

GCSE

English

Revision Book



English Literature – you will not be given any copies of the texts in your exam except for the poems.

Paper 1 – 1hr 45 mins

Section A: Shakespeare (50 mins) Macbeth or Romeo & Juliet 1 question Start with analysing extract then use evidence from the whole play	Section B: 19th Century novel (50 mins) A Christmas Carol or Jekyll & Hyde 1 question Start with analysing extract then use evidence from the whole novel
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Paper 2 – 2hr 15 mins

Section A: Modern text (45 mins) Blood Brothers or Lord of the Flies Or Animal Farm 1 question out of a choice of 2 on whole text	Section B: Poetry (45 mins) Poetry from the Anthology 1 question where you compare a named poem to another you choose	Section C: Poetry (45 mins) Unseen Poetry 2 questions 1. Analyse an unseen poem 2. Compare to another unseen poem
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You need to use the PEELCAP chain focusing on:

- 1. What does the quote suggest?**
- 2. Which word(s) show it?**
- 3. Link to context (society)**
- 4. How does it make the reader feel?**
- 5. The writer's intention / purpose (why writing)**
- 6. Develop to another part of the text**



English –paper 1 - 1hr 45 mins

Section A: Reading fiction (1 hour including reading time)	Section B: Writing fiction (45 mins)
<p>Reading response to unseen fiction texts (answer all parts of question)</p> <p>1. List 4 pieces of information</p> <p>AO1 – IDENTIFY & INTERPRET EXPLICIT AND IMPLICIT INFORMATION & IDEAS SELECT & SYNTHESIS EVIDENCE FROM DIFFERENT TEXTS</p> <p>2. Language identification</p> <p>AO2 – EXPLAIN, COMMENT ON & ANALYSE HOW WRITERS USE LANGUAGE & STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</p> <p>3. Structure</p> <p>AO2 – EXPLAIN, COMMENT ON & ANALYSE HOW WRITERS USE LANGUAGE & STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</p> <p>4. Personal response (impression)</p> <p>AO4 – EVALUATE TEXTS CRITICALLY & SUPPORT THIS WITH APPROPRIATE TEXTUAL REFERENCES</p>	<p>1 Question out of a choice of 2</p> <p>5. Writing to describe OR Writing to narrate</p> <p>AO5 – CONTENT AND ORGANISATION & AO6 – TECHNICAL ACCURACY</p>

English – paper 2 - 1hr 45 mins

Section A: Reading non-fiction (1 hour including reading time)	Section B: Writing a viewpoint (45 mins)
<p>Reading response to unseen non-fiction texts (answer all parts of question)</p> <p>1. True statement identification</p> <p>AO1 – IDENTIFY & INTERPRET EXPLICIT AND IMPLICIT INFORMATION & IDEAS SELECT & SYNTHESIS EVIDENCE FROM DIFFERENT TEXTS</p> <p>2. Summary of differences between 2 texts</p> <p>AO1 – IDENTIFY & INTERPRET EXPLICIT AND IMPLICIT INFORMATION & IDEAS SELECT & SYNTHESIS EVIDENCE FROM DIFFERENT TEXTS</p> <p>3. Language</p> <p>AO2 – EXPLAIN, COMMENT ON & ANALYSE HOW WRITERS USE LANGUAGE & STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</p> <p>4. Comparison of viewpoints/attitudes in 2 texts</p> <p>AO3 – COMPARE WRITERS' IDEAS AND PERSPECTIVES, AS WELL AS HOW THESE ARE CONVEYED ACROSS TWO OR MORE TEXTS.</p>	<p>1 Question – no choice</p> <p>5. Writing to present a viewpoint</p> <p>AO5 – CONTENT AND ORGANISATION & AO6 – TECHNICAL ACCURACY</p>

Language Paper 1

Q1 (4 marks) – **List** 4 things that you learn

Q2 (8 marks) – **Language analysis** = Subject terminology (verb, adjective, noun, colour connotation etc)

State what is used,
use a quotation to back it up,
explain why it has been used = what the reader learns or is taught (the effect on the reader)

The writer uses language to refer to the Q here

‘QUOTE’

This suggests SAY WHAT IS HAPPENING IN THE QUOTATION

The key word _____ is particularly effective because _____

Q3 (8 marks) – **Structure** =

What does the writer focus on first? (character or setting)

What does the writer zoom in to focus on? (this will be the section from Q2)

Is there a change of location?

Is there any dialogue? (speech)

At the beginning (start), the writer uses introduction of character ‘QUOTE’ which gives the reader a focus point which is particularly effective because it makes us wonder if they will be the protagonist or antagonist within the story

OR

At the beginning (start), the writer uses introduction of setting ‘QUOTE’ which gives the reader a focus point which is particularly effective because it introduces us to a new world / time in history that we are inquisitive to learn about OR it introduces us to a world that we can relate to.

We then zoom in to focus on...

- Use the extract from Q2 to write what it’s about (character or setting)

For the rest of the extract...

- Think if there is a change in the setting e.g from outside to inside because this is particularly effective because we are closer to the character or action and feel what they are feeling.
- Think if there’s speech because this is particularly effective because it gives us an insight to what the character is like.

Q4 (20 marks) – **Personal response** (impression)

What impression do you get? Positive or negative?

Quotation

Key word analysis that creates that impression

I agree/disagree with the statement that _____
Firstly, the writer uses ___PUT IN A LANGUAGE FEATURE___
, '___EVIDENCE___',
This suggests ___SAY WHAT IS HAPPENING IN THE QUOTATION___
The key word _____ is particularly effective because _____

Q5 (40 marks) – **Describe or Narrate** (choose one task)

Make sure you use descriptive features like
Adjectives
Adverbs
Similes
Personification
Senses
Metaphors

Paragraph 1 – Weather

Wind
Sky
Ground
Clouds
Other

Paragraph 2 – Introduction of character

Paragraph 3 – Zoom in

Paragraph 4 – Flashback

Paragraph 5 – Change of weather

Paper 1 – Describe or Narrate –

Variety of sentences – Short sentences = tension, complex = description/detail.

Paragraphs – (TiPToP) change your time, person, topic or place, change your paragraph.

Pattern of 3 – three adjectives used to describe a person, place or object

Similes – when you compare one object to another with the words ‘as’ or ‘like’

Metaphors – says an object IS something else that it clearly isn’t

Personification – when you make an object do a human action/have a human feeling

Pathetic Fallacy – when the weather is used to support the character or mood & events about to happen

5 Senses – write about what you can see, feel, hear, smell and taste

Adverbs – How do you do the action? (slowly, quickly, loudly)

Apostrophe – when missing letters out of words OR when something belongs to someone

Capital letters – start of sentences and on names of people and places

Speech = new line for a new speaker & punctuation inside the speech mark.

Language Paper 2

Q1 (4 marks) – **Identify** 4 true statements

Q2 (8 marks) **Summarising** similarities or differences

In source A, _____
' _____ Evidence _____'
This suggests _____
Connective (however, whereas) OR (similarly, likewise)
In source B, _____
' _____ Evidence _____'
This suggests _____

Q3 (12 marks) – **Language analysis** = Subject terminology (verb, adjective, noun, colour connotation, statistics, rhetorical questions etc)

State what is used,
use a quotation to back it up,
explain why it has been used = what the reader learns or is taught (the effect on the reader)

The writer uses language to refer to the Q here _____
'QUOTE'
This suggests SAY WHAT IS HAPPENING IN THE QUOTATION _____
The key word _____ is particularly effective because _____

Q4 (16 marks) – **Comparing writers' viewpoints**

In source A, the writer conveys a positive/negative viewpoint by the use of FEATURE _____.
'QUOTE'
This suggests SAY WHAT IS HAPPENING IN THE QUOTATION _____
The key word _____ is particularly effective because _____
Connective (however, whereas) OR (similarly, likewise)
In source B, the writer conveys a positive/negative viewpoint by the use of FEATURE _____.
'QUOTE'
This suggests SAY WHAT IS HAPPENING IN THE QUOTATION _____
The key word _____ is particularly effective because _____



Q5 (40 marks) – **Presenting a point of view**

Introduction: RAT (Respond, Acknowledge, Triple)

Pretend you are **responding** to something someone has said.

Acknowledge the original statement.

Develop or contrast the statement with 3 areas (a **triple**) you will focus on.

Main: Start with a connective and comma

Take each one of your triple in turn and develop a detailed reason.

If you need it, focus on some of the following:
health, time, money, environment & social

Conclusion: Focus on the future & leave the reader reflecting.

If you are struggling on how to develop a paragraph, you could explore:

Time implications

Money costs

Social factors

Health changes

Environmental factors/consequences

Paper 2 - Writing to present a viewpoint

Target Audience – who is it written for?

Emotive Language – words that are used to make the reader feel a certain way (happy/sad)

Rhetorical Questions – Make the reader think (how would you feel/like it if ...?)

Facts – something that is true and can be proven

False Facts – something made up but sounds real (30 –45%)

Opinions – what a person thinks/feels about something

Alliteration – more than one word starting with the same letter or sound in the same sentence

Pattern of 3 – three adjectives used to describe a person, place or object

Pronouns – ‘we, you, our, us’ used to make the reader feel included

Repetition – saying the most important sentence again at the end

Exaggeration / Humour – funny or exaggerated

Punctuation – use an exclamation mark (!) rather than a full stop (.) when the sentence is important

Imperatives – these are orders and have an exclamation mark (Get out!)

Persuasive words / phrases – obviously, without a doubt

Similes – compare one object to another with the word ‘as’ or ‘like’;

Variety of sentences – Short sentences = tension, complex = description/detail.

Paragraphs – (TiPToP) change your time, person, topic or place, change your paragraph.

Writing a speech

Intro

Welcome the audience & thank them for their time

Make it clear what you're going to be talking about

Establish the right tone for the audience

Middle

Make sure you have 4 or 5 main points which make up the basis of the paragraphs

Start each paragraph with a topic sentence or rhetorical question

Use lots of connectives so the audience can follow

Use a full range of features - if appropriate use examples, humour, etc

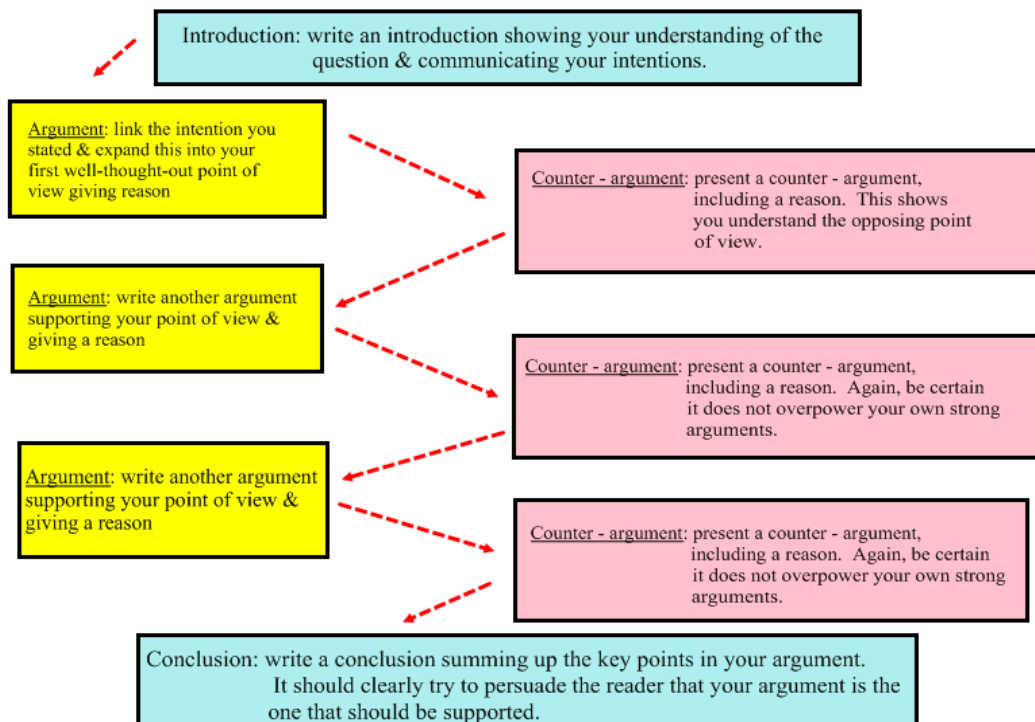
Ending

Briefly sum up your main points

End paragraph - tells the audience what you ideally want / what action you want to be taken

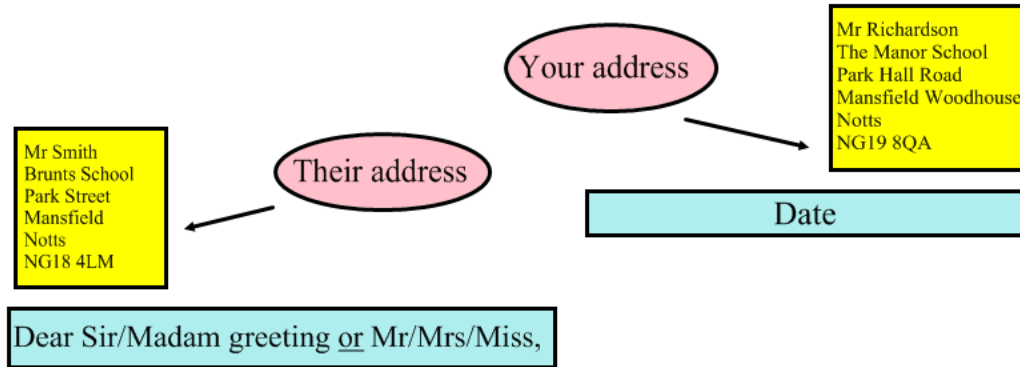
Thank the audience for their time

Writing to argue



Writing a formal letter

Someone you usually don't know



Short intro paragraph
3 - 4 middle paragraphs
Final paragraph to round off purpose of letter

Sir/Madam = faithfully
Mr/Mrs/Miss = sincerely

Writing an informal letter

Someone you know



Short intro paragraph
3 - 4 middle paragraphs
Final paragraph to round off purpose of letter

Informal closure

Writing an article

A piece of writing included in a newspaper or magazine. It is not the headline news but a discussion on a topic from a particular point of view

Catchy title to attract the reader

Lively opening giving an idea, example or anecdote

Short intro paragraph - start with a question to make the reader think

3 - 4 subtitled middle paragraphs

Images - DON'T draw them just write what picture would be in the box

Final paragraph to round off the article

Writing a leaflet

Title so the reader knows what it's about

Short intro paragraph - appealing to the reader

Paragraphs can have sub-headings to divide up the leaflet

Bullet points & text boxes can be used to advise / instruct

Illustrations used to make leaflet appealing to the reader - Draw a box and write in what the picture will be as it's an English exam not an art exam!