

English Literature: Year 13 Mock Revision

You will be assessed on **all three papers in FULL**. The revision schedule focuses on texts not currently being covered in lesson (Streetcar, NLMG, Frankenstein, Modern Poetry)

Paper 1 Drama	Paper 2 – Prose	Paper 3 – Poetry
2 hours 15 minutes	1 hour 15 minutes	2 hours and 15 minutes
60 marks	40 marks	60 marks
Section A – <i>Othello</i> 35 marks (AO1,2,3,5)	One comparative essay: <i>Never Let Me Go</i> + <i>Frankenstein</i> (AO1,2,3,4)	Section A – Modern Poetry (AO1,2,4)
Section B – <i>Streetcar</i> 25 marks (AO1,2,3)		Section B – Romantic Poetry (AO1,2,3)

Assessment Objectives

AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
AO2	Analyse ways in which meanings are shaped in literary texts
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
AO4	Explore connections across literary texts
AO5	Explore literary texts informed by different interpretations



General Tasks and Advice

These are key tips to help you get the most out of the revision schedule and strengthen the work you're already doing. Use them to stay focused and purposeful, and make sure you ask for support whenever you need clarification or want to improve a particular skill.

Remember, the schedule below does not include *Othello* and The Romantics because you are currently studying them, but they WILL be on your mocks.

1. Re-read your set texts with purpose, focusing on key moments, turning points and how writers use structure and form.
2. Revisit past essays and teacher feedback, identifying clear strengths and areas for development so you know what to maintain and what to refine.
3. Organise your notes around themes, characters, context and significant moments to support quick, targeted revision.
4. Build a bank of concise, flexible quotations linked to significant moments, remembering to consider not only language but also structure and form. The exams are open book, but knowing the key moments well will quicken your time in the exam.
5. Create flashcards for key concepts: context, critical ideas, terminology, motifs and formal features.
6. Know all five Assessment Objectives and which question types require which AOs; practise applying them when planning responses.
7. Practise planning under timed conditions, concentrating on shaping a clear argument and selecting the most effective moments to analyse.
8. Prepare to respond to timed essay prompts by strengthening your ability to structure an argument, select relevant evidence quickly and maintain focused analysis.
9. Practise developing your own original interpretations, ensuring your ideas are well-supported, thoughtful and rooted in the text.
10. Stay active in your reading, annotating as you go, making connections across texts and refining your understanding of how writers craft meaning.

	Drama	Prose	Poetry
W/C 17/11	<ul style="list-style-type: none"> Annotate the opening stage directions of each scene and consider how they establish atmosphere and character dynamics. Create a mind map or other revision tool on the use of costume throughout the play – what do they represent? 	<ul style="list-style-type: none"> Create a timeline of key events in <i>Frankenstein</i>, using colour coding or symbols to represent key themes Repeat for <i>Never Let Me Go</i> Choose key moments from each text and analyse how narrative perspective influences the reader's understanding 	Analyse the titles of each prescribed poem; think of clever analysis you could use for them.
W/C 24/11	Time for re-reading	Time for re-reading	<p>Plan for both these questions:</p> <p>Read the poem <i>When Six O'Clock Comes and Another Day Has Passed</i> by Kathryn Simmonds and reread the anthology poem <i>Genetics</i> by Sinéad Morrissey. Compare the methods both poets use to explore the bonds between parents and children.</p> <p>OR</p> <p>Read the poem <i>When Six O'Clock Comes and Another Day Has Passed</i> by Kathryn Simmonds and reread the anthology poem</p>

			<p><i>Effects</i> by Alan Jenkins. Compare the methods both poets use to explore emotional responses to birth and death.</p> <p>Write up one as a full essay</p>
W/C 1/12	Ensure you have notes on key themes, here's some to get you started: Fate, Desire, Illusion vs Reality, Conflict, Gender Roles, Violence, Mental Health, Power and Control, Loneliness, Secrets	Plan and write an essay: Compare the way writers present the effects of decay. You must relate your discussion to relevant contextual factors	Look through your annotations of poems – create a glossary of poetic devices with examples from the poems. Are there examples of poetic devices you have found you can add to poems previously missing?
W/C 8/12	Make a list of all the motifs across the text and analyse how they are utilised	Ensure you have notes on key themes across the texts, here's some to get you started: Voice, Childhood, Science, Identity, Memory, Isolation, Control, Dreams, Responsibility, Mortality	Time for re-reading
W/C 15.12	Plan and write an essay: Explore how Williams presents the theme of conflict in <i>SCND</i> . You must relate your discussion to relevant contextual factors.	Time for re-reading	Time for re-reading
Christmas Break	<p><i>Review and tidy your notes, finish re-reading texts, and complete any outstanding tasks. Use past papers or create your own questions to plan and write essays. Focus on adding detail to your revision materials. Make sure to add in Othello and The Romantics to your revision</i></p>		