

PPE English Revision Guide



AQA English Language: Paper 1- Explorations in creative reading and writing:

- Fiction reading
- Fiction writing

AQA English Literature: Paper 1- Shakespeare and the 19th century novel: 11th May

- 'Romeo and Juliet' by William Shakespeare
- 'A Christmas Carol' by Charles Dickens

How to revise for your English Language PPE

Your exam board is AQA.

- **Paper 1:** Explorations in creative reading and writing (fiction)– 1 h 45 mins



You must	1	Use the 'cheat sheet' to revise how to answer each question. This is vital for gaining all of the marks you deserve. You could: create revision cards for each question; use the sheet to test yourself or each other; use the sheet as a guide as you answer practice questions.
	2	Answer practice questions. Use the past exam papers on Google Classroom. You can print copies in the library or ask me to print them for you.
You should	3	Assess your answers. Compare your work to the 'model answers' provided on Google Classroom; this will help you to see where you can develop your answers further to gain higher marks. You can also mark your work using the mark scheme; this will help you to become familiar with what the examiner is looking for.
	4	Watch Mr Bruff's 'English Language' playlist on Youtube. Here you will find quick revision videos; step-by-step guides for how to answer each question; and example answers at different grades. https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w
You could	5	Revise our lesson content by reviewing the lesson resources we have used. This will help you to catch-up if you have missed anything or support you to recap useful information you may have forgotten.
	6	Use Oak Academy to develop your writing skills: https://www.thenational.academy/teachers/programmes/english-secondary-ks4-aqa/units/writing-masters/lessons
Further ideas to develop key writing skills	7	Practise using a range of punctuation marks (especially sentences using colons and semi-colons). You can use SPaG (Spelling, Punctuation and Grammar worksheets) or, once you feel confident that you have mastered how to use different punctuation marks correctly, simply practise using them in all of your written subjects around school. This will help to make using ambitious punctuation a natural process.
	8	Practise writing 500-word stories or descriptions. Use the cheat sheet to check and improve your writing. You can also share them with me for feedback.
Further ideas to develop key reading skills	9	Revise 'subject terms'. Use your glossary of English subject terms to make sure you are confident identifying and analysing writers' methods (e.g., simile, metaphor, personification, contrast, repetition, semantic field) You could create posters; create and use revision cards; or use testing to check that you can both define and identify these techniques.
	10	Read! In particular, challenge yourself to read short stories and non-fiction texts. These are the text types that you will write yourself in the exam; it is helpful to explore as many 'published' versions of these as possible.

How to revise for your English Literature PPE

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- **Paper 1:** Shakespeare (*Romeo and Juliet*) and the 19th century novel (*A Christmas Carol*) – 1 h 45 mins

Novels and Plays		
You must	1	Know the plot. If you aren't confident with this, there are lots of plot revision resources available online. Use the following as starting points: <ul style="list-style-type: none"> • <i>Romeo and Juliet</i>: https://www.bbc.co.uk/bitesize/guides/zxrjfrd/revision/1c • <i>A Christmas Carol</i>: https://www.bbc.co.uk/bitesize/guides/zprktyc/revision/1 It can be helpful to create a numbered list of key events; a story board or a timeline. It is also helpful to watch films and theatre performances of the texts!
	2	Remember some key quotations for each character and theme. Use the quotations list on our knowledge organiser and learn these off-by-heart. You could make flashcards, create mind-maps, or test yourself/ others using the sheet. It is a good idea to learn the quotations <i>and</i> some key analysis points about each one.
You should	3	Revise each main character. You could create a word bank, mind-map, poster or profile for each character. It is a good idea to have words to describe each character at the beginning, middle and end of the text (so that you can explain how they develop). Some helpful places to develop your character knowledge include: <ul style="list-style-type: none"> • <i>Romeo and Juliet</i>: https://www.physicsandmathstutor.com/english-revision/gcse-aqa/romeo-and-juliet/ • <i>A Christmas Carol</i>: https://www.physicsandmathstutor.com/english-revision/gcse-aqa/a-christmas-carol/#
	4	Revise the key themes in the play. You could create a mind-map, poster or list for each theme. Some helpful places to develop your theme knowledge include: <ul style="list-style-type: none"> • <i>Romeo and Juliet</i>: https://www.bbc.co.uk/bitesize/topics/zykncwx • <i>A Christmas Carol</i>: https://www.bbc.co.uk/bitesize/topics/zyr639q
You could	5	Practice writing exam-style essays. Use the example questions attached to Google Classroom. These come with example answers at each level. Once you have written your response, it is invaluable to look at the models and see how you could improve your essay. You can also find practice exam papers online via the AQA website: https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources

English Language Paper 1 – Cheat Sheet (2025-26)

What is it all about?

This paper has five questions to answer and you will need to complete all of them to achieve your target grade. Section A is the **reading section**: there are 4 questions based on a fiction text. This is worth 50% of the marks (40). Section B is the **writing section**: there is one question to answer: you write your own fiction text (a short story or a description). This is also worth 50% of the marks (40).

Timing

You should spend 60 minutes on the reading section and 45 minutes on the writing section.

- Start by reading the fiction extract all of the way through: 10 minutes
- Question 1: 5 minutes
- Question 2: 10 minutes
- Question 3: 10 minutes
- Question 4: 25 minutes
- Question 5: 45 minutes

Question 1 – Finding Information (4 marks) 5 minutes

Find the true statement.

E.g. Tick one box for each question. You will be asked to find four pieces of information from part of the text.

- ✓ Make sure you're selecting information from the right lines. Box this area before you start.
- ✓ Skim and scan to find evidence before you tick the box.

Question 2 – Language Analysis

(8 marks) 10 mins

This question will ask you how the writer has used language to describe something. Language means words and phrases.

E.g. How has the writer used language to describe the boat.

However, you must also analyse the **effect on the reader**: what does it make the reader think, feel, imagine, picture, believe, question, consider...

Planning:

1. Draw around the specific lines on your extract.
2. Skim read the extract and highlight quotations which answer the question.
3. For each highlighted quote, annotate a technique/ word class used.

Writing:

Point: The writer uses (technique/ word type) to describe _____ as...

Evidence: They write "_____"

Analysis: This (technique/ word type) makes the reader think/ feel/ imagine...

Zoom: In particular, the word/ word type "_____" implies...

Link: Here, the writer uses (technique/ word type) to describe _____ as...

X2

Language techniques

(Q2 and 4)

adjective: a describing word.

verb: a doing or being word.

noun: an object / thing.

adverb: describes a verb or adjective.

proper noun: a noun that requires a capital.

imagery: when the writer creates a strong image in the reader's mind.

simile: comparing two things using 'like' or 'as'

metaphor: a figure of speech in which something is said to be something it isn't for effect (to help us understand it)

personification: describing something non-human as having human qualities

dehumanisation: when a human is described as an animal or object

alliteration: where 2+ words start with the same letter / sound

hyperbole: exaggeration

Question 3 – Structural Analysis

(8 marks) 10 mins

This will ask you 'How has the writer structured the text to interest you as a reader?' Structure refers to order of events, and length of sentences or paragraphs.

Planning:

1. Skim read the text. Annotate what the focus is on in the first paragraph, a middle paragraph and the end paragraph.
2. Highlight a quote in each paragraph that summarises this focus.

Writing:

Write 3 PEA paragraphs (one for the start, middle and end of the text)

Point: At the start of the text, the writer focuses our attention on...

Evidence: They write "_____"

Analysis: This is interesting for the reader because... / this causes the reader to.../ this creates a _____ mood which makes the reader...

Point: In the middle of the text, the writer shifts focus to...

Evidence: They write "_____"

Analysis: This change is interesting for the reader because... / this development causes the reader to.../ this shifts the mood to become _____ which makes the reader...

Repeat again for the end of the text.

Structural Features

(Q3 and 4)

Shift in focus

Shift in mood or tone

In media res

Flashback / flashforward

Repetitions

Zooming in or out

Foreshadowing

Cliff-hanger

Contrast

Cyclical structure

Question 4 – To what extent do you agree?

(20 marks) 25 minutes

This question will give you an statement about the text ask to what extent you agree with it (or how much you agree with it). You need to evaluate two things:

- Evaluate how far you agree with the **ideas in the statement**
- Evaluate the **methods** the writer used to inform your viewpoint

There may be two parts of the statement to consider. Evaluate both parts.

Planning:

1. Skim read the text. Highlight quotes which help you decide whether you agree or disagree with the statement.

2. Decide overall whether you ‘agree’, ‘disagree’ or ‘somewhat agree’

3. For each highlighted quote, annotate a technique/ word class used.

Writing:

Point: I agree/ disagree with the statement _____.

Evidence: Firstly, the author writes “_____”

Analysis: This phrase/ (technique/ word type) shows/ suggests/ implies...

Zoom: In particular, the word/ word type “_____” indicates....

Link: This makes me agree/ disagree because...

X2

Question 5 – Creative Writing

(40 marks)

There will be a choice of two tasks but you only complete **one** of them. You will be asked to write a narrative (story) or a description.

Planning:

Plan what you will write in each of your five paragraphs.

• Make a bullet point plan.

• Plan a change in mood/ atmosphere.

Writing:

1. Write for P.A.F. (features of a story/ of a description)

2. Use the five method

3. Proof-read at the end to check your literacy

• Check your full stops and capital letters.

• Check your spelling, punctuation, grammar and paragraphing.

Linking phrases (Q5)

Next to	Between	Behind	Among
In the distance	Over	Parallel to	Before
Underneath	After	Directly	Nearby

ISPACED to help you vary sentence openers (Q5)

Try starting with:

I – and ing word such as ‘Screaming,...’

S – a simile such as ‘Like a thunderstorm I...’

P – a preposition such as ‘Behind..’

A – and adverb (ly word) such as ‘Savagely...’

C - a connective such as ‘Meanwhile...’

E- an ed word such as ‘Panicked I...’

D – dialogue such as “‘Shut up!’ I screamed.”

The ‘five’ method (Q5)

The Five Method


• 5 paragraphs

• 5 ambitious words

• 5 different punctuation marks

• 5 language techniques

• 5 discourse makers (linking words/ phases)



Possible structure - ESEE (Q5)

E – **establish** – establish the mood or setting

S – **Switch** – introduce an event that causes the mood to change

E – **Echo** – Refer to some of the same features you used earlier – but change

E – **End** – Use a cliff-hanger, short sentence or rhetorical question to end with suspense or impact.

Language features to include (Q5)

M	metaphor
I	imagery
P	personification
A	alliteration
S	simile
S	senses
P	pathetic fallacy
O	onomatopoeia
R	repetition
T	triplets
S	show not tell

ALL PURPOSEE PARAGRAPH – memorise me, adapt me! (Q5)

Above me, cruel clouds frowned. Like boats on a grey ocean, they drifted across the sky. The air smelt fresh and clean. Suddenly, I shivered: the wind (once calm and warm) had become razor sharp; rain drops crashed from the sky. Frightened, I started to panic. I needed shelter... quickly!

English Literature Paper 1 – Cheat Sheet (2025-26)

What is it all about?

In this paper, you will write two essays: one about *Romeo and Juliet* and one about *A Christmas Carol*. You will need to answer both questions to achieve your target grade.
The exam lasts for **1 hour 45 minutes** and is worth **40%** of your English Literature GCSE. It is worth a total of 64 marks.

Section A: Romeo and Juliet

(34 marks) 55 mins

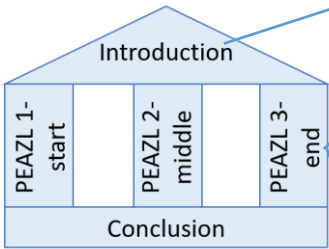
This question will ask you how Shakespeare presents a character or theme in *Romeo and Juliet*.

You will be given an extract from 'Romeo and Juliet' which you must talk about within your answer, as well as including points from another section of the play that relates to the question.

Planning (5-10 mins):

1. Read the question. Highlight the focus.
2. Note down 2-3 quotes you already know that help you to answer the question.
3. Read the extract. Highlight 2 quotes that help you to answer the question. Briefly annotate meaning and methods.
4. Create a bullet point essay plan.

Writing (45 – 50 mins):



Introduction: In the extract, Shakespeare presents (question topic) as _____. However, as the play progresses, Shakespeare also presents (question topic) as _____. Through this, Shakespeare's intentions may be (message about real life) _____.

PEAZL: In the extract, Shakespeare presents (question topic) as _____. The line "_____" suggests _____. The (method/ phrase) implies _____. In particular the (word/ word class) connotes _____. Shakespeare may have presented (question topic) as _____ in order to (message about real life) _____.

PEAZL: Elsewhere in the play, Shakespeare presents (question topic) as _____. The line "_____" suggests _____. The (method/ phrase) implies _____. In particular the (word/ word class) connotes _____. Shakespeare may have presented (question topic) as _____ in order to (message about real life) _____.

How to earn marks

Section A is worth 34 marks: 30 marks for your essay and 4 marks for spelling, punctuation, grammar and vocabulary.

Assessment objectives 1-3 are the same across all Literature questions:

AO1	15% of marks	<ul style="list-style-type: none">• How well you answer the question• How well you use evidence <p><i>TIP: only include what is <u>most relevant</u>.</i></p> <p><i>TIP 2: show <u>development</u>: how a character or theme changes or grows.</i></p>
AO2	15% of marks	<ul style="list-style-type: none">• How well you analyse language, form and structure• How well you use subject terminology <p><i>TIP: focus on the intended <u>effect</u> of methods used.</i></p>
AO3	7.5% of marks	<ul style="list-style-type: none">• How well you understand the relationship between the text and the context in which it was written. This includes relevant historical, social and biographical information. <p><i>TIP: always discuss the <u>writer's intention</u>.</i></p>
AO4	2.5% of marks	<ul style="list-style-type: none">• How accurately you are able to communicate: spelling, punctuation, grammar and vocabulary. <p><i>TIP: use <u>sophisticated vocabulary</u> and a range of sentence structures.</i></p>

Example questions

- Starting with this extract, explore how Shakespeare presents the relationship between Romeo and Juliet.
- Starting with this extract, explore how Shakespeare presents Lord Capulet as a good father.
- Starting with this extract, explore how Shakespeare presents different ideas about love.
- Starting with this extract, explore how Shakespeare present the effects of conflict.

Characters

Romeo Juliet Mercutio Tybalt Benvolio Friar Laurence Lord Montague Lord Capulet Lady Capulet Nurse Prince Paris

Themes

Love Violence and Conflict Family Fate Youth Duty
Duality (opposites) Individual vs. Society Gender roles

Helpful subject terms

Language: adjective verb noun adverb simile metaphor
religious imagery dramatic irony light motif personification
oxymoron alliteration hyperbole symbolism pun
Form & structure: shift in focus shift in mood/ tone
foreshadowing contrast sonnet rhyming couplets soliloquy
iambic pentameter blank verse (most noble characters)

English Literature Paper 1 – Cheat Sheet (2025-26)

Section B: A Christmas Carol

(30 marks) 50 mins

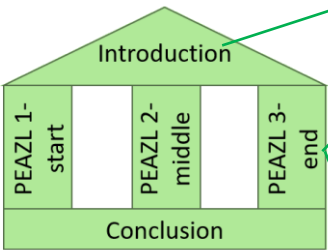
This question will ask you how Dickens presents a character or theme in *A Christmas Carol*.

You will be given an extract from 'A Christmas Carol' which you must talk about within your answer, as well as including points from another section of the novella that relates to the question.

Planning (5-10 mins):

1. Read the question. Highlight the focus.
2. Note down 2-3 quotes you already know that help you to answer the question.
3. Read the extract. Highlight 2 quotes that help you to answer the question. Briefly annotate meaning and methods.
4. Create a bullet point essay plan.

Writing (40 – 45 mins):



Introduction: In the extract, Dickens presents (question topic) as _____. However, as the novella progresses, Dickens also presents (question topic) as _____. Through his allegorical novella, Dickens' intentions may be (message about real life) _____.

PEAZL: In the extract, Dickens presents (question topic) as _____. The line "_____" suggests _____. The (method/ phrase) implies _____. In particular the (word/ word class) connotes _____. Dickens may have presented (question topic) as _____ in order to (message about real life) _____.

PEAZL: Elsewhere in the novella, Dickens presents (question topic) as _____. The line "_____" suggests _____. The (method/ phrase) implies _____. In particular the (word/ word class) connotes _____. Dickens may have presented (question topic) as _____ in order to (message about real life) _____.

How to earn marks

Section B is worth 30 marks.
Assessment objectives 1-3 are the same across all Literature questions:

AO1	15% of marks	<ul style="list-style-type: none">• How well you answer the question• How well you use evidence <p><i>TIP: only include what is <u>most relevant</u>.</i> <i>TIP 2: show <u>development</u>: how a character or theme changes or grows.</i></p>
AO2	15% of marks	<ul style="list-style-type: none">• How well you analyse language, form and structure• How well you use subject terminology <p><i>TIP: focus on the intended <u>effect of methods used</u>.</i></p>
AO3	7.5% of marks	<ul style="list-style-type: none">• How well you understand the relationship between the text and the context in which it was written. This includes relevant historical, social and biographical information. <p><i>TIP: always discuss the <u>writer's intention</u>.</i></p>

Example questions

- Starting with this extract, explore how Dickens presents Scrooge as a changed man.
- Starting with this extract, explore how Dickens presents the suffering of the poor.
- Starting with this extract, explore how Dickens presents the importance of family.
- Starting with this extract, explore how Dickens presents the effects of loneliness and isolation.

Characters

Ebenezer Scrooge Bob Cratchit Jacob Marley Tiny Tim
Fred Fezziwig Belle Ignorance and Want The Portly Gentlemen The Ghost of Christmas Past The Ghost of Christmas Present The Ghost of Christmas Yet to Come

Themes

Love Violence and Conflict Family Fate Youth
Duty Duality (opposites) Individual vs. Society Gender
roles

Helpful subject terms

Language: adjective verb noun adverb simile metaphor imagery personification alliteration symbolism repetition pathetic fallacy
dramatic irony onomatopoeia

Form & structure: shift in focus shift in mood/ tone foreshadowing contrast/ juxtaposition dialogue description anaphora cyclical structure

Allegory: a short story with a moral message (the entire story is a Christian allegory about redemption and compassion)