

Thamesmead School English

Year 11 Raising Achievement

What does my child need to revise for?

GCSE English Language (two papers), GCSE English Literature (two papers)

Language

The two language papers are equally weighted in terms of marks; both papers contain Section A, which comprises of four questions based on a source (two sources in Paper 2), and Section B, which is a piece of extended creative writing.

Students CAN revise for language – by completing practise papers and responding to individual questions. They can also read a range of fiction and non-fiction which is proven to improve vocabulary and writing style, and they can practise creative writing.

English Literature

Students need to know all of the set texts really well; that is, they need to know: the plots very well; which characters are in the texts; what the purposes of the characters are; the themes that are evident; the contextual background of the text; why the writer chose to write it. They will also need to learn a range of quotations from all of the texts, and key points of analysis, including specific methods used by writers.


Our set texts are:

- A Christmas Carol and Macbeth (Lit Paper 1)
- An Inspector Calls, Power and Conflict poetry and Unseen Poetry (Lit Paper 2)

Students spent a great deal of time in year 10, and will continue to in year 11, making a range of revision resources for example knowledge organisers. In addition to revising from their own materials, students can use study guides, websites such as Seneca Learning (<https://www.senecalearning.com/>) and BBC Bitesize, and Youtube channels such as Mr Bruff.

Please see the next two pages for some suggested revision techniques.

English revision methods

| | |
|---|---|
| <p>Read, Cover, Write, Check</p> | <p>This is useful for memorizing contextual information, quotations, stock responses, sentence starters or short thesis statements about characters / themes.</p> <ol style="list-style-type: none"> 1. READ the quotation / statements and all of your points of analysis carefully. Commit all of this information to memory as best you can. (3 minutes) 2. COVER the information. 3. RE-WRITE the information in as much detail as possible. <i>Can you write it in a different format e.g. as a list or in full sentences?</i> Challenge: develop the points you have made in even further detail, offering more thoughtful interpretations (5 mins) 4. CHECK your original quotation and annotations. Compare your rewritten work to the original. Have you missed anything out? Add this to your rewritten work. (2 mins) |
| <p>Practice testing</p> | <p>With strict timings, practise a range of the exam questions your teachers have given you.</p> <ol style="list-style-type: none"> 1. Review the mark schemes first to remind yourself what is required. 2. Ensure you plan your responses appropriately. 3. Ensure your written responses are clearly expressed and impressively thoughtful. 4. Once you have finished, self assess your work using a mark scheme. 5. Even better: redraft and improve your work to the highest standard you can. |
| <p>Revision clock</p> | <p>A way of revising which can break a topic down into 12 sub-categories (<i>a text, contextual information linked to text, sentence starters, stock responses, key quotations?</i>)</p> <ol style="list-style-type: none"> 1. Make notes in each chunk of the clock 2. Revise each slot for 5 minutes 3. Turn the clock over and recite back or rewrite certain sections of the clock. 'e.g. what was in section 2-3?'  |
| <p>Elaboration</p> | <p>This method involves asking yourself <u>why</u> something is the way it is or a particular concept or fact is true, and providing the answer.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Create / buy a set of cue cards. On one side of each cue card, write an <u>interpretation</u> linked to the text you are revising. 2. On the other side of your cue card, you must elaborate (give a detailed explanation) upon your <u>interpretation</u> by explaining WHY it is true. 3. You need a wide range of reasons and points that support your thesis statement. 4. You should include mini-quotations. 5. Actively read these supporting points, turn them over and try to rewrite them / recall them accurately. |
| <p>Transforming notes</p> | <p>Use your preferred method of revision. However, during the 'recall' stage of your revision, you must transform the information you rewrite into a different form.</p> <p>For example: You may have written your original notes as bullet points. During the 'recall' stage, you must rewrite your notes as a mindmap. Review your original notes after you have finished recalling to check for accuracy.</p> <p>The idea is by transforming your knowledge, you have to keep asking 'why' – why does that item link with another item on a mind map, why should that part be in the drawing, etc, and therefore you strengthen your understanding of the topic.</p> |
| <p>Talking to yourself</p> | <p>Combined with other revision methods, this can be extremely effective.</p> <p>Read your notes out loud, then put them away and practise recalling them out loud.</p> |

Interleaving topics

Spacing occurs when multiple study sessions are spaced apart. The opposite of this is 'massed' practice. Research shows that spaced practice improves learning.

Interleaving occurs when we mix up different questions, processes and topics. The opposite of this is 'blocked' practice.

Activity 1:

- Using your preferred revision technique, **revise** one topic. (30 mins)
- Revise** a second topic. (30 mins)
- Recall / rewrite** everything you can remember about the first topic. (10 mins)
- Recall / rewrite** everything you can remember about the second topic. (10 mins)
- Check** your original notes and compare your rewrites for accuracy. Add any changes needed. (10 mins)

Activity 2:

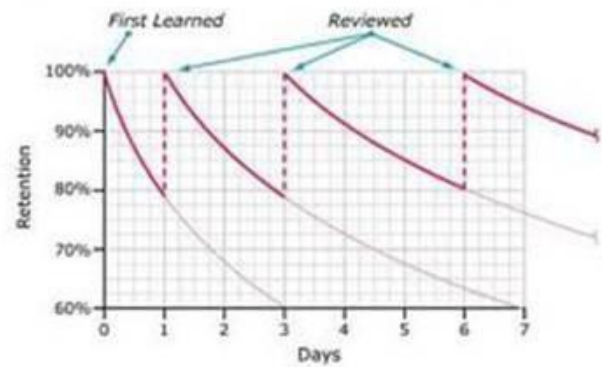
- Create a revision timetable in which you interleave topics. E.g. You may revise An Inspector Calls one evening and Unseen Poetry the next.
- During each revision session, schedule 5 – 10 minutes 'recall time' where you recall as much about the previous topic as you can. This will help you actively review the information you revised from the previous session.

E.g.

| Monday evening | Tuesday evening | Wednesday evening |
|---|---|--|
| <p><u>An Inspector Calls (1 hour)</u> Character thesis statements Supporting points + CONTEXT Embedded quotations + analysis</p> | <p><u>10 minute review</u> An Inspector Calls 5 minutes: Check review notes and compare to yesterday's notes for accuracy</p> <p><u>Macbeth (1 hour)</u> Character thesis statements Supporting points + CONTEXT Embedded quotations + analysis</p> | <p><u>10 minute review</u> Macbeth 5 minutes: Check review notes and compare to yesterday's notes for accuracy</p> <p><u>Conflict and Power poetry (1 hour)</u> Language, form, structure and context for 4 poems – linked by theme of nature.</p> |

Even better: Create larger gaps of time between the revision and review stage to strengthen your memory recall. Checking your notes for accuracy after the review stage is crucial for this activity.

Typical Forgetting Curve for Newly Learned Information



Dual coding

Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent material, such as with **infographics, timelines, cartoon strips, diagrams, and graphic organizers.**

When you have the same information in two formats - words and visuals - it gives you two ways of remembering the information later on. **Combining these visuals with words is an effective way to study.**

Activity:

- For each of the points you make about character / theme / context, create a **visual symbol** or print one off.
- Write / explicitly consider the **many links** between your image and the idea it represents. E.g. A) *The speaker from My Last Duchess can be represented by an image of handcuffs because he attempts to restrain and control the Duchess.* B) *He also restrains himself from conveying his genuine thoughts and feelings to his new audience.* C) *Like a convict in handcuffs, his anger may manifest itself in violence.*
- Cover up your notes, **leaving only the image.**
- Recall / rewrite** as many of your notes as you can.
- Review** your original notes. Compare your rewritten work to the original. Have you missed anything out? **Add** to your rewritten notes.

