

Reaching for a grade 7 and  
above in English

# Language



- Encourage your child to attempt past papers – see Show My Homework, class teacher, AQA website
- Students who achieve a higher grade tend to be independent readers so read, read, read! This will really help with your preparation for LP1. As you read fiction texts, consider what the writer is doing to manipulate you, the reader. This is what you will be examining in Section A in LP1 and what you are trying to create yourself in Section B of this paper. **Parents – could you read the same text as your child? It could be a short story as the exam is based on an extract. Discuss the story with your child and encourage them to evaluate an opinion on it as this is what they need to do for Q4 on LP1.**
- Watch documentaries, especially to help your preparation with LP2. **Parents – could you watch the documentary together and discuss it afterwards? Youtube/Netflix can be good places to start. Professor Green and Stacey Dooley have recently produced fairly engaging ones looking at modern day poverty in the UK.**
- Gain a greater awareness of what is happening in the world around you. LP2 will contain ‘real life’ material. Watch the news and try to develop your cultural awareness. **Parents – could you watch the news together and discuss/explain if necessary? Having an understanding of the world is often a key discriminator between students who gain a grade 7 on LP2 and those who don’t.**
- Make use of Mr Bruff – a video for every question on both language papers, including exemplar material. **Parents – ask your child to talk you through what Mr Bruff is saying. Teaching material to somebody else is proven to be an effective way of embedding knowledge into the long term memory.**
- Make use of exemplar material for grades 7 and above and know what you need to achieve on the mark scheme. Plenty of exemplar material online, including on Mr Bruff’s website and on the AQA website, or ask your teacher for examples. **Parents – ask your child to explain why the material was awarded the grade. This will ensure that they can articulate the mark scheme and if they can do this, they are better prepared to ‘hit’ the assessment objectives in the exam.**

# Literature



Know your set texts. Re-read them– free copies on Show My Homework/online or see your class teacher

Make use of revision guides – available via Parentmail

FlipCoCards or create your own

Make use of the resources on GCSE pod. You already have access to this

Four a day knowledge recap questions. Available on Show My Homework

Mr Bruff and Stacey Reay have free online videos to support every text you study for English Literature. Plenty of exemplar responses deconstructed too so make use of them!

Wider reading – British Library is a good starting point.

Facebook – GCSE revision page.

DLS Instagram and Twitter

Look at the past questions and sample questions for your set texts. Attempt the worst case scenario questions and bring to Mrs Marks for feedback

Make sure you know which poems from the power and conflict cluster can be used for various questions

**Parents – could you re-read the set texts alongside your child? Or cheat and familiarise yourself on characters and plot by making use of Wikipedia or Sparknotes?! Make time each day/week to discuss the plot/themes/characters/context. Ask your child to teach you difficult parts of the text to really ensure they have the knowledge of it.**

# How to revise

## Knowledge

Four a day

Quizzes

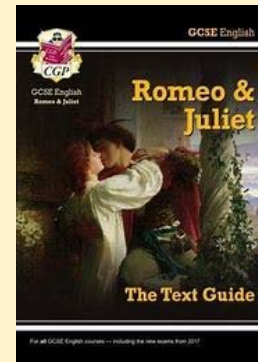
Mind-maps

Twitter

Revision guides

British Library – wider reading

<b>Date:</b>	
<b>Title:</b>	
<b>Four a day</b>	
<b>AIC</b>	What are the family celebrating at the start of the play?
<b>R&amp;J</b>	Who is fighting at the start of the play? Why does the fight begin?
<b>Poetry</b>	List 3 adjectives to describe Ozymandias and explain why you have chosen each one.
<b>TSOF</b>	What are the names of the homeless boys that help Sherlock?



## Skills

Unpick Qs

Exemplar material

Revision guides

Mr Bruff's examples

Past papers



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Revision **MUST** be an active process. Find what works for you but don't passively read notes as the information will not stick.

Make:

- Mind-maps – then cover over and recreate from memory
- Flash cards – ones with key info on one side and key questions to check understanding on the other tend to work best
- Say it out loud – or sing it! Check out Mr Bruff's songs for the key texts. They work!
- Quote quizzes – who said this? Quotes with missing words you have to fill in
- Repeat material you have already revised – you have to make it stick. Come back to it later that week, the week later, later that month
- Teach it to someone else to the point that they could write a response. Proven to be more effective than any other technique.

Work in short and meaningful blocks – your brain will switch off if you try to cram. 20-25 mins and then a break

**Parents – can you become quizmasters for the next few months to assess your child's knowledge? 5 quick fire questions each day could really help to secure key information to the long term memory. You never know, it may even come up at a pub quiz for you in the future!**

# Support

- Every lunch time in G9. Individual questions/concerns. Small group tutorials. A place for quiet revision. Bring your past papers for feedback
- Targeted intervention on a Wednesday after school. Lists will go out to parents on the Monday of each week
- Every Monday and Thursday in the library you will have a member of the Year 11 team to support you as you need
- Direct questions via Twitter, Instagram or email – [marksc@delasalleschool.org.uk](mailto:marksc@delasalleschool.org.uk)