



**BROOKFIELD COMMUNITY SCHOOL**  
COMMITTED TO EXCELLENCE

**English**

**Y11 Revision Toolkit**

**17/3/22**

Part Of The  
**REDHILL ACADEMY TRUST**  
Exsisto Optimus



**AQA GCSE English  
Language**

**Paper 1 50%**

**Paper 2 50%**

**Section A:  
*Reading*  
1 unseen literature  
fiction text**

**Section B:  
*Writing*  
Descriptive or  
narrative writing**

**Section A:  
*Reading*  
1 non-fiction and 1  
literary non-fiction  
text**

**Section B:  
*Writing*  
Writing to  
present a  
viewpoint**

**Total exam time:  
1 hour and 45 minutes**

**Total exam time:  
1 hour and 45 minutes**

## **AQA GCSE English Literature**

### **Paper 1**

**Section A:**  
*An Inspector Calls*

**Section B:**  
*Power & Conflict  
Poetry*

**Total exam time:  
1 hour and 40 minutes**

### **Paper 2**

**Section A:**  
*Macbeth*

**Section B:**  
*Unseen poetry*

**Total exam time:  
1 hour and 45 minutes**

Revision Challenge	Week beginning	Exam component to be set
1	17.1.22	Paper 2 Q5
2	24.1.22	Paper 1 Q5
3	31.1.22	Poetry Anthology – fear
4	7.2.22	Paper 2 Q4
	14.2.22	Feedback only – revision set for mocks
Half term		
Mocks Wk1	28.2.22	Mock exams
Mocks Wk2	7.3.22	Mock exams
5	14.3.22	Paper 1 Q2&3
6	21.3.22	Unseen
7	28.3.22	AIC - Eva
8	4.4.22	Paper 1 Q4
9	25.4.22	Macbeth - character
10	2.5.22	Paper 2 Q5
11	9.5.22	Poetry Anthology - authority
GCSE exams start:		
Language Paper 1: Weds 18 <sup>th</sup> May am		
Literature Paper 1: (AIC / Poetry) Weds 25 <sup>th</sup> May am		
Literature Paper 2: (Shakespeare / Unseen) Weds 8 <sup>th</sup> June am		
Language Paper 2: Friday 10 <sup>th</sup> June am		

On a Monday,  
ask what this  
week's FDG is

**Consistency!**  
**Consistency!**  
**Consistency!**

Check that  
work has been  
handed in on a  
Wednesday.



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**Encourage students to re-read the set texts**

**Little and often  
Just 20mins each day!**

**Watching performances is also a good way to revise...but be careful because not all productions follow the original plot!**



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**Check that the 'expand your vocabulary' tasks are being completed**

Expand your vocab 1 – understanding check

Next  
word

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jau

sap

vermillion

**Using sophisticated,  
academic language in  
the exams will boost  
outcomes!**

THE ACADEMY TRUST

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**Check that key quotes are being learnt**

**Not being able to use  
quotes in the exam will  
seriously limit outcomes!**

- Analyse each quote – knowing the significance of the quote is just as important as remembering the words.
- Ask someone to test you.



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# **The importance of writing**

**In the exam, students will  
complete 2 writing tasks –  
worth 50% of their final mark!**



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5 things in the picture to describe:

- 1)
- 2)
- 3)
- 4)
- 5)



3 interesting words to use for each thing:

- 1)
- 2)
- 3)
- 4)

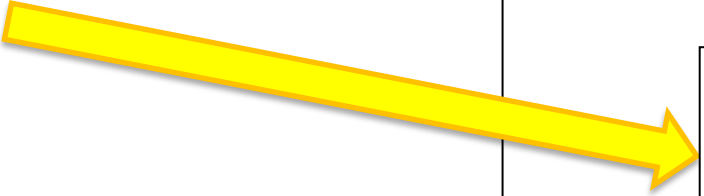


Plan!  
Plan!  
Plan!

5 examples of S-O-A-P:

- 1)
- 2)
- 3)
- 4)
- 5)

- 5 things in the picture to describe:
- 1) Eg. Poppy
  - 2)
  - 3)
  - 4)
  - 5)

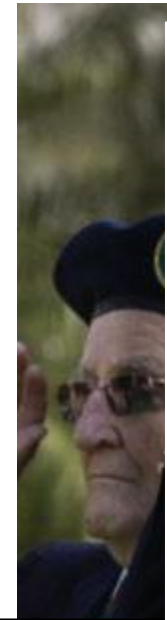


3 interesting words to use for each thing:

- 1) Eg. Vibrant; crimson; emblem.
- 2)
- 3)
- 4)



Plan!  
Plan!  
Plan!



- 5 examples of S-O-A-P:
- 1) Simile: like an angry child.
  - 2) Metaphor: the poppy sets the dark, opaque backdrop alight.
  - 3) Onomatopoeia: Whispers
  - 4) Alliteration / assonance: eager eyes
  - 5) Personification: the poppy shouted for attention

to it. Radiant and ablaze, the poppy sets the dark, opaque backdrop alight. Whispers of respect drift through the sombre crowd.

an  
tant  
awn

Adjectives

Similes

Senses

Sight:

Sound:



**Practise!**  
**Practise!**  
**Practise!**



Metaphors

Smell:

Sight:

# Language Paper 1

## Question 5

### Key info:

Writing  
40 marks  
45 minutes

### Choice of two questions:

Writing to describe

### How do I structure my answer?

DROP: 'step into the picture'; grab the reader's attention –  
setting / character / dialogue

SHIFT: move the focus to something else – change the mood /  
weather / location / character

ZOOM IN: say a lot about a little

ZOOM OUT: take the wider perspective again

LINK UP: end by creating a link to a different part of the text



# Knowledge Organisers

## Everything on one page!

### How is it

24 marks

make it e

16 marks

punctua

sophistication of sentence structures and  
vocabulary.

### The picture:

Could be:

A person

A place



Will be linked to one of the two questions.  
Use it as a starting point for your ideas. You  
do not need to be restricted by it. It's often a  
good idea to try to imagine yourself in a  
similar situation that you have experience of.

Pathetic fallacy

Sensory language (sight, smell, taste, sound,  
texture)

Assonance

Onomatopoeia

Expanded noun phrases

Tripling

Juxtaposition / contrast

A single sentence paragraph

Dialogue (small amounts)

Circular structures

Repetition

dialogue. This one is generally better for an  
exam answer.

**Narrative** needs to have some plot and  
character development but be careful – you  
do not have a lot of time. Don't include lots  
of events or lots of dialogue. Keep it simple,  
often it is easiest to write the opening of a  
story.

**Don't forget to plan and check your  
answer!!**

option

ent  
ot of  
of

## Language Paper 2, Question 5 Exam Hacks

### Start in an interesting way

Imagine ....

What if...

What do \_\_\_\_ and \_\_\_\_ have in common?

### Talk to the reader

My friend, I know that...

As you know...

You know....

Picture this...

Plan!  
Plan!  
Plan!

### adjectives)

Eg. Pain, anguish and anxiety are the main problems with ...

We all think, feel and know the dangers of ...

### a piece of a non-fiction and they can often been underused.

Eg. Students cry, weep, sob at the idea of completing homework.

Parents endure the pain of homework too.

### within a paragraph

I think ...

**You** expect ...

**We** know ...

# Language Paper 2

## Question 5

### Key info:

#### Writing task

40 marks  
45 minutes

#### How is it

24 marks

make it clear

16 marks

punctuation

sophistication of sentence structures and vocabulary.

### What is 'GAP'?

#### GENRE

Format

#### AUDIENCE

Who it is aimed at

#### PURPOSE

Why it is being written

?

### One question provided:

A statement or idea will be

### How could I structure my answer?

**Ethos:** Who are you? Why are you qualified to argue?

**Anecdote:** A story from your life (or someone else) to prove your point.

**Helicopter view:** What is the problem like nationally? In Europe?

Globally?

**Attack!** Destroy the opposition's viewpoint.

**The future:** What does the future look like if things don't change?

Your  
Opinion  
matters

# Knowledge Organisers

## Everything on one page!

could

Exaggeration

Repetition and group of three

### What sentence structures could I include?

Short

Long

Complex

Compound

Questions

Elliptical

Sentences with complex punctuation ; : - (...)

### How should I organise my time?

5 minutes: planning

35 minutes: writing

5 minutes: checking for accuracy

Don't forget to plan and check your answer!!

# The importance of sentence variety!

HOW MANY OF THESE TYPES OF SENTENCE CAN YOU INCLUDE IN YOUR DESCRIPTIVE WRITING?

## 2Ad

Examples:

- a) Mr Twit was a **dirty, horrible** man with **long, saggy** spaghetti in his beard.
- b) It was a **sparse, dry** desert with a **calming, exotic** oasis in the distance.

## 3\_ed

Examples:

- Confused, shocked, scared**, the children ran from the burning building!
- Excited, elated, thrilled**, she won the dance competition.

Rule:

HOW MANY OF THESE TYPES OF SENTENCE CAN YOU INCLUDE IN YOUR OPINION WRITING?

## Some; others sentences

Examples:

Some people love football; others just can't stand it.

## Imagine 3 examples:

Examples: Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.

# Learning a variety of sentence structures, in advance, will enhance students' writing outcomes!

Rule: A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or personal pronoun (he, she, they, it) followed by the rest of the sentence.

## Ad, same ad

Examples:

- He was a **fast** runner, **fast** because he needed to be.
- It was a **cold** planet, **cold** due to the distance from the sun.

Rule: Same adjective used twice. The second adjective repeated straight after a comma.

Rule: Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching produce an A-Z list of emotions the children could use (e.g. Afraid, Brave, Cantankerous etc.)

## ing, ed

Examples:

- Dancing in the studio, she watched in the mirror as a ghost appeared.
- Skipping along the street, he stopped abruptly when a car screeched past.

Rule:

The sentence must begin with a verb ending in 'ing' followed by a location of the action.

## NOUN, which, who, where

Examples:

- Snakes, **which** scare me, are not always poisonous.
- My pet dog, **who** only has three legs, loves to chase seagulls.
- The deserted beach, **where** the shipwreck was found, can only be reached by sea.

Rule:

Use **commas** to embed a clause in a sentence, add information that links with the sentence topic and start the clause with **which, who or where**.

## All the Ws

Examples:

- Would** there ever be another opportunity like this one?
- Who** would take over his role now?
- What** if you had all of the money in the world?
- Why** do zebras have stripes?

Rule:

Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will? What if?



Upgrade  
Your  
Sentence!

**Simile start**

The boys grubby face was flecked with mud and oil, like beard stubble across his young face.

**Triple noun colon**

Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.

**Learning a variety of sentence structures will enhance students' writing outcomes!**

**so, so**

The boy's face was so grubby, so filthy, it wasn't until he turned his head and smiled that I realised he was a boy at all.

**it isn't/it is**

The grub isn't just your ordinary every day dirt, it is layers of deep grime that needed to just washed but scrubbed away.

**Verb beginning**

Smiling sadly, the boy's face was just about visible through the layers of grub that had built up over not just hours- but days and weeks.

Upgrade  
Your  
Sentence!

Simile start

Triple noun/adjective colon

**Learning a variety of sentence structures will enhance students' writing marks!**

so, so

it isn't/it is

Verb beginning

# **The importance of answering all the questions**

**If you miss out Q2 or Q3 (8 marks each) =  
dropping nearly 2 grades on Paper 1**

**If you miss out Q4 (20 marks) =  
dropping nearly 4 grades on Paper 1!**

# Other useful ideas

- **Loom recordings – provide links**

[Lang P1 Q1&2](#)

[Macbeth](#)

- **Youtube: Mr Bruff**
- <https://www.aqa.org.uk/subjects/english/gcse/>



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# Your Turn!

- Teach the person at the side of you how to remember a

**What strategies did you use?**



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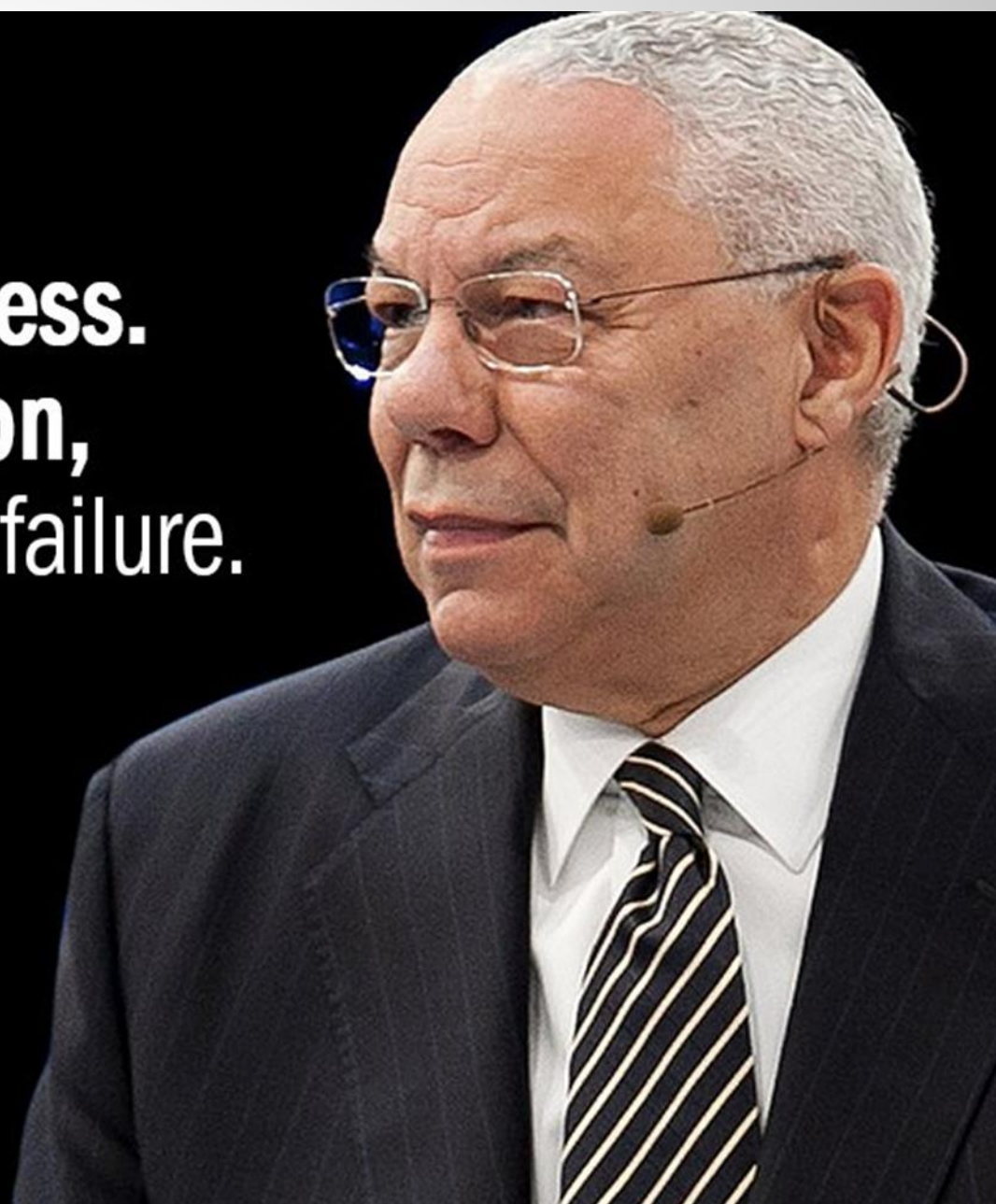
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There are no **secrets to success.**  
It is the result of **preparation,**  
**hard work, and learning** from failure.

– *Colin Powell*

AZ QUOTES





5 things in the picture to describe:

- 1)
- 2)
- 3)
- 4)
- 5)

## Lang Paper 1 Q5 – Writing to Describe

3 interesting words to use for each thing:

- 1)
- 2)
- 3)
- 4)
- 5)



### Descriptive writing

Write a description of a proud moment, as suggested by this picture.

5 examples of S-O-A-P:

- 1)
- 2)
- 3)
- 4)
- 5)

**GCSE English Language Paper 1 Section B**

- 5 things in the picture to describe:
- 1) Eg. Poppy
  - 2)
  - 3)
  - 4)
  - 5)

3 interesting words to use for each thing:

- 1) Eg. Vibrant; crimson; emblem.
- 2)
- 3)
- 4)
- 5)



**Descriptive Writing Example**

**Write a description of a proud moment, as suggested by this picture.**

The vibrant crimson of the poppy shouted for attention from the lapel of the veteran's suit like an angry child. The poppy knew that it was an important emblem and it insisted upon eager eyes being drawn to it. Radiant and ablaze, the poppy sets the dark, opaque backdrop alight. Whispers of respect drift through the sombre crowd.

- 5 examples of S-O-A-P:
- 1) Simile: like an angry child.
  - 2) Metaphor: the poppy sets the dark, opaque backdrop alight.
  - 3) Onomatopoeia: Whispers
  - 4) Alliteration / assonance: eager eyes
  - 5) Personification: the poppy shouted for attention



# Language Paper 2, Question 5 Exam Hacks

## Start in an interesting way

Imagine ....

What if...

What do \_\_\_\_ and \_\_\_\_ have in common?

## Talk to the reader

My friend, I know that...

As you know...

You know....

Picture this...

Raise the level of urgency and importance with modal verbs. Start with 'could' / 'might' and end with 'must' and 'have to'

We can ...

You might...

We should...

You will...

We must ...

**PLACE QUESTION 5 HERE**

Use pronouns to build a relationship

We must ...

It is our....

Lists are important (especially verbs and adjectives)

Eg. Pain, anguish and anxiety are the main problems with ...

We all think, feel and know the dangers of ...

Verbs are incredibly important when writing a piece of a non-fiction and they can often been underused.

Eg. Students cry, weep, sob at the idea of completing homework.

Parents endure the pain of homework too.

Move from 'I' to 'you' and then 'we' within a paragraph

I think ...

You expect ...

We know ...

# Language Paper 2

## Question 5

### Key info:

**Writing task**  
40 marks  
45 minutes

### One question provided:

A statement or idea will be given for you to express your opinion about.

### How is it marked?

**24 marks:** how you organise your writing and make it effective for the reader

**16 marks:** technical accuracy – spelling, punctuation and grammar but also sophistication of sentence structures and vocabulary.

### What is 'GAP'?

#### GENRE

Format

#### AUDIENCE

Who it is aimed at

#### PURPOSE

Why it is being written



### How could I structure my answer?

**Ethos:** Who are you? Why are you qualified to argue?

**Anecdote:** A story from your life (or someone else) to prove your point.

**Helicopter view:** What is the problem like nationally? In Europe? Globally?

**Attack!** Destroy the opposition's viewpoint.

**The future:** What does the future look like if things don't change?

### What techniques should I include?

Personal Pronouns

Emotive language

Rhetorical Questions

Statistics and Facts

Use of an authority figure

Alliteration and Anecdotes

Description and Imagery

Exaggeration

Repetition and group of three

### What sentence structures could I include?

Short

Long

Complex

Compound

Questions

Elliptical

Sentences with complex punctuation ; : - (...)

Your  
Opinion  
matters

### What possible genres (writing types) could there be?

Article

Blog

Letter

Speech

### How should I organise my time?

5 minutes: planning

35 minutes: writing

5 minutes: checking for accuracy

**Don't forget to plan and check your answer!!**

**Upgrade  
Your  
Sentence!**

**Simile start**

The boys grubby face was flecked with mud and oil, like beard stubble across his young face.

**Triple noun colon**

Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.

**Brackets although**

The boy's face looked grubby (although, it wasn't as if he wasn't trying to keep clean) and grease, mud and oil was smeared across his cheeks.

**The boy looked grubby.**

**Adverb comma**

Self-consciously, the boy gave a wry smile through the grub on his face.

**so, so**

The boy's face was so grubby, so filthy, it wasn't until he turned his head and smiled that I realised he was a boy at all.

**it isn't/it is**

The grub isn't just your ordinary every day dirt, it is layers of deep grime that needed to just washed but scrubbed away.

**Verb beginning**

Smiling sadly, the boy's face was just about visible through the layers of grub that had built up over not just hours- but days and weeks.

# Upgrade Your Sentence!

Simile start

Triple noun/adjective colon

Brackets although

Adverb comma

so,so

it isn't/it is

Verb beginning

# Maths

**English**

**Science**

# **Revision**

# **Tips**