



The Castle School

ACHIEVE | BELONG | PARTICIPATE

English

Mrs Whysall – Head of English

We have finished teaching the content of the course and have now begun to revise.

All classes will be following the same programme for the rest of the year.

This is where the knowledge is tested and developed.

English Language 2 exams: each 1hour 45 minutes.

| Paper 1: Explorations in Creative Reading and Writing | Paper 2: Writers' viewpoints and perspectives |
|--|---|
| Assesses one literature fiction text from either C20th or C21st | Assesses two non-fiction texts linked by theme but from different centuries – C19th and either C20th or C21st |
| Section A Reading: Q1 find facts | Section A Reading: Q1 Identify statements which are true |
| Q2 Analyse effect of language | Q2 Summarise differences/ similarities from both texts |
| Q3 Exploration of the extract as a whole | Q3 Looking at only one of the texts, analyse effects of language |
| Q4 Explores impressions of characters created and how the author achieves this | Q4 Comparing both texts, explore how attitude is conveyed |
| Section B Writing: Choice of two questions. a)Write a description suggested by an image b)Write part of a story or describe emotions | Section B Writing: Writing for purpose Letter Article Speech |

English Literature 2 exams: 1 hour 45 minutes and 2 hours 15 minutes

| Paper 1: Shakespeare and the C19th Novel | Paper 2: Modern texts and poetry |
|--|--|
| Section A Shakespeare, one question on play studied Explores character in an extract and the wider play | Section A Modern texts, one essay question from a choice of two. This must show knowledge of the whole novel |
| Section B C19th Novel, one question on the text studied Explores an extract and the wider novel | Section B Poetry, one comparative question on one named poem printed on the exam paper and one other from their chosen anthology cluster |
| | Section C Poetry, one question on an unseen poem and one question comparing that poem to another unseen poem. |
| | |

Ingredients' lists – what the examiners are looking for- your chid needs to understand and use these

Literature: Novels and play

Link to the question

Key quote

Single word analysis (linked
quotes)

Subject terminology

Respond to the effect of the
language

Author's intentions

Context

Poetry Anthology

Mnemonic: SMILER+C

Link to the question

Key quote

Single word analysis
(linked quotes)

Subject terminology

Respond to the effect
of the language

Author's intentions

Context

Comparison

Poetry Unseen

Mnemonic: SMILER

Link to the question

Key quote

Single word analysis
(linked quotes)

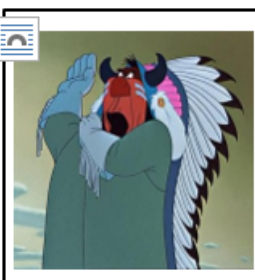
Subject terminology

Respond to the effect of
the language

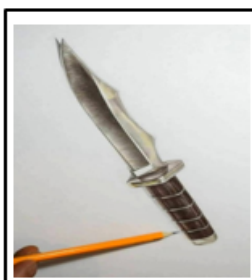
Author's intentions



"Choir!
Stand still!"



"'I ought to be
chief,' said Jack
with a simple
arrogance"



"Jack drew his
knife again with
a flourish"



"the enormity of the
knife descending and
cutting into living
flesh"



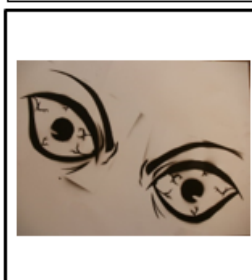
"'We've got to have
rules and obey
them. After all,
we're not savages.'"



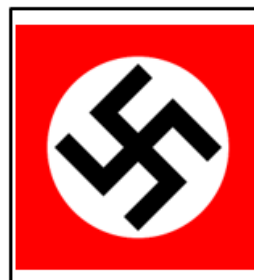
"We're English; and
the English are best
at everything."



"He was down
like a sprinter"



"The opaque, mad
look came into his
eyes again"



"Jack planned his
new face" - "white",
"red" and "black"



"an awesome
stranger."

How to use the metacognition sheets

- Print the sheets, cut them up into individual images and quotes (remember to write the character's name on the back).
- First, learn the quote with the image.
- Next, fold the quote behind and recite the quote (keeping the images in the same order).
- Then, muddle the images up and recite the quotes linking to context if possible.
- Once confident with characters' quotes, create theme maps (see slide 9: savagery).
- Again, start with quotes and images (but you should be much faster at being able to recite quotes from just the images).





“bloodthirsty
snarling”



“A blackness
within, a blackness
that spread”



“Jack planned his
new face” –
“white”, “red” and
“black”



“stuck his fist into
Piggy’s stomach”



“Unless we get
frightened of
people”



“Shut up,
fatty!”



“Wielding a
nameless
authority”



“Roger
sharpened a stick
at both ends.”



“the desire to
squeeze and
hurt was over
mastering”



“Ralph wept for
the end of
innocence”



Context

- Talking about why the author wrote the text is key. If students do not include this, they will limit their potential grade.

| | | |
|--|-----|---|
| Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks | AO1 | <ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s) |
| | AO2 | <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 |
| | AO3 | <ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task |
| Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks | AO1 | <ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s) |
| | AO2 | <ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader |
| | AO3 | <ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task |

Revision resources

- [Class Charts](#) (teachers regularly send homework, revision resources and messages). Please ensure that your child can access this.
- Exercise books and completed PPE papers
- [BBC Bitesize](#) – particularly good for English Language
- [Massolit](#) (a really good Literature website)
- [Revision in school](#): most teachers run revision sessions on Wednesday lunchtimes (a timetable has been distributed to students).

How you can help

- Make sure your child is completing homework and taking it into school.
- Around your child's room, encourage them to have key quotes for each of the key characters for the **three** texts and **15** poems.
- If you have time, ask them to recite quotes. Can they separate them into themes? Can they link them to context? Can they explain how different character's quotes can be linked together?
- Make sure they understand the requirements for each question in the Language exams.
- They should know where their gaps are in Language: this would be any question where they received less than half marks. Work on these skills at home. If they log into 'youtube' and look at 'Mr Bruff' his videos talk students through the questions.
- If you are concerned, please contact your child's teacher who will be able to help.
- Encourage attendance at intervention and revision sessions.