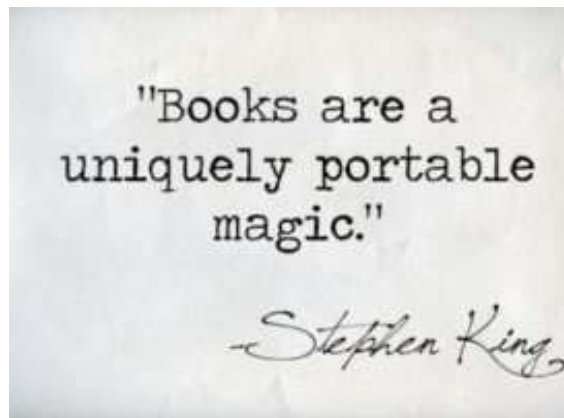


English Exams: An Overview

If you do nothing else this holiday...

- Look in your exercise books.
- Learn 5 quotes from the 3 texts
- Learn 5 quotes (minimum) from each of the poems studied and work out how to link the poems.



Language:

2 exams: 1 fiction, 1 non-fiction.

Both have 2 sections: A = reading, B = writing.

Both are 1hr 45mins (this allows for at least 15 minutes of reading, planning and checking).

Each is worth 50% of your Language GCSE.

Literature:

2 exams:

1 - Shakespeare (R&J) & either Stevenson (DJMH) or Dickens(ACC) (1hr 45mins);

2 - Golding (LOTF) or Priestley (AIC) and Poetry (Anthology & Unseen) (2hr 15mins).

****Note: for all exams, read ALL of the information carefully – this starts by putting your name in the right box (in black pen and block capitals).***

<u>Analysis Checklist:</u>

Point > Evidence > SWA > Subject Terminology > Reader's Response > Writer's Intention

Language Paper 1 (Fiction)

For this exam, you will be given an unseen extract from a novel/novella to analyse.

Read all of the questions in the exam first – highlight key words in the questions to help you identify what you are looking for in the extract before you start reading it.

Analysis Checklist:

Point > Evidence > SWA > Subject Terminology > Reader's Response > Writer's Intention

Q1.

List 4 things you find out about [enter topic] between lines [enter lines].

This question is worth **4 marks** and shouldn't take you more than **4 minutes**.

Remember to stick to the topic and lines stated (highlight these).

Write out your statements / quotes in a way that makes sense – e.g. 'The dogs ears were "pricked".' – not just "ears pricked".

Q2.

You will be given a short extract from the source, then a question like the one below:

How does the writer use **language** here to show / describe [enter topic]?

This question is worth **8 marks** and should take you around **8 minutes**.

To plan for this question, you must highlight at least **6 short quotes** linking to the topic of the question.

Make notes next to these quotes (try to note any **terminology** and the **impact on the reader**).

Write your **analysis checklist** at the top of the page.

Aim to write **2/3 developed paragraphs** using the checklist to help you.

Q3.

For this question, you be asked to focus on how **structure** is used throughout the **whole source** to interest the reader (cover the beginning, middle and end)..

This question is worth **8 marks** and should take you around **8 minutes**.

To plan, make notes about what is happening in each section of the source.

Your foci should be:

- ❖ What is the writer making you **focus on at the start**? How (which techniques – e.g. pathetic fallacy)? Why (what's the impact?)
- ❖ What does the writer choose to **develop in more detail**? How (which techniques – e.g. imagery)? Why (what's the impact?)
- ❖ Does this **focus change** / is there a **shift**? How (which techniques – e.g. patterns of verbs)? Why (what's the impact?)
- ❖ How does the source conclude / end? How (which techniques)? Why (what's the impact?)
- ❖ Look out for **repetition** and **motifs**, but also **sentence length** and how the writer uses **pace** for effect.

Write your **analysis checklist** at the top of the page.

Aim to write **3 developed paragraphs** using the checklist to help you.

Avoid saying 'This makes the reader read on.' You must explain why – in detail!

Q4.

Don't forget, this is an **analysis** question – you still need to write your checklist down.

Aim for **4 or 5 developed paragraphs**.

You CAN use points and quotes from Q2 and Q3 to help with this one – don't worry about repeating yourself – just make sure you focus on the correct lines.

For this question, you will be given a statement about the source and asked 'To what extent do you agree?'

This question is worth **20 marks** and should take you around **20 minutes**.

Before you start to answer, make sure you have **highlighted all of the key words in the statement** – then you can use these throughout your answer.

It is almost always easiest to agree, but the important thing is that you refer back to the statement – e.g. 'I agree with the statement that the extract is [key word from statement] because the writer uses [then carry on with a normal analysis paragraph to prove your point]'

To plan, highlight evidence linking to the given statement and make notes about terminology and the impact on the reader.

Q5.

This is the **creative writing** task. You will be given a choice of two tasks: the first will be based on an image; the second will be based on a life experience – e.g. a time when you were scared.

This question is worth **40 marks** and you should spend about **40 minutes** on it (**16** marks for SPAG).

The tasks could be either **narrative** (part of a story) and/or **descriptive** (focus on one moment) – if you start to write a story for a descriptive task, you will struggle to get more than 15 marks.

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

'Range for purpose' is the key phrase for this question. You have to vary your **vocabulary**, **techniques** (not just similes), **punctuation** (: ; - ! ?), **sentence forms** (don't start 2 in a row with 'The...' and overall **structure**.

Top ideas:

- ❖ Think about the techniques you have seen in our poems and the impact they have – use them – e.g. sibilance to create a sinister setting
 - ❖ Add a repeated or developing phrase between your paragraphs (this could be a question or statement – e.g. 'The silence surrounded him.' – 'The silence suffocated him.' – 'The silence consumed him.')
 - ❖ Use longer sentences with semi-colons, colons and dashes when you want the pace to be slow
 - ❖ Use short sentences, repetition, exclamation marks and rhyme when you want a fast pace
- Don't rush through loads of action – focus on emotions and detail (**a lot about a little**)

Language Paper 2 (Non-fiction)

For this exam, you will be given two non-fiction sources to analyse: one will be a modern text (20th or 21st century), the other will be a 19th century text – both will cover the same topic (e.g. holidays). Read all of the questions in the exam first – highlight key words in the questions to help you identify what you are looking for in the sources before you start reading it.

The 19th century texts can be very dense and contain lots of ‘tricky’ vocabulary. You will be given a glossary to cover really ‘tricky’ words, but don’t panic if you don’t know what something means – just make sure you understand what the source is about.

***Note** – if you can, bring in some context about the 19th century when explaining your points about that source – this could help you seem more perceptive.

Analysis Checklist:

Point > Evidence > SWA > Subject Terminology > Reader’s Response > Writer’s Intention

Q1.

You must find the **4** true statements amongst the **8** given.

This question is worth **4 marks** and shouldn’t take you more than **4 minutes**.

Make sure you have found evidence to prove your choice is true – if in doubt, write a ‘T’ next to the statement before shading the box – that way you can check.

Only select 4 and **PLEASE SHADE THE BOXES!** No ticks or crosses – just fully-shaded boxes.

Q2.

This question will ask you to summarise the sources (most questions either ask for a summary or focus on the differences, but it could be similarities, so check the question carefully).

This question is worth **8 marks** and should take you around **8 minutes**.

You are asked to look at the whole of each source, so will need to spend a while planning.

To plan for this question, you must highlight at least **3 short quotes** from each source (**6 in total**) linking to the topic of the question. Make notes next to these quotes about what they suggest.

***Note – planning well for this question could help you with question 4.**

Aim to write **3 summary paragraphs** – that’s 3 points about each source.

Every summary paragraph should include a **point**, **evidence** and **inference** (‘this suggests’) about Source A, then the same for Source B.

Q3.

You will be asked to focus on the **whole of one source** and answer a question like the one below:

How does the writer use **language** here to show / describe [enter topic]?

This question is worth **12 marks** and should take you around **12 minutes**.

To plan for this question, you must highlight at least **6 short quotes** linking to the topic of the question. Make notes next to these quotes (try to note any **terminology** and the **impact on the reader**).

Write your **analysis checklist** at the top of the page.

Aim to write **3/4 developed paragraphs** using the checklist to help you.

Q4.

Each paragraph should analyse the impact of one source and **compare** this impact to the other.

You CAN use points and quotes from Q2 and Q3 to help with this one – don't worry about repeating yourself – just make sure you focus on the skill of comparing views and methods (techniques).

For this question, you will be asked to focus on the **whole of both sources** and **compare** how they are different (again, could be similar, but is less likely).

This question is worth **16 marks** and should take around **16 minutes**.

This question is similar to question 2, but it is an **analysis** question, rather than a summary one.

To plan, use the notes you have from the other questions and add to them – you should aim to use at least **8 short quotes** from each source (that's **16** in total).

Write your **analysis checklist** at the top of the page.

You can discuss a combination of language and structural points

Aim to write **3/4 developed comparison paragraphs looking at the attitude of the authors and how the language used shows the attitudes (feelings)** using the checklist to help you.

Q5.

This is the **writing for purpose** task. You will be given a task to write in a specific form for a specific purpose and audience.

Remember PAFF:

- ❖ Purpose – why you are writing (argue, inform, persuade)
- ❖ Audience – who are you writing for?
- ❖ Form – what you are writing (e.g. broadsheet newspaper article)
- ❖ Formality – how formal does your work need to be (consider the above to make this decision)?

This question is worth **40 marks** and you should spend about **40 minutes** on it (**16** marks for SPAG).

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

'Convincing' and **'Assured'** are the first key phrases for this question. You have to make sure your writing is suited to the task.

- e.g. If you are writing to an MP, you need to remain in control, be formal yet passionate and give solutions to a situation, not just problems.

'Range for purpose' is the second key phrase for this question. You have to vary your **vocabulary**, **techniques** (not just similes), **punctuation** (: ; - ! ?), **sentence forms** (don't start 2 in a row with 'The...') and overall **structure**.

Top ideas:

- ❖ Imagine this task is real – this will help you create a **'Convincing'** piece.
- ❖ Think about the techniques you see in the media, as well as the ones you have seen in our poems and the impact they have – use them – e.g. sibilance to create a sinister setting
- ❖ Add a repeated or developing phrase between your paragraphs (this could be a question or statement – e.g. 'Isn't it time I took more notice of this?' – 'Isn't it time you took more notice of this?' – 'Isn't it time for change?' – 'Isn't it time we worked together to make this change?')
- ❖ Use longer sentences with semi-colons, colons and dashes when you want the pace to be slow
- ❖ Use short sentences, repetition, exclamation marks and rhyme when you want a fast pace
- ❖ Don't rush in and rant – focus on building an argument; tell the reader about the issues, then prove your point of view with a range of crafted techniques, and finally give your solutions.

Literature Paper 1 (Shakespeare and Stevenson or Dickens)

For this exam, you will have 2 questions to answer: the first will be on 'Romeo and Juliet', the second will be on either 'Dr Jekyll and Mr Hyde' or 'A Christmas Carol'.

For both questions, you must read the question and extract thoroughly, but you must also remember that the extract is just a starting point – you have to discuss the whole texts, discuss the historical backgrounds and discuss the messages.

Checklist for the Literature exam (learn this):

1 – 6 should be the same as the language analysis, but you must add context for this exam.

Context (links to 5 and 6 – explain how reader's then (16th and 17th century) would react compared to now, but also how what was happening at the time influenced Shakespeare's message).

Shakespeare

For this section, you will be given an extract from a specific part of the play and a question based on a certain **character** and how they are presented **throughout the play**.

- e.g. 'Starting with this extract, explain how far you think Shakespeare presents Romeo as a fool.' This question is worth **34 marks** (you get **4** for SPAG) – you should spend around **45 – 50 minutes** on this question.

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

To start planning, highlight key evidence from the extract and make notes (terminology and impact). Then, you need to plan (box-up) in detail, **including evidence from a range of scenes in the play**:

- ❖ Introduction (overview of character and how they are presented – try to link to context and message)
- ❖ At least **3 separate analysis paragraphs** (include at least 2 quotes in each, but also plan to discuss specific techniques and include structural points like dramatic irony, iambic pentameter, shared lines, motifs, etc. – links to the message and context should be in your plan)
- ❖ Conclusion (come to a judgement – what was Shakespeare trying to show?)

5 key quotes:

"O Romeo, Romeo!
wherefore art thou Romeo?"

"O! I am Fortune's fool!"

"I defy you stars!"

"It is the east, and Juliet is
the sun!"

"A plague o' both your
houses!"

3 key messages:

Love can be more powerful than hate.

Rushing into things is unwise.

Blind faith is dangerous – you need to take responsibility for
your own actions.

Either Stevenson's Jekyll and Hyde

For this section, you will be given an extract from a specific part of the novella and a question based on a certain character and how they are presented throughout the book.

- e.g. 'Starting with this extract, how does Stevenson present Mr Hyde as a frightening outsider?'

Key contextual points:

Very religious and superstitious society – going against The Church would be severely punished – so he mocked Italians.
Patriarchal society – men ruled (apart from Queen Elizabeth – was Shakespeare trying to impress her with strong female

This question is worth **30 marks** – you should spend around **45 – 50 minutes** on this question.

Checklist for the Literature exam (learn this):

Point > Evidence > SWA > Terminology > Reader's response > Writer's intention > Context

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

To start planning, highlight key evidence from the extract and make notes (terminology and impact). Then, you need to plan (box-up) in detail, including evidence from a range of scenes in the novella:

- ❖ Introduction (overview of character and how they are presented – try to link to context and message)

Some key quotes:

"The moment I choose, I can be rid of Mr. Hyde."

"All human beings... are commingled out of good and evil."

"I was slowly losing hold of my original and better self"

"pure evil" and "Satan's signature"

"ape-like fury"

"mist" and "fog"

"the constellations looked down upon me"

- ❖ At least **3 separate analysis paragraphs** (include at least 2 quotes in each, but also plan to discuss specific techniques and include structural points like dramatic irony, short sentences, juxtaposition, motifs, etc. – links to the message and context should be in your plan)
- ❖ Conclusion (come to a judgement – what was Stevenson trying to show?)

Key messages:

We all have two sides - we just have enough control to stop our 'bad' side.
'Playing God' will not end well (science vs. religion).
Our fear of difference can force people to become outsiders (society is at fault).

Key context:

Victorian ideas about what it was to be a gentleman were very rigid – manners were important.
There was a great conflict between science and religion – Darwin's theory 'rocked the boat' even more, but this started with the enlightenment.

OR Dickens 'A Christmas Carol'

For this section, you will be given an extract from a specific part of the novella and a question based on a certain character and how they are presented throughout the book.

- e.g. 'Starting with this extract, how does Dickens present the character of Scrooge?'

This question is worth **30 marks** – you should spend around **45 – 50 minutes** on this question.

Checklist for the Literature exam (learn this):

Point > Evidence > SWA > Terminology > Reader's response > Writer's intention > Context

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

To start planning, highlight key evidence from the extract and make notes (terminology and impact). Then, you need to plan (box-up) in detail, including evidence from a range of scenes in the novella:

- ❖ Introduction (overview of character and how they are presented – try to link to context and message)
- ❖ At least **3 separate analysis paragraphs** (include at least 2 quotes in each, but also plan to discuss specific techniques and include structural points like dramatic irony, short sentences, juxtaposition, motifs, etc. – links to the message and context should be in your plan)
- ❖ Conclusion (come to a judgement – what was Dickens trying to show?)

5 key quotes

"Are there no prisons?" asked Scrooge

"Bah...Humbug!"

"He viewed them with detestation and disgust."

**"God bless Us, Every One!"
Tiny Tim**

**"The finger pointed from him to the grave, and back again."
The Ghost of Christmas Yet To Come**

3 key messages:

People can choose what they do with their lives.
Everybody deserves the same chances in life.
The wealthy should help to support the poor.

Key context:

Christmas: Dickens is often credited with inventing Christmas. His descriptions of the holly, the shared meals and mistletoe have helped to shape our celebrations.

Poverty and Education: Poverty was rife. The Poor Law was passed in 1834. This meant that able-bodied poor people would be supported in workhouses.

Thomas Malthus believed that the poor should be left to die so that the rich didn't have to look after them.

London: seen here as 'cold and bleak', Dickens used his home town to give his message.

Literature Paper 2 (Golding or Priestley and the poetry)

For this exam, there are 2 sections: the first is on 'Lord of the Flies' or 'An Inspector Calls', the second is on poetry.

This exam is the longest one – 2hrs 15mins. You must read all of the questions thoroughly and plan every question.

Either Golding's Lord of The Flies

For this section, you will be given a choice of 2 questions: one will be based on a character, the other will be based on a theme.

- e.g. 'Do you think Piggy is an important character in Lord of the Flies?' or 'What do you think is the importance of the 'beast' in Lord of the Flies?'

This question is worth **34 marks** (you get **4** for SPAG) – you should spend around **45 – 50 minutes** on this question.

Checklist for the Literature exam (learn this):

Point > Evidence > SWA > Terminology > Reader's response > Writer's intention > Context

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

You need to plan (box-up) in detail, **including evidence from a range of sections in the novel:**

- ❖ Introduction (overview of the character or theme and how Golding presents them/it – try to link to context and message)
- ❖ At least **3 separate analysis paragraphs** (include at least 2 quotes – the more, the better – in each, but also plan to discuss specific techniques and include structural points like dramatic irony, short sentences, juxtaposition, motifs, etc. – links to the message and context should be in your plan)
- ❖ Conclusion (come to a judgement – what was Golding trying to show?)

Some key quotes:

"blackness within, a blackness that spread"

"The madness came into his eyes again. / "I thought I might kill." "

"his laughter became a bloodthirsty snarling"

"polished his specs"

"passed them back down to the endless, outstretched hands"

3 key messages:

We are all capable of horrible acts – it just depends on the circumstances and situation we find ourselves in.

Civilization will always 'win' – savagery is only a short-term solution.

Key contextual points:

Golding was a teacher in a boy's grammar school.

He was a naval officer during WWII and had a part to play in the shelling of a town.

After WWII, lots of people thought that the Germans were an evil race – Golding tries to show that this is not the case, they were made to do horrible things in horrible circumstances.

The British thought they were the best (Queen's Coronation and Hillary climbing Everest both happened in the 50s)

Or: Priestley 'An Inspector Calls'

For this section, you will be given a choice of 2 questions: one will be based on a character, the other will be based on a theme.

- e.g. 'Do you think Inspector Goole is an important character in An Inspector Calls?' or 'What do you think is the importance of class in An Inspector Calls?'

This question is worth 34 marks (you get 4 for SPAG) – you should spend around 45 – 50 minutes on this question.

❖ Checklist for the Literature exam (learn this):

Point > Evidence > SWA > Terminology > Reader's response > Writer's intention > Context

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

You need to plan (box-up) in detail, including evidence from a range of sections in the play:

- ❖ Introduction (overview of the character or theme and how Priestley presents them/it – try to link to context and message)
- ❖ At least 3 separate analysis paragraphs (include at least 2 quotes – the more, the better – in each, but also plan to discuss specific techniques and include structural points like dramatic irony, short sentences, juxtaposition, motifs, etc. – links to the message and context should be in your plan)
- ❖ Conclusion (come to a judgement – what was Priestley trying to show?)

Some key quotes:

'Hard headed practical man of business'

'Lower costs, higher prices'

'I hate those hard-eyed, dough faced women'

'But these girls aren't cheap labour, they're people.'

'She was a cold woman and her husband's social superior'

Some key messages:

Priestley wanted people to be morally responsible for their own behavior and to understand that their actions impacted on others.

Key contextual points:

Written in 1945 but set in 1912, this play was written so that people could learn from their mistakes.

Priestley had very left-wing beliefs and was opposed to the class system.

Suffragettes were prominent in 1912 – rights of women (represented by Eva/Daisy) were hugely important and are seen to be recognized by Sheila Birling.

The play is set in Brumley, a fictional town used to represent the drastic changes following the Industrial Revolution.

Poetry

This exam is split into 3 sections: A = anthology comparison, B = Unseen poem, C = Unseen comparison.

Anthology Comparison

For this section, you will be given one printed poem from the anthology (Power and Conflict) and asked to compare it to one other poem. The second poem will not be in front of you.

The question will be something like – Compare how conflict is explored in ‘Remains’ and one other poem from the Power and Conflict cluster.’

This question is worth **30 marks** so you should spend around **30 minutes** writing.

Checklist for the Literature exam (learn this):

Point > Evidence (this can be language or structure) > SWA > Terminology > Reader’s response > Writer’s intention > Context

YOU MUST PLAN FOR THIS QUESTION AND CHECK IT WHEN FINISHED.

You need to plan (box-up) in detail, **including evidence from both poems:**

- ❖ Introduction (overview of the poems and the theme – try to link to context and messages)
- ❖ At least **3 separate comparison and analysis paragraphs** (include at least 2 quotes from each poem – the more, the better – in each, but also plan to discuss specific techniques and include **structural points** like stanza length, rhyme scheme, enjambment, caesuras, juxtaposition, etc. – links to the message and context should be in your plan)
- ❖ Conclusion (link back to the question and give an overview).

Revising the poems? Just make sure you try to remember short quotes from each poem (10 would be amazing, but at least 6). **Don’t forget to revise their structure and context.**

Unseen

For this section, you be given an unseen poem to analyse. You must then answer a question about how the poet has explored a certain theme in the poem.

- e.g. ‘How does the poet explore the theme of the parent-child relationship in this poem?’

This question is worth **24 marks** so you should spend **24 minutes** writing, but planning for this question could take longer, as you have never seen the text before.

To plan, annotate the poem using **SMILE** – **Structure > Mood > Imagery > Language > Emotions.**

Then, you can **box-up** a plan – use the same structure as above.

You need to include everything from the **anthology checklist**, but only do context if you can.

Unseen comparison

This question is odd – you are asked to compare the first unseen poem with another unseen poem.

This question is worth **8 marks** so you should spend **8 minutes** writing (I know!).

That’s not much time, so you should aim to write **1 (possibly 2)** detailed comparison paragraph, using your **checklist** to help. The key is **PLANNING** and choosing 1 (possibly 2) great point to focus on.