

Year 11 Mock Exams English and English Literature

Important Dates:

w/b 27th February 2023

W/b Feb 27th 2023 – Mock Exams

You will be examined on:

Literature Component 1: (2 hours)

- **Macbeth (part a and b)**
- **Anthology Poetry (part a and b)**

Language Paper 1 (1 hr 45)

- **Reading and Writing (creative writing)**

Language Paper 2 (1 hr 45)

- **Reading and Writing (transactional writing)**

Ways that you can improve your examination performance:

- Access the Year 11 Final Push Team on Teams. **Click [here](#)**
- Re-read key extracts from '**Macbeth**' prior to your exams. The extract will always be from a turning point in the text. Where do these turning points occur? Memorise key quotations which relate to characters, themes and relationships for part b – the essay. There are resources on the school's website to help you. Click [here](#)
- Make sure you know the order of events in 'Macbeth'. Can you summarise what happens in each ACT?
- Make revision notes on key characters, relationships and themes in the play. Make use of websites such as GCSE Bitesize, Seneca, Sparknotes, Padlet and Quizlet
- Re-read **Anthology poems**. Think about which poems can be linked thematically and key points of comparison. Learn some **contextual** detail about each poem to integrate within your poetry responses.
- There are resources for each poem on our school's website: Click [here](#)
- Other revision resources can be found on the school's website by clicking [here](#)
- **Dormston English Department have their own YOUTUBE channel** with videos for all of the poems in the Anthology, which is particularly useful. Click [here](#)



Dystopia.Junkie is also a great source of information: Click [here](#)

- Read through WAGOLLS and exams that you have previously sat. Identify your weaknesses and rectify them prior to the exams. **Look back at the exam wrappers you completed after the December mocks. What are you going to do differently this time?** Speak to your class teacher if there are particular areas which you're struggling with.
- Use YouTube effectively: You can find videos which summarise key aspects of each text and videos which walk you through certain exam questions. AQA produce videos focused on English Language (AQA Spotlight on English Language) Click [here](#) and Mrs Whelan's English is also particularly useful. Click [here](#)
- Make flashcards with key information from your class notes containing key information.
- Familiarise yourself with the marking criteria for each exam section. What are you tested on? How do you get the best marks?

Revision Topics

Literature Component 1

You will be examined on the full **Literature Component 1 Exam**:

Section A: Shakespeare (Macbeth) – extract question [15 marks] and essay [20 + 5 SPAG marks]

Section B: Anthology Poetry – single poem analysis [15 marks] and poetry comparison [25 marks]

Section A 'Macbeth' You should spend 20 minutes on this section.

TIMINGS You should spend 20 mins on Part A

Part a) A question based on a key extract (worth 15 marks) The focus of the question will be on a character or relationship.

Question stem.

Read the extract on the opposite page. Look at how speaks and behaves here.

What does it **reveal to an audience** about them/ their relationship at this point in the play? [15]

TOP TIPS

- **Check the focus of the question** and **underline any key words or phrases** which will support the points you want to make.
- Think about why this particular extract has been chosen. Is it a turning point in the play? Does it reveal something new about the character?
- **What are your initial thoughts?**
- **You should write a strong, focused opening**, summing up the argument that you present in the answer as a whole. You should contextualise your response in your opening, showing that you understand which part of the play it's from. It should clearly focus on the question. For example, if the question asks how Shakespeare creates mood and atmosphere then you should immediately state what the atmosphere or mood is in your response.
- **The whole of the extract should be considered**; there will be a good reason why it begins and ends where it does. If there are any stage directions then they should be analysed as closely as the characters' dialogue and actions.
- Relevant, brief, reference may be made to other parts of the play to put the extract into the context of the play as a whole, but **the extract provided should always be the main concern**.
- **Remember to explicitly reference the audience** in your response.

Essay Question: part b [20 marks + 5 for SPAG]

Top Tips:

Questions will typically ask you to explore a character/relationship or theme. You need to track through the whole play – Act 1 – 5.

Make a plan before you start to write. You will typically have time to make 4 key points with examples of where you see this being displayed in the play.

Always begin with a line of argument which asserts what Shakespeare is trying to tell us about the particular theme/relationship or a summary of the character. (An overview). An effective overview should anchor to the question; summarise the question focus and link to authorial intent.

Each paragraph should refer back to the essay question so make sure that you are referring back to the key words.

Try to **show your knowledge of the whole play** by citing evidence from the start, middle and end of the play.

In order to prepare for the exam, you will need a thorough knowledge of the **key characters** in the play and how they develop/change; the key **relationships** in the text and the key **themes**.

Characters: These include Macbeth (2020) , Lady Macbeth (2019 exam), Banquo, King Duncan, Malcolm, Macduff, The Witches.

You will need to **revise key quotations** for each character and should refer to the quotation sheets and your knowledge organisers for this information. If you have bought revision guides for the novel, they will also prove to be useful.

Relationships:

These include the relationship between:

Lady Macbeth and Macbeth (2017 exam) Macbeth and Banquo
Macbeth and Macduff Macbeth and the Witches.

Themes:

You will need a thorough understanding of how Shakespeare presents the theme across the whole novel. You will need to learn key quotations which relate to each theme.

The main themes are:

The Supernatural (2021 exam) Kingship Revenge Evil Power
Violence (2018 exam) Conscience Ambition
Appearance and Reality Guilt (2022 exam) Deceit Fears

You will also need to revise **key language and structural terminology**, as it is essential that when you are answering the question, and analyse language and structure, that you use subject terminology.

Subject Terminology

Language

- Imagery similes metaphors
- personification oxymoron motif

Structure

- juxtaposition punctuation soliloquy aside
- blank verse prose

Section B (20%) Poetry from 1789 to the present day (Anthology Poetry)

Two questions based on poems from the WJEC Eduqas Poetry Anthology. One question will be focused on **a theme in a single named poem**, which is printed in the exam [15 marks] and one which involves comparison of that named poem with another from the anthology, which is from your memory. [25 marks]

(You **are not** permitted to take a copy of the anthology into the examination)

TIMINGS You should spend 20 mins on Part A and 40 mins on Part B.

Part a) A question based on a single poem, which will be printed in the page.

Question stem:

Read the poem below..., in this poem...explores ideas about...

Write about the way...explores...in this poem. [**Worth 15 marks**]

b) Choose one other poem from the anthology in which the poet also writes about...

Compare the presentation ofin your chosen poem to the presentation of...(same theme) in.....(poem named in part a)

In your answer to part (b) you should compare:

- the content and structure of the poems – what they are about and how they are organised
- how the writers create effects, using appropriate terminology where relevant
- the contexts of the poems, and how these may have influenced the ideas in them

[**Worth 25 marks**]

Part a

Approaching the essay:

- **Find the focus** of the questions. **Underline key words** in the question
- **Start with an overview** - anchor to the question, summarise how the theme is presented and link to authorial intent.
- Select a series of **words/ images** that help the writer to present their theme with your personal response to these images. Focus on the start, middle and end of the poem.
- Select an example of where the poet's use of **structure** helps them to present their ideas about the chosen theme.
- Select something about the **context** of the poem that helps you to understand the poet's choice of subject matter / theme. Link contextual comments to textual references.
- Don't forget to support ideas with quotations and make detailed comments about the effects of language and structural choices.

Part b

Approaching the Essay:

- You should **check the focus of the question** and **underline any key words** and phrases that will support the points you want to make.
- **Decide which poem will make the best comparison to the named poem** in the question and then plan out your response carefully, focusing on which overall point (usually a feeling/attitude/emotion – start, middle, end)) you will make in each paragraph
- **Start with an overview** which anchors to the question, summarises the different ways the theme is presented and links to authorial intent. Remember start with the phrase 'Both poems...' and state how the theme is presented differently.
- **Aim for 3 detailed comparative paragraphs** – looking at start, middle and ends of the poems. **Clearly signal comparisons are being made by using comparative connectives.**
- Analyse language at word level, offer multiple interpretations. Try to link to the poet's intentions too.
- **Don't forget to include** a comment on **structural choices** too and to **link context** to textual detail.

Themes:

You will need a thorough understanding of how the poems are linked thematically and will need to learn key quotations which relate to each theme.

NB Where years are mentioned, this is when that theme has already been examined. However, there is no guarantee that themes will not be repeated in future exam series.

The main themes are:

War (2018)	Relationships (2020)	Nature	Memory
Love (2017)	Place	Conflict	Grief
Death (2022)	Time	Loss (2019)	People
			Power (2021)
			Religion

Subject terminology to learn:

Structure

Punctuation
End stopped lines

Language/Imagery

Verbs/adverbs/adjectives
assonance

Enjambment
Caesura
Stanza
Regular/irregular rhyme scheme/rhythm
Free verse
Repetition
Juxtaposition
Anaphora
Iambic pentameter
Antithesis

consonance
imagery
metaphor
simile
onomatopoeia
personification
alliteration
sibilance

Key words to signal comparison:

Similarities

Likewise...
Similarly ...
In addition ...
Also in ...

Differences

In comparison ...
In contrast ...
However ...
Conversely ...

Sentence stems for effective analysis:

At the start of the poem

Both poems explore the theme of

Interestingly uses the image of to convey ...

.....utilises a lexical field of ...

Structurally, uses which is effective in portraying ...

The poet makes use of some interesting structural choices ...

The poet's perception of (named theme) is exemplified in ...

In this poem, the poet alludes to ...

In your mocks you will be examined on each full Language paper. A full Language Paper 1 and full Language Paper 2.

English Language Paper 1: Exploring Creative Reading and Writing - 1 hour 45 minute exam (50%)

Section A: (25%) Spend 1 hour on this section.

Understanding of a fiction extract which is assessed through structured questions.

These are 4-part questions which test varying reading skills from selecting and retrieving information to commenting on the writer's use of language and the text's structure. They get progressively more difficult.

1- Select and retrieve information: (4 marks)

E.g. List 4 reasons why Name four things about

2 Language focus (8 marks)

E.g. How does the writer use language here to show ...?

3 Structure focus: (8 marks)

E.g. How has the writer structured the text to influence the reader?

4. Critical evaluation of a text - writer's viewpoint and craft, along with personal opinion (20 marks)

Towards the end of the extract, the writer _____. To what extent do you agree with this view?

You should write about:

- your own impressions of _____ presented here and in the passage as a whole;
- how the writer has created these impressions.

Section A 1 hour + Section B: 45 minutes

HOW TO APPROACH SECTION A

<p>Read extract Time: 10 minutes</p>	<ul style="list-style-type: none"> • This will be a fiction text • It will be a story opening, character description, extract from a novel, etc. • Read the extract carefully. If you misunderstand what you are reading because you rush this, you will throw marks away.
<p>Q1: This question will always ask you to look at a particular part of the source and identify four things about the text. You need to identify explicit information. [4 marks] Timing: 5 minutes</p>	<ul style="list-style-type: none"> • You will get one mark for each correct answer. • There's no need to analyse or add extra information. The examiner is looking for your ability to find information. • The information needs to be selected from the lines mentioned in the question. • It's important to check that your answers match the question. Any inaccurate or irrelevant answers will not gain marks. • Don't waste time by copying huge chunks of text. Be succinct.

<p>Q2: This question is about your ability to pick out key language features and analyse their effects. [8 marks] Timing: 10 minutes</p>	<ul style="list-style-type: none"> • The information needs to be selected from the lines mentioned in the question. • You need to write detailed paragraphs. Maximum of three paragraphs. Write a lot about a little. • Follow the question guidance – do as it says. Make sure you always focus on the writer. • It's important that you comment on the effects of specific words and phrases. Explore connotations. • You need to comment on specific language features, using subject terminology. • The highest-grade answers will need to show a perceptive understanding of how language is used.
<p>Q3: This question is about your ability to pick out key structure features and analyse their effects. [8 marks] Timing: 10 minutes</p>	<ul style="list-style-type: none"> • You need to use the same skills as Q2, but instead focus on structural features. • The information needs to be selected from the whole source. • You need to write detailed paragraphs. Maximum of three paragraphs -focus on the start, middle and end. Write a lot about a little. • DO NOT analyse or write about language, you are looking at how the text is organised. • You need to comment on structural features: events, changes in narrative perspective, shifts in focus, motifs, etc. • Developed comments and accurate use of terminology are needed for the higher grades.
<p>Q4: This question is about you critically evaluating part of the text based on a given statement. [20 marks] Timing: 25 minutes</p>	<ul style="list-style-type: none"> • Focus on a given section of the extract. • Read the quote given in the question, for example: <i>prove/explain/demonstrate why someone would say this about the extract.</i> • Always make a statement in relation to the given statement. Open your response with: 'To a certain extent it could be said...' OR 'I partially agree with this statement...' • Use your points from Q2 and 3 and include them, where relevant, in this response. How has the writer used language, structure, tone, implicit and/or explicit meaning? Mention the methods used. • Use the guidance bullet points in the question to help you. • Always refer to the writer's intentions: what are they trying to get the writer to feel, imagine or think? How? Are they effective? • Each paragraph needs to link back to the question/statement. Focus is important. Maximum of 5 paragraphs. Say a lot about a little. • The highest-grade answers will need to show a perceptive understanding of how language and structure is used and make developed comments about the effects created.

HOW TO APPROACH SECTION B

Q5:

This question is about creative writing.

[40 marks]

[AO5 (Content): 24 marks]

[AO6 (SPaG): 16 marks]

Timing: 45 minutes
(5 minutes planning, 35 minutes writing, 5 minutes proof reading)

AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences;
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6:

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

- You will be given **a choice of tasks; you are only to pick one.**
- There will be a picture with a task or another option of a descriptive or narrative task.
- If describing, use the five senses. If narrating, make sure you are actually telling a story.
- Vary your vocabulary! Avoid starting sentences with 'The'.
- You're rewarded for engaging and careful work. Write in an exciting manner with accurate SPaG (use your proof-reading time).
- Use a range of literary techniques for effect (similes, metaphors, etc.)
- Planning will ensure your work makes sense; checking will ensure you don't make mistakes. Use your time well.

Example question:

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

Q5: Your school is asking students to contribute some creative writing for its website.

EITHER: Write a description as suggested by this picture:



OR: Write a short story that begins with the sentence: "Suddenly, I heard it. It was coming from the other side of the passage."

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

HOW TO APPROACH SECTION B

Top Tips

- spend about 10 minutes planning
- spend about 35 minutes writing
- Spend 5 minutes proofreading

Focus on:

- matching style to audience purpose
 - Varying sentence structures/crafting sentences for effect
 - Using sophisticated/ambitious vocabulary
 - Paragraphing for effect
 - Using discourse markers to link ideas within and between paragraphs
 - Using a wide range of punctuation
 - Technical accuracy (SPAG)
-
- Accuracy is important. Use of inaccurate punctuation, capital letters, and inaccurate tenses will be penalised.
 - Writing about personal experience often produces the best responses.
 - A succinct response is best. 2 well-drawn characters, a clear setting, with emotions described is enough. It's about reader engagement.
 - Don't show off. The exam board have advised against 'shoe-horning flashbacks' into a narrative as they rarely work well. Pupils do best with a linear structure.
 - They're just looking for 'good writing' which is crafted.
 - Don't have more than 1 setting – the whole story should happen in the same place
 - Don't change time periods. Do not say anything like: 10 minutes later... A month later... 10 years later... Make it a snapshot of time.

Reading good quality examples of fiction texts can help to develop vocabulary and ideas for this part of the exam. How do professional writers create effective settings and characters?

Paper 2: Writer's Viewpoints and Perspectives – 1 hour 45 minutes (50%)

Section A Reading (40 marks)

Two non-fiction texts which are linked thematically.

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Question 1: Identifying explicit and implicit information (4 marks) The question asks you to choose 4 true statements.

Question 2: Synthesis – summarising differences or similarities on a specific subject. (8 marks) Making inferences is essential in this question!

Question 3: Language focus (12 marks)

Question 4: Comparing writers' viewpoints./ perspectives (16 marks)

HOW TO APPROACH SECTION A	
Read extracts Time: 10 minutes	<ul style="list-style-type: none">• There will be two non-fiction texts.• One text will be from the 19th or 20th century, the other the 21st. They will both be on the same or a very similar topic.• Read the extracts carefully. If you misunderstand what you are reading because you rush this, you will throw marks away.
Q1: This question will always ask you to look at a particular part of the source and identify four things about the text. You need to identify explicit information. [4 marks] Timing: 5 minutes	<ul style="list-style-type: none">• You will get one mark for each correct answer.• This is a tick box comprehension question and will ask you to identify four correct facts out of a possible eight from a specific part of the text.• Make sure you shade in the boxes. This question is marked by a computer so if your answer is not clear, it will not be picked up.• The information needs to be selected from the lines mentioned in the question.• It's important to check that your answers match the question. Any inaccurate or irrelevant answers will not gain marks.• Make sure you read the options carefully.
Q2: This question will ask you to compare the sources, summarising the explicit and implicit ideas. The question could be to compare either differences or similarities.	<ul style="list-style-type: none">• Refer to both sources for information in response to the question.• Find points of similarity/difference, depending upon what the question is asking of you.• Use quotations to support you. Explain what you think can be inferred from the similarities/differences.

<p>[8 marks] Timing: 10 minutes</p>	<ul style="list-style-type: none"> You must focus on the writers' viewpoints and perspectives. Think about what you can infer (work out) about the writers' opinions on the subject. Aim to write two to three paragraphs. You do not need to look at writer's methods or techniques for this question.
<p>Q3: This question is about your ability to pick out key language features and analyse their effects. [12 marks] Timing: 15 minutes</p>	<ul style="list-style-type: none"> Refer to the given section of one source. Comment on the writer's methods, explaining how they make the reader feel, imagine or think. Aim to write about four methods in detail (four paragraphs). Begin paragraphs with reference to the writer. You must use quotes from the extract. Identify specific literary techniques where possible. Write a lot about a little. Focus on four good uses of language/techniques and write about them in-depth. In your analysis, you must refer to the reader. <p>*This question uses the same skills as Paper 1, Question 3*</p>
<p>Q4: This question is about you comparing different perspectives/viewpoints. Focus on how. [20 marks] Timing: 20 minutes</p> <p><i>This question is similar to Q2.</i> <i>The differences:</i> Q2: You're looking in Q4: You're looking out</p>	<ul style="list-style-type: none"> Refer to both extracts. Ask yourself: how do the writers get you to see their points of view? Write a brief introduction where you explain what the viewpoint and purpose of each writer is and compare them briefly. End with a conclusion: consider historical context and how this might affect the reader's expectations. What mood/impression are they trying to convey? How do you know? How do the writers use techniques to show their point of view? Aim to write about four to five well analysed points/paragraphs. Remember that viewpoints and perspectives are sometimes implicit or explicit – you may have to read between the lines. Use comparative language such as however, by contrast, similarly, etc. Use sentence stems like 'The writer presents..' or 'The writer could be trying to convey..' Remember: how do the writers use methods to make you see their view? Compare across the two texts!

Section B: Transactional Writing. Spend 45 minutes on this section (25%) 40 marks

AO5 – Content and Organisation [24 marks]

AO6 – Technical accuracy [16 marks]

1 extended writing question and no choice of questions.

This section will test the ability to write to present a viewpoint. It tests your ability to write for the following:

Using language for impact:

- writing to explain
- writing to instruct/advise
- writing to argue
- writing to persuade

Writing in a variety of forms:

- Letter Text of a speech
- Article Text of a leaflet
- Essay

Top Tips

HOW TO APPROACH SECTION B

<p>Q5: This question is about transactional writing.</p> <p>[40 marks] [AO5 (Content): 24 marks AO6 (SPaG): 16 marks]</p> <p>Timing: 45 minutes (5 minutes planning, 35 minutes writing, 5 minutes proof reading)</p>	<p>AO5:</p> <ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences;• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>AO6:</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <ul style="list-style-type: none">• There will be one question.• The writing question will follow the same theme as the reading section.• You will be asked to write your own views on a given subject.• You will have to express your views in the form of a newspaper article, a speech, a letter, a leaflet or an essay.• Be sure that you are writing in the correct form (letter, article, speech, etc.)• Focus on what the question asks you to do.• Plan your answer so you know what you are going to write.• You're rewarded for engaging and careful work. Check your SPaG (use your proof-reading time).• Planning will ensure your work makes sense; checking will ensure you don't make mistakes. Use your time well.• Make your writing formal, but lively and interesting. Use literary techniques.• Be sure that you express your point of view clearly and back it up with good reasons.• You do not have to believe what you say. Just be interesting!• Ensure you use a range of sentence structures• Use sophisticated and ambitious vocabulary• Include a range of punctuation• Links ideas together using discourse marks: Furthermore ... In addition ... Consequently Moreover ... In conclusion etc
---	---

Example question:

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0 5

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

There is certainly a lot of content to remember for these examinations. It is essential that you start preparing early for these examinations in order to fulfil your potential.

The English Department wish you the very best of luck in your final mock examinations!