



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. That doesn't mean that it is time to relax!

	Mon 31st Jan	Romeo and Juliet/Unseen
21	Mon 7th Feb	Romeo and Juliet/Unseen
22	Mon 14th Feb Fri 18th Feb	Romeo and Juliet/Unseen Romeo and Juliet and unseen PPE after the holidays
23	Mon 21st Feb	½ Term
24	Mon 28th Feb	Lang Paper 1
25	Mon 7th Mar	Lang Paper 1 Section A assessment Nov 2020 papers Paper 1
26	Mon 14th Mar	Lang paper 2
27	Mon 21st Mar	Lang Paper 2 Section A assessment Nov 2020 papers
28	Mon 28th Mar	Modern Text Assess as needed
29	Mon 4th April	Romeo and Juliet Assess as needed
30	Mon 11th April	Easter Holiday
31	Mon 18th April	Easter Holiday
32	Mon 25th Apr	Poetry Assess as needed
33	Tues 2nd May	Lang paper 1
34	Mon 9th May	Lang Paper 2
35	Mo 16th May Fri 20th May	NSET 5
36	Mo 23rd May	Revise as needed Lit Paper 1 25 th May rest of lessons on Paper 2
37	Mo 30th May	½ Term
38	Mon 6th June	Revise as needed Lit Paper 2 8 th June The onto Language
39	Mo 13th June	Lang Paper ½ focusing on questions identified as weak
	Mo 20th June Fri 24th June	NSET 6

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 1 hour 40 minutes

Paper 1 (choose any two)

Paper 1P
Anthology of poetry – 1 item
30 marks (AO1, AO2, AO3)

Paper 1N
19th-century novel – 1 item
30 marks (AO1, AO2, AO3)

Paper 1M
Modern prose/drama – 1 item
30 marks (AO1, AO2, AO3)

Paper 2 (compulsory)

Section A
Shakespeare – 1 item
30 marks (AO1, AO2, AO3)
+ 4 marks (AO4)

Section B
Part 1: unseen poem essay
24 marks (AO1, AO2) + 4 marks (AO4)

Part 2: unseen poetry comparison
8 marks (AO2)

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."



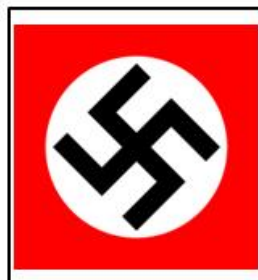
"We're English; and the English are best at everything."



"He was down like a sprinter"



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



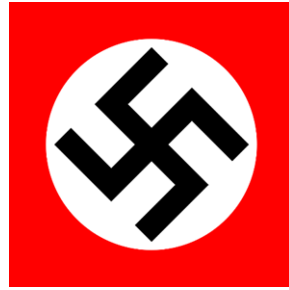
"Jack planned his new face" - "white", "red" and "black"



"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).



Can students remember the quotes by just looking at the images?
I have also muddled the order.

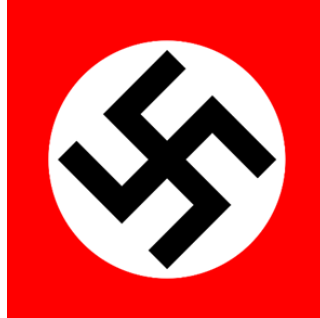




“bloodthirsty snarling”



“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”

Then, once confidence with individual characters has developed, create a theme map.



“Shut up, fatty!”



“Wielding a nameless authority”



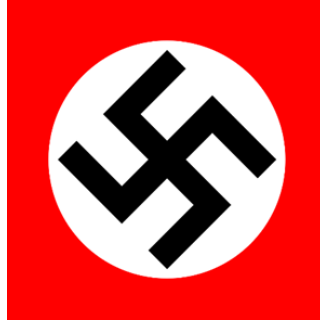
“Roger sharpened a stick at both ends.”



“the desire to squeeze and hurt was over mastering”



“Ralph wept for the end of innocence”



To add to this, ask students to link to context. This quick thinking will really help them to prepare for the exams



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.
- All Y11 classes should have the images and quotes for each of the relevant books..
- Exercise books and completed PPE papers
- **BBC Bitesize** – particularly good for English Language
- **Quizlet** (a really good Literature app)
- Revision in school: most teachers run revision sessions on Wednesday evenings (a timetable has been distributed to students)
- **Youtube:** Mr Bruff's videos for Language and Literature
- **Massolit** – fabulous short lectures for each the texts from top academics.
- Log in: massolit@castle.somerset.somerset.sch.uk password:september21freetrial

How you can help

- Make sure your child is completing homework and taking it into school.
- All students should be attending English revision on a Wednesday afternoon.
- Around your child's room, encourage them to have key quotes for each of the key characters for the **two** 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.