


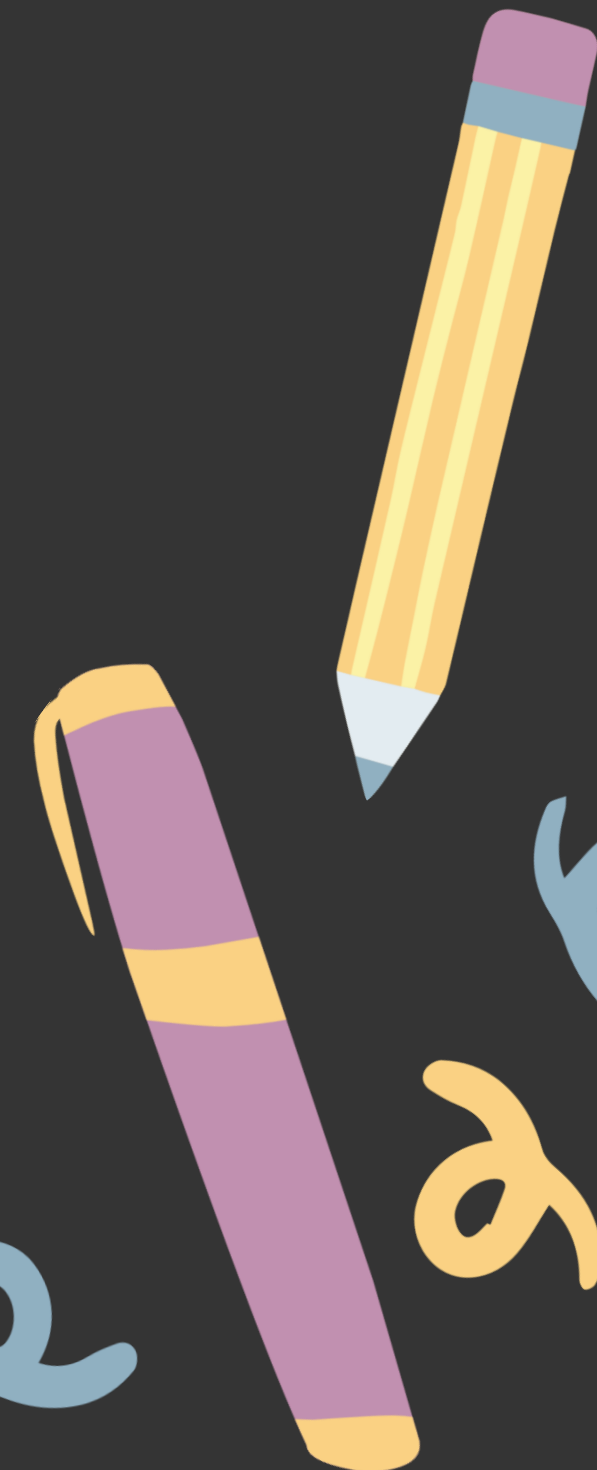


ENGLISH REVISION



LEARNING QUOTATIONS FOR
THE LITERATURE EXAMS

YEAR 11





ENGLISH MOCK EXAMS

After half term, your child will take 3 English Mock Exams:

- A full English Language Mock
- 1 English Literature Paper

LANGUAGE 1

Explorations in
Creative Reading
and Writing
(1hr 45mins)

LANGUAGE 2

Writers' viewpoints
and perspectives.
(1hr 45mins)

LITERATURE 1

Macbeth and *A
Christmas Carol*
(1hr 45 mins)

YEAR 11 ENGLISH

ENGLISH LANGUAGE

- Language Paper 1: Explorations in Creative Reading and Writing (Friday 23rd May)
- Language Paper 2: Writers' Viewpoints and Perspectives (Friday 6th June)
- NEA Spoken Language Assessment (most students have completed this)

ENGLISH LITERATURE

- Paper 1 (Monday 12th May)
- *Macbeth* by William Shakespeare
 - *A Christmas Carol* by Charles Dickens
- Paper 2 (Tuesday 20th May)
- *An Inspector Calls* by J.B. Priestley
 - All 15 poems from the AQA Power and Conflict Poetry Anthology
 - Unseen Poetry

IN ADDITION TO ATTENDING THE YEAR 11 ENGLISH REVISION SESSIONS AFTER SCHOOL ON TUESDAYS, YOUR CHILD SHOULD ALSO DO A RANGE OF THE FOLLOWING TO AID THEIR REVISION:

ENGLISH LANGUAGE

- Read! (This really helps with sentence structures, vocabulary, ideas and their imagination for Question 5 on both Language papers). Students can read fiction or non-fiction.
- Use the frameworks to support answers for Questions 1-4 – on Google Classroom.
- Practise responses to each question using revision resources (on Google Classroom/online).
- Practise creative writing, using any image as a starting point. Follow the recommended structures taught in school.
- Watch Mr Bruff videos on Youtube: <https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w> - our exam board is AQA so only those videos.
- Develop their vocabulary by using dictionaries/thesauruses to mind map/brainstorm synonyms.
- Have debates with friends/families around topical issues to support Question 4: 'to what extent do you agree'.
- Research how to use different types of punctuation if they are unsure.

ENGLISH LITERATURE

- Watch film adaptations of the texts to recap the plot.
- Make plot maps/timelines/mind maps to revise the plot and the characters.
- Create flashcards to remind them of the characters, key quotations and analysis.
- Use their revision booklets/PowerPoints on Google Classroom to mindmap ideas/revise quotations and analysis.
- Look through past lessons on Google Classroom.
- Watch Massolit videos (they can create an account through this link: https://www.massolit.io/users/sign_up which is also on Google Classroom). These are short 4-7 minute videos about all of the texts we have studied.
- Watch Mr Bruff videos on Youtube: <https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w> - our exam board is AQA so only those videos.
- Watch Mr Salles videos on Youtube: <https://www.youtube.com/@MrSallesTeachesEnglish>
- Use exercise books/poetry anthology notes.
- Use past question/revision questions to essay plan – all past papers are on Google Classroom.
- Practise writing thesis statements (introductions).
- Practise writing paragraphs and essays.
- Use the frameworks to support writing – these are on Google Classroom.

THE ENGLISH LITERATURE EXAMS

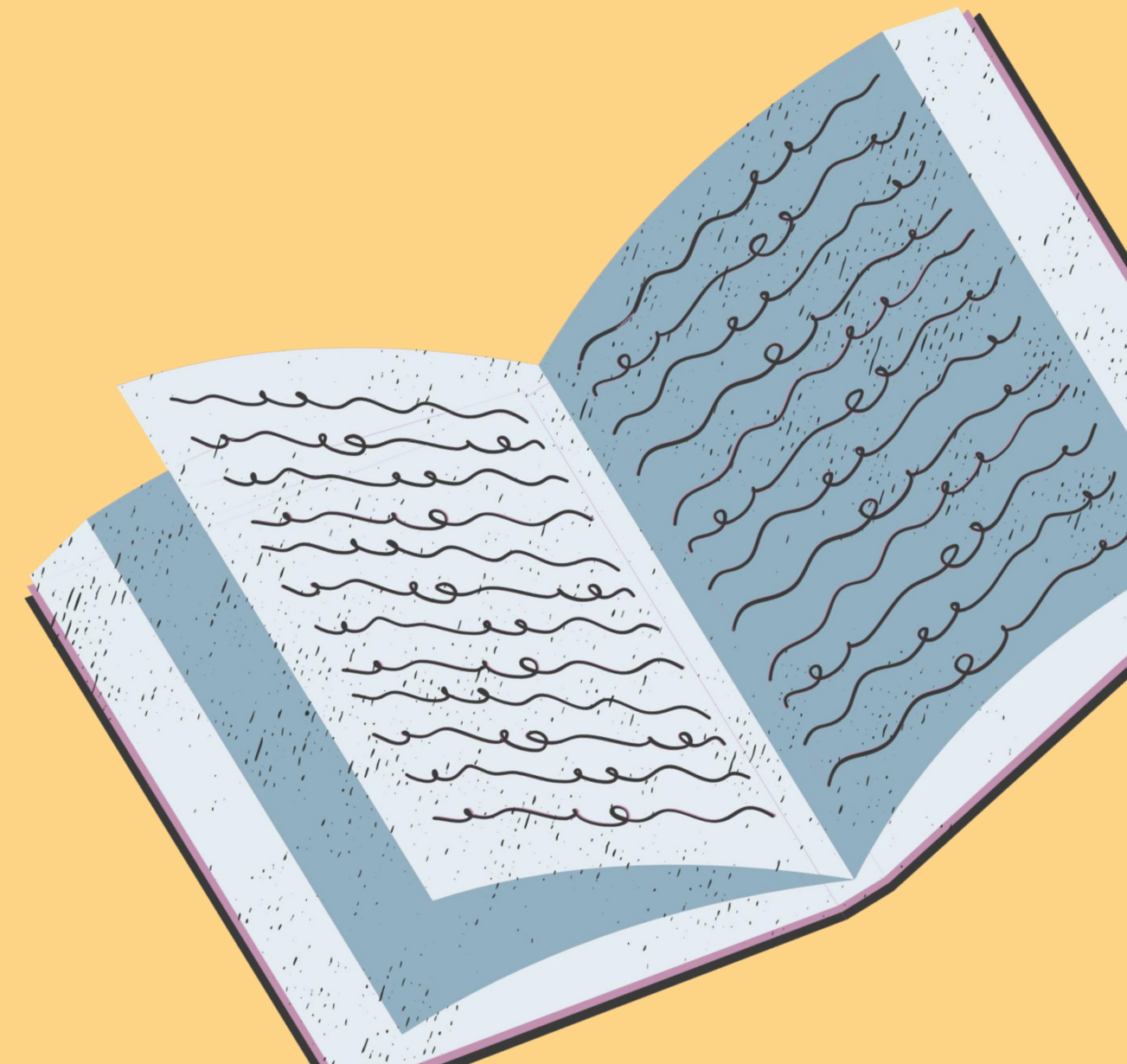
For their final GCSE, your child will take 2 English Literature Exam Papers:

Paper 1: Shakespeare and the 19th Century Novel (12th May)

- 1 hour 45 mins
- *Macbeth* (34marks)
- *A Christmas Carol* (30 marks)

Paper 2: Modern Texts and Poetry (20th May)

- 2 hours 15 mins
- *An Inspector Calls* (34 marks)
- Power and Conflict Anthology Poetry (30 marks)
- Unseen Poetry (32 marks)



HOW TO PREPARE:

The best way to prepare for English Literature is to know the texts.

This means, your child should be re-reading the texts, re-watching the film versions, and revising and preparing quotations that they could use in their exam.

There is a wealth of resources available on the Year 11 English Google Classroom; there are links to all of the films, all of the available past papers, and all of the lessons your child has been taught.



PAPER 1: SHAKESPEARE AND DICKENS



Macbeth

Read the following extract from Act 1 Scene 2 of *Macbeth* and then answer the question that follows.

At this point in the play, the Captain tells Duncan about Macbeth's part in the recent battle.

CAPTAIN

Doubtful it stood,
As two spent swimmers that do cling together
And choke their art. The merciless Macdonald –
Worthy to be a rebel, for to that
5 The multiplying villainies of nature
Do swarm upon him – from the Western Isles
Of kerns and galloglasses is supplied,
And Fortune on his damnèd quarrel smiling,
Showed like a rebel's whore. But all's too weak,
10 For brave Macbeth – well he deserves that name –
Disdaining Fortune, with his brandished steel,
Which smoked with bloody execution,
Like Valour's minion carved out his passage
Till he faced the slave,
15 Which ne'er shook hands, nor bade farewell to him,
Till he unseamed him from the nave to th'chaps
And fixed his head upon our battlements.

Starting with this speech, explore how far Shakespeare presents Macbeth as a violent character.

Write about:

- how Shakespeare presents Macbeth in this extract
- how far Shakespeare presents Macbeth as a violent character in the play as a whole.

[30 marks]
AO4 [4 marks]

Charles Dickens: *A Christmas Carol*

Read the following extract from Chapter 1 of *A Christmas Carol* and then answer the question that follows.

In this extract Scrooge is visited by Marley's Ghost.

Again the spectre raised a cry, and shook its chain and wrung its shadowy hands. "You are fettered," said Scrooge, trembling. "Tell me why?"
"I wear the chain I forged in life," replied the Ghost. "I made it link by link, and yard by yard; I girded it on of my own free will, and of my own free will I wore it. Is
5 its pattern strange to you?"
Scrooge trembled more and more.
"Or would you know," pursued the Ghost, "the weight and length of the strong coil you bear yourself? It was full as heavy and as long as this, seven Christmas Eves ago. You have laboured on it, since. It is a ponderous chain!"
10 Scrooge glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathoms of iron cable: but he could see nothing. "Jacob," he said, imploringly. "Old Jacob Marley, tell me more. Speak comfort to me, Jacob!"
"I have none to give," the Ghost replied. "It comes from other regions, Ebenezer
15 Scrooge, and is conveyed by other ministers, to other kinds of men. Nor can I tell you what I would. A very little more is all permitted to me. I cannot rest, I cannot stay, I cannot linger anywhere. My spirit never walked beyond our counting-house—mark me!—in life my spirit never roved beyond the narrow limits of our money-changing hole; and weary journeys lie before me!"
20 It was a habit with Scrooge, whenever he became thoughtful, to put his hands in his breeches pockets. Pondering on what the Ghost had said, he did so now, but without lifting up his eyes, or getting off his knees.

Starting with this extract, explore how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour.

Write about:

- how Dickens uses Marley's Ghost in this extract
- how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour in the novel as a whole.

[30 marks]

PAPER 2: AN INSPECTOR CALLS AND POETRY

JB Priestley: *An Inspector Calls*

Either

0 1 How does Priestley present selfishness and its effects in *An Inspector Calls*?

Write about:

- examples of selfish behaviour in the play
- how Priestley presents selfishness and its effects.

[30 marks]
AO4 [4 marks]

or

0 2 How does Priestley present Sheila as a character who learns important lessons about herself and society?

Write about:

- some of the things Sheila learns in the play
- how Priestley presents Sheila as a character who learns important lessons about herself and society.

[30 marks]
AO4 [4 marks]

Compare how poets present the ways that people are affected by war in 'War Photographer' and in **one** other poem from 'Power and conflict'.

[30 marks]

War Photographer

In his darkroom he is finally alone
with spools of suffering set out in ordered rows.
The only light is red and softly glows,
as though this were a church and he
5 a priest preparing to intone a Mass.
Belfast. Beirut. Phnom Penh. All flesh is grass.

10 He has a job to do. Solutions slop in trays
beneath his hands, which did not tremble then
though seem to now. Rural England. Home again
to ordinary pain which simple weather can dispel,
to fields which don't explode beneath the feet
of running children in a nightmare heat.

15 Something is happening. A stranger's features
faintly start to twist before his eyes,
a half-formed ghost. He remembers the cries
of this man's wife, how he sought approval
without words to do what someone must
and how the blood stained into foreign dust.

20 A hundred agonies in black-and-white
from which his editor will pick out five or six
for Sunday's supplement. The reader's eyeballs prick
with tears between the bath and pre-lunch beers.
From the aeroplane he stares impassively at where
he earns his living and they do not care.

Carol Ann Duffy

The Richest Poor Man in the Valley

On the outside
he seemed older than he was.
His face was like a weather map
full of bad weather
5 while inside
his heart was fat with sun.

10 With his two dogs
he cleared a thin silver path
across the Black Mountain.
And when winter
kicked in
they brought his sheep
down from the top
like sulky clouds.

15 Harry didn't care for things
that other people prize
like money, houses, bank accounts
and lies.
He was living in a caravan
20 until the day he died.

But at his funeral
his friends' tears
fell like a thousand
diamonds.

Lindsay Macrae

2 7 1 In 'The Richest Poor Man in the Valley', how does the poet present ideas about living a happy and contented life?

[24 marks]

Nobody

If you can't bring yourself to build
a snowman or even to clench
a snowball or two to fling
at the pine tree trunk, at least
5 find some reason to take you out

10 of yourself: scrape a patch of grass clear
for the birds maybe; prod at your shrubs
so they shake off the weight, straighten up;
or just stump about leaving prints
of your boots, your breath steaming out.

15 Promise. Don't let yourself in
for this moment again: the end
of the afternoon, drawing the curtains
on the glare of the garden, a whole
day of snow nobody's trodden.

Michael Laskey

2 7 2 In both 'Nobody' and 'The Richest Poor Man in the Valley' the poets describe ideas about how to live your life.

What are the similarities **and/or** differences between the methods the poets use to present these ideas?

[8 marks]

WHY KNOWING KEY QUOTATIONS IS SO IMPORTANT



- *Examiners expect students to use them to demonstrate their knowledge, support their arguments, and substantiate their points.*
- *Without quotations, students can often struggle to formulate strong arguments.*
- *Textual evidence is part of the GCSE mark scheme, so knowing a few well-chosen quotations is crucial.*
- *Every single literature question requires your child to discuss the whole text. The easiest way to do this is through quotations.*

FROM THE EXAMINER'S REPORT



Some students had learned an impressive number of quotations and used them effectively. Having quotations to use certainly seemed to give students both material and confidence to answer the question well. Some examiners reported almost excessive use of quotations, as though students had learned lots of quotations and were determined to include them, whatever the focus of the answer. The skill is to choose the quotations that are apt, and use them to support an answer that explores the focus of the question. It is not about the number or length of quotations.

SO, WE NEED TO MAKE SURE
STUDENTS KNOW THE QUOTATIONS!



LEARNING QUOTATIONS

Over the course of their English Literature GCSE, your child has been taught key quotations from each of the literature texts.

We have compiled these for you in a booklet so you can test your child at home to aid their revision.

It would be beneficial that your child learns quotations that track character development (or lack of!) throughout the text.

Here is one way we would advise you testing your child:

Tell your child what text you are testing them on:

"Today, we are going to revise key quotes from A Christmas Carol."

Inform them what character or theme your chosen quotation links to:

"This quotation uses a simile to describe Scrooge."

Either begin the quotation and have them finish it, or ask them to fill in the blanks:

"At the beginning of the story, Scrooge is described as 'secret and self-contained and as'"

Use the quotation sheet to either congratulate a correct answer or to correct them

"Excellent, spot on!"

"Not quite, the correct quotation is..."

DELIBERATE PRACTICE

Have a go with your child now.

Using the sheet we have provided, select some quotations that you would like to test your child with.

It's surprising what they know!

Tell your child what text you are testing them on:

"Today, we are going to revise key quotes from A Christmas Carol."

Inform them what character or theme your chosen quotation links to:

"This quotation uses a simile to describe Scrooge."

Either begin the quotation and have them finish it, or ask them to fill in the blanks:

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'A CHRISTMAS CAROL' BY CHARLES DICKENS

To describe Scrooge at the beginning of the text:

- *"covetous old sinner!"*;
- *"secret, and self-contained, and solitary as an oyster"*;
- *"hard and sharp as flint."*

Marley's Ghost:

- *"I wear the chain I forged in life," replied the Ghost. "I made it link by link."*
- *"Mankind was my business! Their common welfare was my business!"*

Scrooge replacing love for money. Belle (his ex-fiancée) says:

- *"Another idol has displaced me...a golden one"*
- *"I have seen your nobler aspirations fall off one by one, until the master passion, Gain, engrosses you."*

To describe Tiny Tim's hand during stave 3 (The Ghost of Christmas Present):

- *"Bob held his withered little hand in his."*
- *"I see a vacant seat."*

To describe the Ghost of Christmas Yet to Come:

- *"The Phantom slowly, gravely, silently approached."*
- *"The kind hand trembled"*

Scrooge's Malthusian attitude towards the poor at the beginning:

- *"If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population."*

Scrooge as a child and apprentice during the Ghost of Christmas Past:

- *"A solitary child, neglected by his friends."*
- *"He has the power to render us happy or unhappy [...] The happiness he gives is quite as much as if it cost a fortune."*

Scrooge not valuing family. Fred (his nephew) says: .

- *"I am sorry for him [...] Who suffers by his ill whims? Himself, always."*
- *"he's a comical fellow and not so pleasant as he might be"*

To describe the children Ignorance and Want:

- *"Yellow, meagre, ragged, scowling, wolfish"*
- *"This boy is Ignorance. This girl is Want. Beware them both [...] They are Man's."*

To show Scrooge's transformation when he wakes up on Christmas day:

- *"I am as light as a feather, I am as happy as an angel."*
- *"I don't know how long I have been among the Spirits. I don't know anything. I'm quite a baby."*

OTHER WAYS TO REVISE

Mind maps

Mind maps can be organised by theme or character.

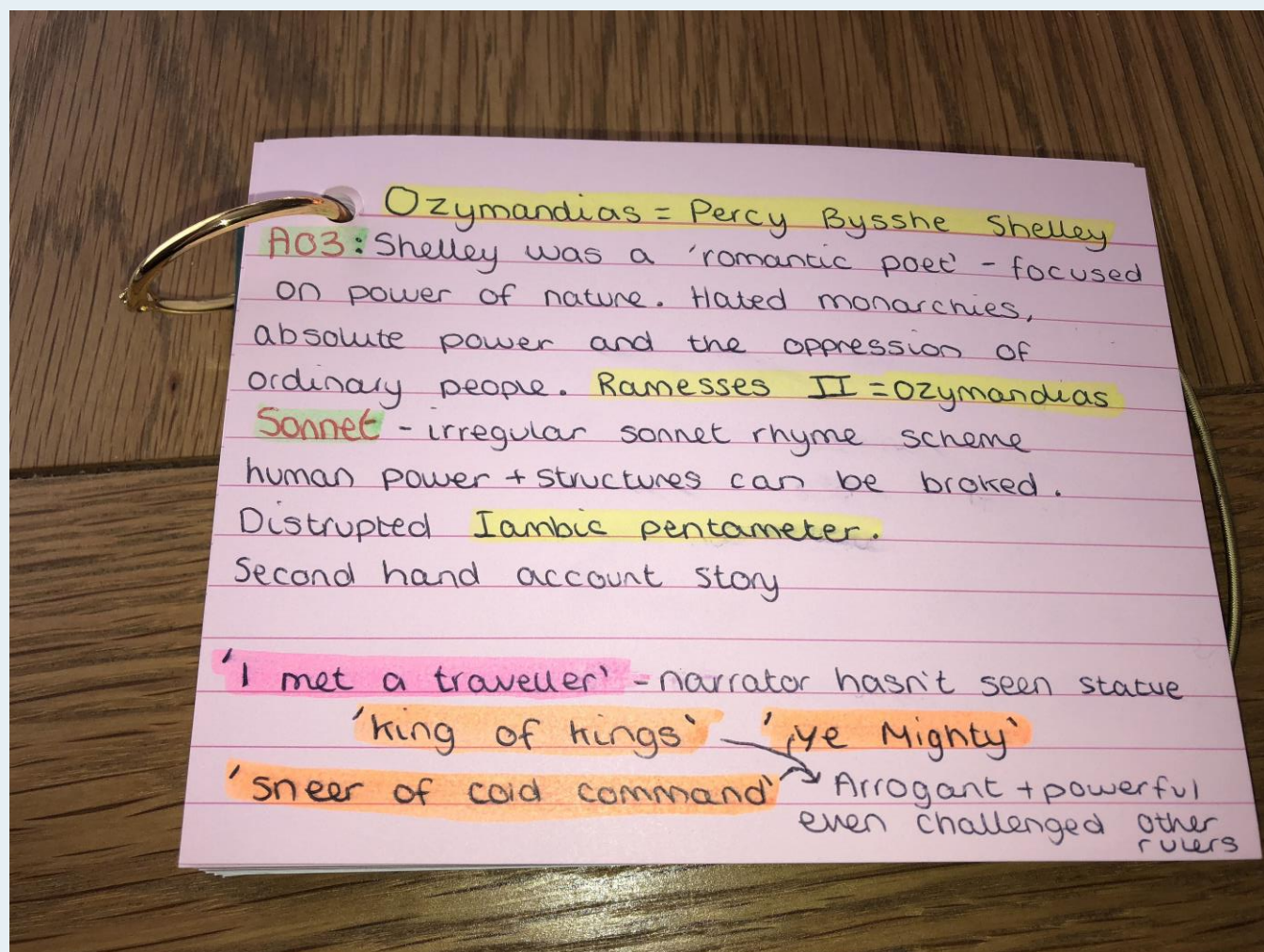
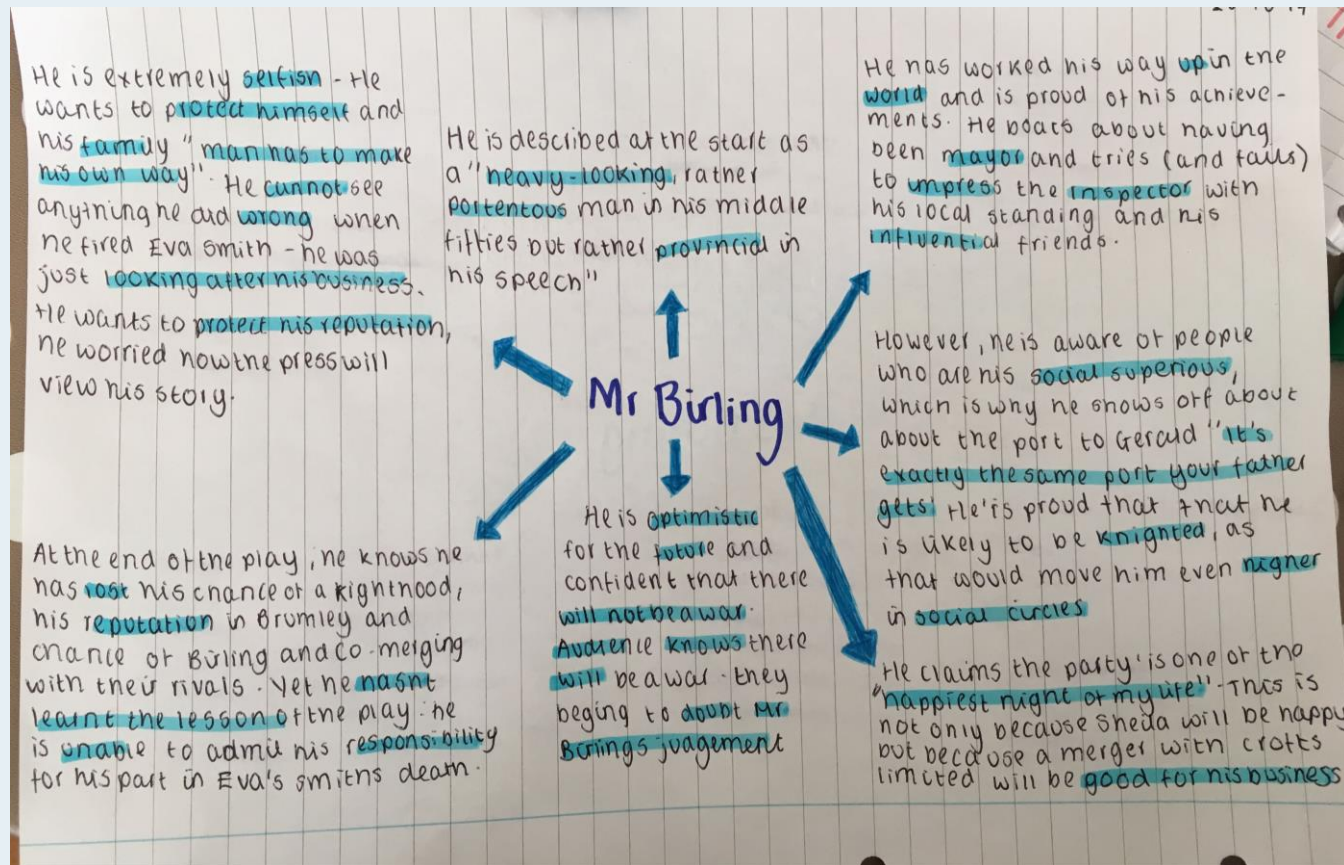
We would suggest that each mind map includes:

- Key ideas linking to character/theme
- At least 3 key quotations for the theme/character
- Key vocabulary that you can use to express ideas

Flash Cards

Flash cards are a good way for your child to test themselves or create a way for you to test them.

They should have a question on one side of the flash card and the answer/explanation on the other.





OTHER WAYS TO REVISE

Seneca

Seneca is an online programme that students have access to. We have set them all the of literature revision modules for them to work through at their own pace.

YouTube

There are many teachers on YouTube offering revision videos and pre-recorded lessons. We recommend Mr Salles and Mr Bruff.

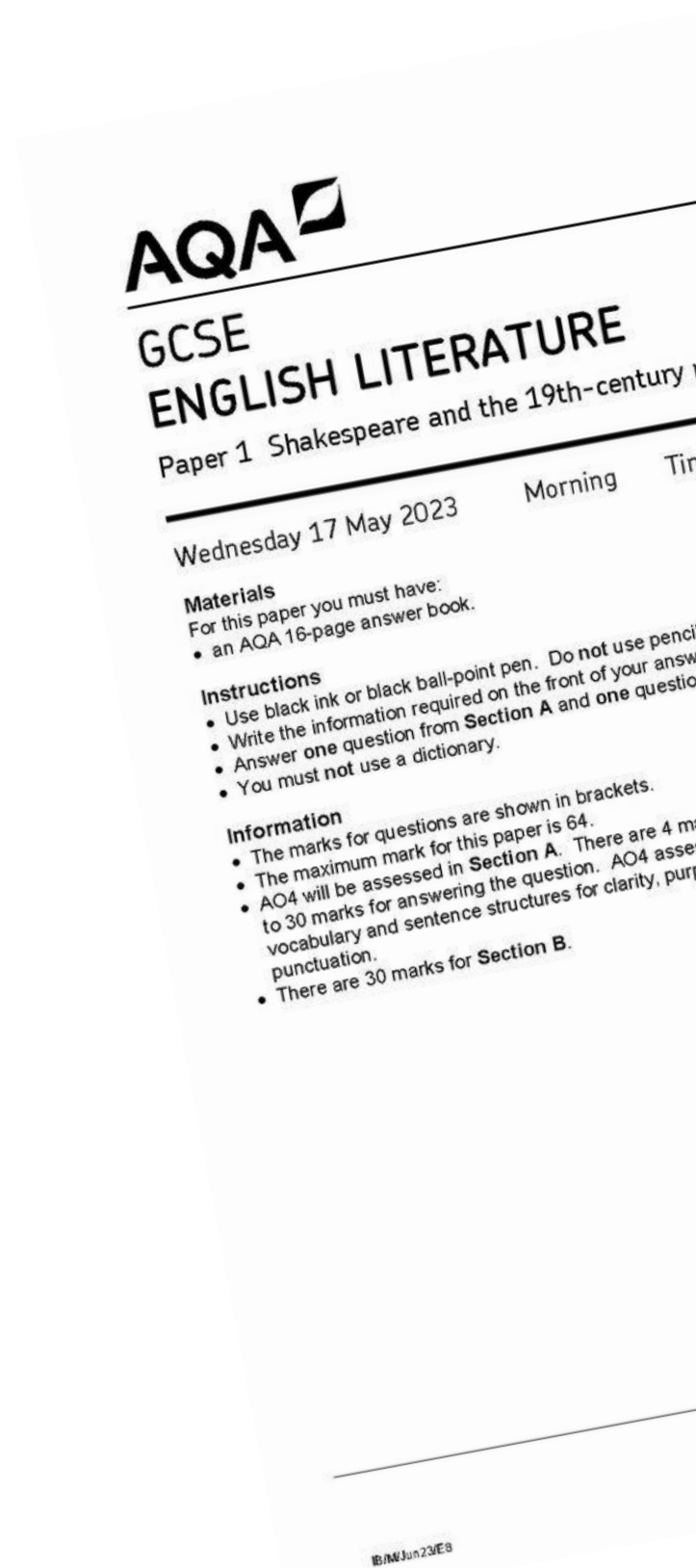
Massolit

An online programme that students have access to. University lecturers have pre-recorded 10(ish) minute videos on all of the literature texts.



Massolit

THE MOST EFFECTIVE FORM OF EXAM PREPARATION...



AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
ENGLISH LANGUAGE
(8700)

Paper 2 Writers' viewpoints and perspectives

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- Source A and Source B – which are provided as a separate insert

Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.

Information

- The marks for questions are shown in brackets.
- The maximum mark of this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- You are advised to spend about 15 minutes reading through the source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

Past Papers

This provides students with the opportunity to deliberately practice the skills they have been taught in the correct timings.

TO CONCLUDE

We ask that you help your child with their quotation revision by having these key quotes on hand and testing them at random points throughout the day.

Remind your child to access the Google Classroom for all the revision resources they need.

Encourage them to make mind maps, flash cards, and past papers.

Support them to complete their weekly home-learning and attend GCSE English revision every Tuesday (3-4pm).

