

### Final/Terminal GCSE exam dates:

**Monday May 22<sup>nd</sup>:** English Literature Component 1 (2 hours)

**Friday May 26<sup>th</sup>:** English Literature Component 2 (2 hours and 30 mins)

**Tuesday June 6<sup>th</sup>:** English Language Component 1 (1 hour and 45 mins)

**Monday June 12<sup>th</sup>:** English Language Component 2 (2 hours)

English Revision – **Wednesdays Week 1** – 3- 4pm

### Ways you can improve your mock examination performance:

- Re-read 'A Christmas Carol' and 'An Inspector Calls' prior to your mocks. Memorise key quotations which relate to characters, themes and relationships.
- Read through WAGOLLS and exams you have previously sat. Identify your weaknesses and rectify them prior to the exams. Speak to your class teacher if there are particular areas which you're struggling with.
- Make sure you know the order of events in 'A Christmas Carol' and 'An Inspector Calls'. Can you summarise what happens in each STAVE/ACT?
- Prepare notes on key characters, relationships and themes in each text. Make use of websites such as GCSE Bitesize, Shmoop and Sparknotes.
- Make flashcards with key information from your class notes.
- Familiarise yourself with the marking criteria for each exam section. What are you tested on? How do you get the best marks?
- Read widely: a range of modern fiction and non-fiction texts, in order to familiarise with a range of different forms and language use. As you read, identify the purpose, audience and form of the texts that you are reading.
- Make sure that that you are familiar with the requirements of the 5 part question for Language Component 1 and the 6 part question for Language Component 2.

## Useful Websites:

A Christmas Carol: <http://www.bbc.co.uk/education/topics/zcs8qtj>  
<http://www.sparknotes.com/lit/christmascarol/>

An Inspector Calls: <http://www.bbc.co.uk/education/topics/zxmb4j6>

Unseen poetry: Read some unseen poems from poetry website <http://www.poetry.org/>

# Revision Topics

## Literature Component 1

You will be sitting the two sections of the **Literature Component 1 Exam:**

Section A: Shakespeare (Macbeth) and Section B Poetry (Anthology)

### **Section A (20%) – Shakespeare (40 marks)**

Study of Macbeth. One extract (15 marks) and one essay question (25 marks) based on the reading of the play.

(You **are not** permitted to take copies of the text into the examination)

### **Section A ‘Macbeth’ You should spend 1 hour on this section.**

**TIMINGS** You should spend 20 mins on Part A and 40 mins on Part B.

Part a) A question based on a key extract (worth 15 marks) The focus of the question will be on a character or relationship.

Question stem.

Read the extract on the opposite page. Look at how ..... speaks and behaves here.

What does it reveal to an audience about them/ their relationship at this point in the play? [15]

Part b) An **essay question** [Worth 25 marks]. The focus will be on character/theme/relationships.

- Show how ... could be described as important to the play as a whole.
- Write about the times that the audience may feel sympathy for ...
- Write about the theme of ....and the way that it is presented in the play.
- Write about how Shakespeare presents the relationship between .... and .... at different points in the play.
- Write about how ..... is deceitful at different points in the play.

(5 of this question's marks are for accuracy in spelling, punctuation and use of vocabulary and sentence structure)

- **Check the focus of the question** and underline any key words or phrases which will support the points you want to make.
- Think about why this particular extract has been chosen. Is it a turning point in the play? Does it reveal something new about the character?
- **You should write a strong, focused opening**, summing up the argument that you present in the answer as a whole, and clearly address the question. For example, if the question asks how Shakespeare creates mood and atmosphere then you should immediately state what the atmosphere or mood is in your response.
- **The whole of the extract should be considered**; there will be a good reason why it begins and ends where it does. If there are any stage directions then they should be analysed as closely as the characters' dialogue and actions.
- Relevant, brief, reference may be made to other parts of the play to put the extract into the context of the play as a whole, but **the extract provided should always be the main concern**.

### Essay Question:

Questions will typically ask you to explore a character/relationship or theme.

Make a plan before you start to write. You will typically have time to make 4 key points with examples of where you see this being displayed in the play.

Always begin with a line of argument which asserts what Shakespeare is trying to tell us about the particular theme/relationship or a summary of the character.

Each paragraph should refer back to the essay question so make sure that you are using the key words.

Try to show your knowledge of the whole play by citing evidence from the start, middle and end.

In order to prepare for the exam, you will need a thorough knowledge of the **key characters** in the play and how they develop/change; the key **relationships** in the text and the key **themes**.

**Characters:** These include Macbeth, Lady Macbeth, Banquo, King Duncan, Malcolm, Macduff, The Witches.

You will need to **revise key quotations** for each character and should refer to your **blue quotation books** for this purpose. If you have bought revision guides for the novel, they will also prove to be useful.

### Relationships:

These include the relationship between:

Lady Macbeth and Macbeth

Macbeth and Banquo

**Themes:**

You will need a thorough understanding of how Shakespeare presents the theme across the whole novel. You will need to learn key quotations which relate to each theme.

**The main themes are:**

The Supernatural	Kingship	Revenge
Evil	Violence	Conscience
Ambition	Appearance and Reality	
Guilt	Deceit	

You will also need to revise **key language and structural terminology**, as it is essential that when you are answering the question, and analyse language and structure, that you use subject terminology.

**Subject Terminology****Language**

- |                   |              |             |
|-------------------|--------------|-------------|
| • nouns           | verbs        | adjectives  |
| • adverbs         | prepositions | determiners |
| • pronouns        | similes      | metaphors   |
| • personification | alliteration | oxymoron    |

**Structure**

- |                 |             |
|-----------------|-------------|
| • juxtaposition | punctuation |
| • blank verse   | prose       |

**Section B (20%) Poetry from 1789 to the present day**

Two questions based on poems from the WJEC Eduqas Poetry Anthology. One question will be on a named poem (15 marks) and one which involves comparison of the named poem with another from the anthology (25 marks)

(You **are not** permitted to take a copy of the anthology into the examination)

**TIMINGS** You should spend 20 mins on Part A and 40 mins on Part B.

Part a) A question based on a single poem, which will be printed in the page.

Question stem:

Read the poem below..., in this poem...explores ideas about...

Write about the way...explores...in this poem. (**Worth 15 marks**)

b) Choose one other poem from the anthology in which the poet also writes about...

**Compare** the presentation of .....in your chosen poem to the presentation of...(same theme) in.....(poem named in part a)

In your answer to part (b) you should compare:

- the content and structure of the poems – what they are about and how they are organised
- how the writers create effects, using appropriate terminology where relevant
- the contexts of the poems, and how these may have influenced the ideas in them

**(Worth 25 marks)**

## Part a

### **Approaching Essay:**

You should check the focus of the question and underline any key words and phrases that will support the points you want to make.

Decide which poem will make the best comparison to the named poem in the question and then plan out your response carefully, focusing on which overall point (usually a feeling/attitude/emotion) you will make in each paragraph. Remember start with BOTH and state an idea about that theme.

Begin writing PEAL paragraphs and analyse at word level. Try to link to the poet's intentions.

Aim for 3 detailed comparative paragraphs

Don't forget to include context!

### **Themes:**

You will need a thorough understanding of how the poems are linked thematically and will need to learn key quotations which relate to each theme.

**The main themes are:**

War

Nature

Love

Grief and Loss

Death

Relationships

Memory

Place

Power

Time

### Subject terminology to learn:

#### Structure

Punctuation

End stopped lines

Enjambment

Caesura

Stanza

Regular/irregular rhyme scheme/rhythm

Free verse

Repetition

Juxtaposition

Anaphora

Iambic pentameter

Antithesis

#### Language/Imagery

Verbs/adverbs/adjectives

nouns/pronouns

assonance

consonance

metaphor

simile

onomatopoeia

personification

alliteration

sibilance

## Literature Component 2

**Section A: An Inspector Calls – 1 question which focused on an extract from the play and the whole play.**

- Re read the text.
- Understanding of the **key characters** in the novel and how they develop/change; the key **relationships** in the text and the key **themes**.
- Learn quotations relating to key characters, relationships and themes.

**Characters:** These include Inspector Goole, Mr and Mrs Birling, Eric, Sheila, Gerald.

**Relationships:** Mr Birling and Sheila, Sheila and Gerald, Inspector Goole and Mr Birling, Sheila and Mr and Mrs Birling, Eric and Mr/Mrs Birling,

**Themes:** Responsibility, Judgement, Time, Social Class, Young and Older generations, Love and Marriage, Equality.

## Section B: A Christmas Carol - 1 question which focused on an extract from the novella and the whole novella.

- Re read the text.
- Understanding of the **key characters** in the novel and how they develop/change; the key **relationships** in the text and the key **themes**. In addition, knowledge of the novella's **context**.
- Learn quotations relating to key characters, relationships and themes.

**Characters** These include Scrooge, Bob Cratchit and Fred, the ghosts.

**Relationships** These include the relationship between:

Scrooge and Bob Cratchit  
Scrooge's relationship with money

Scrooge and Fred  
The relationship between rich and poor.

**Themes** The main themes are:

Poverty and Social Responsibility  
Personal happiness/Self fulfilment  
Family      The Christmas Spirit

Greed  
Responsibility  
The Supernatural

Attitudes to charity  
Redemption  
Isolation

## Context

Charles Dickens' background/attitudes to education/poverty etc.

The Industrial Revolution

Work/Education in Victorian England

Work Houses

The Poor Law/ The Poor Law Amended Act of 1834

Thomas Malthus' views

The divide between rich/poor

Queen Victoria – model family

## Key subject terminology

- protagonist
- novella
- foil
- hero and anti hero
- omniscient narrator
- narrative hooks

## Structure

- juxtaposition
  - asyndetic listing
  - punctuation
  - stave
  - non linear structure – in terms of travelling to past / future yet a chronological narrative
- simple, compound, complex sentences  
syndetic listing

**Section C: 2 questions about unseen poems. Part a – analysis of a single unseen poem.  
Part b – a comparison of the poem from part a and a second unseen poem.**

**Key subject terminology to learn:**

**Structure**

Punctuation  
End stopped lines  
Enjambment  
Caesura  
Stanza  
Regular/irregular rhyme scheme/rhythm  
Free verse  
Repetition  
Juxtaposition  
Anaphora  
Iambic pentameter  
Antithesis  
Narrative structure

**Language/Imagery**

sibilance  
alliteration  
assonance  
consonance  
metaphor  
simile  
onomatopoeia  
personification

**Key words to signal comparison:**

**Similarities**

Likewise...  
Similarly ...  
In addition ...  
Also in ...

**Differences**

In comparison ...  
In contrast ...  
However ...  
Conversely ...

Use a mnemonic to help structure your response eg SMILE / MILES (Meaning Imagery Tone Language Structure)

**Helpful Hints:**

- Read the poem at least twice – try and get an understanding of the main ideas in the poem before starting to write.
- Look for patterns of language (lexical fields) to get an understanding of the tone of the poem.
- Does the title give any clues?
- Track through the poem, reading in units of sense, not line-by-line.
- Look at first and last lines.
- Look for examples of literary techniques, structural techniques and language. What effects are created?

## Sentence stems for effective analysis:

Interestingly ..... uses the image of ..... to convey ...

.....utilises a lexical field of ...

Structurally, ..... uses ..... which is effective in portraying ...

The poet makes use of some interesting structural choices ...

The poet's perception of (named theme) is exemplified in ...

In this poem, the poet alludes to ...

## Language Component 1

### Section A. 5 part question – analysing a fiction text.

- Question stems for the 5 part question.
- A1 – Selecting and retrieving info only. Check it's from the correct lines mentioned in the question.
- A2 – Commenting on language choices and their effect. Again, you need to ensure comments are selected from the correct lines. Write in PEAL paragraphs and use terminology.
- A3 – Similar to A2 but you need to comment on the influence on the reader. How does it make you feel? Again, write in PEAL paragraphs and use **terminology**.
- A4 – This requires a personal response to the writer's viewpoint. Use phrases such as: the reader is shocked surprised, confused, sympathetic, uneasy, saddened, excited etc. You need to comment on **language and structure**. Structure can be phrases such as – In the opening of the article/it ends with; juxtaposition and contrast; use of repetition etc Write in PEAL paragraphs and use terminology.
- A5 Evaluation. How far do you agree with the statement and why. A5 questions are weakened by using the reader. They want personal. They also want you agree and disagree in A5. A yes .. but ... approach. Write in PEAL paragraphs and use terminology.
- Re read past papers and questions set in class.
- Read a range of modern fiction extracts and focusing on explicit and implicit meaning; the writer's craft; how the language influences the reader; how successful the writer is in achieving their purpose.

Learn terminology relating to language and structural analysis.

### Section B Creative Writing (A choice of 4 titles will be given)

- Re read past notes on the topic.
- Ways of effectively structuring of a narrative and techniques to engage reader's interest.

- Ways of creating interest – figurative language; variation of sentence structures; ambitious vocabulary choices.
- Learn the spelling of words that are frequently misspelt.
- Read a range of short stories for inspiration.

## Language Component 2

### Section A – 6 part question. Analysing non-fiction texts from the 19<sup>th</sup> and 21<sup>st</sup> Century.

- Question stems for the 6 part question and timings.
- A1. Three questions about the **first text**. These questions are about selecting and retrieving information. (3 marks)
- A2. Questions about how the writer achieves their purpose in the **first text**. Focus on language, structure and tone. Write in PEAL paragraphs and use terminology. (10 marks)
- A3 Two short questions, usually about the **second text**. Part a) Explain what the phrase means Part b) Selecting and retrieving information. This part of the question is worth 2 marks, so you need to make 2 points. (3 marks)
- A4 A 10 mark question about the writer's viewpoint/purpose in the **second text**. It's asking you to evaluate the text and respond to it personally. Comment on language and structure. Write in PEAL paragraphs.
- A5 This question focuses on the skills of synthesis. This means picking out information from **both texts** and summarising them in your own words. (4 marks)
- A6 A 10 mark question about **comparing** writer's different points of view. Write about similarities and differences. Link your ideas using connectives such as similarly, likewise, however, in comparison etc. Write in PEAL paragraphs and comment on the techniques used.
- Re read past papers, answers and marking comments. Look particularly at WAGOLLS and learn sentence stems from top mark responses.
- Read a range of non-fiction from 19<sup>th</sup> and 21<sup>st</sup> Century: travel writing, articles, letters, diaries etc Focus on skills of skimming and scanning; identifying the writer's viewpoint and HOW this is created; the structure of the text; evaluating its success.
- Learn terminology relating to language and structural analysis.

### Section B Transactional/Persuasive Writing – (Two tasks to complete in 1 hour. No choice of questions)

- Re read past notes on the topic – features of different writing forms and styles.
- AFORESTFIRE techniques
- Ways of creating interest – figurative language; variation of sentence structures; ambitious vocabulary choices.
- Learn the spelling of words that are frequently misspelt.
- Read through past papers/WAGOLLS.