

# English Language & Literature

Mark Helliwell



*...to see again*



# A reminder...

2 separate GCSE qualifications

4 exams: 2 for Language and 2 for Literature

A total of 7 hours and 30 minutes in the exam hall!

All closed book exams, so...



## ... start revising NOW!

***Little and often*** is the key to staying well and doing well.



# What do you need to revise?

## Language:

- ✓ Subject terminology
- ✓ Reading skills (fiction and non-fiction)
- ✓ Writing skills to describe, inform, argue, and persuade
- ✓ Revisit the basics of SPaG

## Literature:

- ✓ THREE set texts (plot, characterisation, setting, language, structure and context) PLUS Anthology Poetry (15 poems)
- ✓ Unseen Poetry: meaning, imagery, tone, structure, language
- ✓ Quotations

*"If you add a little to a little and do this often,  
soon the little will become great."*

- Hesiod



**Skills for Language and Literature are transferrable!**





[illegible]

**All of the key information you need for your GCSE  
English Language and English Literature exams**

Name: \_\_\_\_\_

*An anthology of short stories of 800 words or less, written by 44 teachers to help prepare learners for GCSE English Language.*

Curated by Robert-John Evans

# *How can you revise effectively?*

## **Active revision**

- ✓ Read notes and reduce – **revision cards** are useful
- ✓ **Re-read set texts** - **highlight quotations** and **annotate**
- ✓ Create **word walls for quotes** and key chapters
- ✓ Write a quiz or “speed dating” questions
- ✓ Trace key words with finger, highlighter
- ✓ Create card sort activities
- ✓ **Visually organise** or reorganise notes using columns, charts, categories
- ✓ **Know your AOs** and where you need to address them
- ✓ **Most importantly – complete timed practice exam questions!**

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- Hesiod



Year 11 English Literature Revision  
Literature

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Year 11 English Language Revision  
Language

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- M Helliwell posted a new material: Language AOs  
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- M Helliwell posted a new material: Read to Succeed  
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## GCSE English

[Hide score](#)[Reduce contrast](#)




Question 1 of 10


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

*Please read the following extract. This extract is taken from a collection of ghost stories by English author MR James, published in 1904. In it, a student has discovered a strange book with a frightening illustration, which he describes for the reader.*

I entirely despair of conveying by any words the impression which this figure makes upon anyone who looks at it. I recollect once showing the photograph of the drawing to a lecturer on morphology--a person of, I was going to say, abnormally sane and unimaginative habits of mind. He absolutely refused to be alone for the rest of that evening, and he told me afterwards that for many nights he had not dared to put out his light before going to sleep. However, the main traits of the figure I can at least indicate.

At first you saw only a mass of coarse, matted black hair; presently it was seen that this covered a body of fearful thinness, almost a skeleton, but with the muscles standing out like wires. The hands were of a dusky pallor, covered, like the body, with long, coarse hairs, and hideously taloned. The eyes, touched

 **English Lit: AQA GCSE Macbeth** →

▼ 1 Literary & Cultural Con... ☐

▼ 2 Plot Summary ☐

^ 3 Characters ☐

▼ 3.1 Macbeth ☐

^ 3.2 Lady Macbeth ☐

3.2.1 Masculine & Ruthless ☐

3.2.2 Manipulative & Disturbed ☐


▼ 3.3 Other Characters ☐

▼ 3.4 Grade 9 - Key Characters ☐

▼ 4 Themes ☐

▼ 5 Writer's Techniques ☐


faster.



New

**Lady Macbeth - Ruthless and Dominant** 1 / 5

Lady Macbeth comes across as ruthless and the dominant one in her relationship with Macbeth from the moment she enters the stage.



Role - co-conspirator

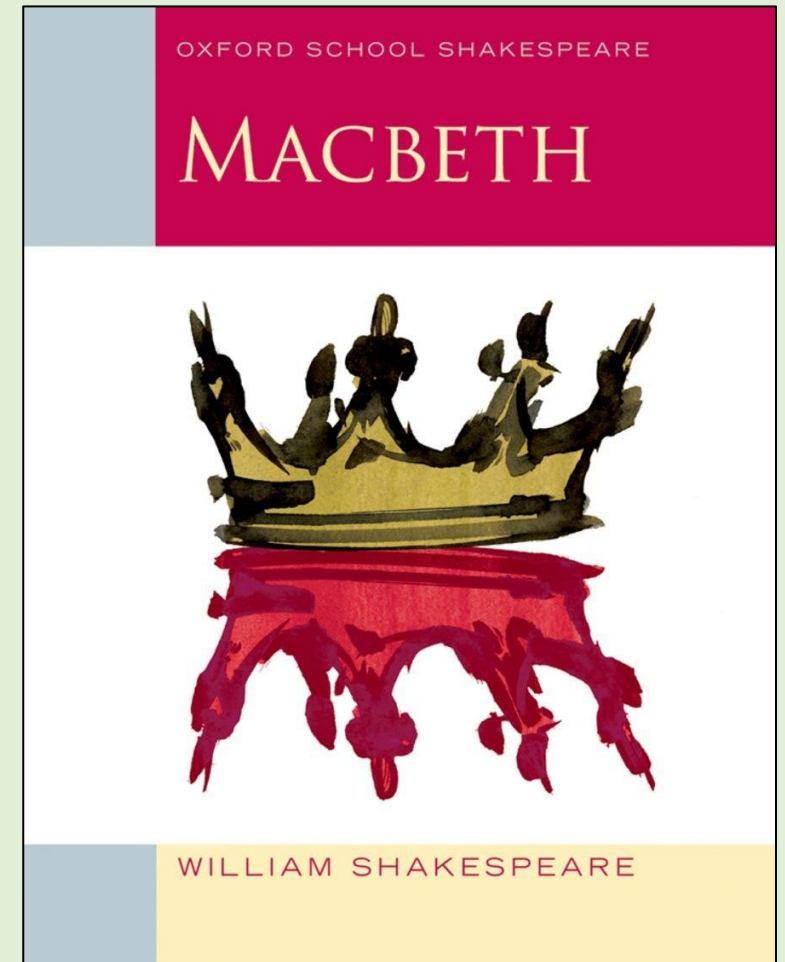
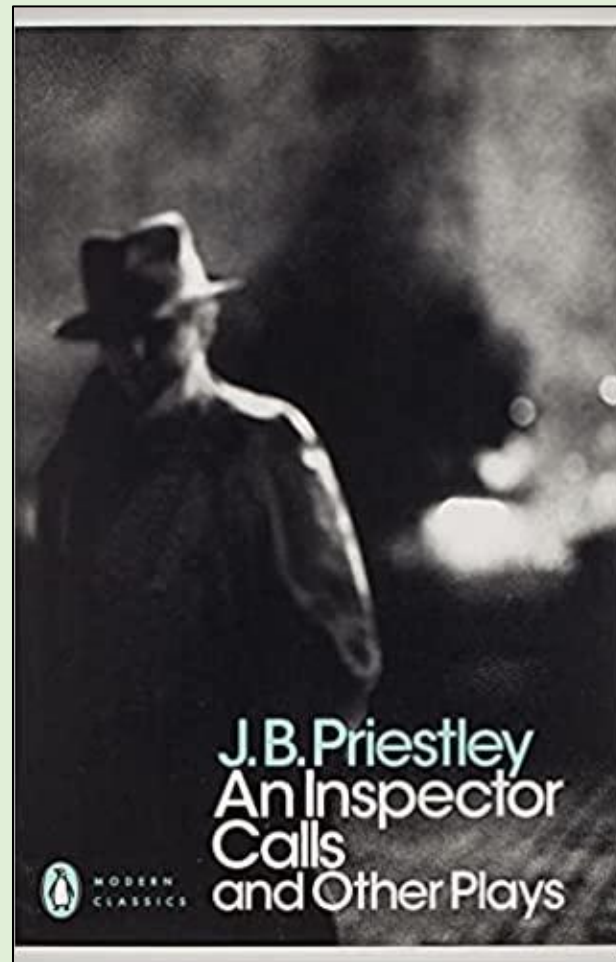
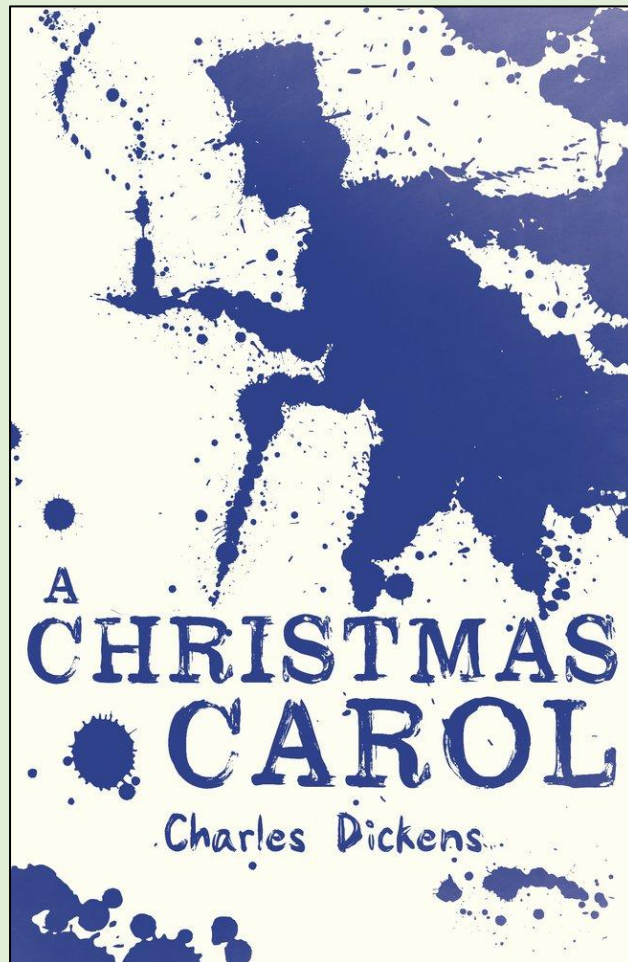
- Lady Macbeth takes the role of co-conspirator in the play.
- Lady Macbeth is the person who comes up with the plot to kill good King Duncan.
- She becomes very insistent that Macbeth should murder King Duncan, pushing him to do it and implying that he is weak and useless if he refuses.

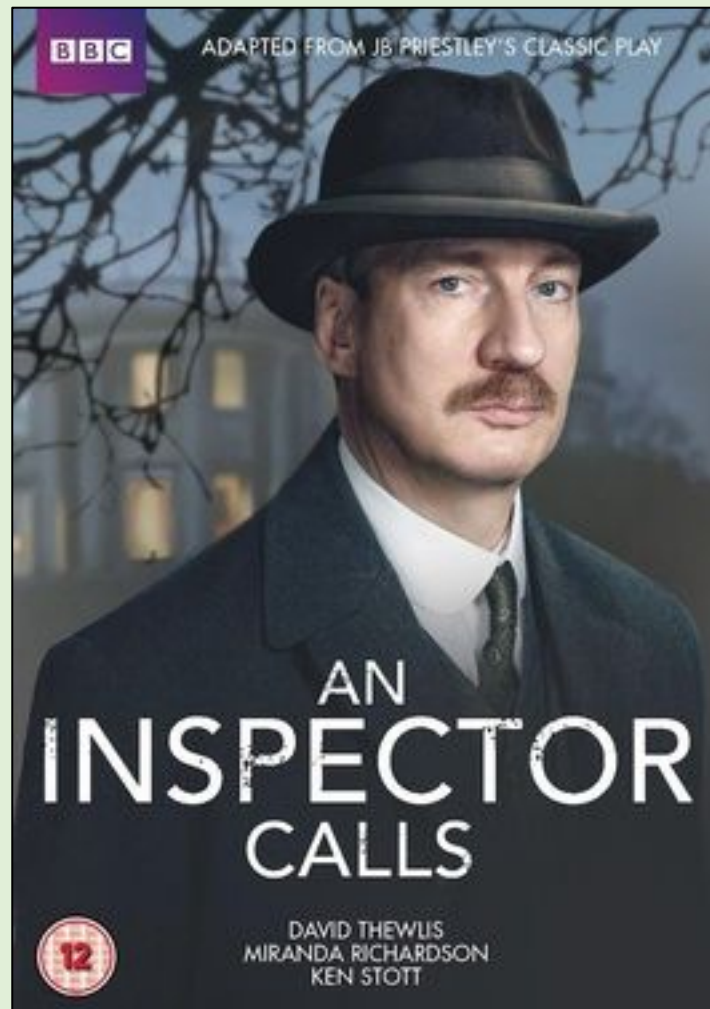
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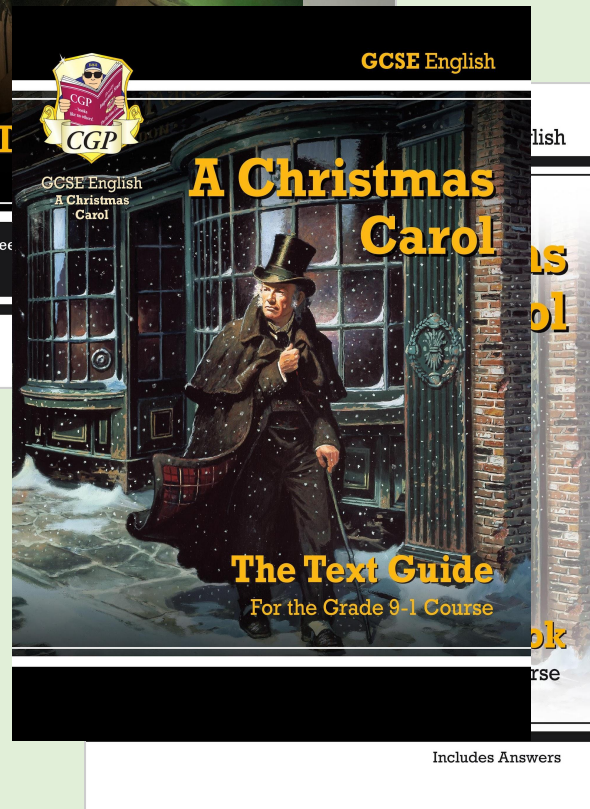
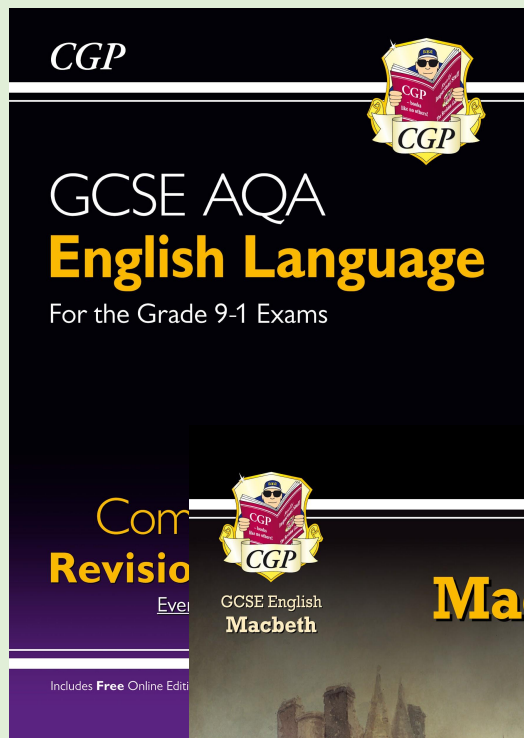
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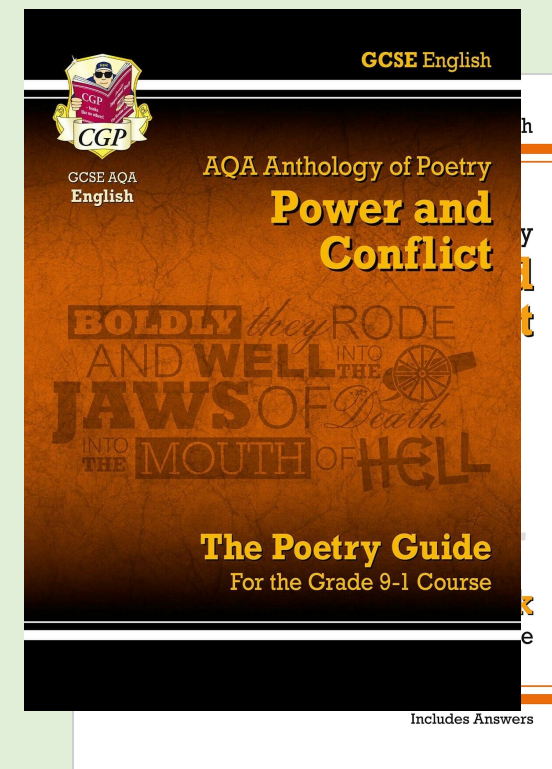








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