

Session Aims

1. To inform parents about the content of the Year 10 English Literature mock exam.
2. To inform parents about a range of strategies students can use to revise for the Year 10 exam.

To inform parents about the content of the Year 10 English Literature mock exam.

When is it?

Monday 23rd June

What GCSE paper is it?

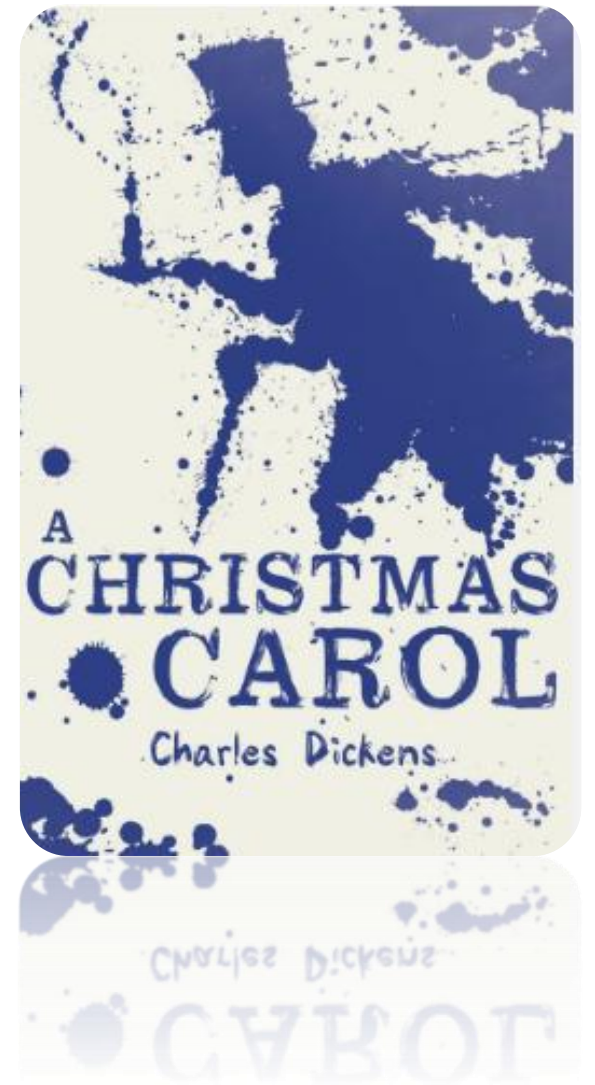
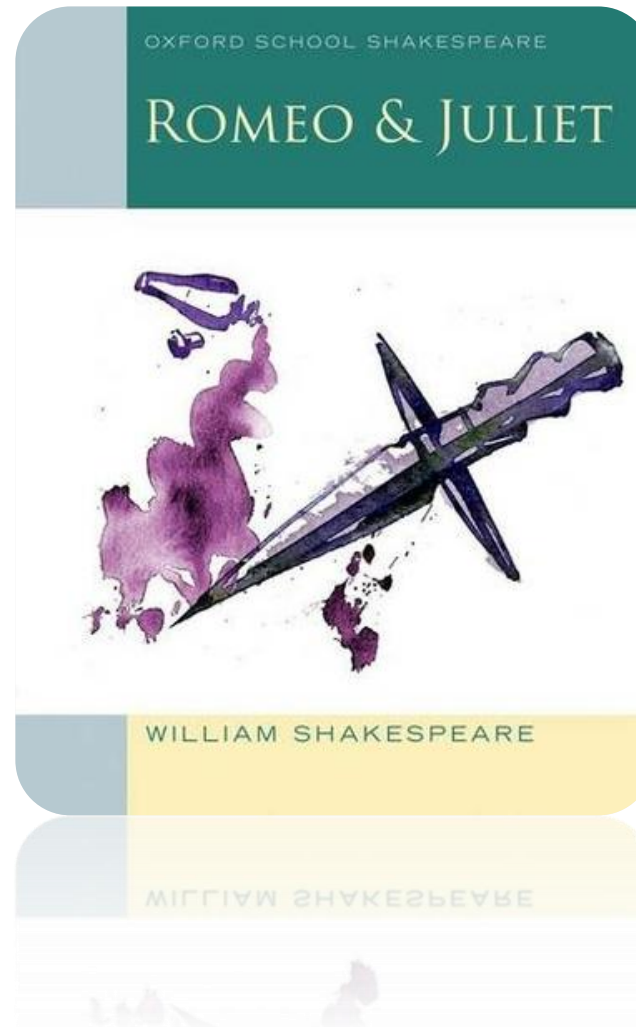
English Literature Paper 1

What are students tested on?

Section A. Romeo and Juliet
Section B. A Christmas Carol

How long is the exam?

1 hour 45 minutes



To inform parents about the content of the Year 10 English Literature mock exam.

context for the extract

extract from the text

task wording that means students need to discuss **BOTH** the content of the extract **AND** the whole of the set text in their answer

0 2

Romeo and Juliet

Read the following extract from Act 3 Scene 2 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play, Juliet reacts to the news that Romeo has killed her cousin Tybalt and so has been banished from Verona.

JULIET Shall I speak ill of him that is my husband?

Ah, poor my lord, what tongue shall smooth thy name,

When I, thy three-hours wife, have mangled it?

But wherefore, villain, didst thou kill my cousin?

5 That villain cousin would have killed my husband.

Back, foolish tears, back to your native spring,

Your tributary drops belong to woe,

Which you mistaking offer up to joy.

My husband lives that Tybalt would have slain,

10 And Tybalt's dead that would have slain my husband:

All this is comfort, wherefore weep I then?

Some word there was, worsè than Tybalt's death,

That murdered me; I would forget it fain,

But O, it presses to my memory,

15 Like damnèd guilty deeds to sinners' minds:

'Tybalt is dead, and Romeo banishèd.'

That 'banishèd', that one word 'banishèd',

Hath slain ten thousand Tybalts. Tybalt's death

Was woe enough if it had ended there;

20 Or if sour woe delights in fellowship,

And needly will be ranked with other griefs,

Why followed not, when she said 'Tybalt's dead',

'Thy father' or 'thy mother', nay, or both,

Which modern lamentation might have moved?

25 But with a rear-ward following Tybalt's death,

'Romeo is banishèd': to speak that word,

Is father, mother, Tybalt, Romeo, Juliet,

All slain, all dead. 'Romeo is banishèd!'

There is no end, no limit, measure, bound,

30 In that word's death, no words can that woe sound.

0 2

Starting with this speech, explore how Shakespeare presents Juliet's feelings towards Romeo in *Romeo and Juliet*.

Write about:






- how Shakespeare presents Juliet's feelings towards Romeo in this speech
- how Shakespeare presents Juliet's feelings towards Romeo in the play as a whole.

[30 marks]

AO4 [4 marks]

To inform parents about a range of strategies students can use to revise for the Year 10 exam.

Revision Strategies

1. Re-reading the set texts 
2. ChatGPT 
3. Character / theme cue cards 
4. Exploding quotations 
5. Chronological speed planning 

I

Reading / Listening, then summarising Set Texts



Questions for you!

1. Have you bought your children their own texts?

Benefits = post it note tabs on scenes, direct annotations, book marking etc.

2. Do you know that set texts can be accessed for free online with a Google search?

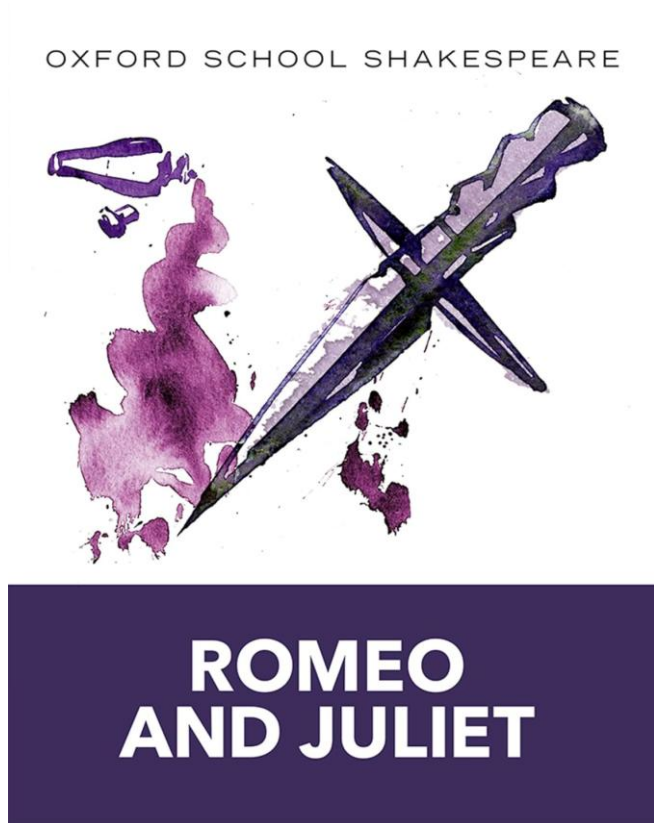
This goes for audio versions too.

Key to Literature Success: Knowledge is power.

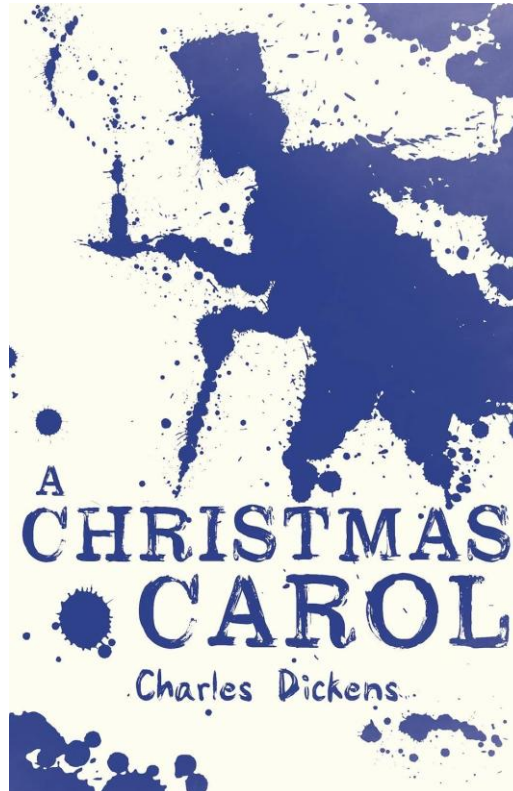


I

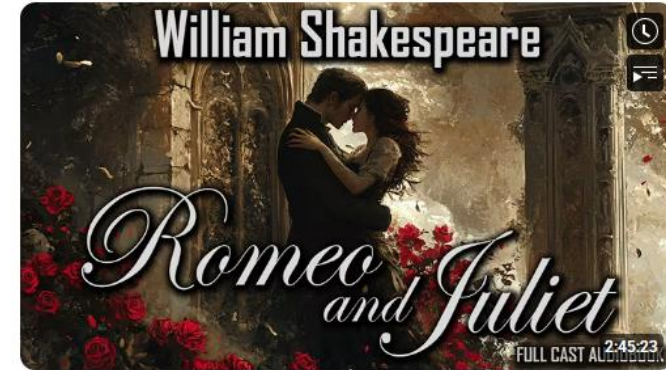
Reading / Listening, then summarising Set Texts



Oxford Schools



Scholastic



<https://www.youtube.com/watch?v=gyY29xqIV5M>



<https://www.bbc.co.uk/programmes/p07l9rkl>

2.

ChatGPT



<https://chatgpt.com/>

Type in: Identify 5 key quotations about fate in *Romeo and Juliet*

Here are 5 key quotations about fate in *Romeo and Juliet*, along with brief context for each:

1. "A pair of star-cross'd lovers take their life."

– Prologue, Line 6

This line foreshadows the doomed fate of Romeo and Juliet, suggesting their love is ill-fated from the start due to the stars (astrology/fate).

2. "O, I am fortune's fool!"

– Romeo, Act 3, Scene 1

After killing Tybalt, Romeo realizes he's at the mercy of fate, expressing how fortune mocks him despite his intentions.

2.

ChatGPT



<https://chatgpt.com/>

Type in: Pretend to be Tybalt and tell me how it felt when Romeo suggested he had a reason to 'love you'.

[In the voice of Tybalt, fierce and proud of Capulet blood]

Love me? When that **Montague** dared speak those words, it was as though venom dressed itself in honey. My blood boiled, not with confusion, but with fury. Romeo—a name I spit from my mouth—*loved* me? 'Twas mockery, nothing less. A twisted jest cloaked in false peace.

He wronged me at the Capulet feast, disgraced my kin by crossing our threshold uninvited, and now he speaks of *love*? My sword was drawn not from hate alone, but from honor. I would not be made a fool by such hollow words. His so-called love was not affection—it was cowardice, a veil to hide his trespass.

Had he any true feeling, he'd have met my steel with fire, not with talk of peace. But instead, he stood there, soft and smiling, as though we were brothers. *Brothers!* Ha! There is no kinship between a lion and the rat that scurries in its shadow.

Tell me—what man claims to love his enemy and expects not to be scorned?

Would you like to hear how Tybalt would have spoken of Romeo after death?



Example questions to ask ChatGPT

1. Find me 5 quotations on theme 'x'.
2. Find me 5 quotations that sum up the character of 'y'.
3. Analyse the effect of language in the following quotation:
4. Create a model response for the following question:
5. Take on the role of character 'z' so I can ask you some questions as them.
6. Create a 10-question quiz on Stave 1.
7. Explain how Thomas Malthus is relevant to 'A Christmas Carol'.
8. Write out 10 key quotations from 'Romeo and Juliet' but miss out 2 words from each for me to fill in.
9. Why does Shakespeare give Romeo and Juliet a shared sonnet?
10. Create an essay plan for: 'How far is Scrooge presented as an outsider in the novel?'

3

Key character/theme, quotation, scene cue cards



How?

Romeo



'A second father'

Key Scene: 1.1

3 Key moments

3 Key quotations

Context:

Meaning:

Methods and effects:

Essays to use with:

What happens and who's there?

Why important?

Key quotations?

Links to rest of text?

3

Key character/theme, quotation, scene cue cards



Where?

Revision Flipbooks

Key Character Analysis (purple books)

Online: ChatGPT and revision videos

A Christmas Carol Revision Flipbook

Preface
'I have endeavoured in this Ghostly little book, to raise the Ghost of an Idea, which shall not put my readers out of humour with themselves, with each other, with the season, or with me. **May it haunt their houses pleasantly**, and no one wish to lay it.

Their faithful Friend and Servant,
C. D.'



Name: _____

English Department
GCSE English Literature Unit Sheet

Romeo and Juliet

A play by William Shakespeare

As part of your English Literature course, you are required to study a Shakespeare play. We study the Elizabethan tragedy 'Romeo and Juliet', written during the late 1500s.

Support **Challenge (curriculum step has further ideas)**

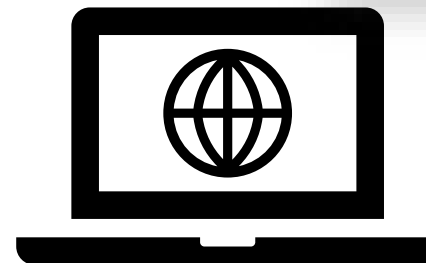
QR codes for resources: Plot Summary Video, BBC Shortcuts, Shakespeare Audio, Speeches Guide, Dr Aiden Playbill, AQA Brief Playbill, Scenes by Scene.

Key Vocabulary *Elements of a Shakespearean tragedy

- BLASPHEMY:** showing disrespect towards God or something holy
- CATHARSIS:** the release of the audience's emotions through empathy with characters
- CHARMATA:** a character's inherent flaw (defect or shortcoming) that brings about their downfall
- MELANCHOLIC:** feeling a deep sadness
- PATRIARCHAL:** men had dominance in society (a patriarch is the male head of a family)
- PROLOGUE:** an introductory section to a piece of literary or musical work
- SUBMISSIVE:** being obedient and dutiful; ready to follow orders
- TRAGIC HERO:** a main character cursed by fate and destined to die as a result of their tragic flaw

ASSESSMENT – you are assessed on the following

- A01: responding to the text (using references and quotations from the two texts)
- A02: analysing the effect of language, form and structure (using subject terminology where relevant)
- A03: showing understanding of context (e.g. genre, locations, the time period the text was written)
- A04 (4 marks): accuracy of SPaG and range of vocabulary



3

Key character/theme, quotation, scene **cue cards**



ONLINE REVISION? RECOMMENDATIONS...













- ChatGPT: <https://chatgpt.com/>
- Bitesize – <https://www.bbc.co.uk/bitesize/topics/zpr639q>
- Dystopia Junkie – <https://www.youtube.com/watch?v=0vjpo5VwxQB4>
- Mr Bruff - <https://www.youtube.com/watch?v=KvhiaECGjTY>
- Mr Salles - <https://www.youtube.com/playlist?list=PLQovVw7yuGiLoPbnOHf5Stxx95vZ3tlo2>
















What?

THE 'KEY QUOTATIONS'

CAN YOU WORK OUT THE 'ROMEO AND JULIET' QUOTATIONS?

KEY 'ROMEO AND JULIET' QUOTATIONS TO MEMORISE

'ancient grudge [...] a pair of star-cross'd lovers take their life' (Prologue) 	What, art thou drawn among these heartless hinds? Tybalt (A1S1) 	'O brawling love, O loving hate [...] I have lost myself' Romeo (A1S1) 
'Let two more summers wither in their pride, Ere we may think her ripe to be a bride' Lord Capulet (A1S2) 	'Good pilgrim' Juliet (A1S5)  'dear saint' Romeo (A1S5)	'Juliet is the sun [...] O, speak again, bright angel!' Romeo (A2S2) 
'My name, dear saint, is hateful to myself. [...] Had I it written, I would <u>tear</u> the word' Romeo (A2S2) 	'vile submission [...] A plague o' both your houses!' Mercutio (A3S1) 	'There is no world without Verona walls' Romeo (A3S3)  'window, let day in, and let life out' Juliet (A3S5) 
'Hang thee young baggage! disobedient wretch! [...] Speak not, reply not, do not answer me' Capulet (A3S5) 	'Come, cordial, and not poison; go with me to Juliet's grave' Romeo (A5S1) 	'O happy dagger!' Juliet (A5S3) 

4

Exploding Core Quotations

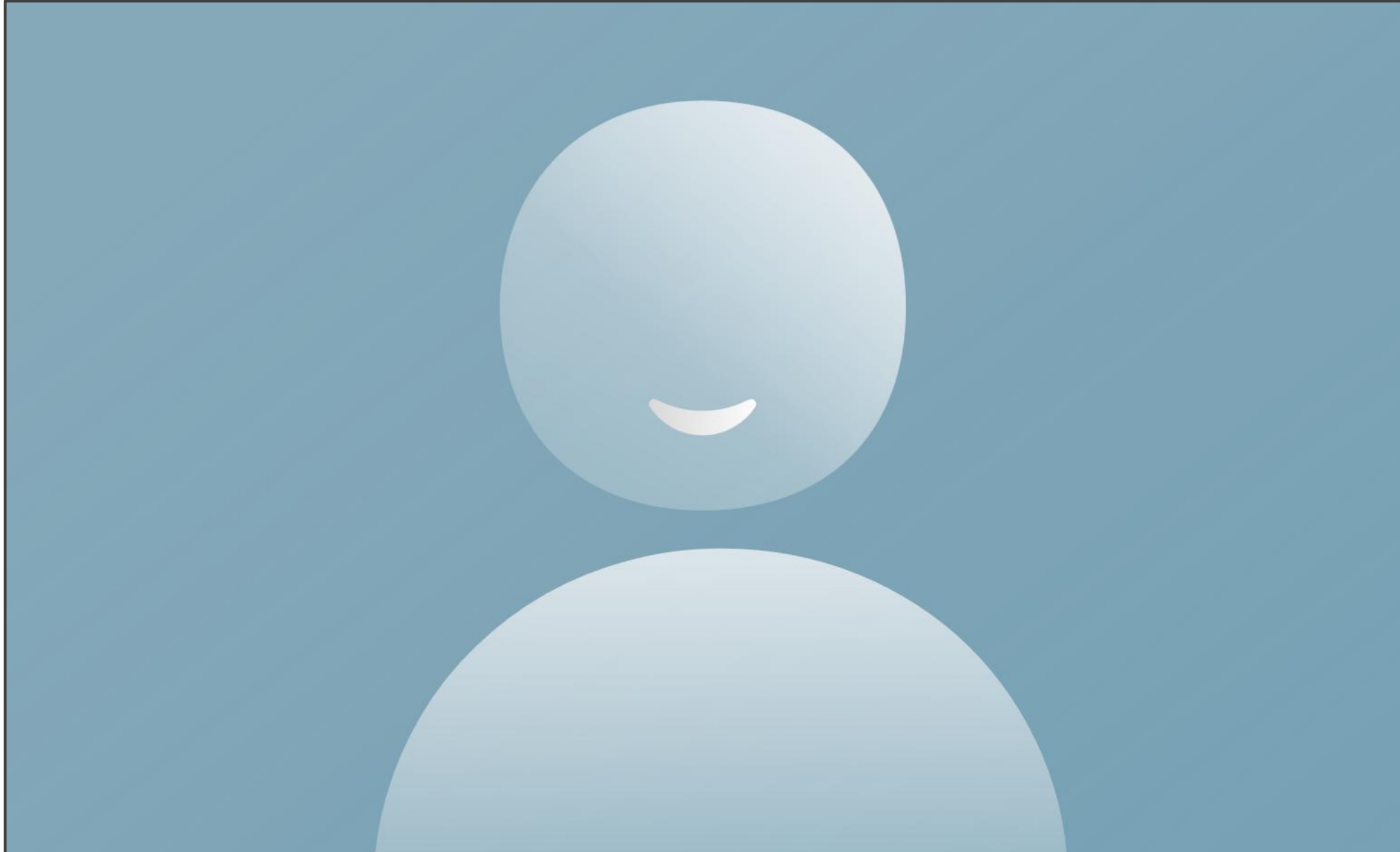


How?

AO1
(12 marks)
'what'
Who? To whom?
When? Where?
Why do they say it?

AO2
(12 marks)
'how'
Methods?
Effects?

AO3
(6 marks)
why
Why does the writer present this?



5

Chronological speed planning



Explore how Dickens presents Scrooge as a character who undergoes significant change in the novel.

