



In **June 2019**, Students will sit four exams for two GCSEs. In **December 2018**, for the mocks, they will sit two and a half exams:

June 2019	December 2018
ENGLISH LIT PAPER 1 Shakespeare and Post-1914 Literature (Lord of the Flies) 1hr 45min	ENGLISH LIT PAPER 1 SECTION B ONLY Post-1914 Literature (Lord of the Flies) 50min
ENGLISH LIT PAPER 2 19th-century Novel (A Christmas Carol) and Poetry 2hrs 15min	ENGLISH LIT PAPER 2 19th-century Novel (A Christmas Carol) and Poetry 2hrs 15min
ENGLISH LANGUAGE PAPER 1 Fiction and Imaginative Writing 1hr 45min	
ENGLISH LANGUAGE PAPER 2 Non-fiction and Transactional Writing 2hrs 5min	ENGLISH LANGUAGE PAPER 2 Non-fiction and Transactional Writing 2hrs 5min

The guide below outlines a basic approach to revising for the mock exams and should be used in conjunction with the “Sample Assessment Materials” and the “Walking Talking Scripts”, **all of which are posted on Show My Homework**.

Students should talk to their English teacher if they have any questions or concerns.

Completed Sample Papers should be given to teachers, so that they can mark them and give feedback.

Subject	What will the Mock Examination Involve?	What can a Student do to prepare?	How can a Parent/Carer help a Student Prepare?
<p>ENGLISH LIT PAPER 1 SECTION B Post-1914 Literature (Lord of the Flies)</p> <p>(1hr 45) 50 min mock</p>	<p>Section B: 'Lord of the Flies': one essay question on the whole novel.</p>	<p>REREAD THE NOVEL. Nothing you do to prepare will beat this.</p> <p>Work through the example exam paper on Show My Homework using the "Walking Talking" script.</p> <p>Learn the exam structure. Come to grips with the type of questions by looking at all the questions in the example paper.</p> <p>Give your teachers practice exam answers so that they can have the pleasure of marking them.</p> <p>Write chapter summaries offering insightful observations about the link between the title of the chapter and the events that occur.</p> <p>For each chapter, interpret Golding's message. What is he using the characters to say about the real world? What is he saying about humanity?</p> <p>Learn key quotations for every chapter – the title always being one of them.</p> <p>Learn the chapter titles in order.</p> <p>Create character studies if you haven't already done so.</p> <p>Work through your own exercise book and highlight key ideas. Make mind maps of everything you know about the novel.</p> <p>Make notes on the following themes/ ideas: Leadership Death The importance of the Beast Civilization and savagery The importance of the island in the novel The importance of the ocean in the novel Golding's use of symbols.</p> <p>Revise biographical and historical contextual details – it is worth 25% of the marks for this question.</p>	<p>Read "Lord of the Flies" and discuss your interpretations.</p> <p>Have debates about the characters. Which are the most civilised and why? The most savage? What is Golding telling us about the world we live in? What would happen if we found ourselves separated from the rest of the world?</p> <p>Learn the chapter titles in order and test each other on them.</p>

Subject	What will the Mock Examination Involve?	What can a Student do to prepare?	How can a Parent/Carer help a Student Prepare?
<p>ENGLISH LIT PAPER 2 19th-century Novel (A Christmas Carol) and Poetry 2hrs 15min</p>	<p>Section A: ‘A Christmas Carol’: two-part question. First part focuses on language and structural analysis of printed extract from the novel.</p>	<p>REREAD THE NOVELLA. Nothing you do to prepare will beat this.</p> <p>Work through the example exam papers on Show My Homework using the “Walking Talking” script.</p> <p>Learn the exam structure. Come to grips with the type of questions by looking at the questions for other novels that are in the example paper.</p> <p>Give your teachers practice exam answers so that they can have the pleasure of marking them.</p> <p>Write stave summaries that include insightful observations about the link between the title of the stave and the events that occur.</p> <p>Learn key quotations for every stave – the title always being one of them. Name the devices used and analyse the effect of language and structure.</p> <p>Learn the stave titles in order.</p> <p>Create character studies if you haven’t already done so.</p> <p>Work through your own exercise book and highlight key ideas. Make mind maps of everything you know about the novella.</p> <p>Make notes on the following themes/ ideas: How Scrooge changes during the novel. How Dickens presents the division between rich and poor in the novel How Dickens uses the ghosts to pass on a moral message How the Cratchits are presented in the novel The idea of family in the novel.</p>	<p>Read “A Christmas Carol”.</p> <p>Discuss Dickens’ moral message: that being kind and generous is the right thing to do and that it leads to happiness.</p> <p>Discuss how Dickens uses characters, settings and events to pass on the moral message.</p>

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<p>ENGLISH LIT PAPER 2 19th-century Novel (A Christmas Carol) and Poetry</p> <p>2hr 15min</p>	<p>Section B: Conflict poems: two questions. One question comparing a named (and printed) poem from the Anthology to another poem in the Anthology. One question comparing two unseen poems.</p>	<p>Reread all of the poems. Again and again. Think about key uses of language and structure.</p> <p>Work through the example exam papers on Show My Homework using the “Walking Talking” script.</p> <p>Write key quotations out on post-its and stick them all over the place until you learn them.</p> <p>Go through your notes in your exercise books and your anthology.</p> <p>Decide what poems work well together by creating Venn diagrams or tables. Either general comparisons or focusing on particular themes.</p> <p>Learn comparative words (in contrast, however, in a similar way etc).</p> <p>Revise poetry terms and meanings.</p> <p>Create revision posters for each poem, comment on key structural points in one colour and language points in another.</p> <p>Write your own exam question for each of the poems and follow the format of the exam paper.</p>	<p>Copy all of the poems and stick them up around the house.</p> <p>Read the poems out loud as often as possible.</p>

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<p>ENGLISH LANGUAGE PAPER 2 Non-fiction and Transactional Writing</p> <p>2hrs 5min</p>	<p>Two sections: the first assessed for reading [56 marks] and the second for writing [40marks].</p> <p>Section A: Reading: questions on two unseen non-fiction extracts.</p>	<p>Learn the exam structure, timings, assessment objectives, and marks for each question.</p> <p>Work through the example exam papers on Show My Homework using the “Walking Talking” script.</p> <p>Revise key terminology for question 3 – words types, names of devices etc.</p> <p>Read non-fiction writing from anywhere [cereal packets to an editorials from the Guardian]. Decide on the genre, the audience, the purpose. Summarise it. Pick out interesting language and structural features of the writing and explore their effect. Decide what tone and atmosphere the writer creates and what ideas and attitudes they write about. Evaluate how successful they were in doing this, using the question 6 format.</p> <p>Ask your teachers for non-fiction extracts if you cannot find any.</p> <p>Give your teachers practice exam answers so that they can mark them and feedback ideas to you.</p>	<p>Join in with the reading of non-fiction, and offer your ideas on the success of the text, and on the genre, audience and purpose.</p> <p>Have a go at the exam paper...</p>
	<p>Section B: Transactional Writing:</p>	<p>Learn the exam structure, timings, assessment objectives, and marks for the question.</p> <p>Work through the example exam papers on Show My Homework using the “Walking Talking” script.</p> <p>Go back through your exercise books and learn any spellings identified as a concern.</p> <p>Consider the three different sentence structures below and practise writing the same information in the three different ways. Evaluate the success of each:</p> <ul style="list-style-type: none"> * Connecting two main clauses using a full stop. <i>Separates the two clauses but make them both of equal importance.</i> * Connecting one main and one subordinate clause. <i>Connects the clauses but makes one less important.</i> * Connecting two main clauses using a semi colon. <i>Connects the clauses and gives them both equal importance.</i> <p>Revise and practise all the RALF FESTIO devices.</p>	<p>Listen to the transactional writing being read aloud.</p> <p>Offer to mark written work and correct errors in spelling, punctuation and grammar.</p> <p>Have a go at the exam paper...</p> <p>Write some transactional pieces yourself and hand them over to be marked.</p>