

Year 10 Mock Exams

English Language and Literature Revision Guide

What will I have to do in my mocks?

English Language

19th and 21st Century Nonfiction Reading - one hour

You will complete a full 19th and 21st century nonfiction reading section. You worked on this paper in September and October and completed a range of questions and one full paper.

You have one hour for this exam. See pages 6-9 for detailed advice on all six question types.

English Literature

Anthology poetry - 20 minutes

An Inspector Calls - 30 minutes

A Christmas Carol - 30 minutes

The first section will be a 20-minute essay on how a theme is presented in a poem you will be given. You will need to annotate the poem and then write about four ways in which the theme is presented. It will be one of the poems you have studied in Year 10. See pages 4-5 for detailed advice on writing this essay.

The second section will test your knowledge of the other texts you have studied so far this year. You will answer ten knowledge questions and then be given six quotations to analyse.

How can I revise?

Literature

Post-1914 prose or play: *An Inspector Calls*

19th century prose: *A Christmas Carol*

- Make sure you know the whole plot.
- Re-read the annotated extracts in your exercise books.
- Take the Forms quizzes (re-set on ClassCharts)

Literature

Anthology Poetry

- Use the poem guide you have been given
- Summarise each poem in as few words as possible.
- Learn the subject of every poem.
- Learn a few contextual facts for each poem—roughly when each was written is essential.

Try creating:

Mindmaps

Poem flashcards

Quote post-its

Theme posters

Language

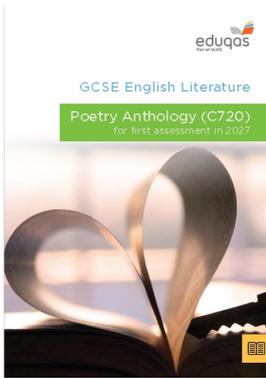
19th and 21st Century Nonfiction Reading

- Make sure you are familiar with each of the questions types and the order these will be tested in.
- Make sure you know how to gain marks in 10-mark questions (see the examples).
- Read some unfamiliar nonfiction texts so you are used to their features.

Practise by:

Using past papers.

Timing yourself and editing answers to make sure you are as concise as is needed.



Literature Component 1: Section B

Anthology Poetry Essay (a)

What: a **20 minute** essay based on a given theme in a given poem

Where: English Literature Component 1, section B

Time management

Up to 5 minutes: read question carefully, highlight key words and phrases in the poem which you can link to the theme.

15 minutes: track through the poem, analysing words or phrases from every few lines and linking all to the given theme.

Likely themes:

Power	Identity
War	Relationships
Nature	Memories
Change	Childhood

This is not a complete list!

Anthology Poetry (a)

Essay technique and structure

Begin with an overview, summing up what the poem is about and the given theme's presentation in the poem.

Track through the poem, selecting words or phrases from every few lines to analyse.

Zoom in on powerful words and phrases.

Link meaning to context where relevant. This could be related to the time the poem was written or the poet's reason for writing.

Example: how is childhood presented in *The Schoolboy*? (First half of response)

'The Schoolboy' describes a child who feels miserable being made to go to school. He feels like his childhood is being taken from him.

The poem begins with positive views of nature and freedom but then the speaker says being made to go to school 'drives all joy away' so the happiness he felt is taken from him when he is made to go to school. His childhood is being stripped of happiness here.

He describes himself as a 'bird that is born for joy' but who can't 'sit in a cage and sing' so it makes it seem as though his childhood should be a time of happiness but this is crushed as he is trapped and miserable at school. Birds usually represent freedom so comparing school to a cage shows that he has lost his childhood freedom and this means he can't express himself.

He then directly addresses his parents, saying 'o! father and mother' and comparing himself to a bud that is 'nip'd', suggesting he feels he is missing out on his childhood as a bud should be allowed to grow into a flower. 'Nip'd' means it is cut off so it sounds cruel and unnecessary, as he thinks school is as a child. I think he is speaking to his parents here because they are the ones making him go to school, since school was not compulsory when the poem was written.

How to analyse

The question is always **HOW** a theme is shown so your points must make this clear. You don't have time to pick out many quotes so analyse what you're confident about. Link every single point back to the topic of the poem—never analyse quotes in isolation. Never waste time counting stanzas or describing rhyme schemes.

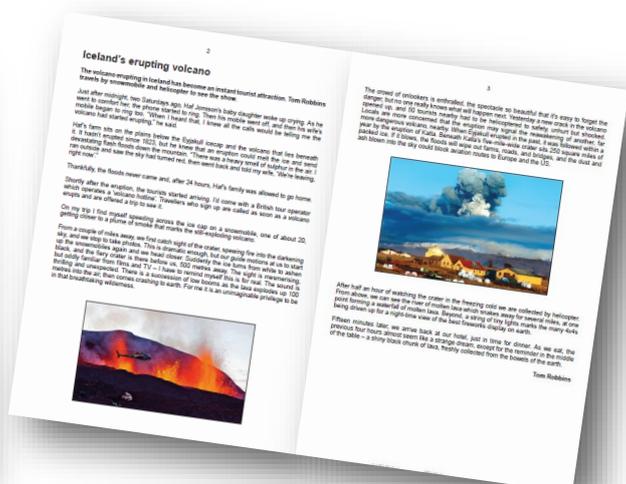
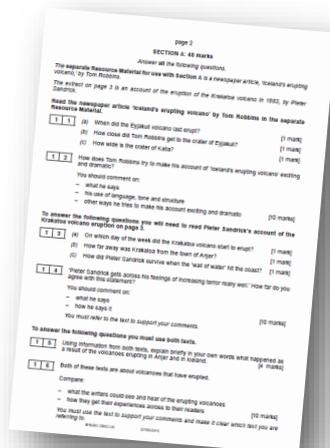
Literature Mark Scheme

Marks are divided into five bands, with 5 being the top band. The skills for each band are the same for every task on the two Literature papers. Aim as high as you can!

Most of these skills can be achieved using careful **planning** before writing, as long as you have **revised** thoroughly!

Band	Skills
5	<ul style="list-style-type: none"> • There is a clear overview. • Perceptive points are made and there is evaluation using alternative interpretations. • There is a complete focus on the question and the response is well-structured. • Short, precise quotations are embedded and used to develop points. • Single words are zoomed in on and the precise effects of the language used is explored, often considering the writer's intentions.
4	<ul style="list-style-type: none"> • Developed points are made which show a secure understanding of key moments and the question. • The question is focused on across the response. • A range of effective references, including quotations, are used to support points. • There is zooming in and developed comments on the effects of the language used.
3	<ul style="list-style-type: none"> • Clear points are made which show understanding of the main events. • The question is usually focused on. • Relevant references, including quotations, are used to support points but they might be used to retell the story. • At the top of the band, there will be some zooming in to comment on the effects of the language used.
2	<ul style="list-style-type: none"> • Surface comments are made which show some awareness of the main events, but some might not be correct. • Points are made but not developed. • Some references, maybe including quotations, are used to support points but there is no comment on the effect of the language used.
1	<ul style="list-style-type: none"> • Limited and brief with only one or two relevant points. • No supporting references or quotations are used or large sections of an extract are copied out.
0	<ul style="list-style-type: none"> • Nothing worthy of credit.

Language 2A—19th and 21st Century Nonfiction Reading



Six questions

19th century nonfiction

21st century nonfiction

- You have one hour to answer two 3-mark, one 4-mark and three 10-mark questions.
- You have two questions on the 21st century text, two on the 19th and two on both.
- Timing is crucial: aim to spend 20 minutes each pair of questions.
- Read the question and highlight key question words before reading the extract.
- Read the text and highlight evidence as you go.
- Remember to focus on what is happening in the text.
- Cover the entire text and track chronologically.
- For 10-mark questions, you will always need quotations.

Question 11 and 13—find and retrieve

These are the first questions for each text and will ask for basic information. They could be three separate 1-mark questions, a 3-mark or a 3 and a 2.

For example:

(a) How many hours a day did a child work?

(b) Give two details from the text which show workers suffered.

Make as many points as there are marks.

It's easier to use your own words to show understanding. Read carefully as it is easy to score 0 here. Always check that the answer you've found is the right one - there's often more than one piece of information which *could* be the answer.

- (a) 10 hours
- (b) Their hands were covered in sores and they suffered from breathing difficulties.

12, 13, 16: 10-mark questions

- Evidence is needed but you do not have time to analyse in detail.
- **Quote + comment** is the technique to use.
- Stick to what is obvious in your answer. What is happening will always be more important than how it is said.
- Never repeat words from the quote in your comment: you need to show understating of the words used.
- Track through in order and use tracking language to show this: firstly; next; later; when x happens; at the end.

12: 21st century text AO2 HOW question

- The question will be on how a writer tries to persuade or influence the reader, usually to share their viewpoint.
- You need a range of different points.
- You could read the question and think about what things would work in convincing you of something.
- Focus on the details the writer gives you, as these will persuade more than devices.



How does Jack May's article try to show that the increase in pets being abandoned is a problem?

Firstly, May describes the increase in pets being abandoned as 'a disgrace' which suggests it's something we should be ashamed of. ✓ He then calls England a 'so-called nation of animal lovers' which makes it sound like he thinks it's untrue and that we're not actually caring properly for our pets. ✓ When he used the statistic that the number of abandoned pets is 'the highest in three years' which shows that the problem is getting worse. ✓ He then tells us 'many of these pets will never leave these cages' which suggests they will never find homes and will die in the shelter. ✓ He gives examples such as the dog who 'is terrified of other dogs' which shows that a lot of the pets have problems which will make them hard to find homes for. ✓

(extract, not full answer)

14: 19th century text AO4 EVALUATE question

This question has two areas of focus but, whatever you're asked, you focus on giving your opinion. Stick to the most obvious view: you don't need to cover both.

Type 1—To what extent...? What do you think or feel...?

- This question can give you a view or statement and ask you how much you agree. You can agree or disagree.
- It can be more open and just ask for your views on the opinions of the writer. You must clearly state these and your reaction.



To what extent does Charles Waterford show child labour to be bad?

What do you think and feel about Charles Waterford's views of child labour?

I think he shows child labour to be mostly bad. ✓ He starts by calling the child 'pitiful' which shows he feels sorry for him and makes it clear he thinks child labour is bad. ✓ However, he then describes the child's pay as 'a lifeline' for his family which shows he thinks it can save them from poverty and I think this shows there are good aspects to it as well. ✓ This is, however, the only positive and he goes on to say that the suffering of the child is 'a high price to pay' which makes me think he doesn't think the pay is worth it for what the children have to go through. ✓

(extract, not full answer)

Type 2—How well has the writer...?

- This question asks you to evaluate how successfully a writer has made something sound dramatic, detailed, good or bad.
- You can be critical as long as you can support your views. Usually, they will be a good writer!



How well has Charles Waterford described the conditions in the factory?

Waterford opens by saying the factory is 'hellishly hot' which emphasises how warm it is and makes me feel sorry for those inside for long. ✓ He goes on to describe the machines as 'monsters' which again emphasises how awful conditions are but I also think this is vague and does not help me to actually imagine what they are like. ✓ When he describes the dust, he says it 'invades the lungs' which makes it sound dangerous and unpleasant which I think does help to show how bad it must feel to be there. ✓

(extract, not full answer)

15: both text A01 comparison

- This question requires you to pick out basic points from each text.
- You need no analysis and should use your own words.
- You must identify each text or you'll get no marks!
- You should make two points about each text to get 4/4.

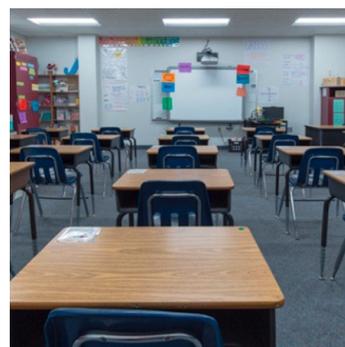


According to both texts, what problems do teachers face?

The modern text claims that teachers work long hours and have to take a lot of work home. The older text says that teachers are not paid much money and do not have the right equipment for their pupils to learn.

16: both text A02 comparison

- You have to compare the specific things each text says about a certain topic and the way they present their opinions and facts.
- As in 15, you must identify the text.
- You can split the bullet points and write a paragraph on WHAT is said and then another on HOW.
- Most of the comparison should be on WHAT is said.
- Use compare and contrast connectives throughout.
- Say whether both texts do the same thing.



Both of these texts are about schools. Compare:

- **What the writers say about conditions in schools**
- **How the writer's get across their views about conditions in schools**

Both writers describe classrooms but Jones says they are 'filled with modern technology' whilst Taylor says there are 'not even enough chairs for children to be seated' so there is a difference in what is provided by schools. Jones says that the room is 'clean and bright' whereas Taylor describes 'peeling paint' and 'heaps of dust' so the older classroom sounds unpleasant to be in.

...

Jones wants to praise the school so uses positive adjectives such as 'wonderful' and 'impressive' to show the good work being done. Taylor, however, wants readers to see the problems so his language is more negative when he calls the school 'disgraceful' and 'disgusting'.

(extract, not full answer)