINUTE *at a time*



2019 Results.



English

94% 9-4

84% 9-5

36% 9-7

Best English results in NT.



GCSE English Language



Paper 1

Section A: Reading
1 unseen literature
fiction text

Section B: Writing
Descriptive or
narrative writing

Exam:

1 short form question
(1x4 marks)
2 long form question
(2x8 marks)
1 extended question
(1x20 marks)

Exam:

1 extended writing
question (24 marks for
content, 16 marks for
technical accuracy)

Total exam time: 1 hour and 45 mins
80 marks, 50% of GCSE

Paper 2

Section A: Reading
1 non-fiction & 1
literary non-fiction text

Section B: Writing
Writing to present a
viewpoint

Exam:

1 short form question
(1x4 marks)
2 long form question
(1x8, 1x12 marks)
1 extended question
(1x16 marks)

Exam:

1 extended writing
question (24 marks for
content, 16 marks for
technical accuracy)

Total exam time: 1 hour and 45 mins
80 marks, 50% of GCSE

GCSE English Literature



Paper 1

Section A:
Shakespeare
(*Macbeth*)

Section B:
19th Century Novel
(*Jekyll & Hyde* / *A Christmas Carol*)

Exam:
1 extract-based essay question from a choice of plays.
(30 marks + 4 SPag)

Exam:
1 extract-based essay question from a choice of novels.
(30 marks)

Total exam time: 1 hour and 45 mins
64 marks, 40% of GCSE

Paper 2

Section A:
Modern Texts
(*An Inspector Calls*)

Section B & C:
Poetry
(Conflict Cluster & Unseen)

Exam:
1 essay question from a choice of two.
(30 marks + 4 SPaG)

Exam:
1 comparative question on one named poem printed on the paper and one other poem from anthology. (30 marks)

1 question on one unseen poem and 1 question comparing this poem with a second unseen poem. (24 marks + 8 marks)

Total exam time: 2 hours and 15 mins
96 marks, 60% of GCSE



English

Mock Exam Dates:

English Language Paper 1 - 19th Nov 2019 (AM)
English Language Paper 2 - 20th Nov 2019 (PM)

English Literature Paper 1 - 25th Nov 2019 (AM)
English Literature Paper 2 - 26th June 2019 (AM)

Final Exam Dates:

English Literature Paper 1 - 13th May 2020 (AM)
English Literature Paper 2 - 21st May 2020 (AM)

English Language Paper 1 - 2nd June 2020 (AM)
English Language Paper 2 - 5th June 2020 (AM)

English Revision

Monday 3.30pm - English Department



English

A Drummer's Hands





Marden High School
Media Arts College

This is not about last minute cramming; it is about preparation, training and fine tuning.



Revision strategies for English Language & English Literature



The Magnificent Seven: An Epic Tale of Preparation





English

Prologue:

Securing Success

Reminder of Key Documents



English



Marden High School



ENGLISH

Securing Success

It has been sent to all students.



English



English

Chapter 1:

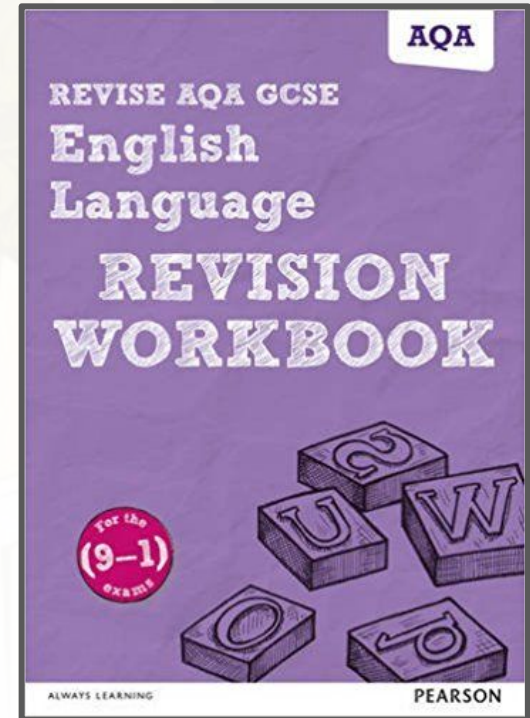
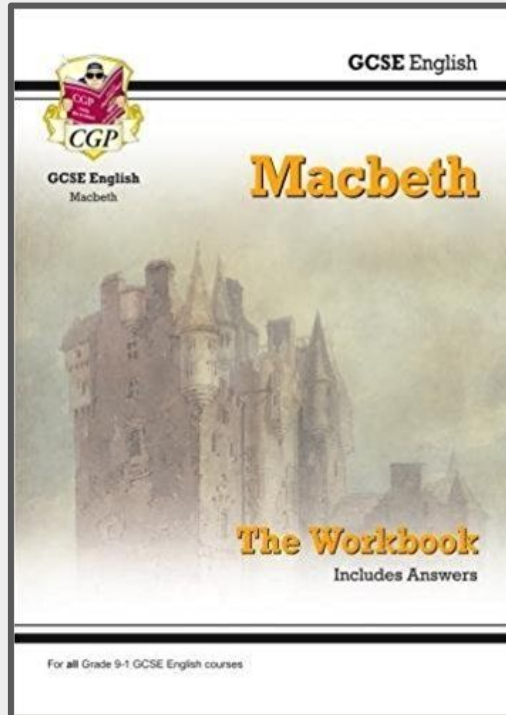
Revision Materials

Revision Guides & Workbooks

Guides & Workbooks.

Guides are useful for those students willing to process information.

Workbooks are useful for those students who learn by doing, but often are less active.



How can I support my independent preparation?

Guides & workbooks are available to purchase from reception now



English

Revision Strategies.

Literature.

Useful Revision Websites (English Literature)

Sparknotes

[Macbeth](#) (c. 1606, William Shakespeare)
[Jekyll & Hyde](#) (1886, Robert Louis Stevenson)
[A Christmas Carol](#) (1843, Charles Dickens)
[An Inspector Calls](#) (1945, J.B. Priestley)

Shmoop

[Macbeth](#) (c. 1606, William Shakespeare)
[Jekyll & Hyde](#) (1886, Robert Louis Stevenson)
[A Christmas Carol](#) (1843, Charles Dickens)

BBC Bitesize

[Various](#)
[Power & Conflict Support Guide](#)

Additional Resources

[Manhood and the 'milk of human kindness' in Macbeth \(British Library\)](#)
[Conjuring darkness in Macbeth](#)
['Unsex Me Here': Lady Macbeth's 'Hell Broth'](#)
['Man is not truly one, but truly two': duality in Robert Louis Stevenson's Strange Case of Dr Jekyll and Mr Hyde](#)
[The origins of the Gothic](#)
[Ghosts in A Christmas Carol](#)
[Gothic fiction in the Victorian fin de siècle: mutating bodies and disturbed minds](#)
[Post-Darwin: social Darwinism, degeneration, eugenics](#)

Where can I find this?

Securing Success (Slide 8-9)

Explore useful and ambitious revision materials.



Chapter 2:

Know the Papers

Revision Strategies.

Language & Literature.

Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

GCSE English Language



Language Paper 1: Overview

- Structure Analysis
- 8 Marks
- 10 minutes
- AO2: Explain, comment on and analyse how writers use language and

1.1 You now need to think about the whole of the Source. This text is from the opening of a novel. How has the writer structured the text to interest you as a reader? You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the Source develops
- any other structural features that interest you.

(8 marks)

Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

GCSE English Language



Language Paper 1: Extract

- All response to Section A will be based on a literary extract.
- 19th-21st Century
- No contextual knowledge is required for this.
- Questions will be AO1, AO2 & AO4.
- Most questions will specify a certain part to focus on – the extract lines will be marked to help with this.
- 15 minutes reading time
 - o 5 minutes reading
 - o 5 minutes highlighting
 - o 5 minutes synthesis/summary

Section A

Notes: For the purpose of this assessment paper, the extract from *Jane Eyre* has been reproduced within the paper for copyright reasons. For all future papers the Source will be a separate sheet.

This extract is from the opening of a novel by Charlotte Brontë, although written to entertain it is also in the genre of the Victorian novel and reflects, via its passages, its history to the Victorian era.

The Extract

1. The extract is from the opening of a novel by Charlotte Brontë, although written to entertain it is also in the genre of the Victorian novel and reflects, via its passages, its history to the Victorian era.

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25. The extract is from the opening of a novel by Charlotte Brontë, although written to entertain it is also in the genre of the Victorian novel and reflects, via its passages, its history to the Victorian era.

Example examiner's guide:

- the overall structure temporal/spatial narrative
- the change of structure inside, shifting tone,
- the consistent reminder recapitulated through narrowing down the characters.

Today you will learn to explore the requirements of GCSE Literature and reflect on how you need to prepare for it.

GCSE English Literature



Literature Paper 1: Overview

- 40% of GCSE
- 1 hour 45 minutes
- 64 marks
- Section A: Shakespeare
 - o 34 Marks
 - o AO1 (12), AO2 (12), AO3 (6), AO4 (4)
 - o 50 minutes
 - o Extract-based essay
 - o Choice of plays
 - o Extract & Wider Play
- Section B: 19th Century Novel
 - o 30 Marks
 - o AO1 (12), AO2 (12), AO3 (6)
 - o 50 minutes
 - o Extract-based essay
 - o Choice of novels
 - o Extract & Wider Novel

Paper 1

Section A: Shakespeare (*Macbeth*)

Section B: 19th Century Novel (*Jekyll & Hyde / A Christmas Carol*)

Exam: 1 extract-based essay question from a choice of plays. (30 marks + 4 SPag)

Exam: 1 extract-based essay question from a choice of novels. (30 marks)

Total exam time: 1 hour and 45 mins
64 marks, 40% of GCSE

Where can I find this?
Securing Success (Slide 25-40)

Revise the criteria of each question as you would content in any other subject.

Revision Strategies.

Language & Literature.

AQA

SPECIMEN MATERIAL 2

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE ENGLISH LANGUAGE (8700)

Paper 1 Explorations in creative reading and writing

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- Source A – provided as a separate insert

Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on 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 of 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 Source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

8700/1

AQA

SPECIMEN 2 2015

GCSE ENGLISH LITERATURE (8702/1)

Paper 1 Shakespeare and the 19th-century novel

Date

Morning

1 hour 45 minutes

Materials

For this paper you must have:

- An AQA 16-page answer book.

Instructions

- Answer **one** question from **Section A** and **one** question from **Section B**.
- Write the information required on the front of your answer book.
- Use black ink or black ballpoint pen. Do **not** use pencil.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 64.
- AO4 will be assessed in **Section A**. There are 4 marks available for AO4 in **Section A** in addition to 30 marks for answering the question. AO4 assesses the following skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section B**.

Where can I find this?
Securing Success (Slide 11)

Look at example papers
to get used to them.



English

Chapter 3:

Know the Enemy

Revision Strategies.

Language & Literature.

Candidate Marks Report

Series : JUN 2017 2017

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

| | | | |
|------------------|----------------|-------------------|-------------|
| Centre No : | 39311 | Assessment Code : | 176G-8702/2 |
| Candidate No : | 3124 | Component Code : | 8702/2 |
| Candidate Name : | ROBSON, LAURIE | | |
| Total Marks : | 94 / 96 | | |

In the table
'Max Mark'

Paper:

Paper

Total:

Question

01
02
03
04
05

In the opening stage directions, Stevenson uses the lighting change to emphasise the power the Inspector has. The lighting should be pink and intimate until the Inspector arrives when it should be harder and brighter. On the surface, the Inspector is presented as a powerful character as he is the only character with a specific lighting cue. Furthermore, the "pink and intimate" lighting suggests a cosy, family situation and it is greatly contrasted to the harsh intensity of the light when the Inspector arrives. This creates a feeling of volt as the audience can sense a change in tone with the Inspector's arrival. Furthermore, the light is "brighter and harder" there are

While language analysis is an essential part of studying and appreciating Shakespeare, it needs to be recognised that there are various routes, within the limited time available in the exam, for students to show their understanding of Shakespeare's methods and their effect (AO2). One reason structure and dramatic impact were fruitful avenues of exploration may have been because they encouraged the avoidance of unnecessary and misplaced subject terminology. Examiners found subject terminology being used which was often unhelpful and, in some cases, obstructive. Merely identifying features is of limited interest and value. Subject terminology might more helpfully be seen as the language of English Literature, the language which allows a candidate to write clearly and fluently about the text. This can be very straightforward because it is the thoughtfulness and validity of the ideas expressed through selecting appropriate subject terminology which is significant, not the subject terminology in itself.

The use of subject terminology is a new requirement in the 8700 specification, but in the specimen materials and training meetings, much emphasis was placed on how it should be used to enhance a response: it is what the student does with the subject terminology that is credited, rather than the mention of an obscure term that the student does not understand and does nothing with. Many students were armed with complex subject terminology and were determined to find examples of these techniques in the source whether they existed or not. Frequently, the terminology was used incorrectly, and comments such as: 'The writer has used adjectives and this creates synaesthesia', with no examples or mention of Rosabel or the bus journey, were unhelpful. Although there were students who used subject terminology accurately and effectively as a tool to aid their analysis, less reliance on it as the driving force of the response would be beneficial to students.

Where can I find this?

Securing Success (Slide 11)

Get to know the examiner's way of thinking through marked exemplar & exam reports.



Chapter 4:

Practise Practice

Revision Strategies.

Language & Literature.

AQA **SPECIMEN MATERIAL 2**

Please write clearly in block capitals.

Centre number Candidate number

Surname _____
Forename(s) _____
Candidate signature _____

**GCSE
ENGLISH LANGUAGE
(8700)**
Paper 1 Explorations in creative reading and writing

Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:

- Source A – provided as a separate insert

Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
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- Do all rough work in this book. Cross through any work you do not want to be marked.
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- You must not use a dictionary.

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- 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 Source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

8700/1

- Get a sample paper
- Complete a sample paper
- Get one-to-one feedback on sample paper
- Improve the sample paper
- Practise, practise, practise.

Where can I find this?
Securing Success (Slide 11)

**Seek feedback for
incremental growth**



Marden High School
Media Arts College

On Saturday, some adults and some children were in a theatre. The ratio of the number of adults to the number of children was 5:2.

Each person had a seat in the Circle or had a seat in the Stalls.

$\frac{3}{4}$ of the children had seats in the Stalls.

117 children had seats in the Circle.

There are exactly 2600 seats in the theatre.

On this Saturday, were there people on more than 60% of seats?

You must show how you get your answer.



**Everybody loves a
convoluted maths question!**

Which poem will you compare it to?

What are the main messages about conflict in *Remains*?

A poetry academic, whilst studying Armitage's *Remains* said "His poem remind me of another *Power & Conflict* poem studied. They both embed very powerful opinions about the wider effects of conflict."

But which poem? And to what extent do you agree?

In your response you could:

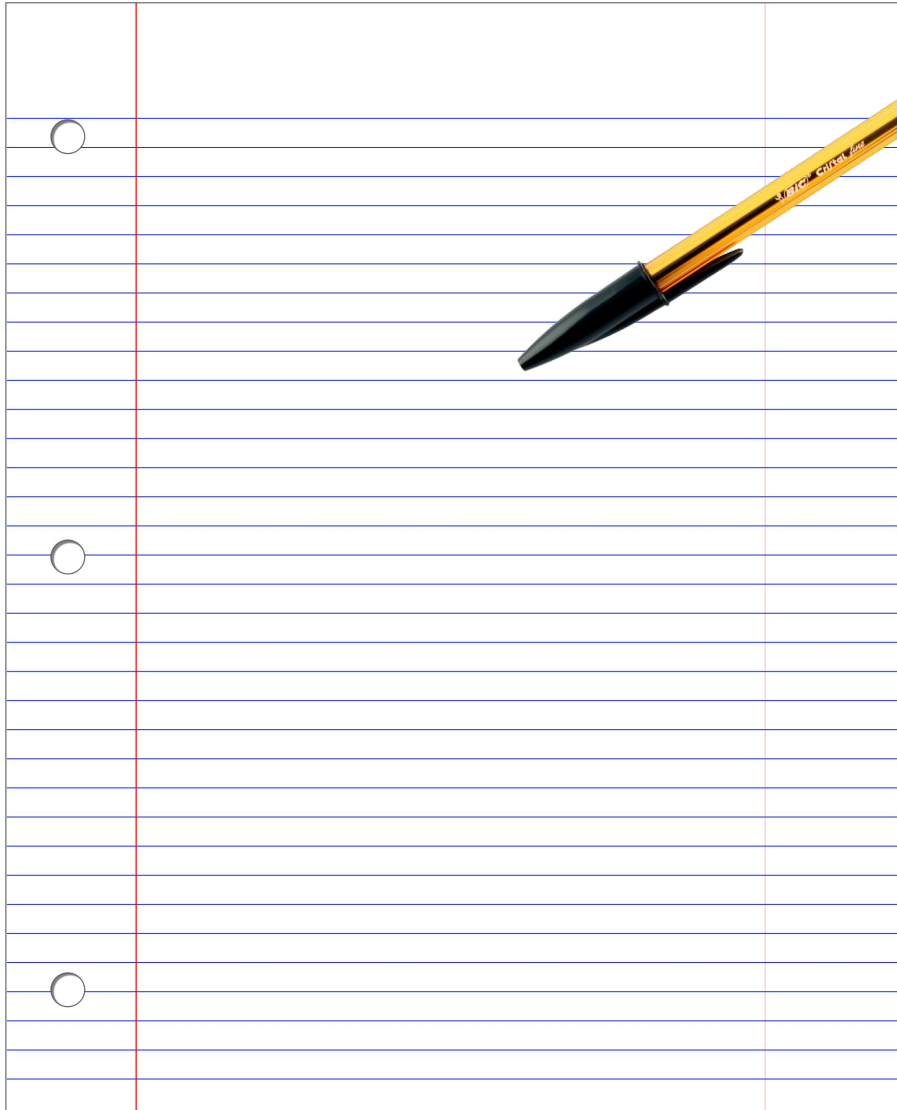
- **Compare the views & perspectives of both writers about conflict.**
- **Compare the methods used by both writers to present their views.**
- **Support your opinion with references to the text.**

Which key methods/evidences might you compare between those poems?

Practise reading and deconstructing questions.

Revision Strategies.

Literature.



*How does
[WRITER]
present ...*

**Devise your own
essay questions to
answer.**

Revision Strategies.

Language.



Where can I find this?
Securing Success (Slide 16)

**Use Guardian
photography section for
Paper 1 Section A.**

Revision Strategies.

Language.

Gender pay gap widening for women in their 20s, data shows

How private schools ensure a life of privilege for their pupils

Crisis in mental health care for young people

Where can I find this?
Securing Success (Slide 18)

Use current affairs as a source for viewpoint preparation.



Chapter 5:

Look to the Past

Revision Strategies.

Language & Literature.

Question 2

In the play, Mr Inspector Calls, Priestley presents on many different ways. Firstly he presents on the class system. Eva Smith was first job by Mr Birling, in the end she was fired for committing suicide. Eva represents the huge of workers rights, lower class people fighting against the Birlings. Mr Birling says "a man has to make his business last after himself and his own". The idea of mind his own business shows that Mr Birling was aware of the conflict that is going on against the lower class in society that their ~~from~~ won't harm him. We as the audience begin to frustrate the character Mr Birling because he feels as if he has put himself so high up and everybody else. And we know he is wrong. He was first shown in 1945 when things had changed. The lower class were playing a huge part in Priestley is showing the audience that the upper class don't live in a completely different world to us. Conflict still affects them. Mr Birling is very ignorant about a "scandal" that could affect him. He wants the audience to come on fighting for his beliefs in why, elaborate on all of these pieces of conjecture.

Secondly Priestley presents inner conflict within the characters in the play. Priestley's use of stage directions shows the inner conflict that of the younger generation. Eric is described as "half shy, half withdrawn" in Act One. The word 'shy' has connotations of timidity, quiet, and some however the word 'withdrawn' has connotations of awareness.

Handwritten notes on the left margin:
 - A bit of...
 - with an...
 - where - capitalism?
 - Phrasing
 - Technically he's not...
 - as a capitalist...
 - as a capitalist...
 - as a capitalist...

English Literature
 Paper 2, Section A Reflection
 Modern Prose (An Inspector Calls)

Name: Lucy Crossland Target: 7 Total: 22/34
 Teacher: MR MCG Notional grade: 6

| AO Marks | AO1 | AO2 | AO3 |
|----------|-----|-----|-----|
| A01 (12) | 9 | 6 | 3 |
| A02 (12) | 6 | 3 | 4 |
| A03 (6) | 3 | 4 | 3 |
| A04 (6) | 4 | 3 | 3 |

Assessment Objectives:
 AO1: Read, understand and respond to texts, maintaining a critical style and develop an informed personal response. Students should use textual references, including quotations, to support and illustrate interpretations.
 AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
 AO3: Show understanding of the relationships between texts and the contexts in which they were written.

| Level | AO1 | AO2 | AO3 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Level 6 | Critical, exploratory, conceptualised response to task and whole text with judicious use of precise references to support interpretation(s) | Analysis of writer's methods with subject terminology used judiciously with exploration of effects of writer's methods on reader | Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task |
| Level 5 | Thoughtful, developed consideration (8-10 marks) | Examination of writer's methods with subject terminology used effectively and analyses effects of writer's methods on reader | Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task |
| Level 4 | Clear understanding (7-8 marks) | Clear explanation of writer's methods with appropriate subject terminology and effects of writer's methods on reader | Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task |
| Level 3 | Some explained response to task and whole text with references used to support a range of relevant comments (5-6 marks) | Explained comments on writer's methods with some use of subject terminology. Identifies effects of writer's methods on reader | Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task |
| Level 2 | Supported, relevant comments (3-4 marks) | Identification of writers' methods with some reference to subject terminology | Some awareness of implicit ideas/contextual factors |
| Level 1 | Simple comments relevant to task and text with reference to relevant details (1-2 marks) | Awareness of writer making deliberate choices with possible reference to subject terminology | Simple comment on explicit ideas/contextual factors (1 mark) |

🌟 Some insightful AO1 ideas and conclusions, with clear understanding of the text

★ AO2 evidence and close analysis must be developed to avoid conjecture without elaboration. Pose your points more with direct reference.

Study your own completed papers.

Revision Strategies.

Language & Literature.

Candidate Marks Report

Series : JUN 2017 2017

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| Candidate No : | 3124 | Component Code : | 8702/2 |
| Candidate Name : | ROBSON, LAURIE | | |
| Total Marks : | 94 / 96 | | |

In the table below 'Max Mark' records

| | |
|--------------|---------|
| Paper: | 176G-8 |
| Paper Total: | 94 / 96 |

| Question | Total / Mark |
|----------|--------------|
|----------|--------------|

| | |
|----|------|
| 01 | NR / |
| 02 | 30 / |
| 03 | NR / |
| 04 | NR / |
| 05 | NR / |

In the opening stage directions, Stevenson uses the lighting change to emphasise the power the Inspector has. The lighting ~~can~~ should be pink and intimate until the Inspector arrives when it should be harder and "brighter". On the surface, the Inspector is presented as a powerful character as he is the only character with a specific lighting cue. Furthermore, the "pink and intimate" lighting suggests a cosy, family situation and it is greatly contrasted to the harsh intensity of the light when the Inspector arrives. This creates a feeling of ~~val~~ as the audience can sense a change in tone with the Inspector's arrival. Furthermore, the light is "brighter and harder" there are

Where can I find this?

Securing Success (Slide 11)

Study previous top grade papers to understand how to be answering questions.



Chapter 6:

Memory & Recall

Revision Strategies.

Literature.



ADVICE: Use the Support document you have been sent.

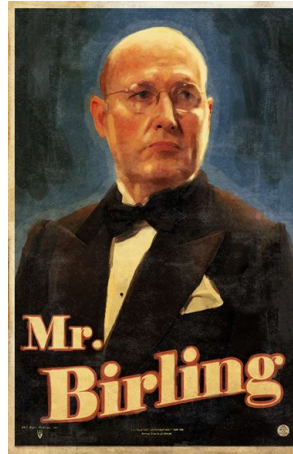
Use flashcard systems for key content.

Revision Strategies.

Literature.

Function/Ideology

Methods &
Construction



Key Scenes/
Talking Points

Evidence &
Terminology

Explore the four
principles of
Literature revision.

ADVICE: Use the Support
document you have been
sent.

Revision Strategies.

Literature.

**Mr Hyde shrank
back with a hissing
intake of the
breath.**

Animal imagery / ideas of evolution

Chapter 2

Remember: analyse your evidences & references: what, how and why?

“too full o’ the milk of human kindness”

Milk: connotations of maternity & care
Human kindness: A03, recognised ideas of social expectation to be ‘good’

Act 1 Scene 5

Where can I find this?
Securing Success (Slide 10)

**Amassing relevant
Quotations.**

Revision Strategies.

- Zooming in from something big to something much smaller (or vice versa)
- Shifting between different times or places
- A sudden or gradual introduction of new characters at significant points
- Moving from inside to the wider outside world (or vice versa)
- Combining external actions with internal thoughts
- Switching between different points of view
- Developing and reiterating: focussing on a point of view by expanding and repeating it
- Circular structure – returning at the end to what happened at the beginning
- Positioning of key sentences and their impact on the whole

Structure.

Language.

Mummy's Little soldiers versus
life's ^{Armies} ~~army~~.

Selfish. That is what I'd call
the parents that try to "shield"
their children from potential
danger but see
suffocating them.

Openings.

Negative Vocabulary Word List

[More on Template](#)
[More Word Banks](#)

| | | | | |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <p>A</p> <p>abysmal adverse alarming angry annoy anxious apathy appalling</p> | <p>D Cont.</p> <p>deny despicable detrimental dirty disease disgusting disheveled dishonest dishonorable dismal distress don't dreadful dreary</p> | <p>I</p> <p>icky ignore ignorant ill immature imperfect impossible inane inelegant infernal injure injurious insane insidious insipid</p> | <p>P</p> <p>pain perturb pessimistic petty plain poisonous poor</p> | <p>T</p> <p>tense terrible terrifying threatening</p> <p>U</p> <p>ugly</p> |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|

Vocabulary.

of the girls. But within that look recorded a
pink glister of joy immersed immersed from the
agitated face. A small glimmer of joy

AO5 - conscious crafting.

Endings.

Plan ways to stand out in
Language Section B: fiction &
non-fiction writing.

Revision Strategies.

Language.



Read an extract /
Gone
Viking by
Helen
Russell



Read an extract /
Being
Ecological
by
Timothy
Morton



Read an extract /
The Bear
and the
Nightingale
by
Katherine

Ministers play down leaked Brexit study

Labour demands the full publication of a government report predicting an economic hit from Brexit.

🕒 1h | UK Politics | 💬 3678

- Kuenssberg: Leak politics
- Peers debating EU bill
- ▶ 'A campaign to overturn Brexit'



- Find a typical fiction or nonfiction source.
- Interrogate it using the collection of Paper 1 & Paper 2 questions that you should be memorising.
- Maximise the quality of your understanding in the 'reading' time.

**Practise your
interrogation skills for
the unseen sources.**

**Where can I find this?
Securing Success (Slide 8)**



English

Chapter 7:

Navigating Exams & Strategy

Navigating for Literature

SECTION A

Modern prose or drama

| | | Questions | Page |
|-----------------|----------------------------------------------------------|-----------|------|
| J B Priestley | <i>An Inspector Calls</i> | 1–2 | 4 |
| Willy Russell | <i>Blood Brothers</i> | 3–4 | 5 |
| Alan Bennett | <i>The History Boys</i> | 5–6 | 6 |
| Dennis Kelly | <i>DNA</i> | 7–8 | 7 |
| Simon Stephens | <i>The Curious Incident of the Dog in the Night-Time</i> | 9–10 | 8 |
| Shelagh Delaney | <i>A Taste of Honey</i> | 11–12 | 9 |
| William Golding | <i>Lord of the Flies</i> | 13–14 | 10 |
| AQA Anthology | <i>Telling Tales</i> | 15–16 | 11 |
| George Orwell | <i>Animal Farm</i> | 17–18 | 12 |
| Kazuo Ishiguro | <i>Never Let Me Go</i> | 19–20 | 13 |
| Meera Syal | <i>Anita and Me</i> | 21–22 | 14 |
| Stephen Kelman | <i>Pigeon English</i> | 23–24 | 15 |

SECTION B

Poetry

| | | Questions | Page |
|---------------|-------------------------------|-----------|------|
| AQA Anthology | <i>Poems Past and Present</i> | | |
| | <i>Love and relationships</i> | 25 | 17 |
| | <i>Power and conflict</i> | 26 | 19 |
| | | 27.1 | 20 |
| | | 27.2 | 21 |

Students need to be aware of what they are doing in Literature exams.

| Literature Paper 1 | Standard Time | Order |
|-------------------------|---------------|---------|
| Section A: Macbeth | 50 mins | |
| Section B: 19th Century | 50 mins | |
| Total | 1 hr 45 | 2 hr 10 |

| Literature Paper 2 | Standard Time | Order |
|-------------------------------|---------------|---------|
| Section A: An Inspector Calls | 45 mins | |
| Section B: Comparative Poetry | 45 mins | |
| Section C: Unseen Poetry | 45 mins | |
| Total | 2 hrs 15 | 2 hr 45 |

English Literature

English Language

| Language Paper 1 | Standard Time | Order |
|------------------|---------------|-------|
| Extract | 10-15 | |
| Q1 | 25-30 | |
| Q2 | | |
| Q3 | | |
| Q4 | 20 | |
| Q5 | 45 | |
| Total | 1 hr 45 | |

| Language Paper 2 | Standard Time | Order |
|------------------|---------------|-------|
| Extract | 10-15 | |
| Q1 | 25-30 | |
| Q2 | | |
| Q3 | | |
| Q4 | 20 | |
| Q5 | 45 | |
| Total | 1 hr 45 | |



English

Epilogue:

The Mindset

Mindset.

HOW TO DO TRANSCENDENTAL MEDITATION

- Sit in a **comfortable chair**. Keep your back and neck straight. Close your eyes.



- Begin with **30 seconds of quiet**. Ease into the mantra, a meaningless "vibration word" your teacher gave you.

- Repeat the **mantra** in your head at no particular rhythm.

- Don't think about your **breathing**.



- Let the mantra draw your attention, but allow thoughts to **float by**.

- You may experience moments of "**transcendence**," a pleasant feeling of restful alertness.

- Meditate for **20 minutes**. Take three mantra-free minutes before opening your eyes.

- Practice **twice daily**, ideally before breakfast and again before dinner.

BUSINESS INSIDER

I know I will be writing for 45 minutes

I know I will be using the micro-macro-evaluate framework

I know I will be starting with my argument

I know I pick some quotes from the extract

I know I will be discussing the parts of the text I remember

I know I will actually be using very, very little of the text itself

ADVICE: Use the Support document you have been sent.

As you prepare, you must also prepare your mindset.

Mindset.

When preparing, know your filter. In between revision, do something that requires very little processing.

During the exam, keep your feet firmly on the floor and remember that you are fully grounded & in control.

Stop thinking in terms of how to get a grade or mark - just focus and complete the paper, consistently.

Five minutes before an exam, close your eyes & breathe deeply. Stop cramming.

Use what you know, or have already known.

In the exam, as everybody begins rifling through the paper, take three deep breaths to counter the adrenaline surge. Then begin.

There is not one answer. There are thousands of variations of response. You write yours.

Sleep, eat, drink, breathe.

After an exam, do not ruminate!

Whatever anybody tells you, balance is vital.

Further Questions & Queries?



Any Questions?

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English