

What does my child need to revise?

Modern Text: An Inspector Calls or Lord of the Flies
Poetry Anthology: The Love and Relationships Cluster
Unseen Poetry
Shakespeare Text: Macbeth
Nineteenth Century Novel: A Christmas Carol or Jekyll and Hyde

Language Paper 1: Fiction texts and Creative Writing (Narrative or Descriptive)
Language Paper 2: Non-fiction extracts (they will need to compare a modern extract to a 19th Century extract) and Persuasive or Informative Writing (Speech, Letter, Article, Essay, Text for Leaflet)

What do the exams look like?

English Language:

Paper 1: Fiction

Section A: 4 questions based on one extract

Section B: Creative writing (narrative or descriptive)

1 hour 45 minutes

Paper 2: Non-Fiction

Section A: 4 questions based on two extracts (one modern and one 19th Century)

Section B: Persuasive writing (speech, letter, article, essay, leaflet)

1 hour 45 minutes

English Literature:

Paper 1:

Shakespeare: Macbeth

19th Century Texts: A Christmas Carol or Jekyll and Hyde

1 hour 45 minutes

Paper 2:

Modern text: An Inspector Calls or Lord of the Flies

Poetry Anthology: Love and Relationships

Unseen Poetry

2 hours 15 minutes

How can my child revise?

In the English Department, we think the best revision is based around **balance**. Just like with the food we consume, students need to ensure that their diet of revision is varied and nutritious (or useful) too.



For our revision to be effective, it needs to be a combination of three key areas:

Content

Skills

Feedback

Content

How are you learning what you need to know?

Literature

- Know the text: reread/film/audio book/performance. Pupils need to have read the text in some form more than once.
- Create timelines of the texts.
- Mind-map key characters and themes.
- Memorise and explode key quotations by using flashcards.
- Create revision posters of notes made in class.

Language

- Know the timings of the paper (this often trips pupils up!).
- Know what each question requires you to do (these are somewhat the same every year!).
- Read both fiction and non-fiction texts.

Pupils often find revising language more difficult than literature due to the perceived 'lack of content'.

Useful websites and resources:

Sparknotes, Mr Bruff, Seneca, RevisionPod, CGP Revision Guides, The Guardian (& others!).

Skills

How are you applying that learning?

- Writing exam answers in timed conditions.
- Reading and annotating model answers.
- Using past exam questions and planning answers.

Literature

- Create own questions (useful for revising content too!).
- Annotate extracts from 19th Century text: online copies of these are available.
- Annotate unseen poems: many are also available online.
- Speed planning.
- Write introduction and topic sentences.
- Practise paragraph structure.

Language

- Complete each question in timed conditions.
- Focus on high tariff questions (Q4&5).
- Opportunities for writing: travel writing, letter to headteacher or MP, descriptive writing of a familiar place, write a speech or article on a topic they are passionate about (SLE).
- Speed reading/decoding.

Feedback

How do you know that your application is any good?

- Mark own practice answer.
- Use and simplify mark schemes.
- Create plans for longer responses
- Work with other students in groups/pairs.
- Compare model answers to own work.
- Improve past assessment attempts using targeted feedback.
- Hand in extra exam work for own marking.
- Attend after school revision sessions.
- Read the examiner's reports.

AN INSPECTOR CALLS - ENGLISH LITERATURE

	INTERPRETATION AO1: Presenting your point of view in a clear and organised way, using textual references to illustrate your points.	ANALYSIS AO2: Showing how the language, structure and form in a text creates meaning.	CONTEXT AO3: Showing understanding of the relationships between texts and the contexts they were written in.	What words will describe my response at this level?
Level 6 20-30 marks	<ul style="list-style-type: none"> Critical, exploratory response to task Judicious use of precise references to support interpretations 	<ul style="list-style-type: none"> Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods on reader 	<ul style="list-style-type: none"> Exploration of ideas/perspectives/contextual factors shown by examination of detailed links between context, text and task 	Convincing Critical Analysis
Level 5 15-20 marks	<ul style="list-style-type: none"> Thoughtful, developed response to task Interpretation is supported by linked references 	<ul style="list-style-type: none"> Examination of writer's methods with subject terminology used effectively Examination of effects of writer's methods on reader 	<ul style="list-style-type: none"> Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context, text and task 	Thoughtful Developed Consideration
Level 4 10-15 marks	<ul style="list-style-type: none"> Clear, sustained response to task Effective use of references to support interpretation 	<ul style="list-style-type: none"> Clear explanation of writer's methods with appropriate use of terminology Understanding of effects of writer's methods on reader 	<ul style="list-style-type: none"> Clear understanding of ideas/perspectives/contextual factors shown by specific links between context, text and task 	Clear Sustained Understanding
Level 3 6-10 marks	<ul style="list-style-type: none"> Structured, some explained response to task References are used to support a range of relevant comments 	<ul style="list-style-type: none"> Explained/relevant comments on writer's methods with some relevant use of subject terminology 	<ul style="list-style-type: none"> Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task 	Explained Structured
Level 2 1-5 marks	<ul style="list-style-type: none"> Supported response to task Comments on references 	<ul style="list-style-type: none"> Identification of writer's methods with appropriate reference to terminology 	<ul style="list-style-type: none"> Some awareness of implicit ideas/contextual factors 	Supported Relevant
Level 1 1-5 marks	<ul style="list-style-type: none"> Simple comments relevant to task Reference to relevant details 	<ul style="list-style-type: none"> Awareness of writer making deliberate choices with possible reference to terminology 	<ul style="list-style-type: none"> Simple comment on explicit ideas/contextual factors 	Simple Obvious

To develop your essay further, you need to...

- Include a range of quotations from across the text to support your ideas
- Develop a clear line of argument throughout
- Make sure you're responding to the question
- Craft a thoughtful argument in response to the question
- Cluster evidence to support your interpretations
- Make sure you talk about Priestley's intentions – what is he trying to highlight/criticise/teach us within the moments you've chosen?
- Analyse the writer's methods in greater detail using phrases such as 'because' or 'the writer's use of...'
- Consider the effects of Priestley's choices on the audience.
- Try to explain WHY Priestley's ideas and message were so important in 1945-6.
- Other:

Overall out of 30:



Keeping students informed



Do they watch the news?



Is there a paper in the house?



What are their opinions about current affairs and likely topics?

TOPICS:

- Smoking
- Staying safe online
- Lowering the driving age
- Changes to the local environment
- Someone they admire
- Benefits of exercise
- Something they're passionate about

Keeping students accurate



A good deal of marks in the examination are awarded for what we call SPaG (Spelling, Punctuation and Grammar) - could they check homework for other subjects to practise these skills?

Year 10 English Summer Project

Getting a balanced diet of revision



For our revision to be effective, it needs to be a combination of three key areas:

Content

Feedback

Skills

Over the summer holidays, you need to complete six revision tasks from the table on the next page. You could do one a week or leave all of them until the last week - it's up to you! All we insist on is that you choose **two tasks from each column** to ensure you're getting a balanced diet of revision. Bring these tasks to your English teacher for the first lesson back. Good luck and thank you for your hard work this year!