

## ENGLISH LITERATURE

15 minute revision tasks: 'brain blasts'	30 minute revision tasks: 'building up steam'	45+ minute revision tasks: 'the full mental workout'
<ul style="list-style-type: none"> <li>Revise for <b>memory tests</b> in class: <i>write - cover - check - rewrite</i></li> <li>Practise memorising/regurgitating key quotations for each section of the exam</li> <li>List all the possible themes for a text you have studied. Write these up as sample theme questions for you to practise with. <i>How does *writer* present *theme* in scene 'x' and the rest of the play/novel?</i></li> <li>List all the possible characters for a text you have studied. Write these up as sample questions for you to practise with. <i>How does *writer* present *character* in scene 'x' and the rest of the play/novel?</i></li> <li>Decide on which 5-6 key 'moments' from the play/novels you are studying are most likely to come up in an exam and annotate each one thoroughly.</li> <li>For each 'moment', list the key points you learn from that 'moment' and consider what the author is using this scene to demonstrate to readers. Make a <b>revision card</b>.</li> <li>For each 'moment', select the key quote(s) → what do these reveal about the character/theme? <b>Memorise</b> these.</li> <li>Look at the title of an unseen poem and 'explode' it. What does it reveal about the content?</li> <li>Read an examiner's report on the last exam series (AQA website) - make notes.</li> <li>For each section of your exam, look at the mark scheme in detail. What do you need to do to hit your target grade? Create <b>success criteria</b>.</li> </ul>	<ul style="list-style-type: none"> <li>'Active' reading of a scene/moment in a text. Make detailed notes as you read.</li> <li>Pick a poem, list the 4-5 main ideas for it and then <b>bullet point</b> any possible connections to other poems. Aim for 2-3 possible poems to <b>connect</b> with it.</li> <li>Pick a random poem, 'explode' the title, read the poem for meaning and <b>annotate</b> it. (Techniques + effects) (Unseen poetry)</li> <li>Look at the key quotes for your main scenes and poems. Pick 2-3 and 'explode' them on a <b>revision card</b></li> <li><b>Research</b> contextual info on your authors. Create a spider diagram for each one and in a different coloured pen, annotate what this context <u>could</u> reveal about their reasons for writing their text. <i>It isn't enough just to mention context → explore its significance</i></li> <li><b>Plan</b> out a literature essay on a spider diagram, and then <b>write</b> the opening paragraph</li> <li>Map out an entire essay in a detailed plan (not full sentences). Edit it using a different colour/Post It notes. Give it to a friend to write up and you can critique your own planning</li> <li>Create a Venn diagram for 2 poems so you show their similarities and differences. Add points and quotes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Skim-read</b> all your exam texts (at least once before the mock exam)</li> <li>Have a final <b>skim-read</b> of the key sections the night before the exam)</li> <li><b>Timed write</b> of a literature exam question: plan → write → edit → self/peer mark</li> <li><b>Plan an essay</b> in detail, write the introduction and first paragraph, then self-mark your work. Set a target and write the next paragraph</li> <li><b>Track a character</b> through a text. Pick a character, decide on their 4-5 key moments in the story and note down what the writer reveals at each stage (use a flowchart). Then, annotate <u>between</u> each stage, explaining how the character has changed and what you think the author is trying to accomplish. Some characters don't change - can you explain why this might be the case?</li> <li><b>Track a theme</b> through a text. Pick a theme, decide on the 4-5 key moments in the story and note down what the writer reveals at each stage (use a flowchart). Then, annotate <u>between</u> each stage, explaining how the thematic idea has changed and what you think the author is trying to accomplish by doing this</li> <li>Create <b>knowledge organisers</b> for each section of the course: add ideas, quotes and context (add to over time).</li> </ul>
<ul style="list-style-type: none"> <li>○ <a href="https://www.sparknotes.com/">https://www.sparknotes.com/</a></li> <li>○ <a href="https://www.litcharts.com/">https://www.litcharts.com/</a></li> <li>○ <a href="https://www.bbc.co.uk/bitesize/examspecs/zxqncwx">https://www.bbc.co.uk/bitesize/examspecs/zxqncwx</a> (literature)</li> <li>○ <a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a> (language)</li> <li>○ YouTube: 'Mr Bruff'</li> </ul>		

## ENGLISH LANGUAGE

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<p><b>Section A</b></p> <ul style="list-style-type: none"> <li>Read an article online (BBC News, Guardian online etc) and <b>summarise</b> the content in 5 bullet points. Time yourself and try to beat it next time (Q1)</li> <li>Read the opening page of a novel and <b>summarise</b> its content in 5 bullet points (Q1)</li> <li>Pick a <i>source</i>* and highlight all the language techniques you can see. Select 3-4 and write down what effect they have on you, on a Post It</li> <li>Have a go at an 8 mark question (Q2, Q3)</li> <li>Self/peer mark an 8 mark question</li> <li>Pick two sources and find a <b>connection</b> between them. Say how they are similar and different. Summarise this in a table (P2 Q2)</li> <li>Look at each question's mark scheme. What do you need to do to hit your target grade?</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>Find an interesting image online and <b>write</b> the opening paragraph of a piece of description</li> <li>(HOOKS) <b>Write</b> a really dull sentence → <b>critique</b> it → <b>rewrite</b> it x5 using a different language technique each time.</li> <li>(SENTENCES) Write a really dull sentence → critique it → rewrite it x5 using a different sentence starter each time, e.g. adverb openings</li> <li>Look at a sample exam question: <ul style="list-style-type: none"> <li>(DESCRIPTIVE) <b>Plan</b> out a descriptive writing response (which 3-4 areas would you 'zoom in' on?)</li> <li>(NARRATIVE) <b>Plan</b> out a narrative writing response (what 3-4 main 'pieces' of the story would you include; what would you say?)</li> <li>(ARGUE) <b>Plan</b> out a response with your views on a topic in the news (mental health, homework, linear exams, healthy eating, exercise, smoking/vaping, child labour, voting age, etc.)</li> <li>(PERSUADE) <b>Plan</b> out a response where you convince a person to change their views (same topics as above)</li> </ul> </li> </ul>	<p><b>Section A</b></p> <ul style="list-style-type: none"> <li>Have a go at a 12 mark question (Paper 2 Q3)</li> <li>Have a go at a 20 mark question (Paper 1 Q4)</li> <li>Get a friend to write a statement for you on how they feel about a literature <i>source</i>*. List all the reasons you agree/disagree with it and find <b>evidence</b> from the source to back it up. <b>Rank order</b> these in terms of which is the strongest piece of evidence (Paper 1 Q4)</li> <li>Pick 2 sources and make a <b>comparison</b> table. How are they similar or different? (Paper 2 Q4)</li> <li>Use a key 'moment' from a Literature text you are studying and as you read, create a list of everything that is happening. Once you've done this, <b>annotate</b> the list with all the potential reasons the author may have organised it this way. What effects are created? (Paper 1 Q3)</li> <li>Use the British Library website to select 19<sup>th</sup> Century texts to read and use as <i>sources</i>* for timed practice.</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>Get a friend to write a statement for you (ARGUE/PERSUADE) and <b>write the opening</b> to your response on it.</li> <li><b>Plan</b> out a response on a topic (see 15 minute tasks for ideas) and write the opening paragraph in 3 different ways, using different language techniques. This can be repeated with sentence types too.</li> <li>Take a response you have already written (look in your English book) and <b>rewrite</b> it to <b>improve</b> it. Start with your opening and ending line; <b>upgrade the vocab</b>; insert language techniques; <b>add</b> an alternative interpretation; re-order the paragraphs etc</li> </ul>	<p><b>Section A</b></p> <ul style="list-style-type: none"> <li>Pick two sources: read → <b>summarise</b> them → state similarities/differences → write these up in <b>comparative</b> paragraphs</li> <li>Sit an entire Section A (1 hour)</li> <li><b>Peer mark</b> a friend's response to any Section A question, then <b>rewrite</b> it for them and <b>annotate</b> your reasons for why you've improved it</li> <li>Create success criteria for each individual question. Start creating <b>revision cards</b> to summarise your strategy for answering it.</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>Look at the wording of all the exam questions available to you (exercise book, assessments, class practice, mock paper, AQA website) and devise your own sample questions - can you spot any patterns or similarities with the questions? (Share the work with a friend.) Write as many of these as you can prior to your exam</li> <li><b>Write</b> an exam response under timed conditions (plan → write → edit)</li> <li>Find an interesting photo/picture and <b>describe</b> the scene you see under timed conditions</li> <li><b>Write</b> a short paragraph of descriptive/narrative writing, then <b>re-draft</b> it 3-4 times aiming to create a different effect on your reader (suspense, intrigue, mystery etc)</li> <li>Look at a model response your teacher has given you. Unpick it and create <b>success criteria</b>, then <b>rewrite</b> a paragraph you have written previously to hit the success criteria. <b>Check</b> it and <b>repeat</b> until you are feeling more confident.</li> </ul>

**Where can I access past papers?** Your teacher will provide you with past questions and sample questions. You can even make them up by changing the theme/character/extract in the question.

**REVISION GUIDES:** CGP or Collins revision guides for the AQA 9-1 course

**NB:** *source*\* could refer to any 19<sup>th</sup>-21<sup>st</sup> century piece of fiction or non-fiction.

**A good tip is to use extracts from your Literature texts so you are revising both subjects together.**