

KS4: Revising English Language

What does the exam look like? What 'pitfalls' do students typically encounter?

- ✓ There is a stigma surrounding English Language and there is a **myth** that you cannot revise it as it is a skills-based subject. **This is wrong.** It is important that you do revise English Language as it is absolutely mandatory that you understand the **requirements** for each question. Your exercise book is the best tool to support with this as it takes you through each question in chronological order, complete the model answers, mark schemes and feedback. It would be a perfect revision task to assess your child on the requirements of each question. Please find a simplified overview below:

Paper 1 breakdown:

Paper 1, Question 1:

List 4 things (4 marks)



Paper 1, Question 2:

PETAZL (8 marks)
X2-3 paragraphs
Techniques + language analysis
Zooming in on writer's choices



Paper 1, Question 3:

Beginning, middle and end (8 marks)
X3 paragraphs
Narrate the story – why has the writer included key events? Why have key structural techniques been used? Effect on the reader?



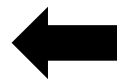
Paper 1, Question 5:

Descriptive writing (40 marks)
Golden paragraph structure
P1 = Describe the sky
P2 = Panoramic scene
P3 = Zoom
P4 = Zoom
P5 = Shift in weather/time
P6 = Revert back to the sky.



Paper 1, Question 4:

'How far do you agree...?' (20 marks)
X4-5 paragraphs
PETAZL
Critical evaluation, evaluating the student statement
Methods needed



Paper 2 breakdown:

Paper 1, Question 1:

True or false (4 marks)



Paper 1, Question 2:

Summary (8 marks)
X2-3 comparative paragraphs
Use SQICSQL structure
No language analysis – inferences only.



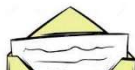
Paper 1, Question 3:

PETAZL (12 marks)
X3-4 paragraphs
Techniques + language analysis
Zooming in on writer's choices



Paper 1, Question 5:

Non-Fiction (40 marks)
Revision of key modes of writing: essay, letter, article and speech
To write an assertive opening and conclusion
Structural impact

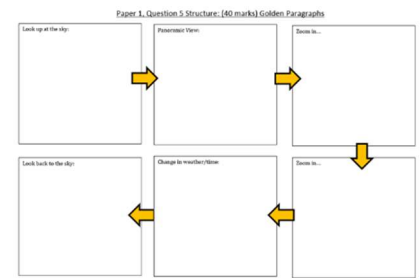


Paper 1, Question 4:

Comparison question (16 marks)
Focus on writer's viewpoint
A,B,A,B,A,B structure
Use PETAZL and embed writer's methods throughout.

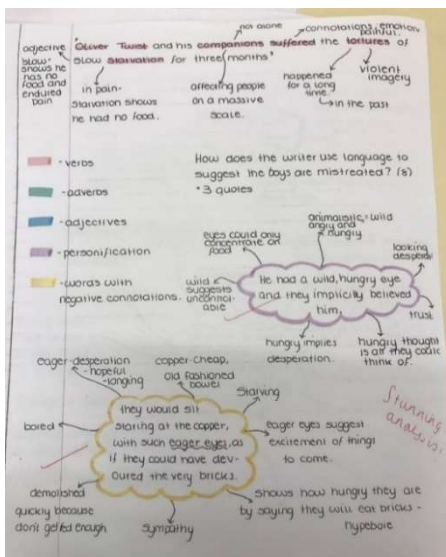


- ✓ The question stems will **always** stay the same – this means that students can revise the requirements for each question. It is important that this can be recalled as each question has its own bespoke requirements.
- ✓ Students should immerse themselves in a range of texts and unseen papers to develop their timings in the exam.
- ✓ Paper 1, Question 4 (20 marks) and Paper 2, Question 4 (16 marks) are the high tariff reading questions, therefore student need to write in sufficient depth and detail.
- ✓ Students have to manage their own time and move through the paper. They should spend 1 hour on Section A, and 45 minutes on Section B.
- ✓ Paper 1, Question 5 and Paper 2, Question 5 are worth 80/160 total marks. It is essential that students leave sufficient time to complete this question. Students should use the golden paraph structure for Paper 1, Question 5. This scaffold is used to ensure that each written piece has structural impact.



Revision strategies to support:

1. **Flash cards**, which detail the requirements for each question.
2. Create a **mind-map** of language and structural terms. Students must apply methods on a large proportion of the Section A questions, therefore they should be able to spot methods in a text and comment on their effect. Mind-maps and revision cards can work well to re-call key methods.
3. Lots of practise using historical mock exams. Rather than creating full answers, students should create **quote explosions** to offer quick and easy plans for each of the question. This provides excellent exposure, supports timing and also allows students to develop the skill required for each question.



In this example, you can see how the student has created a set of quote explosions, in response to the exam question. This will give greater exposure to a range of unseen texts and questions.

This is an excellent revision technique to support students in English.

4. 'Little and often' timed responses: i.e. answer an 8-mark question (P1 Q2 or Q3) and time yourself 15 minutes. This helps students to improve their writing stamina as they move through the questions. The more exposure students have to unseen texts and unseen questions, the quicker they will develop this skill. This will allow students to practice using a range of unseen exam papers. **These papers have been uploaded to Class Charts.**

TIMINGS: PAPER 1

Question 1	5 minutes
Question 2	15 minutes (including annotation)
Question 3	15 minutes (including annotation)
Question 4	25 minutes (including annotation)
Question 5	45 minutes

TIMINGS: PAPER 2

Question 1	5 minutes
Question 2	13 minutes (including annotation)
Question 3	17 minutes (including annotation)
Question 4	25 minutes (including annotation)
Question 5	45 minutes

What does the exam look like?

Paper 1 breakdown:



Section A Shakespeare: 34 marks (4 of these marks account for accurate use of spelling, punctuation and grammar)

You will be given an extract from Macbeth and a question based on a character theme or setting from the text. You will have 50 minutes to plan and write your answer using ideas from the extract and the rest of the play.

Section B 19th Century Novel: 30 marks

You will answer a question based on the novel you have studied (Jekyll and Hyde)

You will be given an extract from Jekyll and Hyde and a question based on a character theme or setting from the text.

You will have 50 minutes to plan and write your answer using ideas from the extract and the rest of the play.



Paper 2 breakdown



Section A Modern Text: worth 34 marks (4 of these marks account for accurate use of spelling, punctuation and grammar)

You will be given a choice of two questions from the text you have studied- An Inspector Calls- and you must select one to respond to.

You should plan and write a response to the question using details from the text to support your argument

Section B Love and Relationships poetry: worth 30 marks

One poem you have studied will be printed on the paper and you will be required to compare this to another poem you have studied.

You should plan and write a response to the question using details from the printed poem and the poem you have chosen to compare it to.

Section C Unseen poetry 34 marks

Part 1 (24 marks): you will be given a question based on an unseen poem. You will be required to analyse writer's choices and their effects in this poem

Part 2 (8marks): You will be given a second unseen poem and asked to compare the methods used by the writers in the two poems.

TIMINGS: PAPER 1

Section A- 50 minutes (including 10 minutes planning/reading)

Section B-50 minutes (including 10 minutes planning/reading)

TIMINGS: PAPER 2

Section A- 45 minutes

Section B-45 minutes

Section C- part 1- 30 minutes (5 minutes annotating and planning, 25 minutes writing)

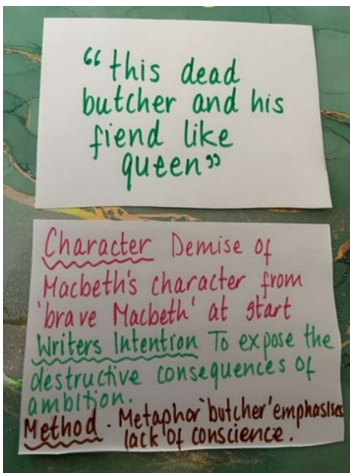
Section C part 2- 15 minutes (5 minutes annotating and planning, 10 minutes writing)

What 'pitfalls' do students typically encounter?

- ✓ Students can feel overwhelmed with the sheer volume of revision – substantial texts.
- ✓ Students often feel the exam is a memory test and prioritise the learning of quotations over developing understanding of character, themes and setting– this is not the case.
- ✓ It is important to develop your skill and revise essay structure, i.e. introduction, four key events in chronological order, carefully considering:
 - Character development throughout a text
 - Writer's intentions – the message behind each text
 - Structural significance – why is it structured the way it is.

Revision strategies to support:

- ✓ Quotation flash cards, based on character and theme. Begin with the quotation, add to it writer's method and links to the writer's intention.



In this example for Macbeth, the student has put together a two-sided flash card. On one side, they have the quote that they want to learn.

On the opposite side, is notes on the significance of the quotation. They have looked at the character that it can link to, the writer's intention and the writer's method.

This is an excellent form of revision as rather than simply memorising quotations the student is looking to develop ideas which they can then use in exam answers.

- ✓ Character arcs – how characters develop throughout the text. Plot out a timeline looking at key moments in the text for a given character. Consider how they start and how the character has changed or developed by the end of the text and why the writer may have done this.
- ✓ Map from memory - try the two-stage approach for GCSE English Literature Firstly, plan an exam question with no notes or books in front of you to help, as a mind-map. See how much you actually remember testing your retrieval practice of information!

Then go back to your in-class and revision notes, as well as looking at the text.

Use this information to add in anything you forgot to include (using a different colour) when you answered the question. This will help you to remember the notes more vividly.

- ✓ Practising introductory paragraphs where you give an overview answer to the question
- ✓ Completing Seneca learning courses on your texts and doing the tests at the end
- ✓ Watching Mr Bruff's channel on YouTube and using ideas from these to add to your revision notes

Scan the QR Code Mr Bruff Revision



Scan the QR Code Seneca Learning (Macbeth)

