

How to revise for English Language

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How to revise successfully: top tips

Often, pupils think that reading back over notes a couple of hours before a test counts as 'revision'. Or, that turning up to after school revision sessions counts as 'doing revision'. The reality is that for revision to be effective, it cannot be passive like this. You have to use active revision strategies to help take on board the information. Here, I am going to give you a bank of strategies for active revision. First though, here are some top tips for revising successfully:

- Start revising early - months before the exams
- Use a revision timetable to organise when you are going to revise
- Know which topics you need to revise, reflect on your areas of strength and weakness
- Chunk up your revision into 30 minute sessions and then take a 10 minute break
- Set up a study area where you can work
- Remove distractions - when revising, put your phone away and turn the TV off
- Put post-it notes up with key information on around the house
- Complete practice papers in timed conditions
- Don't just read over your notes! Turn your notes into flashcards / mind maps
- Reward yourself - when you have completed a revision session, reward yourself with chocolate, or some time watching your favourite TV show.

English Language Paper 1 overview

A- READING SECTION			
	Timing	What skill is this testing?	What do I need to do?
4 reading questions 1 fiction text - an extract from a novel (20th/21st Century) (40 marks)	Q1/ 5mins	List 4 things (AO1, 4 marks)	List answers from the text. Look for the lines given in the question to help you focus your answer.
	Q2/ 12mins	How does the writer use language to... ? (AO2, 8 marks - language analysis . roughly 2-3 ideas needed)	Make sure you identify the writer's methods here. 1. Read the question carefully, highlight key words to answer the question (e.g. the writer presents __ as...) 2. Add your quotation and comment on the meaning. 3. Explore the method and zoom in on key words 4. Explain the effect of this choice. Can you explain the connotations/layers of meaning?
	Q3/ 12mins	How does the writer <u>structure</u>... (AO2, 8 marks - structural analysis . Explore roughly 3 ideas.)	You should read the extract as a whole and ask yourself: 'What do I learn, in what order, and why might the writer have organised the text in this way?' 1. Identify the structural feature 2. Give an example/reference from the text 3. Explore the meaning or effect created by this decision. How does it help to create characterisation/develop the plot/reveal a character's feelings...?
	Q4/ 20mins	To what extent do you agree... ? (AO4 20 marks - critically evaluate the text. 3-4 ideas needed.)	<ul style="list-style-type: none"> Start with this question. Read the given statement very carefully and decide on your opinion. Find evidence to support your ideas. You must explore language and structural choices in this question! Opinion > evidence > method > meaning/effect
B- WRITING SECTION			
Section B One fiction writing task Either a descriptive or narrative piece (40 marks) The examiner is looking for a 'snapshot' of your best creative writing skills!	Q5/ 45mins	<ul style="list-style-type: none"> Write a description based on this image. Write the opening of a story in which the character needs to escape. Write about a time when you felt isolated. Write a story beginning with the words 'As soon as she left the house, she knew it would be a bad day.' (AO5- content and organisation, 24 marks; AO6- technical accuracy, 16 marks) 	PLAN YOUR IDEA FIRST! <ul style="list-style-type: none"> ONE EVENT, ONE CHARACTER, 10 MINUTE TIME FRAME. You should use a range of imagery/literary features. Vary sentences and punctuation carefully. Check your SPaG carefully as you write. Revise your character before the exam. Plan your story around the familiar person. Structuring your fiction task: <ol style="list-style-type: none"> Create a sense of place. Use pathetic fallacy. Use varied sentences in your opening paragraph. Try a one word sentence and a grade 8 sentence. Grab the reader from the start. Leave some questions/unexplained details so you can gradually reveal your character and unravel them throughout. Try to vary paragraphs. Could you add a one line example? Use dialogue sparingly - maximum of two lines. Jump into the action. You only have 45 minutes!

English Language Paper 1 (50 %) 1 hour 45 minutes

English Language Paper 2 overview

A- READING SECTION																				
English Language Paper 2 (50 %) 1 hour 45 minutes	<p>4 reading questions on two unseen non-fiction texts of the same topic/theme one text will be from the 19th century, one will be from the 20th/21st century</p> <p>(40 marks)</p>	<p>Timing</p>	<p>What skill is this testing?</p>	<p>What do I need to do?</p>																
		<p>Q1/ 5mins</p>	<p>True or False? (AO1, 4 marks)</p>	<p>Shade 4 circles. If you make a mistake, put a cross through the box.</p>																
		<p>Q2/ 8mins</p>	<p>Write a summary of... Make inferences; NO LANGUAGE ANALYSIS. (AO1, 8 marks; roughly 2 comparison points needed)</p>	<p>You must select evidence and INFER (in your own words) the meaning created.</p> <ul style="list-style-type: none"> ● Begin with a statement of difference... ● Both ____ and ____ explore _____. However, in _____, the ____ is... ● In Source A, the phrase “_____” implies... ● Similarly / On the other hand, in Source B, the use of “_____” reveals... 																
		<p>Q3/ 12mins</p>	<p>How does the writer use language to...? LANGUAGE ANALYSIS QUESTION (AO2, 12 marks. Roughly 3 paragraphs/ideas)</p>	<ol style="list-style-type: none"> 1. Answer the question (e.g the writer presents ____ as...) 2. Add your quotation and comment on the meaning. 3. Zoom in and explore the method 4. Explain the effect of this choice. Can you explain the connotations/layers of meaning? 																
	<p>Q4/ 20mins</p>	<p>Compare how the two writers convey their perspectives on... (AO3, 16 marks; roughly 3-4 paragraphs)</p>	<p>Identify the different opinions in your introduction.</p> <table border="0"> <tr> <td>Source A</td> <td></td> <td>Connective</td> </tr> <tr> <td>Viewpoint</td> <td></td> <td>Source B</td> </tr> <tr> <td>Evidence</td> <td></td> <td>Viewpoint</td> </tr> <tr> <td>Method</td> <td></td> <td>Evidence</td> </tr> <tr> <td>Explore the effect</td> <td></td> <td>Method</td> </tr> <tr> <td></td> <td></td> <td>Explore the effect</td> </tr> </table>	Source A		Connective	Viewpoint		Source B	Evidence		Viewpoint	Method		Evidence	Explore the effect		Method		
Source A		Connective																		
Viewpoint		Source B																		
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Explore the effect		Method																		
		Explore the effect																		
B- WRITING SECTION																				
<p>Section B</p> <p>One non-fiction writing task</p> <p>e.g. a letter, an article, a speech, a leaflet, an essay...</p> <p>(40 marks)</p>	<p>Q5/ 45mins</p>	<ul style="list-style-type: none"> ● Write a formal letter to... arguing your views on... ● Write a speech aimed at... to... ● Write a lively article for a broadsheet newspaper to... ● Write an essay expressing your opinion on... ● Write a leaflet to inform about... <p>(AO5- content and organisation, 24 marks; AO6- technical accuracy, 16 marks)</p>	<p>PLAN YOUR IDEA FIRST!</p> <ul style="list-style-type: none"> ● Make sure you have a clear viewpoint with relevant ideas to support your argument. <i>You can make them up.</i> ● You should use a range of AREFOREST features. ● Check your SPaG carefully as you write. <p>Structuring your non-fiction task:</p> <ol style="list-style-type: none"> 1. Relevant starting point e.g. Headline, addresses, a powerful title... 2. P1 Introduction with clear PAF, make <u>your view</u> clear (rhetorical question, grade 8 sentence, 1 word sentence...) 3. P2 first key idea with evidence (stats, evidence) 4. P3 next key idea with own strong opinion (triplets, rhetorical question, emotive language) 5. P4 try a counter-argument if you can, recognise an opposing view but ultimately prove that your opinion is right! Use an anecdote. 6. P5 Strong, clear ending, argument sustained. Short sentence for impact. 																	

Revision

Seneca Learning

You can use this online learning platform to revise for English Language. Follow the link here to sign up or log in

<https://senecalearning.com/>

Once you begin a course, it will have the key topics listed in a panel down the left hand side. You can work through these at your own pace. Once you click 'start learning' information with pictures will be shared with you. Afterwards, you will answer questions about the topic to test your understanding.

YouTube videos

As well as being a source of entertainment, YouTube can also be a great platform for education. For English Language, there are a number of recommendations we would point you towards:

Mr Bruff

Mr Bruff is an English teacher with a YouTube channel. He has put together a playlist of videos, please find the video tutorials for language paper 1 below:

<https://www.youtube.com/watch?v=hMhQIX9DCcQ&list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN>

Please find the video tutorials for language paper 2 here:

https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq

Mr Salles

Also an English teacher with a YouTube channel. Here is the video playlist for language paper 1:

<https://www.youtube.com/watch?v=YFRIOIkM1yM&list=PLQovVw7yuGiJG8GmuvrNISmB08U5sfURy>

Please find the video tutorials for language paper 2 here:

https://www.youtube.com/watch?v=by4PIP6cblc&list=PLQovVw7yuGiI2AG1sYMy64zueBxYXw9_B

BBC teach

For tips on approaching the creative writing question in paper 1, watch the following video:

<https://www.youtube.com/watch?v=ee-3qumk6E0>

Famous speeches

For paper 2 Q5, you may be asked to write a speech. Watch the following famous speeches for inspiration:

<https://www.youtube.com/watch?v=nLwU-9ZTTJc> - Emma Watson, Gender Equality

<https://www.youtube.com/watch?v=vP4iY1TtS3s> - Martin Luther King, 'I have a Dream'

<https://www.youtube.com/watch?v=fKBR0igDPfM> - Winston Churchill, 'Blood, Toil, Sweat & Tears'

<https://www.youtube.com/watch?v=IXxdsb6jT7o> - Malala Yousafzai, 'One book, one pen'

<https://www.youtube.com/watch?v=th5A6ZQ28pE> - JFK, 'We choose to go to the moon'

<https://www.youtube.com/watch?v=g5OJ205MdKI> - Mandela, 'I am prepared to die'

<https://www.youtube.com/watch?v=IK8gYGg0dkE> - Roosevelt, Infamy Speech

https://www.youtube.com/watch?v=OSpQfvd_zkE - Viola Davis, Diversity & opportunity

<https://www.youtube.com/watch?v=2Mb1Xg48tyE> - Barack Obama's presidential election speech

Flashcards

Flashcards are for testing not summarising

Flashcards should be used to test your knowledge, not just as a way to condense your notes further. Do not just read your flashcards, as this is passive revision. Instead, use flashcards as a quick way of testing what you know.

1. On the front of the card, write a key term or question
2. On the back of the card, answer that question or write the definition for the term
3. Try to guess the answer/definition on the front before checking the answer on the back.

One flashcard, one idea

The most effective flashcards include one question followed by one answer (or one term followed by one definition).

Boost your memory by combining pictures and words

The Pictorial Superiority Effect (PSE) explains that our brains find it easier to recognise and recall visual inputs – pictures are easier to remember than words. Research shows that someone is likely to remember around 10% of information they read. If an image is added to the text, this figure increases and 65% of information is remembered.

Use spaced repetition to memorise your flashcards

Spaced repetition is the technique of testing yourself multiple times, at intervals dependent on how well you know the concept. The concepts you should retest most often are those you're struggling to learn and commit to memory. The time between these retests should be low. Therefore, the concepts you feel confident you understand and remember should be retested less frequently. Once confident, you should retest these flashcards just enough to not forget them.

A simple way of implementing this tip is to sort your flashcards as you revise with them. After you answer a flashcard, put it into one of three piles:

- I have no clue about this
- I'm not too sure about this
- I really know this

The '*no clue*' pile should be tested soonest.

Don't just use flashcards

Flashcards are a great revision tool but they do have disadvantages like every other technique. Flashcards allow you to learn the answers to simple questions and the relationship between two pieces of information. What they don't allow you to do is apply this information to situations, understand it in depth or in a wider context.



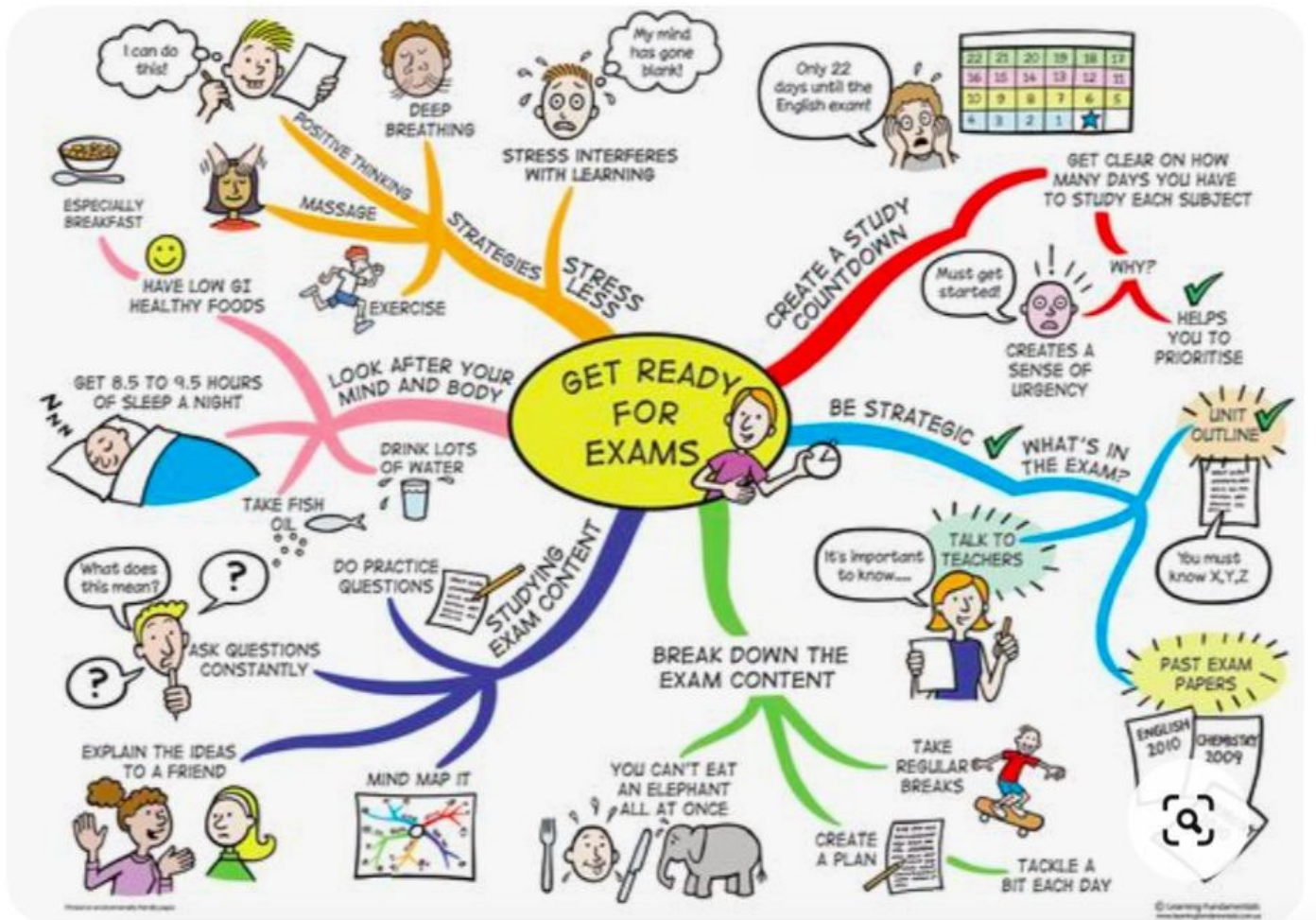
Create your own flashcards online using Quizlet: <https://quizlet.com/create-set>

Create flashcards using this website, this also spaces revision for you: <https://apps.ankiweb.net/>

Mind maps

Mind mapping is a method for storing, organizing, prioritizing, learning, reviewing and memorizing information. It presents an overview and summary of a body of knowledge that fuses words and pictures together. Mind mapping seamlessly blends logic and creative thought to help us think more effectively about the subject we are learning.

What do mind maps look like?



Using mind maps effectively

Once you understand how to take notes in the Mind Map format, you can develop your own conventions for taking them further. The following suggestions can help you to get the most from your mind maps:

- Keep it simple - use single words or uncomplicated phrases
- Use colour to separate different ideas, or to show where ideas are linked
- Use symbols and images to help you recall key information
- Draw cross-linkages - if information from one part of your mind map links to another part, draw lines to show the connections.

Create your own digital mind maps online using this website: <https://www.mindmeister.com/>

Or, you could use this app: <https://simplemind.eu/>



Folding frenzy

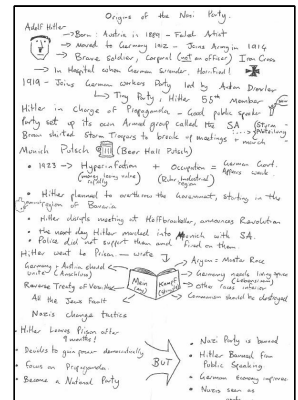
This is an active revision strategy that combines multiple revision strategies (note taking, mind mapping, using images) to produce a useful revision resource. Here is how to complete a folding frenzy:

Step one:

- Make detailed revision notes about a topic on one side of A4 paper
- Make sure to use lots of keywords
- Add pictures where appropriate

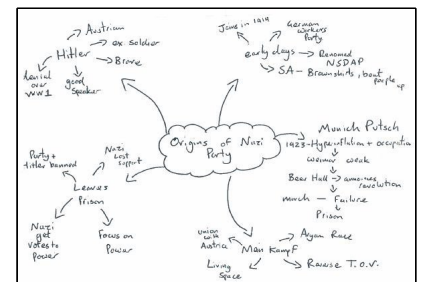
OR

- annotate a WAGOLL



Step two:

- Fold over the sheet of paper
- Using the keywords you have highlighted, create a spider diagram of the information.
- Make sure you show how the keywords are linked together



Step three:

- Fold over the paper again
- Pick 5-6 keywords that sum up the topic and write them down

Origins of the Nazi Party

Hitler Prison

Early days Changes

Munich Putsch

Step four:

- Swap over the folded page
- Add a title and some of the symbols



How to use your folding frenzy resource

- See how much you can remember about a topic using one of the folded layers
- If you need more information you can open it up
- Keep them open/closed at the stage you need
- Revise closed ones once a week
- Open to the spider diagram twice a week
- Fully open three times

Watch an example of the folding frenzy here:

<https://twitter.com/mrgoodwin23/status/1231964443187335178>

Quizzes

Writing quizzes and testing yourself using them is a great way to check your knowledge and engage your brain with important information through a question and answer format. You could complete a quiz with multiple choice answers, or a quiz that requires longer written responses. If you produce a quiz at the end of a topic, whilst the information is fresher in your mind, it will be a great activity to consolidate your knowledge. A few weeks or even months later, you can use the same quiz that you have written to test how much of the information you can remember.

Online platforms for writing quizzes:

Get revising: <https://getrevising.co.uk/make/quizzes>

Kahoot: <https://kahoot.com/>

Quizziz: <https://quizizz.com/>

Google Forms: <https://docs.google.com/forms/>



Google Forms

Reading opinion articles

The title of English Language paper 2 is 'Writers' viewpoints and perspectives'. In section A, the reading section, you will need to identify the writer's point of view. In section B, the writing section, you will be asked to write a piece of non-fiction in which you share your own point of view.

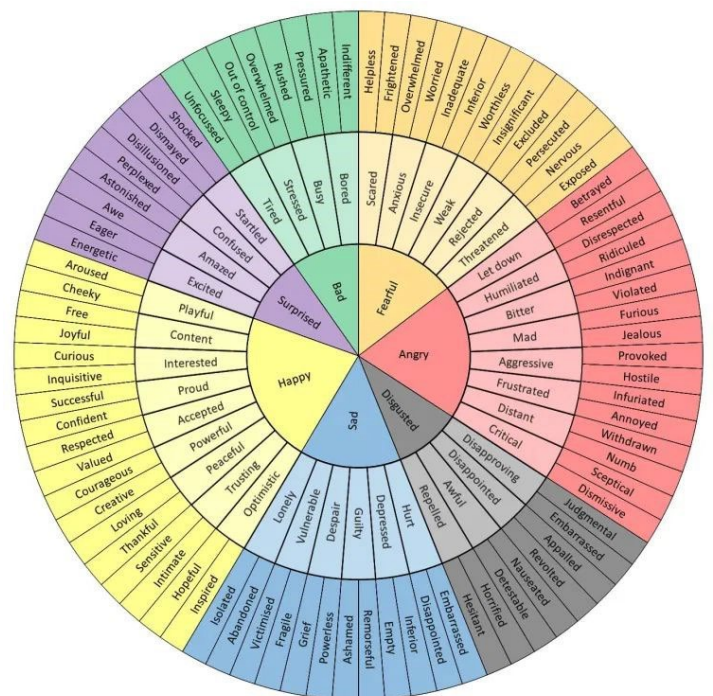
To prepare for this section of the exam, you could read opinion articles online. This will allow you to practise identifying a writer's point of view. At the same time, it will also inform your own opinions. I would recommend looking at the 'opinion' articles on the Guardian website:

<https://www.theguardian.com/uk/commentisfree>

Identifying viewpoint: word wheel

The word wheel here will help you to identify a writer's viewpoint for language paper 2 question 4 more accurately.

- Start with the centre of the wheel and identify a basic emotion.
- Then look at the second ring to determine a more specific emotion.
- When you move to the third outer ring, you should be able to choose a piece of ambitious vocabulary to specifically identify the writer's viewpoint.





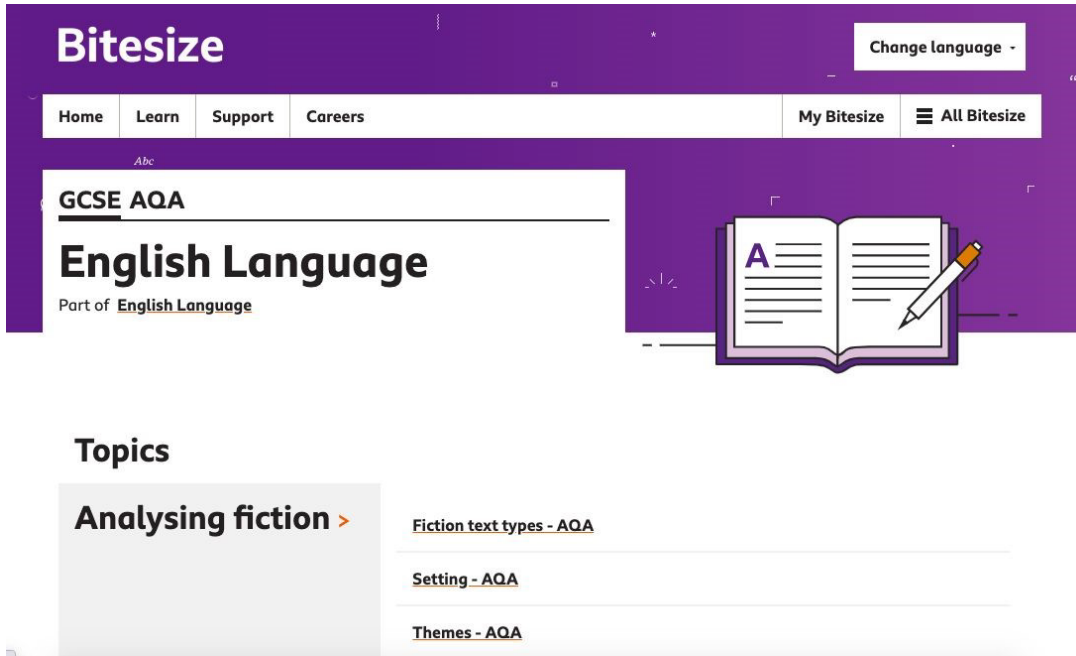
Subject terminology

Method	Definition	Example
Simile		
Metaphor		
Alliteration		
Onomatopoeia		
Superlative		
Imagery		
Connotation		
Symbolism		
Allusion		
Pathetic fallacy		
Repetition		
Rhetorical question		
Statistic		
Superlative		
Emotive language		
Dialogue		
Hyperbole		
Hypophora		
Anaphora		
Anadiplosis		
Noun		
Verb		
Adjective		
Adverb		
Preposition		
Proper noun		
Interrogative		
Imperative		

Exclamatory		
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BBC bitesize

Follow the link below to access the BBC Bitesize website. Here you can revise for AQA GCSE English Language: <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>



Once you have chosen a topic, you need to read the information on the 'revise' tab. After you have read the information, click on the 'test' tab and complete the quiz. Then, check your score and read through the answers to understand any questions you got wrong so that you can improve next time.

