



English



Marden High School



ENGLISH

How to prepare for English exams

**FIGHT
CLUB**



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

**CHUCK
PALAHNIUK**

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

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

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

GCSE English Literature



Paper 1

Section A:

19th Century Novel

(*Jekyll & Hyde* / *A Christmas Carol*)

Section B:

Modern Texts

(*An Inspector Calls*)

Exam:

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

Exam:

1 essay question from a choice of two.
(30 marks)

Paper 2

Section A:

Shakespeare

(*Macbeth*)

Section B:

Unseen Poetry

Exam:

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

Exam:

1 question on one unseen poem and 1 question comparing this poem with a second unseen poem.
(24 marks + 8 marks + 4 SPaG)

Total exam time: 1 hour and 40 mins
60 marks

Total exam time: 1 hour and 45 mins
70 marks



English

Mock Exam Dates:

English Language Paper 1: Wc. 9th Nov

English Language Paper 2: Wc. 16th Nov

English Literature Paper 1: Wc. 23rd Nov

English Literature Paper 2: Wc. 30th Nov

Final Exam Dates:

English Language Paper 1 - 26th May (AM)

English Literature Paper 1 - 7th June (AM)

English Language Paper 2 - 10th June (AM)

English Literature Paper 2 - 21st June (AM)

Media Studies Paper 1 - 25th June (AM)

Media Studies Paper 2 - 29th June (PM)

English Revision

Weekly Online Revision

Targeted Student Intervention



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:

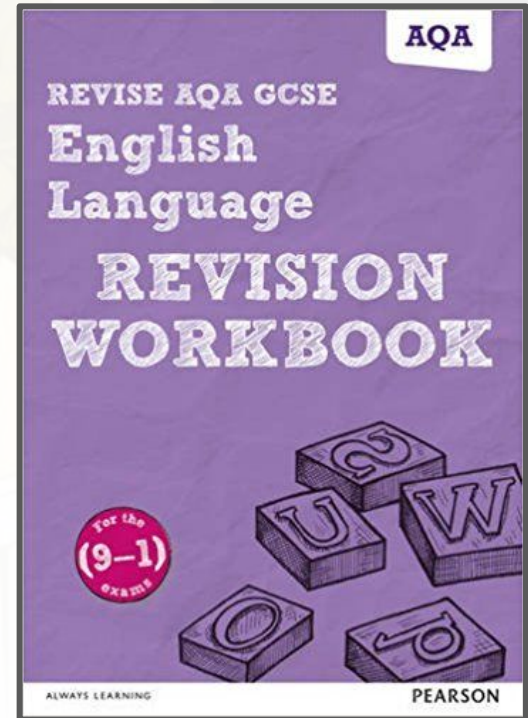
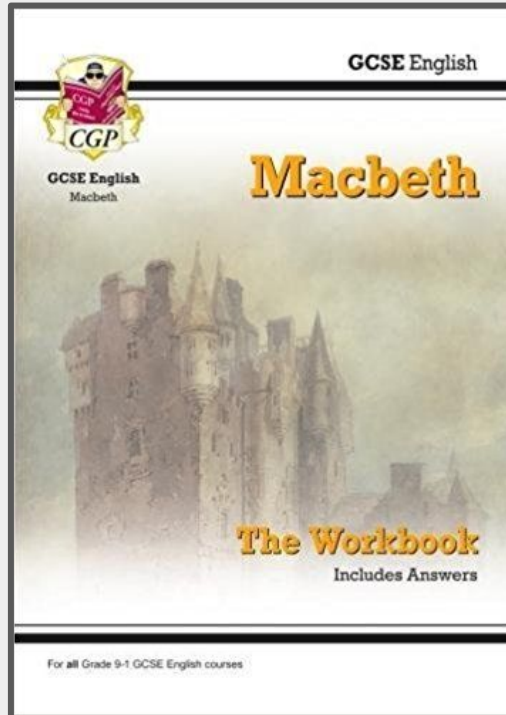
Revision Materials

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 Science. 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 the focus as the Science 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

Revision 6

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 extract will be a separate sheet.

This extract is from the opening of a novel by Charlotte Brontë, although written in 1847 it is set in the past. In the section a woman who knows very little about the man she is meeting through letters is attracted to him.

The Extract

It was a dull story, as far as the conversation went. The woman had changed somewhat, when I looked at her again, a greater rig and a smiling eye with it, and although I saw now only a little of her face, I felt as if I had seen her before. Her hair was dark and wavy, and her eyes were dark and deep. She was dressed in a simple, but elegant, style, and there must have been a small stain in the red, because her dress was not quite so clean as it had been when I had last seen her through the window and having a look at her face, I thought of the...

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 uneasiness 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.
- 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

- 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**

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:

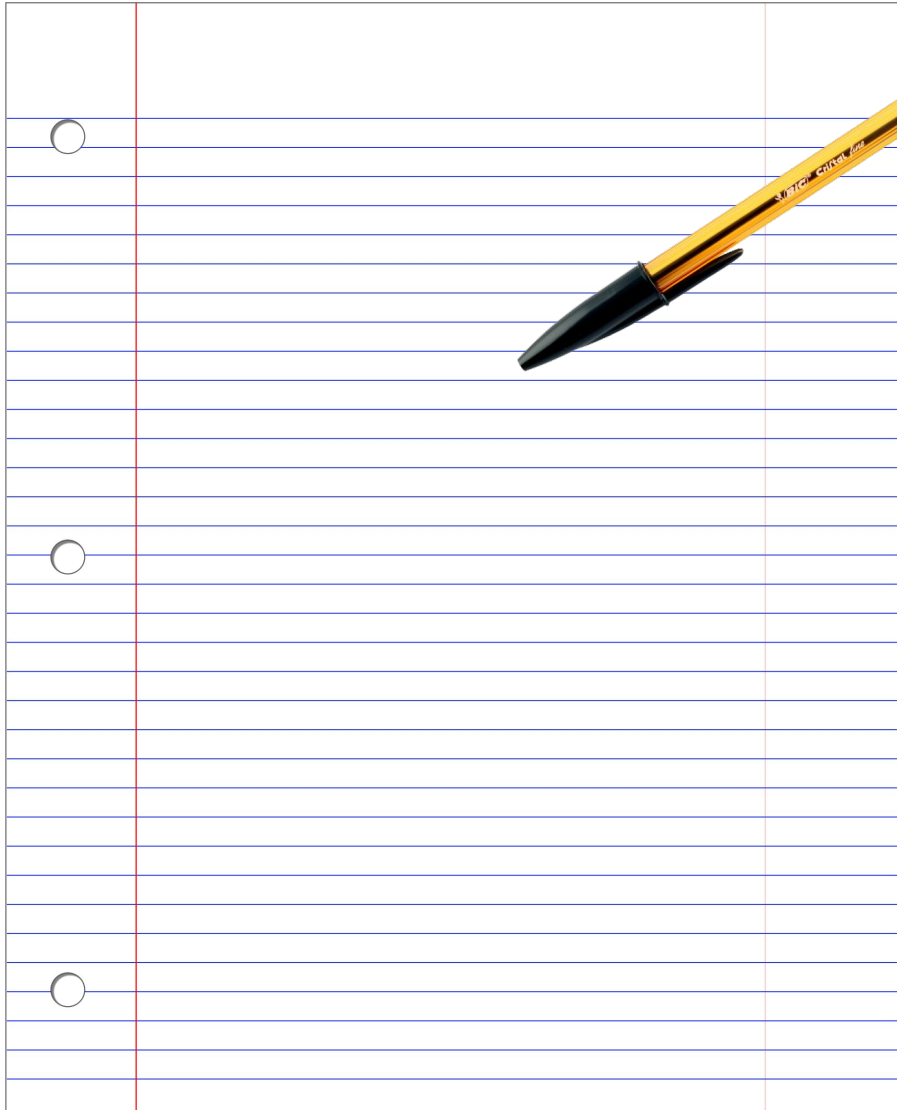
- **Compare the views & perspectives of both writers about conflict.**
- **Compare the methods used by both writers to present their views.**
- **Support your opinion with references to the text.**

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.

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)

Language.

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 the class system. Eva Smith was fired by Mr Billing, in the end the class of work for a commission outside. Eva represents the huge of workers rights, lower class people fighting against the the Billings. Mr Billing says "a man waste his business time after himself and his own". The idea reminding his own 'business' shows that Mr Billing sees above the conflict that is going on against feels as if he has put himself so as high up and from the lower class in society that their ~~from~~ won't harm him. We as the audience begin to frustrating the character Mr Billing because he frustrating everybody else. And we know he is wrong. frustrating 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 Billing is very proud about a 'scandal' that could affect him. He wants the audience to come on fighting for believe 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.

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	Level 6	Critical, exploratory, conceptualised response to task and whole text with judicious use of precise references to support interpretation(s)	Level 6	Analysis of writer's methods with subject terminology used judiciously with exploration of effects of writer's methods on reader	Level 6	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
A02 (12)	6	Level 5	Thoughtful, developed response to task and whole text with apt references integrated into interpretation(s)	Level 5	Thoughtful, developed consideration of writer's methods on reader	Level 5	Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
A03 (6)	3	Level 4	Clear, explained response to task and whole text with effective use of references to support explanation	Level 4	Clear explanation of writer's methods with appropriate subject terminology and effects of writer's methods on reader	Level 4	Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task
A04 (6)	4	Level 3	Some explained response to task and whole text with references used to support a range of relevant comments	Level 3	Explained comments on writer's methods with some use of subject terminology. Identifies effects of writer's methods on reader	Level 3	Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task
Assessment Objectives:		Level 2	Supported response to task and text with comments on references	Level 2	Identification of writers' methods with some reference to subject terminology	Level 2	Some awareness of implicit ideas/contextual factors
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.		Level 1	Simple comments relevant to task and text with reference to relevant details	Level 1	Awareness of writer making deliberate choices with possible reference to subject terminology	Level 1	Simple comment on explicit ideas/contextual factors
AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.		<p>☺ <u>Some insightful AO1 ideas and conclusions, with clear understanding of the text</u></p> <p>★ <u>AO2 evidence and close analysis must be developed to avoid conjecture without elaboration. Pose your points more with direct reference.</u></p>					
AO3: Show understanding of the relationships between texts and the contexts in which they were written.							

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	94 / 96
Total:	

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 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 ~~with~~ 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.

**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.

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

AO5 - conscious crafting.

Endings.

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 dishonest 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>
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Vocabulary.

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'



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

- 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.



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: 19th Century	50 mins	
Section B: Modern Text	50 mins	
Total	1 hr 40	

Literature Paper 2	Standard Time	Order
Section A: An Inspector Calls	50 mins	
Section B: Unseen Poetry	50 mins	
Total	1 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