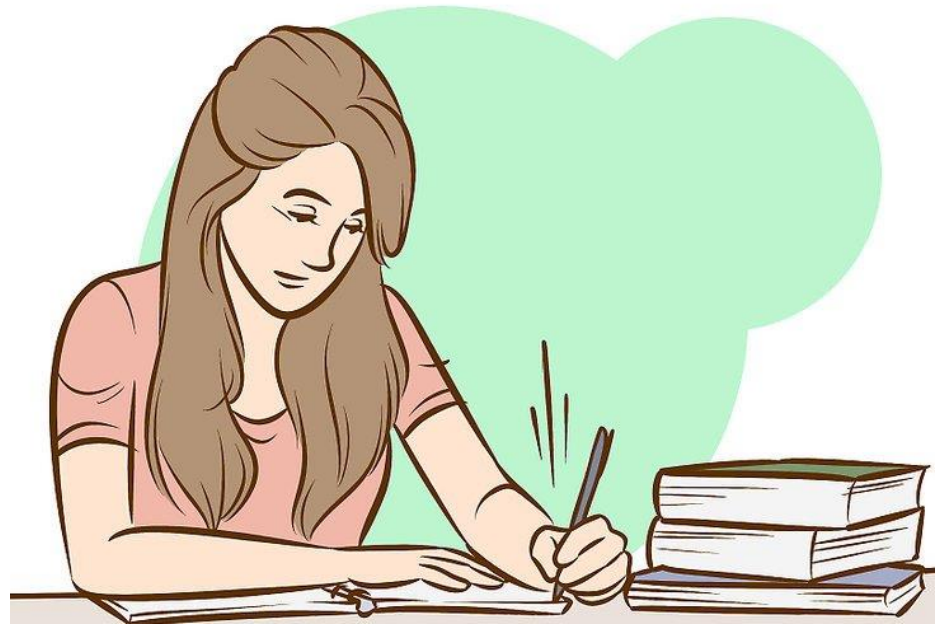


Preparing for your English Literature Examinations



But you can't revise
for English, right?

Wrong.

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare](#)
- [The 19th-century novel](#)

'A Christmas Carol'

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- [Modern texts](#)
- [Poetry](#)
- [Unseen poetry](#)

'An Inspector Calls'

AQA
Anthology –
15 poems

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Assessment Objectives (AOs)

AO1	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>
AO3	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>
AO4	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

AO1	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
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- You need to know the text inside out – What happens? In what order? Who is involved? In order to do this you need to have read the text on a number of occasions, ideally making notes or annotations as you do so. Audiobooks are an alternative if reading is a struggle for you.
- The criteria refer to “textual references” – quotations are only one example of this. You can also show your knowledge by referring to specific moments or events.



Quotations, Quotations, Quotations

People often get fixated on the need to learn and memorise endless quotes – the exam board are very clear on the fact that this is only one way to show your knowledge. Nonetheless, most people like to have a number of quotes memorised in order to feel prepared for their exams.

‘Macbeth’/‘A Christmas Carol’/‘An Inspector Calls’ – Choose and revise your ‘Top Ten’ quotes for each text. These should be short, focused quotations which are widely useful when discussing the text.

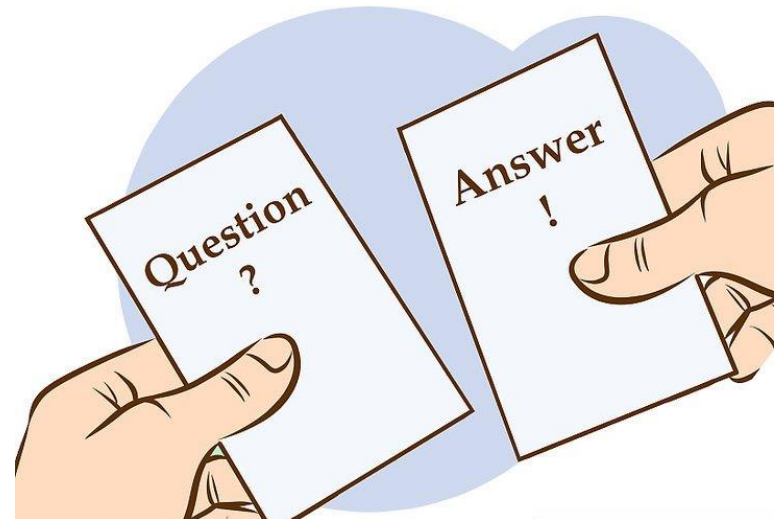
Poetry anthology – The exam board have made it clear that it is not necessary to memorise all 15 poems. Choose 5 to revise in detail, attempting to remember two key quotations from each of them.

TOP TIP!!

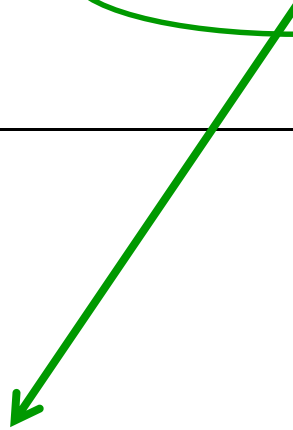


Ways to Revise Quotations

- My favourite – Read...Cover...Write...Check
- Get family or friends to quiz you
- Create posters of key quotations to put up around your bedroom/house
- Create flashcards (or something on your phone)
- Create a song or rhyme



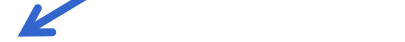
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant <u>subject terminology</u> where appropriate.
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Do you know the **vocabulary**
to be able to do this?



AO3	Show understanding of the relationships between texts and the contexts in which they were written.
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This is not a case of just memorising historical facts – you need to really understand **the writer's motivation** for creating the text. Is there a **message**? An **underlying idea**?

**CONSIDER UNIVERSAL THEMES –
POWER, LOVE, MONEY, FAMILY...**



AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



*This is something that you can
perfect and work on in all
lessons, not just English*



Key Points

- There is no substitute for **knowing the text well**
- **Repetition** – read and re-read, keep going over the information you need in order to commit it to memory
- It is **not necessary to learn hundreds of quotations** – be **selective** and choose only **short, focused quotes** to attempt to learn
- Think about what the **writer was trying to achieve**
- Work on SPAG in **all** lessons