# Yr11 Achievement Evening Tuesday 1st October 2024

# Supporting students in achieving GCSE and L2 BTEC success



#### PEW

#### **Topics covered**

- Key dates
- Planning for revision
- How to support your child with revision
- Top tips to ensure high quality revision
- How we will be supporting your child



# **2024 GCSE and A level results were** outstanding

GCSE

- Over three quarters of all students got a grade 4 or higher in both English and Maths
- Progress that is significantly above average
- Average grade: 5.4

A-Level

- Average A-level grade: B
- Average vocational grade: Distinction



# What makes this happen?

- A strong home school partnership
- Strong attendance
- Revision that is focused upon the right areas
- Good communication between students and teachers
- Having an end goal
- Getting a supportive balance



# Supporting your child in Y11

#### As a school we support Year 11 pupils in the following ways:

- Ensure exam practice and study skills are embedded within every subject area.
- Staff will provide pupils and parents with key information to support revision
- Provide homework support sessions
- Ensure that homework tasks support revision during mock periods
- Run a comprehensive revision programme from Jan 2025 including Easter & May half term sessions
- Provide revision materials
- Have a web page dedicated to Y11 revision and study skills
- Offer tutoring / extra study sessions

## **Key Dates**

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Mon 30th September	Launch Revision Programme	SUN	MON	TUE	WED	THU	
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		13	14	15	16	17	10
Tue 1st October	Year 11 Parents' Achievement Evening	20	21	22	23	24	2
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	Tutor Time Revision - GCSE Mindset	SUN	MON	TUE	WED	тни	Γ
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Mon 14th October	English Language Mock Exam 1	17	18	11220 - Jul	20	21	2
	English Language Mock Examin	24	25	26	27	28	2
Wed 16th October	Maths Mock Exam 1		De		nbe	r 20	12
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11th - 22nd November	Mock Exams (set 1)	(C.2)	16	17	18	19	2
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		29	30	31			
Tue 26th November	Year 11 Sixth Form Options Evening						

#### -024



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#### 2024

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29	30	31	-		+	



## **Key Dates**

Tue 14th January	Y11 Parents / Carers' Evening
Mon 10th February	English Language mock exam
Wed 13th February	Maths mock exam
17th Feb - 14th March	Mock Exams
Thurs 27th March	Y11 Revision Support Evening
14th - 25th April	Easter Revision Sessions
Мау	GCSE Exams begin
26th - 30th May	May Half Term Revision Sessions

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# Why are mock exams important?



Assessment of knowledge - assess your current knowledge and understanding

**Practice under exam conditions** - simulate the actual exam environment; get you accustomed to time constraints

**Identifying weaknesses** - reveal your strengths and weaknesses in specific topics or subjects; this then allows for more focussed revision

Building confidence - make you feel more prepared for final exams

**Feedback** - explanation for answers you performed less well on, helping you to improve



# Why is Revision Important?

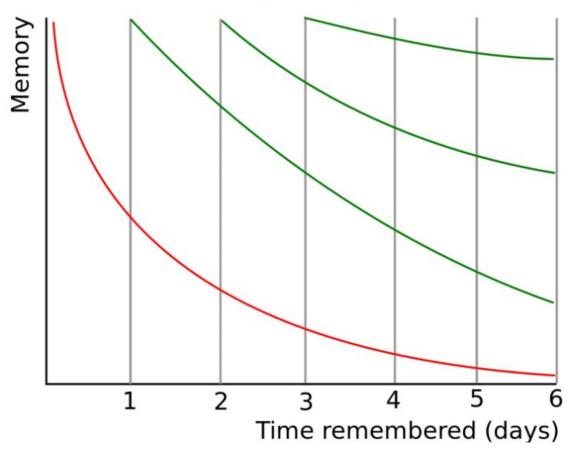
Effective revision can make a significant difference in achieving better grades and opening up future educational and career opportunities

- ★ Consolidates learning
- ★ Improves understanding
- ★ Increases retention of key concepts
- ★ Boosts confidence
- ★ Reduces exam anxiety
- ★ Enhances performance during the actual exams





## **The Forgetting Curve**



If new information isn't applied, then we will forget about 75% of it after just six days. So, we need to constantly return to the information we want to remember.

Regular study at home can also support this.

# **Revision Support**

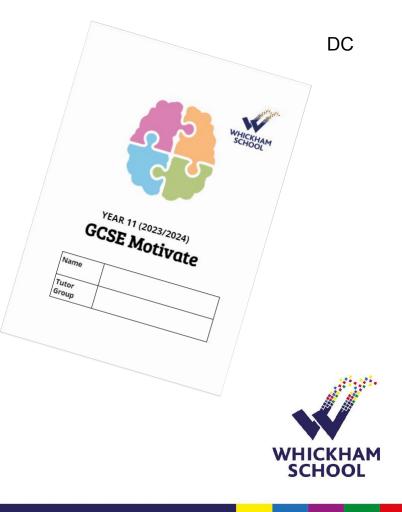
★ In Tutor Time this week, students will go through some specific revision strategies to help kick-start their revision.



# **Revision Support**

#### **GCSE Mindset booklet: GCSE Motivate**

- ★ How to stay motivated
- $\star$  How to prioritise your revision
- $\star$  How to organise your time
- $\star$  How to create revision plans
- $\star$  How to demonstrate grit and resilience



# What the research tells us doesn't work



#### Rereading

Gives pupils the impression that they know the contenthowever they are not 'thinking hard' so are not learning



#### **Re-writing**

Gives pupils the impression that they know the contenthowever they are not 'thinking hard' so are not learning



#### Cramming

Leave it late and pupils will be anxious, panic and resort to techniques that don't work!



# Mission and Medal (Revision Timetable)



Completing revision can be a slog sometimes.....

That's why we encourage pupils to create a Mission and Medal timetable.

This can be a really useful way of your children rewarding themselves for the extra work they are putting in!



	Before school (7am-8:30am)	During school (8:40am-3:10pm)	After school (4pm- 6pm)	Evening (6:30pm- 9:30pm)
Monday			*	Maths past paper Watch a film
Tuesday			English: Paper 2 Q4 Listen to a podcast	*
Wednesday			*	Life Science flashcards Go out with friends
Thursday				
Friday	*		RE flashcards Watch a film	
Saturday				
Sunday		*	Literature Poetry question practice Go to the cinema	

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- Complete the blank timetable to record what they currently do with their time e.g. hobbies, family time etc. to find slots for their 'missions' that work for them.
- Make a list of the different subjects they need to revise for so they know what to include in their revision timetable.
- For five of the seven days, set themselves a *mission* to complete a **minimum** of 60 minutes of revision.
- For the same five days, set aside a *medal* to be awarded on completion of the mission

WHICKHAM SCHOOL

	Before school (7am-8:30am)	During school (8:40am-3:10pm)	After school (4pm- 6pm)	Evening (6:30pm- 9:30pm)	CW
Monday					
Tuesday					
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Sunday				WH Sc	ICKHAM CHOOL

## Study skills (how can you support your child with revision)

As a school we consistently encourage pupils to engage with following techniques.

- Flash cards
- Mind maps
- Blank page retrieval
- Self quizzing



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# **1. FLASHCARDS**

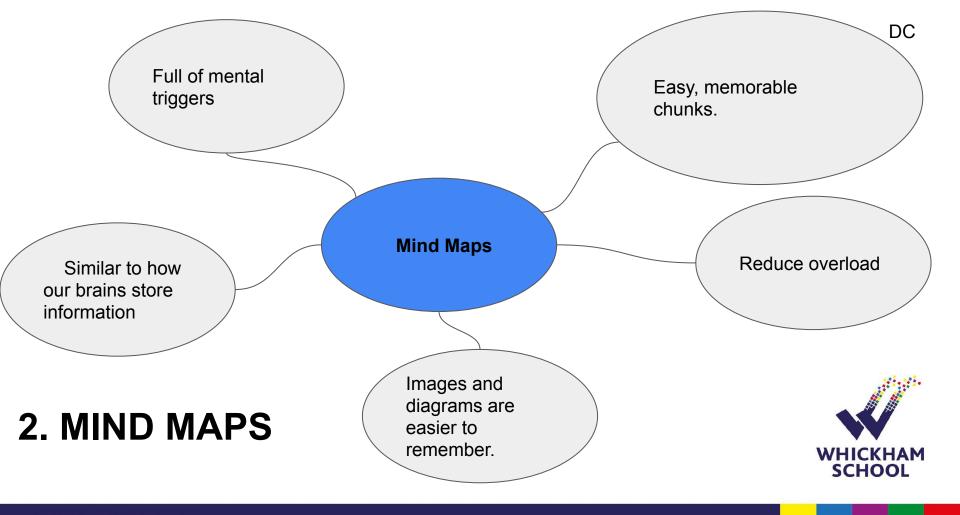
• Question on one side and the answer on another.

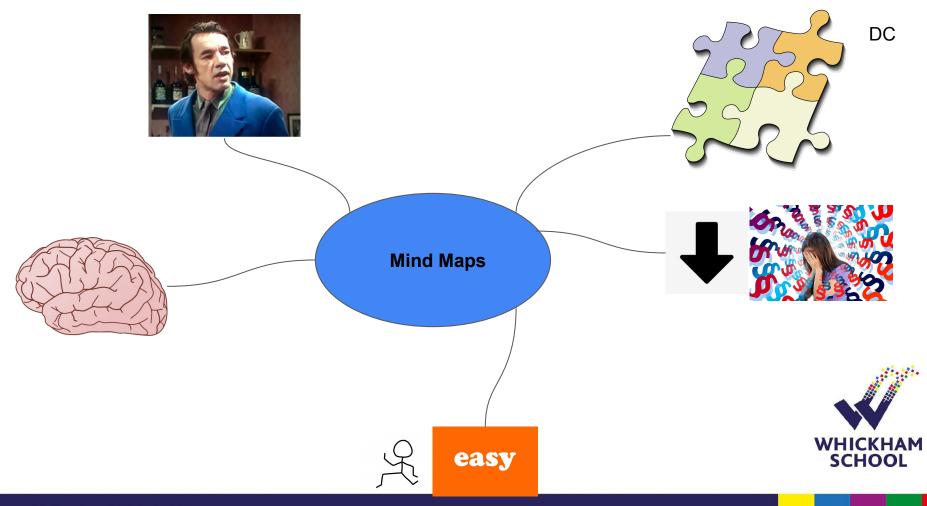
• Keep it simple

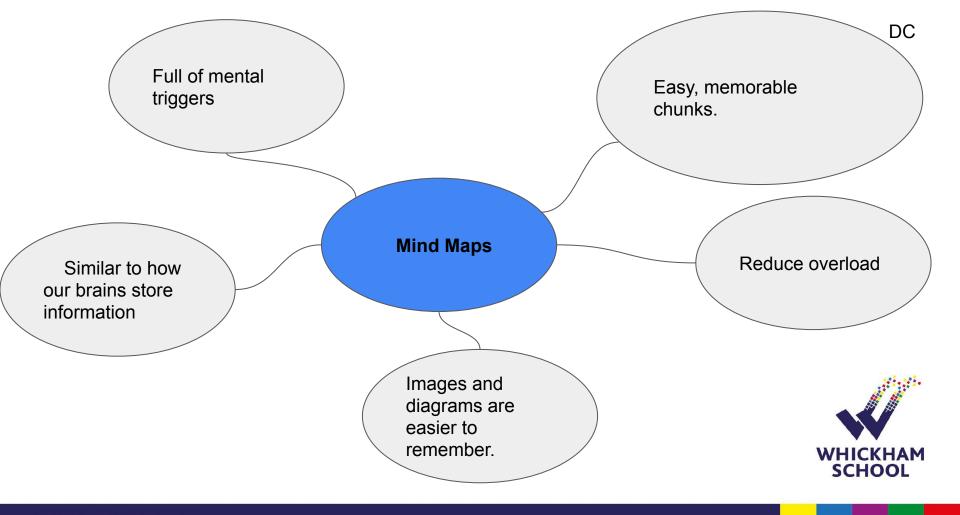
• Use the 'Leitner Method' to help make it stick!



How to video







# 2. MINDMAPS - top tips!

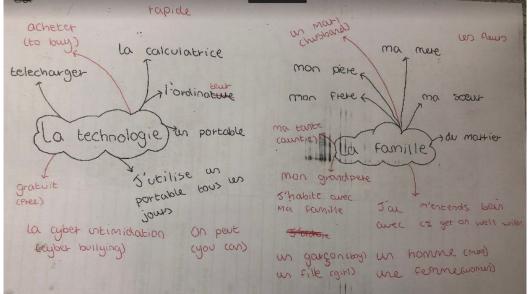
- Use Single Words or Uncomplicated Phrases
- Print Words
- Use Colour to Separate Different Ideas
- Use Symbols and Images



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# **3. BLANK PAPER RETRIEVAL**

When you actively recall information (concepts, ideas, vocabulary, etc) from memory and "put it on paper" in different formats (writing, flow charts, diagrams, graphs)





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Key Term	s	Knowledge Organiser -	- Inf	ect	ion	and	d Response	•		DC	Diagrar	m
Infectious Vector	infected person who can		Doul trials		olind		A medical exp doctors do not and who has b	know \	who has bee	en give		3
Antibiotic	An animal that spreads a A group of medicines, firs Fleming, that kill bacteria	t discovered by Alexander	Plac Pha				A medicine that A type of white	at has c	only psychol	ogical		
Chitin		ars that forms the cell walls of	Lym			6	A type of white Highly specific	: Y-shap	ped proteins	that a	re produce	ed
Hyphae	Branching filaments of a f	ungus that spread out.	Antik	odi	es		by the immune harming the be	•	m to help sto	op intri	uders from	1
Malaria	A communicable disease, mosquitos, which attacks	caused by a protest transmitted in red blood cells.	ר-ין	2				Juy.	Secondary	respon	150	
Insecticide	A chemical that kills insec	its.		N				e_	occondary	Tespon		
Lysozymes	Antibacterial enzymes fou infections.	ind in your tears to prevent eye		IRATIC	accination	ě		xposur		Ŷ		
Cilia	Tiny hair-like projections f out of the gas exchange s	rom ciliated cells that waft mucus system.		CONCENTRATION	Vacci			ш.⊆	/	Ŷ		
Antigen	A protein on the surface of can recognize as foreign.	of a pathogen that your antibodies			ł			Ŧ	/	Ŷ		
Antitoxin	A protein produced by you produced by pathogens.	ur body to neutralize harmful toxin	6	ANTIBODY			mary ponse		/	Ŷ		
Vaccine	triggers a low level immur	antigen from a pathogen that ne response so that if you become an respond more quickly to the			iman		ibody response	TIME e: the ar	itibody conce	Y		
Antiseptic	A substance applied to the destroy pathogens.	e skin or another surface to		ris	es gra	aduall	ly and peaks abo	ut 2 wee	eks after vaco	ination	L.	
Anaesthetic	A drug that stops all pain general.	sensation and can be local or		rise	es qu	ickly,	antibody respon and the respons in remains higher t	e is more	e intense. The	antibo	dy	

Key Terms	Knowledge Organiser – Infection and Resp			Response	]	DC	Diagram
Infectious	Dou	ble b	lind trials				
Vector	Plac	cebo					
Antibiotic	Pha	gocyt	es				
Chitin	Lyn	phoc	ytes				
Hyphae	Anti	bodie	S				
Malaria					요 Second	lary respon	ise
Insecticide		ATION	tion 4		Exposure	Y	
Lysozymes		CONCENTRATION	Vaccination		Exp	Ŷ	
Cilia		CONC	> •		ĭ /	Ŷ	
Antigen		ANTIBODY	Priv	mary	* /	Ŷ	
Antitoxin		ANTIB		ponse		Ŷ	
Vaccine				1	TIME		
Antiseptic		Pr	imary anti es gradual	i <b>body response</b> y and peaks abou	the antibody co	ncentration	i.
Anaesthetic		Se	condary a	intibody respor	<b>ise:</b> the antibody	concentrat	tion
Efficacy		ris	es quickly,	and the response remains higher f	e is more intense.	The antibo	dy

# 4. SELF QUIZZING

- Use flashcards / blank paper retrieval.
- Writing knowledge tests
- Quizlet
- Get others to test you / working with peers



# **Time Management - Five Key Tips**

Here are our 5 Key Tips which from our experience will help your children on the road to study success:

- Tip 1 Start Early
- Tip 2 Environment Matters
- Tip 3 Know your Material (Topic)
- Tip 4 Take Regular Breaks
- Tip 5 Time your Revision



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## **Tip 1- Start Early**

Leaving revision too late means your children will have less time to complete the revision for their subjects and make them feel stressed.

They need to be organised and make a revision timetable for each subject and stick to it.



## **Tip 2 - Environment Matters**

A positive environment for learning: Before your children do any revision, please support them to ensure they are in a place where their work is going to pay off. Following these suggestions can really help:

- Mobile phone off as well as any other distractions (TV, computer consoles)
- No music or calm music to help concentration
- Study area/quiet zone (table/desk, chair, resources to hand, no interruptions)
- Good light, air circulation and comfortable heating



CW



## Tip 3 - Know the Material

Make a topic checklist - for each subject make a list of the major topics they have covered-teachers will help with this

- For each subject look at the topics and decide the order. Start with a topic they liked or found easy. Remind them that they do not have to revise the topics in the same order they were taught!
- Re-write the topic checklist in the order they wish to revise them. Pin up the topic checklist in their study area and write the topics on the timetable too.
- Check their timetable to see which subject they have chosen to study and check the topic list for which specific part they have chosen to revise.
- Remind them to mark off the topic as they complete it to see what they have achieved!



## Tip 4 - Take Regular Breaks



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Research differs greatly on the optimum time to spend revising. Your children should try 25 minutes and then take a 5 minute break. This is called the Pomodoro method. Your brain requires time to process the information you are trying to revise, so ensure that however long they revise for, they take those breaks.

- Have healthy snacks & water to hand to when having short breaks
- Plan for longer breaks (for lunch or tea) every 3 hours
- If you are unable to focus go for a walk for 5 to 10 mins and try again



## **Tip 5 - Time Your Revision**



- Remind your children not to revise too late at night. The earlier they start their revision the better.
- Encourage them not to revise after 9pm and go to bed at their normal time. Cramming does not work!
- Ensure they keep to regular meal times.



# **English Language:**

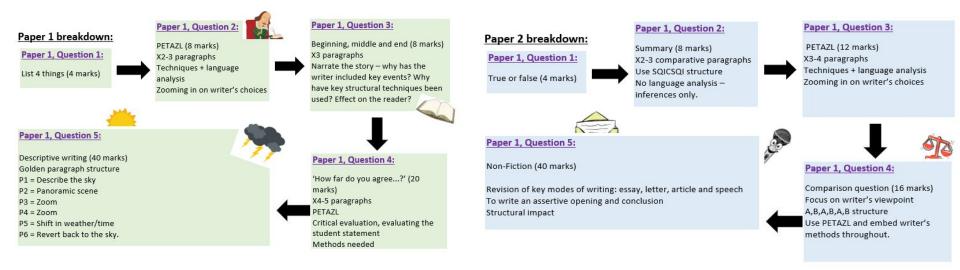
## Understanding the exam:

- ✓ The stigma surrounding English Language and the myth that you cannot revise as it is a skills based subject.
- ✓ The question stems will always stay the same this means that students can revise the requirements for each question. Experiences of examining – the requirements of bespoke to each question. It is important that this can be recalled. (Loom)
- Students struggle with timing lots of planning is needed.
   Students should immerse themselves in a range of texts.
- ✓ Paper 1, Question 4 (20 marks) and Paper 2, Question 4 (16 marks) are difficult.
- Use the scaffolds we have created to support extended writing.

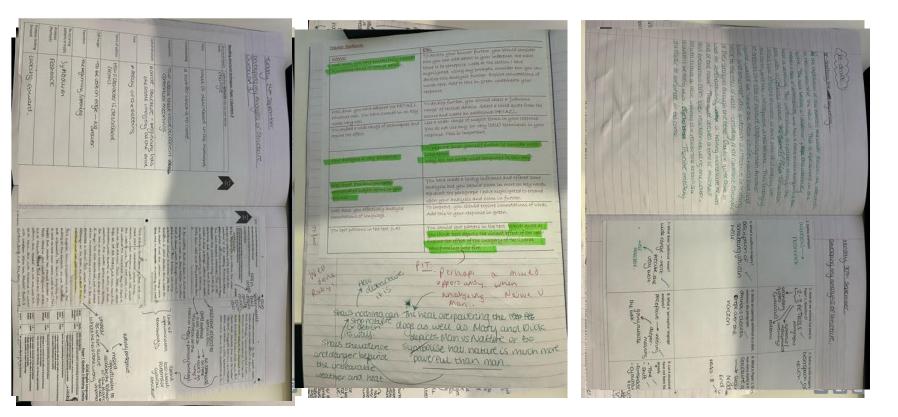


# Paper 1:

# Paper 2:



#### A well-organised exercise book is the best revision guide you can buy in English Language. Why? Y11 student: September - October 2024 (x2 lessons per week)



## **Revision strategies:**

- Flash cards, which detail the requirements for each question and subject terminology.
- ✓ Lots of practice 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.
- ✓ 'Little and often' i.e answer an 8 mark question (P1 Q2 or Q3) and time yourself 12 minutes. 6 minutes a paragraph.
- ✔ Golden paragraph revision plan for Paper 1, Question 5
- Revision of AO1 subject terms (techniques) use your knowledge organiser!
- ✔ Mini mock exam work

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-	has no food and endured pain	in pain-	arreating people for a long time.
	pain	Starvation shows	on a massive Gin the past
		he had no food.	scale.
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		10100	suggest the boys are mistreated? (8)
		adverbs	· 3 quotes
	-	Laveros	
	-	adjectives	animoustic,= wild
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			nini mock: a vendetta
			story called 'A Vendetta' by Guy de Maupassant-
1	The widow	of Paolo Saverini lived a	one with her son in a poor little house on the outskirts of
	Bonifacio. The	town, built on an outputt	ing part of the mountain, in places even overhanging the sea, ks. towards the southernmost coast of Sardinia. Beneath it, on
	the other side	and almost surrounding i	t, is a cleft in the cliff like an immense corridor which serves as
5	a harbour, and	along it the little Italian a	and Sardinian fishing boats come by a circuitous route between
	precipitous clif the trip to Ajao	ts as far as the first hous	es, and every two weeks the old, wheezy steamer which makes
	On the whit	te mountain the houses.	massed together, makes an even whiter spot. They look like
	the nests of wi	ild birds, clinging to this p	eak, overlooking this terrible passage, where vessels rarely ruptedly, has swept bare the forbidding coast; it drives through sides. The pale streaks of foam, clinging to the black rocks,
10	venture. The w	vind, which blows uninter	ruptedly, has swept bare the forbidding coast; it drives through
	whose countle	iss peaks rise up out of th	e water, look like bits of rag floating and drifting on the surface
	of the sea.		NOT THE PROPERTY OF A CONTRACTOR OF THE CONTRACT OF THE CONTRACT. THE CONTRACT OF T
15	The house	of widow Saverini, olingir this wild and desolate pi	ng to the very edge of the precipice, looks out, through its three
10	She lived #	this wild and desolate pr	Antonia and their dog "Semillante" a big thin beast with a long
10	She lived th rough cost, of	here alone, with her son / the sheep-dog breed. Th	Antonia and their dog "Semillante," a big, thin beast, with a long e young man took her with him when out hunting.
10	She lived th rough coat, of One night,	here alone, with her son / the sheep-dog breed. Th after some kind of a quar	Antonia and their dog "Semillante," a big, thin beast, with a long e young man took her with him when out hunting. rel, Antoine Saverini was treacherously stabbed by Nicolas
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20	She lived the rough coat, of One night, Ravolati, who When the co she did not ory wrinkled hand she shut herse the bed, her he more than did and watching i The young to be asleep. E	here alone, with her son <i>i</i> the sheep-dog bread. The after some kind of a quase escapad the same eveni- ild mother received the b <i>i</i> , but she stayed there for over the body, she prom and stretched towards he the mother, who, now lest it, man, lying on his back, of 20 the had blood all over	Anonia and heri dog "Semiliante" a big, thin beast, with a long young main both we with hin waken of humbing. The semilianter and the semilianter and the semilianter gr to Sardinia. dog of plan child, which the neighbours that bought back to her, a long time motionises, watoring him. Then, steelding her in the dog which howed continuously standing at the foot of r master and her tail between her legs. She did not move any into gover the body with a blank stark, use weeping allerity trassed in hois jacket of coarse cich, tion at the chest, seemed time, on his aint, which had beat norm of in order to dominister
20	She lived the rough coat, of One night, Ravolati, who When the co she did not ory wrinkled hand she shut herse the bed, her he more than did and watching i The young to be asleep. E	here alone, with her son / the sheep-dog breed. Th after some kind of a quare escaped the same evenin joid mother received the b /, but she stayed there fo over the body, she prom over the body, she prom ead stretched towards he the mother, who, now less t. man, lying on his back, d Jut he had blood all over h his vest, on his trousers	Anonia and their dog "Semiliante" a big, thin beast, with a long eyoung man took for with hin when on unit outload, etc. Anonice Sewinin was teesherously stabled by Nicolas org, of the child, which the neighbours that brought back to her. I a long time motionisas, watching him. Then, stetching her esh ma vendeta. She did not wish anybody near her, and hit de dg, which howled continuously, standing at the foot of master and her tabetween her legs. She did not invove any ning over the body with a blank stare, was weeping ulanity treased in his isolet of coarse doth. towa the chost semend
20	She lived the rough coat, of One night, Ravolati, who- When the c she did not ory winkled hand she shut herse the bed, her h more than did and watching i The young to be asleep. E the first ald; or beard and in h His old mot	here alone, with her son , the sheep-dog breed. Th after some kind of a quar scoped the same eveni lid mother received the b , but she stayed there fo over the body, she prom if up beside the body with ead stratched towards he the mother, who, now lei t. man, lying on his back, c Sut he had blood all over his vest, on his trousers is hair.	Attobute and their dog "Semiliarite" a big, thin beast, with a long with a long the semiliarity of the semiliarity of the semiliarity of the girls Sardninia. Goy of hair child, which the neighbours had brought back to her, a long time motionises, watering him. Then, steeding the rest and the motionises, watering him. Then, steeding the the dog, which howed continuously, standing at the foot of rmaster and her tail between her legs. She did not move any ming over the body with a blank stater, use weeping allerity tressed in his jacket of coarse doth, tion at the chest, seemed mins, on his sink, which had been too min of noders to administer on his face, on his hands. Clob of blood had hardered in his At the sound of this voce the dog subted down.
20	She lived the rough coat, of One night, Ravolati, who- When the c she did not ory winkled hand she shut herse the bed, her h more than did and watching i The young to be asleep. E the first ald; or beard and in h His old mot	here alone, with her son , the sheep-dog breed. Th after some kind of a quar scoped the same eveni lid mother received the b , but she stayed there fo over the body, she prom if up beside the body with ead stratched towards he the mother, who, now lei t. man, lying on his back, c Sut he had blood all over his vest, on his trousers is hair.	Attobute and their dog "Semiliarite" a big, thin beast, with a long with a long the semiliarity of the semiliarity of the semiliarity of the girls Sardninia. Goy of hair child, which the neighbours had brought back to her, a long time motionises, watering him. Then, steeding the rest and the motionises, watering him. Then, steeding the the dog, which howed continuously, standing at the foot of rmaster and her tail between her legs. She did not move any ming over the body with a blank stater, use weeping allerity tressed in his jacket of coarse doth, tion at the chest, seemed mins, on his sink, which had been too min of noders to administer on his face, on his hands. Clob of blood had hardered in his At the sound of this voce the dog subted down.
20	She lived the rough coat, of One night, Ravolati, who - When the c she did not try wrinkled hand she shut herse the bed, her hu more than did and watching The young to be asleep. E the first aid; or beard and in h His old mot "Never fear you hear? [fs:	here alone, with her son , the sheep-dog breed. Th after some kind of a quar scoped the same eveni lid mother received the b , but she stayed there fo over the body, she prom if up beside the body with ead stratched towards he the mother, who, now lei t. man, lying on his back, c Sut he had blood all over his vest, on his trousers is hair.	Antonia and heri dog "Semiliante" a big, thin beast, with a long young man bok heri with hin when or holding. The semiliant is the semiliant of the semiliant of the semi- glo Sandinia. Woy of her child, which he neighbours ald brought back to her, ra long time motionises, watching him. Then, stetching her set him a vendate. Sed do not with anybody near her, and set him a vendate. Sed do not with anybody near her, and ransate and her tal between her lags. She did not move any ming over the body with a blank stars, use weeping allerity ireased in his jacket of coarse doth, tom at the chest, seemed him, on he set, which had bear tom off in order to administe on ha feer, on his heris. Ches of blanc had hardered in his no ha feer.
20	She lived the rough coat, of One night. Ravolati, who. When the c she did not cry wrinkled hand she shut herse the bed, her h more than did and watching i The young to be asleep. E the first aid; or beard and in h His old mot "Never fea: she does." Slowly she	here alone, with her son , after some kind of a quar- after some kind of a quar- light of the source of the source of the light of the received the b over the body, she prom over the body, she prom over the body, she prom and stretched towards he the mother, who, now let it. The source of the source of the source of the source of the the mother, who, now let it hair. Along and the source of	Anonia and heri dog "Semiliants" a big thin beast, with a long young man bok her with hin when on thorting. The semiliant is the semiliant of the semiliant of the semi- glo Sardnia. Or of her child, which he neighbours all ad brought back to her, a long time motionese, watching him. Then, atteching her see him a verdeal. Sed did not with anybody near her, and the semiliant of the semiliant of the semiliant of the semi- eration of her tail between her legs. She did not more any ming over the body with a blank stare, was weeping allerity the seed in his jacket of coarse dorh, from at the chest, seemed him, on he sint, which had been tom off in order to administe the short of the her legs. She will not more any on he see, mins banks. Chok of block had hartsfreed in his At the sound of this voice the dog quieted down. You shall be evenged. Blee, bleey, you shalb be evenged. Do nd has always keeps her word, your mather does, you know
20 25 30	She lived the rough coat, of One night. Ravolati, who- When the c she did not cry winkked hand and watching i The bead, her hi more than did and watching i The young The young Deard and in h His old mot "Never fear you hear? It's she does." Slowly she Then Semi	here alone, with her son , after some kind of a qua- fafter some kind of a qua- tion and the source of the source of the limit of the stayed here for over the body, she prom over the body, she prom over the body, she prom the mother, who, now lea as stretched towards he the mother, who, now lea as stretched towards he has a stretched towards he the here have not have to him. If the bage no talk to him. , my bog, my little baby, our mother's promisel A leaned over him, pressing linethe becen to how and	Attoils and heir dog "Semiliants" a big, thin beast, with a long young main both with with in ware on thating, the semiliant of the semiliant of the semiliant of the gir o Sardnia
20 25 30	She lived the rough coat, of One night. Ravolati, who. When the c she did not ory winkled hand she shut herse the bed, her h more than did and watching i The young beard and in h His old mod "Never fear Slowly she Then Semi The Swoy she Then Semi The two of	here slone, with her soon, the sheep-dog bread. The after some kind of a quare accepted the same even in did mother reserved the some the body, with promo if up beads the body with over the body, with promo if up beads the body with the mother, who, now let the man, lying on his back, or the here abode all over his vest, on his trousers the here to be the body of the bady to be the here abode all over his vest, on his trousers the here abode all over his vest, on his trousers the here abode all over his vest, on his trousers the here abode all over his vest, on his trousers here abode and here abode abode and here abode and here abode abode and here abode and here abode	Attoils and their dog "Eemliniter," a big, thin beast, with a long relations and their dog "Eemliniter," a big, thin beast with a long relations. Some with the neighbours had brought back to her, or of her child, which the neighbours had brought back to her, so and the second second second second second second the dog, which howed continuously, astrong at the foot of r master and her tail batween her legs. She did not move any imported back of coarse doth, tion at the chest, seemd ming one the back with a baben taken was weeping laintly the sease of the herds. She did not had an end one of the second back of backs of block had bank to not runs on he sait, which ad back too may any second back of backs of block had bank too not nous shall be averaged. Sleep, jour shall be everaged. Do do he always laws here work, your maked daws. I who land fings not herds, unlike dows. I who land fings not herds.
20 25 30	She lived the rough coast, of One night. Ravolati, who. When the c she did not cry winkked hand and watching i The bad, har hu more than did and watching i The young to be askeep. E the first ald; or beard and in h His old mot "Never fear you hear? It's she does." Slowly she Then Semil The two of Antoline Sa	here alone, with her soon, and preed. The after some kind of a quare that a second or the source over the body, she prom over the body, she prom all up beating the source the source the source the source the source the source the source the source the base to the body to the body the b	Anonia and heri dog "Semiliante" a big thin beast, with a long young man bok we with hin waken of hunding. The semilianter and the semilianter and the semilianter gr 6 Sardinia. dog of part child, which the neighbours that bought back to her, a long time motionices, watching him. Then, atteching her last thin a vendicate. Set don't old was have bought back to her, a long time motionices, watching him. Then, atteching her last thin a vendicate. Set don't old was have bought back to her, a long time motionices, watching him. Then, atteching her last thin a vendicate. Set don't old was have been ranster and her tail between her lags. She did not more any mixer can ba back with a blank stater, use weeping attenty treased in his lageded of ocarse doth, tiom at the cheat, seemed with the venices (Beep, bleep, you shall be eveninged. Do of the abays takep her word, your mother does, you know at the sources (Beep, bleep, you have to be of a dire abays takep her word, your mother does, you know a with a long, monotonous, penetrating, homble how!. I way and only the same esserial to be mentioned in Borristic.
20 25 30	She lived the rough coait, of One night. Ravolati, who- When the co- she did not cry winkked hand and watching i The young to be asleep. E the first sid; or beard and in h His old mot "Never feas she does." Slowly she Then Semi The two of Antoine Sa He had nei	here alone, with her soon, and preed. The after some kind of a quare that a second or the source over the body, she prom over the body, she prom all up beating the source the source the source the source the source the source the source the source the base to the body to the body the b	Attoils and their dog "Eemliniter," a big, thin beast, with a long relations and their dog "Eemliniter," a big, thin beast with a long relations. Some with the neighbours had brought back to her, or of her child, which the neighbours had brought back to her, so and the second second second second second second the dog, which howed continuously, astrong at the foot of r master and her tail batween her legs. She did not move any into or the back with a baben taken to see weeping laintly three can alwich with a baben taken to see weeping laintly three second second the second second second second on the least, which had been too may see weeping laintly three second her tail batween her back as the did on the least, which had been too may any another day back of backs of blood her did back and now shall be averaged. Sleep, jour shall be everaged. Do do he always laws her work, your make days, how her cold lips to hin dead ones.
20 25 30	She lived the rough coait, of One night. Ravolati, who- When the co- she did not cry winkked hand and watching i The young to be asleep. E the first sid; or beard and in h His old mot "Never feas she does." Slowly she Then Semi The two of Antoine Sa He had nei	here slow, with hers son / geread. The ascepade by an end of the same event of mother received the b b, but ahe stayed there for any stayed there for the same event over the body, she prom of up beating the body of any stayed the body with a stayed the body and the body of the body. The start of the body of the body your mother's promisel A learned over him, pressi- tion body and the body and there body to how a pain when body and the body any evenin was buried the more could any of the body and the body any evenin was buried the nor could any evenin was buried the nor could any the body the body any of the body any evenin was buried the nor could any evenin was buried the nor could any of the body any evenin was buried the nor could any of the body any evenin was buried the nor could any of the body any evenin was buried the nor could any of the body any evenin was buried the nor could any of the body any of the body any evenin was buried the nor could any of the body any of	Anonia and heri dog "Semiliante" a big thin beast, with a long young man bok we with hin waken of hunding. The semilianter and the semilianter and the semilianter gr 6 Sardinia. dog of part child, which the neighbours that bought back to her, a long time motionices, watching him. Then, atteching her last thin a vendicate. Set don't old was have bought back to her, a long time motionices, watching him. Then, atteching her last thin a vendicate. Set don't old was have bought back to her, a long time motionices, watching him. Then, atteching her last thin a vendicate. Set don't old was have been ranster and her tail between her lags. She did not more any mixer can ba back with a blank stater, use weeping attenty treased in his lageded of ocarse doth, tiom at the cheat, seemed with the venices (Beep, bleep, you shall be eveninged. Do of the abays takep her word, your mother does, you know at the sources (Beep, bleep, you have to be of a dire abays takep her word, your mother does, you know a with a long, monotonous, penetrating, homble how!. I way and only the same esserial to be mentioned in Borristic.
20 25 30 35	She lived it rough osat, of One night. Ravialsi, who when the c she did not cy winkled hand she shut hersy her be add, her h more than did and watching i be add, her h more than did and watching i be add, her h the first add, or her you hear? I are you her her ho her hand nei old woman, els	here alone, with her som, with effer some knot of a que- secapad his mane avenue of a bub the basic along the some avenue the basic along the some and the add along the reaction of the add along the had bub with a add she basic along on his back, and her had block all over his law on his tousame of the had block all over his law on his tousame of the bagen to tak to him, my boy my title baby, along the bagen to tak to him, my boy my title baby, along the bagen to tak to how a gain the bagen to tak to how a gain baby and the bagen the basic bagen to how again them bother nor occusion and pondered over it.	Attoins and her dog "Semiliprik," a big thin beast, with a long without and their dog "Semiliprik," a big thin beach by Nicolas go Sardinia. Goy of her child, which the neighbours had brought back to her, a long time noteiness, watoring him. Then, preading the result of the dog, which howed continuously, as weeping lainty in go with a blow at same, was weeping lainty in go with a blow that are was weeping lainty the cost which had been tern of a weeping lainty the same state of the same sta
20 25 30 35 40	She lived it rough coat, of One night, Ravdati, who when the c winhidel them she shut herse the drink the bod, her the bod, her the bod, her the bod, her the bod, her the bod and the the first aid; or beard and in the Slowly may first Slowly and Slowly	here alone, with her som, with effer some knot of a que- secapad his mane avenue of a bub the basic along the some avenue the basic along the some and the add along the reaction of the add along the had bub with a add she basic along on his back, and her had block all over his law on his tousame of the had block all over his law on his tousame of the bagen to tak to him, my boy my title baby, along the bagen to tak to him, my boy my title baby, along the bagen to tak to how a gain the bagen to tak to how a gain baby and the bagen the basic bagen to how again them bother nor occusion and pondered over it.	Notoila and heir dog "Semiliante" a big thin beast, with a long young main both with with in wanne on thurbing. The semilianter is a semilianter of the semilianter
20 25 30 35 40 21 35	She lived it rough coat. of One night. When we have a she did not cry winkied hand a watching it has been here han did and watching it here young. The young The young The young the first aid. Slowly she first aid. Slowly she first aid. Slowly she had nei hend seen. Slowly she had nei had marke - 4 a marke - 4 marke - 4 marke - 4	enter alone, will her soon, de der some knock of a gue scapad hill mother received the b b, but alse daysel there to b, but alse daysel there to b, but alse daysel there to be mother, who, now let be mother, who, now let be mother, who, now let be mother, who, now let be mother who and the body who has to be all over the be about to the bit botters is half. Here began to tak to him, my boo, my title baby, beam, the women and the beam to be all over him, pressin beam, the women and the ther brother nor cousins one pondered over it.	Mitchia and heir dog "Semiliante", a big, thin beast, with a long mitchine and heir dog "Semiliante", a big, thin beast semicircular stabled by Nicolas glo Sardninia. Goly of heir child, which the neighbours had brought back to her, a long time motionizes, watoring him. Their, steading the motionizes, watoring him. Their, steading the foot of the ratio water semicircular stabled by Nicolas and the dog, which howed continuously, as weeping aliently in good the stable semicircular stables and her table semicircular stables and her table semicircular stables stables and her table semicircular stables and her tables and here
20 25 30 35 40 21 Jso	She lived it rough coat. of One night. Ravdint, who have a set of the set of winkide hand have shut herse the bed, her han did and watching it have states the have rear you hear? If is beard and in 'Never fear you hear? If is Slowly she had ne Seni The two of He had nei old wome, ell a marks - E four hings you four the set.	here alone, will her som, vis der some knock of a que scaped har some knock of a bus and andher received the b b. bus the along knock of a bus the start of the some knock of the peaks the body will and al sterehold sower the body will and al sterehold sower the body will and sterehold sower the body will also the hard bods all over this wast, on his tousers the bags in to tak to him, my bogy our mother's promisel Al leaned over him, pressi there, the woman and the been the bags in to tak to how agait there, my bogy our mother's promisel Al leaned over him, pressi there, the woman and the been the bags in to tak to how agait there, the woman and the source of the bags in the bags in the sole that the men pondered over it. 5 minutes	whole and heir dog "Semiliarite" is big this beast with a long the Anthree Semitive Set treatment is the semicode of the semicode and the s
20 25 30 35 40 Us Lis	She lived it rough coat, of One night, Ravolati, who When the c withfield home the she shut herse withfield home the bid, her the bid, her the bid, her bid, her be d, her bid, the first aid, or beard and in h His old not Thever fee Slowly her Slowly her	here alone, will her som, vis der some knock of a que scaped har some knock of a bus and andher received the b b. bus the along knock of a bus the start of the some knock of the peaks the body will and al sterehold sower the body will and al sterehold sower the body will and sterehold sower the body will also the hard bods all over this wast, on his tousers the bags in to tak to him, my bogy our mother's promisel Al leaned over him, pressi there, the woman and the been the bags in to tak to how agait there, my bogy our mother's promisel Al leaned over him, pressi there, the woman and the been the bags in to tak to how agait there, the woman and the source of the bags in the bags in the sole that the men pondered over it. 5 minutes	Attoils and their dog "Semiliprike", a big, thin beast, with a long mit. Attoiler Saintive was treacherously stabled by Nicolas gin Sardninia. Gold of the meighbours had brought back to herr, or of her child, which the meighbours had brought back to herr, dog of her child, which the meighbours had brought back to herr. The dog which howed continuously, assoning at the foot of master and her tail batween her legs. She did not move any imported back of the dog which any hold move any the dog which howed continuously, assoning at the foot of master and her tail batween her legs. She did not move any mit is a low start, and she was weeping lainting on the lease, on his hands act more may weeping lainting on the share of the lease of the start and the she was not all a leng molecular, particular down. Now shall be averaged. Sleep, jour shall be everged. Do dhe always laves her work, your molecular, bend to dis a lang molecular, particular, homble how!. To want as the read of course of the vendets. <i>Questions</i> <i>Questions</i> <i>Questions</i> <i>Questions</i> <i>Questions</i> <i>As student</i> said. The molyter is presented as both upset A student said. The molyter is presented as both upset for her in the ending.
20 25 30 35 40 21 Js 21 Js 22 25	She lived it rough coat. of One night. Ravdint, who have a set of the set of winkide hand have shut herse the bed, her han did and watching it have states the have rear you hear? If is beard and in 'Never fear you hear? If is Slowly she had ne Seni The two of He had nei old wome, ell a marks - E four hings you four the set.	here alone, will her som, vis der some knock of a que scaped har some knock of a bus and andher received the b b. bus the along knock of a bus the start of the some knock of the peaks the body will and al sterehold sower the body will and al sterehold sower the body will and sterehold sower the body will also the hard bods all over this wast, on his tousers the bags in to tak to him, my bogy our mother's promisel Al leaned over him, pressi there, the woman and the been the bags in to tak to how agait there, my bogy our mother's promisel Al leaned over him, pressi there, the woman and the been the bags in to tak to how agait there, the woman and the source of the bags in the bags in the sole that the men pondered over it. 5 minutes	Notoka of heir dog "Semiliarka" a big thin beast, with a long young mice book the with hin water on the hubble, you be a set of the hubble of thubble of the hubble of the hubble of the hubble of
20 25 30 35 40 15 15 10 21	She lived it rough coat, d Ravolati, who when the c ahe did not cry winkled hand has abut herse the bad, her hut more watching to be alsep. E the first aid: beard and in h His old moth first aid: first aid women, aid women, aid women, aid for this of the story it in the story i	with here son, with here son, we with here son, we are able to a sone assessed the same even of a guar assessed of the same even in the body, whe promote the body, whe promote here body, she promote here body, she promote here body, she promote here body, and promote here body and a stretched to ward here body and the body and body and a stretched to ward here body and any of the body of the body and body and any of the body of the body and body and any of the body of the body and th	Attobus and her dog "Semiliparts" a big, thin beast, with a long mit Antiper Samerin was treacherously stabled by Nicolas gip is Sardinia. Goly of her child, which the neighbours had brought back to her, a long time motionizes, watoring him. Then, sheaking her mit her dog, which howed continuously has weeping allefully init power the body with a blank stars. was weeping allefully tressed in the locg which howed continuously has weeping allefully inits on has site which had been tern of as weeping allefully tressed in the lack sheared the same weeping allefully tressed in the lack which had been tern as weeping allefully inits on has site, which had been tern of as weeping allefully in the allefully all has stars. The same weeping allefully tressed in his lackst of coarse doth, tim at the chast, seemed the work sour mother dees, you know of the allefully the services of the dot with a long motionize, pendersting, homble how!. No man was there to carry on the vedests. His mother, the Questions Question all has been been all her work all has mother creates sympathy for her his shading the child has been to all here creates sympathy for her his shading the cost of blood has barker shaders of the cost of blood has barker been work our method dees, you have the advection. No man was there to carry on the vedets. His mother, the Questions
20 25 30 35 40 Q1 Us Lis Doc Q2 Us Ho	She lived it rough coat, d rough coat, d Ravclati, who when the c which the and a she able here winkled hand and watching i the salese f the young to be salese f the young the salese f the young the salese f the young the salese f the young the y	with here son, with here son, we with here son, we are able to a sone assessed the same even of a guar assessed of the same even in the body, whe promote the body, whe promote here body, she promote here body, she promote here body, she promote here body, and promote here body and a stretched to ward here body and the body and body and a stretched to ward here body and any of the body of the body and body and any of the body of the body and body and any of the body of the body and th	whole and heri dog "Semiliark" a big this heast, with a long young main both with with in wave on the handing. Sy organization both with in wave on the handing. If the semiliary of the semiliary stabled by Nicolas by of Sardnia. Soly of har child, which the neighbours had brought back to her, a long time motionizes, watoring him. Then, stetching her the semiliary of the semiliary o
20 25 30 35 40 01 Us Lis Cloc Us Ho det	She lived it rough coat, d Ravolati, who when the c ahe did not cry winkled hand has abut herse the bad, her hut more watching to be alsep. E the first aid: beard and in h His old moth first aid: first aid women, aid women, aid women, aid for this of the story it in the story i	errer slone, with her son, with the son, with the son, where some second the same avent of a gues escaped his mome avent of the same avent of the same avent of the same avent of the same avent of the slone shows the same slone shows the slone state of the slone shows the hard block all over this wat. They can his total and her bagen to tak to hard, my bey now insthere spans to tak to have a slone shows the model slover him, result have slover him, result have slover him, result have slover him, result have the bagen to tak to have a slover him, result have have the bagen to tak to have a slover him, result have have and tak to have a slover him, result have bagen to tak to have a slover him, result have broken an or could be broken and the broken and bab the broken and the broken and bab the broken and bab the broken and bab the broken and bab the broken and the broken a	Attoins and her dog "Semilarite", a big, thin beast, with a long mit. Alteries Sawiries and the semilation of the sem
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low does the writer structure the text t terest you as a reader?

# English Literature: Paper 1 breakdown:

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

You will be given an extract 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.

#### <u>Section B</u>: 19th Century Novel - 30 marks

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

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

# English Literature: Paper 2 breakdown:

**Section A: Modern text** - 34 marks (4 of these account for accurate spelling, punctuation and grammar)

You will be given a choice of two questions from An Inspector Calls - you must select one.

#### **Section B**: **Power and Conflict Poetry:** worth 30 marks

One poem will be printed in the paper nad you must compare this to one you have studied.

#### Section C: Unseen Poetry: worth 34 marks

Part 1 (24 marks) - you will be given a question based on an unseen poem.

Part 2 (8 marks) - you will be given a second unseen poem and you will be asked to compare the methods used by each writer.

# **English Literature:**

### Understanding the exam:

- ✓ Students can feel overwhelmed with the sheer volume of revision substantial texts.
- ✓ Students often feel the exam is a memory test this is not the case.
- ✓ We are really focussing on 'big ideas' and secondary quotes. Planning is crucial!
- ✓ Understanding the mark scheme pupil friendly mark scheme.
- ✓ It is important to develop your skill and revise essay structure, i.e. introduction, three-four big ideas, 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.

Level	These responses tend to
6	Focus on the text as conscious construct Present a coherent argument and really use the text to develop their argument / interpretation Analyse aspects of writer's cartic really look closely at the effects of a writer's choice, linked closely to meanings Present a clear overview of text in terms of writer's purpose and context.
5	Start to really think about ideas in a developed way Go deeper / broader than this is what it means' and start to explore alternative meanings / readings Start to focus in a thoughtful way on specific elements of writer's craft, linked to meanings Focus more on the abstract, more on themes / ideas than narrative / character feelings.
4	Sustain a focus on an idea, or the task, or a particular technique Start to unpick how the text works and what the writer is doing – in other words, start to 'come out from' the text Use references effectively to support their idea /point Explain the effect of a writer's method on the text with a clear focus on it having been consciously written Show an understanding of ideas / themes, linked to abstract terms – again, coming 'out' of the text.
3	Explain their ideas – explain what they think and why they think it Deal with the Whole itext – demonstrate knowledge of the text as a whole Show awareneess of the concept of themes / ideas, if undeveloped Identify the effects of a range of methods on reader.
2	Support comments by explanation or references to / from the text. Make comments generally relevant to the task – a clear attempt to answer the question. Identify at least one method and possibly make some comment on the effect of it on reader.
1	Describe the text Recount the narrative Make references to, rather than use references from, the text.

#### Starting with this extract, how far do you agree that Macbeth is presented as a tragic hero who must be held accountable for his actions?

Macbeth is wholeheartedly <mark>presented as a tragic hero, </mark>he is presented as hero who falls from great fortune to misery as a result of his hamartia and hubris. Macbeth must be held accountable for his actions through his tragic flaw of ambition, which consequently result in his descent into madness and evil.

**Paragraph 1: Change in status/name** Go straight to the extract and contrast Macbeth's name/description to Act 1.

Act 5: "Of this dead butcher and his <u>fiend-like queen</u>, Act 1: 'Brave Macbeth'

This negative change in title/description demonstrates his accountability and punishment.

Secondary quotes: 'unseamed him'. Shows the brutal side was always prevalent, but acceptable until he killed Duncan. This shows his evil. Paragraph 2: Discuss the importance of restoring the equilibrium and how the cyclical nature of the text allows this to occur.

Act 5: 'and enters with the usurper's cursed head'

Act 1: 'fixed his head upon the battlements'

Both quotes here signal accountability for treason. You could link this to the extract 'We will perform in measure, time and place:', which shows balance. Secondary quotes 'in thunder, lightning and in rain' Paragraph 3: Refer to Macbeth's descent into madness and explain his hallucinations as a punishment.

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Act 2 Scene 2: 'Will all great Neptune's Oceans wash this deed from my hands?'

Act 3 Scene 4: 'The table is full'. 'Your bones are marrowless; your blood is cold'.

Explain how this descent into madness/hallucinations/visions all display his downfall, which serve as a punishment.

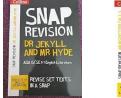
### **Revision strategies**

- Quotation flash cards, based on character and V theme.
- Character arcs how characters develop ~ throughout the text.
- 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.
- Use Mr Bruff revision and Seneca Learning to **V** support your revision.
- / Revising our essay writing structure and ladder.
- V Power and conflict poetry - grouping your poems by theme.



Scan the QR Code Mr Bruff Revision







Scan the QR Code Seneca Learning (Macbeth)



8. Evaluation	This is particularly effective as			
7. Alternative interpretation	Alternatively, this may suggest Some readers however, may feel			
6. Structure	Discuss the structure of the poem- consider stanza length, rhyme schemes, irregular or regular patterns and rhythm. Link this to what they could represent.			
5. Link to social context/writer's intention	It may be that the writer wanted us to think/imagine The writer may have been trying to criticise the view of the time as			
4. Secondary quote to contrast or develop	This is furthered later in the poem by "" which creates a sense of This contrasts to the tone created later when			
3. Close analysis of method	The semantic field of creates a sense of The use of makes the reader feel			
2. Evidence explained	This is exemplified in the poem when it says One way that this is shown is through			
1. Big idea anchored to the question	Both and explore			

Power and Conflict Poetry Juneau Science	Power of humans	Power of nature	Effects of conflict	Reality of conflict	Loss and absence	Memory	Anger	Guilt	Fear	Pride	Identity	Individual experience
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London	ÍŰ				Ű		ÍŰ					ÍŰ
The Prelude		+				*			*	*		*
My Last Duchess												
Light Brigade			ø	ø	2						ø	
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# Maths Key Information

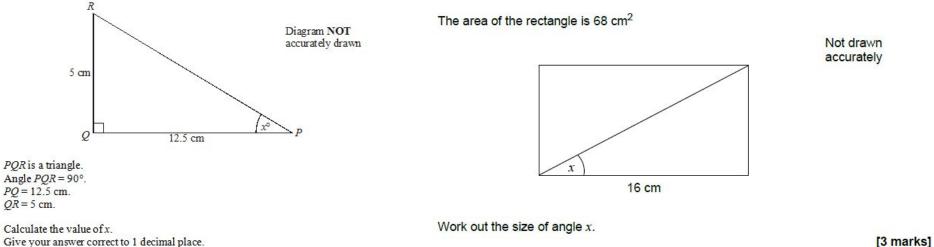
**Higher Tier** (Grades 4 - 9) **Foundation Tier** (Grades 1 - 5)

- 3 exams 1x non calculator 2 x calculator.
- All papers are 90 minutes and out of 100 marks.
- Students tested on all topics from their five year maths curriculum. This covers the following strands; algebra, geometry, number, ratio, probability, data and statistics.
- Questions are a mixture of fluency, problem solving and reasoning.
- All pupils must have the following equipment:

Pen, Pencil, Rubber, Ruler, Protractor, Compass, Scientific Calculator (Casio)



### Pupils need to be able to spot which skill is needed



Give your answer correct to 1 decimal place.

#### KO

# What are we doing to support your child in maths?

- SOL that focuses on gaps in knowledge and aims to support and stretch pupils.
- Regular use of past exam questions to support exam technique during lessons and for homework.
- 'Staples' tests to support pupils with exam technique.
- Homework that focuses on individualised + whole class weaknesses.
- Revision lists and supportive revision websites shared.
- Regular exposure to tasks designed to build foundational knowledge as well as 'heat map topics'.

# What can you do to support your child in maths?

The best way to revise maths is to DO maths

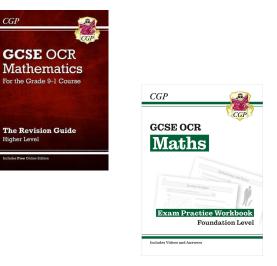
- Encourage attendance at revision sessions.
- Support with organisation and homework deadlines.
- Test your child using flashcards.
- Speak positively about maths.
- Emphasise the importance of maths post 16.

### The best way to revise maths is to do maths

- Revisit work you have done using your blue book, a revision guide to support with retrieval tasks.
- Complete past paper questions and compare to mark schemes.
- Identify weaknesses and complete topic based questions.
- Use of flash cards to memorise key formula.
- Use of flash cards to support quizzing on key skills e.g. calculations with fractions.
- Complete all homework, homework IS revision focussed.
- Get into good habits; show your workings even on calculator papers.
- Use the revision list to complete tasks on topics you are not confident in.

- Past papers, mark schemes and written solutions <u>http://www.mrbartonmaths.com</u>
- Badly answered questions
   <u>http://www.mrbartonmaths.com/students/gcse/question-of-the-week/</u>
- Maths Genie
   <u>https://www.mathsgenie.co.uk/gcse.html</u>
- Corbett Maths Revision lists and practice papers
   <u>https://corbettmaths.com/2023/02/15/gcse-maths-summer-2023</u>
- Sparx Maths <u>https://sparxmaths.com</u> (videos + quizzes)
- Whickham School Website <u>https://www.whickhamschool.org/our-curriculum/subjects/maths/</u>
- Corbett Maths flashcards (available to buy in school also)
   <u>https://corbettmaths.com/2018/04/12/onlineorder/</u>
- On Maths online practice papers <u>https://www.onmaths.com/</u>





- Whickham School Website
   <u>https://www.whickhamschool.org/our-curriculum/s</u>
   <u>ubjects/maths/</u>
- Key Formula

https://www.ocr.org.uk/Images/372384-topic-6.02 d-lesson-element-gcse-maths-foundation-and-hig her-formulae.pdf

	Grade 1/2				
Торіс	Exam Questions	Solutions	÷	<u>••</u>	
Addition and Subtraction	Addition and Subtraction	Solutions			
Iultiplication and Division	Multiplication and Division	Solutions			
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	Time	Solutions		-	-
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legative Numbers	Negative Numbers	Solutions			
owers and Roots	Powers and Roots	Solutions			
IDMAS	The Order of Operations	Solutions			
actors and Multiples	Factors, Multiples and Primes	Solutions			
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coordinates	Coordinates	Solutions			
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verages	Mean, Median, Mode and Range	Solutions			
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atio	Sharing Ratio	Solutions			
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onversions and Units	Conversions and Units	Solutions			
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# **Revision Guides**

- Perfect tools to break down revision.
- Step by Step process
- Can be purchased from the ParentPay Shop.
- Visit school website: www.whickhamschool.org;
- Click on the 'Parents' drop-down menu;
- Click on 'Parent Pay';
- Look under heading 'Getting started with ParentPay';
- Visit parentpay.com and click onto 'Parent Login'
- Once you have logged in you will find '**Revision guides**' in alphabetical order
- Select the guides relevant to your child and the subjects they study.



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- Complete transaction



### **Key Contacts**

Mr Berry	Tuition Support	Ext. 338
Miss O'Brien	Pastoral Leader	Ext. 240
Mr Wilson	Y11 Achievement	Ext. 318
Mrs Elliott	Family Liaison Officer	Ext. 234
Mr Crosland	Assistant Headteacher	Ext. 223



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# Whickham Sixth Form PEW

#### Open evening: Tuesday 26th November 2024

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- Personal development opportunities
- A broad curriculum offer that is personalised to meet student needs
- Great relationships that support success
- Impressive facilities
- Culture of independent study
- High quality enrichment opportunities
- Specialist careers support for post-18 destinations and university applications



# Feedback





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**BE THE BEST YOU CAN BE**