



1 Mins

4 marks AO1

List four things about... ?

- Write in full sentences
- Make sure you list things that are related to the task prompt
- ® Read a range of fiction texts carefully for understanding
- ® Practise finding 4 facts on different aspects of a text



2 Mins

8 Marks AO2

How is LANGUAGE used to?

- Techniques** – identify how the writer uses language
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices and the impact in detail.
- Make sure you identify features that relate to the task prompt
- ® Revise language techniques thoroughly. Make flashcards and test yourself
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases



4 Mins

20 Marks AO4

A student having read the text said....

TO WHAT EXTENT DO YOU AGREE?

- Refer to language features in this task. Consider what would be typical of a situation, similar to that described in the text, then refer to how the writer has described it, or approached it. How? Why? What is the impact on the reader? How effectively has this been done?
- Techniques** – identify how the writer uses language to meet the evaluation given in the prompt
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices and the impact in detail.
- Make sure you refer to parts of the text that relate to the task prompt
- Use the language of judgement and evaluation.
- ® Revise language techniques thoroughly
- ® Make flashcards and test yourself
- ® Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc.
- ® Practise analysis of words and phrases



3 Mins

8 Marks AO2

How is the text STRUCTURED ... ?

- Refer to the position of the extract – is it the opening, introducing a new character, a new setting?
- Step back and look at the whole extract. Where is the reader at the beginning, the middle and the end?
- Techniques**– identify the structure techniques used
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences – there may not be many for structure
- Analysis** – examine reasons for the writer’s structural choices and the impact in detail.
- ® Revise structure techniques thoroughly. Test yourself
- ® Practise analysis on extracts, particularly first pages of books or dramatic moments

AO1 – Identify and Interpret information and ideas
 AO2 - Explain, comment, analyse how writers use language and structure to achieve effects and influence readers
 AO4 – Evaluate texts critically and support with textual reference

EXAM PROOF your answer: use the language of the AOs

www.stgregseng.com For a language & literature glossary

5

45 Mins

24 Marks AO5 16 Marks AO6



Elements of good writing that you should include in your story/description:

- Pathetic fallacy in your setting
- Imagery – personification, simile, metaphor
- Juxtaposition or Oxymoron
- Descriptive adjective, adverbs and careful verb choice
- Semantic field or repetition
- Sentence variety – long, complex sentences and short sentences for pace and dramatic effect
- A shift in tone, mood, atmosphere
- Shifts in focus from external to internal
- Clear narrative structure of equilibrium, disequilibrium and resolution, or a focus on one or two of these points in the narrative
- Circular structure, ending with a motif repeated from the beginning

AO5 – Communicate clearly, effectively and imaginatively
AO6 – Range of vocabulary, sentence structures & accurate SPaG

WRITING CREATIVE/DESCRIPTIVE

You are entering a creative writing competition.

- Either Write a story suggested by this picture
Or Describe an ideal holiday destination

How to write description or narrative:

- Step back for a moment and think about your whole piece of writing. What **impact** do you want to have on the reader? How do you want them to **feel** at different points of your story or description? This should be your main focus
- Plan**. Your plan will be noticed and taken into account, but spend no more than 8 minutes planning
- Be clear about your task** – description or story. Descriptions usually look more at the what (what the setting looks like, what the character looks like, what type of person someone is, what happened at an event etc.) Stories tend to mix both description and action. Too much action and no description in a story will not gain high marks (this happened, then this happened, after that, this happened etc.) Balance your story
- Box off** areas of the picture that you could focus on. These could be the basis for different paragraphs – weather & setting, sea, house and character. Remember the picture is a **prompt** and does not need to limit your ideas
- Be creative, be bold**. If it is hard to avoid clichéd plots & characters, focus on making your writing sound original and interesting.
- Use a **strong opening** to hook the reader – focus on detail, in medias res, foreshadowing, character, speech
- Limit your story** – 1 central character, 1 main setting, 1 event.
- Write like a reader!** Remember what is effective in Section A Reading
- Technical accuracy** = 40% of the marks. Check punctuation, verb tenses, sentence control & use ambitious vocabulary. Spelling is important, especially of commonly used words, but so is vocabulary - even if you are only 70% sure of the spelling, use it anyway

EXAM PROOF your answer: use the language of the AOs

1 **5 Mins**
4 marks AO1

Choose four things that are true... ?

- Read key words in the question & the extract very carefully
- Ⓜ Read range of non-fiction texts for understanding
- Ⓜ Practise finding true or false facts on different aspects of the text

3 **10 Mins**
12 Marks AO2

How is LANGUAGE used to ... ?

- Techniques** – identify how the writer uses language
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices & impact in detail.
- Make sure you refer to language that relates to the task prompt
- Ⓜ Revise language techniques thoroughly. Make flashcards and test yourself
- Ⓜ Revise word classes, correctly identify verbs, nouns, adjectives, adverbs
- Ⓜ Practise analysis of words and phrases

2 **10 Mins**
8 Marks AO1

Write a SUMMARY on the similarities/ differences between..?

- Find clear similarities **or** differences between the two texts
- Select words and phrases (judicious quotes) that are the **evidence** for your points
- Make **inferences** about what each point suggests is the similarity or difference
- Write up in paragraphs
- Make sure you refer to parts of the text that relate to the prompt.
- Ⓜ Practise summarising an extract
- Ⓜ Practise summarising two extracts finding points of comparison and contrast
- Ⓜ Practise making inferences from textual info
- Ⓜ Learn the language of comparison & contrast
- Ⓜ Learn the language of inference and analysis

4 **25 Mins** **Compare how the two writers CONVEY their FEELINGS/ ATTITUDES/VIEWPOINT of ... ?**
16 Marks AO3

- Step back and look at the **whole text**. Focus on the **overall tone and attitude** that is being communicated through the text. Identify this by looking at:
 - Content** - what is mainly written about? What dominates the extract? This will be the most important focus.
 - Organisation** –Look at each paragraph. What is the order of the information? How do the texts differ?
 - Semantic field** – what types of words are repeated throughout? This will give a clue to the tone and attitude.
 - Look for evidence of a **clear and distinctive voice** – is it dramatic? ironic? sarcastic? matter of fact? emotive? How does this differ in each? How does it fit the content or topic?
 - Boil the text down to **the single quote** you think encapsulates the view and attitude. This could be the basis of a detailed analysis section.
- Techniques** – identify how the writer uses language, especially in the source not used for Q3
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices and the impact in detail
- Make sure you list things only relating to the task prompt
- Ⓜ Practise analysis of words and phrases
- Ⓜ Practise identifying attitude and tone in texts.

AO1 – Identify and Interpret information and ideas
 AO2 - Explain, comment, analyse how writers use language and structure to achieve effects and influence readers
 AO3 – Compare writers’ ideas and perspectives across two or more texts
EXAM PROOF your answer: use the language of the AOs
www.stgregseng.com For a language and literature glossary

5

45 Mins

24 Marks AO5 16 Marks AO6

Techniques to use in opinion and persuasive writing:

D **Direct Address** – *you, we, us, our*

A **Anecdote** – a story that gives your viewpoint credibility
also

Alliteration – repetition of sounds for emphasis

F **Facts** – statements that can be proved

O **Opinions** – strong views that can be presented as facts

R **Rhetorical Q** in which the only appropriate answer is implied by the viewpoint

E **Emotive language** – to provoke feelings in the reader '*devastating*' '*hopeless*' '*mindless*'

S **Statistics** – like facts, sound very persuasive

T **Triples** – the rule of three. Repetition for strong emphasis '*Students are stressed, anxious and nearing breaking point*'

I **Imagery** – use of metaphor, personification and simile

I **Imperatives** – for confident, commanding language. *Act today, Don't give in*

I **Insecure, tentative language** '*arguably,*' '*possibly*' '*suggests*' '*could*'

Ⓡ Read examples of opinion pieces in magazines, online and newspapers.

Ⓡ Look at the tone and style. Practise copying humorous, ironic, emotive, matter-of-fact styles. Don't rant – be controlled.

Ⓡ Practise writing viewpoint pieces for a range of issues – the environment, school, health, consumerism etc.

Ⓡ Practise adding imaginative detail, such as an interview or quotes from an expert.

AO5 – Communicate clearly, effectively and imaginatively

AO6 – Range of vocabulary, sentence structures & accurate SPaG

WRITING TO PRESENT A VIEWPOINT:

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write **an article** for a **broadsheet newspaper** in which you explain your point of view on this statement.

How to write to present a viewpoint:

The task may be either a letter, article, text for a leaflet, text of a speech, essay

For a **LETTER** you must/should:

Make it clear you are sending to someone

Use these conventions of the letter form

For an **ARTICLE** you must/should:

Use a title

Introductory paragraph

Use sub-headings

For a **LEAFLET** you must/should:

Use a title

Use sections, paragraphs, subheadings, boxes

For a **SPEECH** you must/should:

Clearly demonstrate you are addressing an audience

Use rhetorical features of formal speech

Close or conclude your speech

For an **ESSAY** you must/should:

Include an introduction and conclusion

Write in a formal style

www.stgregseng.com for examples and models

Shakespeare & the 19th Century Novel: 1hr 45 mins

40% of Literature Mark

30 marks AO1 AO2 = 75.5%
AO3 = 18.5%

4 Marks AO4 = 6%

AO1: Read and understand texts Use textual reference & quotations to support & illustrate points
AO2: Analyse language, form and structure using relevant subject terminology
AO3: Show understanding of the relationship between text and contexts
AO4: Use a range of vocabulary and sentences structures for purpose and effect with accurate SPaG



Extract from text
Then a related Q eg. 'How does Shakespeare present the supernatural?'

- In this extract
- In the play as a whole

52 mins

10 mins to read and plan

35 mins to write

2 minutes to reread work

30 marks + 4 marks

- Ⓡ Know the text thoroughly. Use your book, revision guides and the internet to make sure you are 100% confident about the **plot, the characters, the themes, the context, the language and key symbols**. Write out notes / plans / mind map for each of these areas
- Ⓡ Memorise key quotes from the play. Use the definitive list of quotes and learn them. Make sure you understand the connotations and meaning.
- Ⓡ Have thorough understanding of the key scenes and speeches in the play, but be aware that the choice of extract may not be one you were expecting. The best revision for this is to feel confident about the whole play
- Ⓡ Learn ambitious and sophisticated vocabulary to talk about the play
- Ⓡ Learn literary devices/language techniques
- Ⓡ Practise writing essays to time about the play

Extract from text
Then a related Q eg. 'How does Stevenson present Dr Jekyll 's motives?'

- In this extract
- In the novella as a whole

52 mins

10 mins to read and plan

35 mins to write

2 minutes to reread work

30 marks



- Ⓡ Know the text thoroughly. Use the Jekyll & Hyde Knowledge Organiser/PLC (ask your teacher if you do not have one) to make sure you are 100% confident about the **plot, the characters, the themes, the context, the language and key symbols**. Write out notes / plans / mind map for each of these areas
- Ⓡ Memorise key quotes from the novella. Use the definitive list of quotes (ask your teacher) and learn them. Make sure you understand the connotations and meaning
- Ⓡ Have thorough understanding of the key moments and extracts in the text, but be aware that the choice of extract may not be one you were expecting. The best revision for this is to feel confident about the whole text.
- Ⓡ Learn ambitious and sophisticated vocabulary to talk about the story, themes and characters
- Ⓡ Learn literary devices/language techniques
- Ⓡ Practise writing essays to time about the text

Modern Texts and Poetry: 2hr 15mins

60% of Literature Mark

Section A = 34 marks
 Section B = 30 marks
 Section C = 24 marks & 8 marks
 AO1 AO2 = 83% AO3 = 12% AO4 = 5%

AO1: Read and understand texts Use textual reference & quotations to support & illustrate points
 AO2: Analyse language, form and structure using relevant subject terminology
 AO3: Show understanding of the relationship between text and contexts
 AO4: Use a range of vocabulary and sentences structures for purpose and effect with accurate SPaG



Either/Or
 Choice of one of two questions eg.
How does Priestley explore age differences in 'An Inspector Calls' ?

- Age difference between characters
- Age difference shown by way he writes

45 mins
 8 mins to plan, jot down quotes
 35 mins to write
 2 minutes to reread work

- Ⓡ Know the text thoroughly. Use your book, revision guides and the internet to make sure you are 100% confident about the **plot, the characters, the themes, the context, the language and key symbols**. Write out notes / plans / mind map for each of these areas
- Ⓡ There is **no extract** so you must memorise key quotes from the play. Use a definitive list of quotes and learn them. Make sure you understand the connotations and meaning
- Ⓡ Have thorough understanding of the key scenes and speeches in the play, but be aware that the choice of extract may not be one you were expecting. The best revision for this is to feel confident about the whole play
- Ⓡ Learn ambitious and sophisticated vocabulary to talk about the play
- Ⓡ Learn literary devices/ language techniques
- Ⓡ Practise writing essays to time about the play

Compare the ways poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'.

Ozymandias

I met a traveller from an antique land
 Who said: Two vast and trunkless legs of stone
 Stand in the desert. Near them on the sand,
 Half sunk, a shatter'd visage lies, whose frown
 5 And wrinkled lip and sneer of cold command
 Tell that its sculptor well those passions read
 Which yet survive, stamp'd on these lifeless things,
 The hand that mock'd them and the heart that fed;



- Ⓡ Know the poems thoroughly. Use the Poetry Guide book for independent revision (ask your teacher if you do not have one) to make sure you are 100% confident about each one. Write out notes / plans / mind map for each
- Ⓡ Memorise key quotes from the poems. Make sure you understand the connotations and meaning
- Ⓡ Learn ambitious & sophisticated vocabulary to talk about each poem
- Ⓡ Learn poetic devices and language techniques
- Ⓡ Practise writing essays to time about the text

One printed poem. Then a related Q eg. 'How does the poet present ageing?'

35 mins
 8 mins to read and plan
 25 mins to write
 2 minutes to reread work



- Ⓡ Practise working with unseen poems, analysing topic, viewpoint, tone as well as form, language and imagery.
- Ⓡ Learn poetic techniques thoroughly
- Ⓡ Learn the language of confident analysis

A second printed poem
 'Compare how the poets find family difficult'

15 mins
 8 mins to read and plan
 10 mins to write

- Ⓡ Practise working with unseen poems
- Ⓡ Practise language of comparison