
English Department

ENGLISH GCSE REVISION

This is a selection of activities to help support your revision for the English GCSE.

Your exam is on the 10th January – you need to be prepared!

You should be aiming to work for 2-3 hours a day in the week before the exam if you want to secure your Target Grade.

Name:	
Teacher:	
Target Grade:	
Mock Grade:	



THE DEAN
ACADEMY

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Overview

This gives you a guide to the activities within this pack.

You should have a copy of the play – the black CGP 'Macbeth' by William Shakespeare, and a copy of the novel – a Pearson Longman publication 'Of Mice and Men' by John Steinbeck.

You should also have your English exercise book with your mock examination inside it.

For the exam you will need:

- 2 black pens
- A highlighter
- A good night's sleep

TIP: Start your revision with the section you struggled with most in the mock exam – which one did you get the least percentage of marks for?

English Department - OVERVIEW OF EXAM

The exam is in 3 Sections.

It is 2 hours long

It is out of 96 marks

1. You start with Section C – the writing section:
 - You have a choice of 2 tasks – **ONLY DO 1**
 - You need to read the task carefully
 - You need to plan
 - You need to write the task in full, well set out paragraphs
 - You need to check the quality of what you've written (spelling, punctuation and grammar all count for marks – QWC)
 - This should take you **50 MINUTES**
2. Next, do Section A – The Shakespeare section: **MACBETH**
 - Question (a) is on how a CHARACTER is presented
 - Question (b) is on how you would PERFORM a section of the scene
 - Question (c) is on how the theme in the scene links to another point in the play
 - This should take you **30 MINUTES**
3. Third, do Section B – The Novel section: **OF MICE AND MEN**
 - Question (a) is on how a CHARACTER is presented
 - Question (b) is on how language is used to portray a CHARACTER or RELATIONSHIP or THEME
 - Question (c) is on how the theme in the scene links to another point in the novel AND how this links to the CONTEXT
 - This should take you **30 MINUTES**
4. Finally, re-check all your responses – have you missed anything out?

WARNING: There will be other plays and novels on the paper – **ONLY** answer questions on 'Macbeth' (2) and 'Of Mice and Men' (7) as well as the writing task (11 or 12)

English Department - OVERVIEW OF EXAM TIPS

Completion order	SECOND	THIRD	FIRST
Order on paper	Macbeth	Of Mice and Men	Writing
Timings	30 mins (inc. 4 to check)	30 mins (inc. 4 to check)	50 mins (+10 to check)
Overview of what's needed	<p>a) Character analysis: -2 minutes to read question and highlight extract -ADJECTIVE + QUOTATION + EXPLANATION X 5 7 marks – 7 minutes</p> <p>b) Performance question: -QUOTATION + ACTION + REASON X 5 - Use bullet points to guide 7 marks – 7 minutes</p> <p>c) Theme question: - Brainstorm theme - Define theme - Choose ANOTHER part of play – work through key words from definition linking them to HOW the theme is portrayed in that scene - Why is theme important? - Can you add in quotation with link? 10 marks – 12 minutes</p>	<p>a) Character analysis: -2 minutes to read question and highlight extract -ADJECTIVE + QUOTATION + EXPLANATION X 5 7 marks – 7 minutes</p> <p>b) Character / theme / relationship analysis: -ADJECTIVE + QUOTATION + EXPLANATION X 5 7 marks – 7 minutes</p> <p>c) Theme question: - Brainstorm theme - Define theme - Choose ANOTHER part of novel – work through key words from definition linking them to HOW the theme is portrayed in that section - Why is theme important? - Can you add in quotation with link? 10 marks – 12 minutes</p>	<p>CHOICE OF 2 – <u>ONLY DO 1!</u> - 1 minute to read, choose and highlight key requirements - Brainstorm main ideas to include in writing - Focus in on 3 central areas - PLAN!! Introduction – list 3 main ideas Paragraph 1 = idea 1 Paragraph 2 = idea 2 Paragraph 3 = idea 3 Conclusion – sum ideas up and focus on most relevant or important – include .p.o.v. IF appropriate</p> <p>-Check Spellings -Check Paragraphs (TiPToPs) -Check Sentences are varied -Check Punctuation is varied -Check Vocabulary is broad and appropriate -Check Homophones</p> <p>32 marks for ideas and organisation 16 marks for QWC</p>

English Department - EXAMINERS' REPORT - MOCKS

English Mock GCSE Examination November 2012

Overall, we were impressed with the levels of revision that were clear in the scripts we moderated. You understood what was expected of you for most of the questions.

The most successful candidates timed their responses carefully: it was clear where you had spent the full 45-50 minutes on the writing section and where you had rushed.

There is some concern over the students who deliberately did not complete their whole paper, either through fear or laziness – this is an issue that will be raised with your classroom teacher – failure to complete the examination paper in January will result in a very uncertain GCSE grade.

An overview of the questions is below:

MACBETH - SECTION A:

2 (a) – Most of you demonstrated a secure understanding of this question. Some of you still lack the development needed.

TOP TIP = 3 PEEs needed with clear reference points. You must develop the explanation and aim for 5 points in 3 PEEs to get a high band.

2 (b) – This showed some awareness of 'staging'

TOP TIP = Quotation + Action + Reason = marks! Use sentence starters like: "I want the audience to see...". Highlight the dramatic techniques that show the character acting.

2 (c) – On this question there was far too much waffle and jumping around different parts of the play.

TOP TIP = Pick ONE part of the play – NOT a variety of parts. Explain why the theme is important. Link the character to the theme.

English Department - EXAMINERS' REPORT - MOCKS

OF MICE AND MEN - SECTION B:

7(a) – A clear understanding of character was evident

TOP TIP = 5 points from 3 PEEs – these need to be well developed for maximum marks.

7 (b) – This task gave us the most difficulty when marking – the question asks how Steinbeck uses **LANGUAGE** to show the Candy's feelings. The majority of students who dropped marks did so because they failed to comment on the 'language' specifically'. You need to be aware of **WHAT** in the extract makes you think a certain way; is it a word, the dialogue, description, personification, similes ...

TOP TIP = sentence starters like – The word makes us think ... / Steinbeck uses the phrase ... to... Use technical terms like 'imagery', 'description', 'dialogue', 'powerful language'...

7 (c) = Many of you forgot to talk about the importance of the **CONTEXT!**

TOP TIP = Maximum of half marks if no contextual discussion is included. Pick **ONE** part of the novel only. Discuss the bullet points that the examiners give you.

WRITING TASK – SECTION C:

AO3 (i) & (ii)

The exam board have said that the best answers come from those that are planned – there was **NO** evidence of this in the sample we moderated. **PLAN** please! Understanding of purpose and audience was very good – well done!

TOP TIP = Do the writing section first and spend at least 45 minutes on it. Use the appropriate opening and closing for a letter for full marks.

AO3 (iii)

Not enough of a range of punctuation is being used – this emphasises sentence structure for the higher marks.

TOP TIP = Aim for 5+ types of punctuation. Keep spelling accurate!

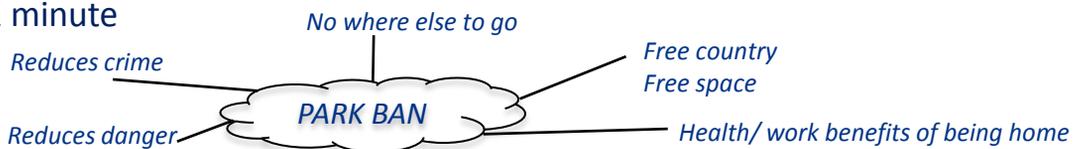
English Department - TACKLING QUESTION 11 or 12

11 OR 12 are the writing questions – you **ONLY** choose 1 to write!

Imagine the task:

Write a letter to the local paper arguing for or against banning under 18s from the park after 9pm.

1. Read BOTH tasks and choose the one you want to do
2. SPLAT the task in 1 minute **max** in your head – what is it asking you to do for the marks:
S = STRUCTURE – how it's set out and organised
P = PURPOSE – the aim of your writing
L = LANGUAGE – the type of language you should be using (formal, biased, imagery, connectives ...)
A = AUDIENCE – the person/people who will be reading it
T = TONE – what will the 'feel' or 'sound' of the writing be? (angry, humorous, supportive ...)
3. Now PLAN the task – this is really easy – start by brainstorming the idea for 1 minute



Group the ideas into 3 or 5 main topics and then follow this planning structure:

1. Introduction – outline aim and audience – list 3 main ideas – I am FOR this idea
 2. Paragraph 1 = idea 1 = reduces crime and antisocial behaviour
 3. Paragraph 2 = idea 2 = less risk of being harmed
 4. Paragraph 3 = idea 3 = sleep is important as we're growing + homework needs to get done too
 5. Conclusion – sum ideas up and focus on most relevant or important – include .p.o.v. IF appropriate – possibly some suggestions – 'only on weekdays'.
4. Finally you write – remembering PARAGRAPHS!
 5. Check for accuracy

English Department - TACKLING QUESTION 11 or 12

11 OR 12 can you 'SPLAT' these possible titles?

Imagine you have a friend or relative who is considering going to live abroad. Write a letter giving your opinions.

S =

P =

L =

A =

T =

A discussion is being held in your class on the subject of how to deal with teenage crime. You have to present your views on the subject. Write your speech.

S =

P =

L =

A =

T =

Now SPLAT these on paper:

- *Write a review of a book, film, or music CD for a magazine which is read by people of your age.*
- *Imagine you have a friend or relative who has decided to run the London Marathon (26miles). Write a letter to your friend or relative giving your opinions.*
- *Write a lively article with the title 'The Joys of Exercise' for a magazine for people of your age.*

Once you have done these – plan them like the example.

English Department - TACKLING QUESTION 11 or 12

11 OR 12 can you 'PLAN' these possible titles?

Imagine you have a friend or relative who is considering going to live abroad. Write a letter giving your opinions.



A discussion is being held in your class on the subject of how to deal with teenage crime. You have to present your views on the subject. Write your speech.



Now plan these on paper:

- *Write a review of a book, film, or music CD for a magazine which is read by people of your age.*
- *Imagine you have a friend or relative who has decided to run the London Marathon (26miles). Write a letter to your friend or relative giving your opinions.*
- *Write a lively article with the title 'The Joys of Exercise' for a magazine for people of your age.*

English Department - TACKLING QUESTION 11 or 12

11 OR 12 – Writing tools: **Persuasive Techniques**

These are a range of persuasive techniques used in speeches and writing

G = Guilt – making the audience feel bad for not supporting the ideas being offered

R = Rhetorical questions – questions that are designed to make people think rather than answer them.

I = Imagery – building a story or picture in your mind to help you imagine it.

P = personal pronouns – used instead of names like you, he, she, we, they, us – make the audience feel entirely involved

P = Puns – word games that add impact

E = emotive language – designed to tug on the heartstrings and works alongside guilt

R = repetition – by repeating phrases – they are more likely to be remembered

S = Statistics – facts and numbers to add a feeling of knowledge and proof to the point

3 = rule of three – saying things in 3s gives them massive impact

P = Pictures – use of provocative or shocking pictures can make the audience stop and think

S = Stress – by putting extra emphasis on something it makes it stand out

F = Flattery – praising the audience to make sure they think well of you and therefore your ideas

I = Imperatives – ordering verbs – they grab attention and make the message clear

S = Superlatives – fastest, tallest, quietest – these are the words of extreme – the ensure that the full range of the message is made clear

H = Hyperbole – the exaggeration of an exaggeration – this makes the point even more important

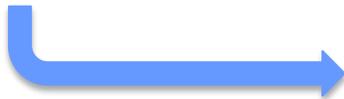
English Department - TACKLING QUESTION 11 or 12

11 OR 12 – Writing tools: **Apostrophes**

1. Omission: The apostrophe is used to show where a letter or letters are missed out:

Isn't = is not
can't = can not
you're = you are

Write out the missing section



Contraction	Long form
Can't	
	Will not
We've	
	Must not
Isn't	
	I would
I've	

2. Ownership: The apostrophe is used before an **s** to show that it belongs to.

Peter's hat = the hat belongs to Peter

Mr Jones' hat = the hat belongs to Mr Jones

Add the apostrophe OR 's into these sentences:

- The doctors stethoscope
- Mrs. Williams garden
- The cricket players bat
- There are Dans gobstoppers
- Les Ferdinands goals are always brilliant
- I was in James house
- This is Sallys book

English Department - TACKLING QUESTION 11 or 12

11 OR 12 – Writing tools: **Sentences**

SIMPLE SENTENCES: only contain one piece of information

EG: The cat sat on the mat

TOP TIP: these can be very dramatic and build up suspense.

COMPOUND SENTENCES Contain more than one piece of information

Two simple sentences can be joined by the words 'and', 'but' and 'or'.

EG: The cat sat on the mat **and** licked his paw.

COMPLEX SENTENCES Also contain more than one piece of information.

Made up of several parts or clauses.

At least one of these will be a main clause which holds the main information for the sentence.

There will also be one or more subordinate clauses (comma sandwiches) these also give more information about what is happening.

An embedded subordinate clause:

From: The cat needed lots of food.

To: The cat, who was eyeing my goldfish hungrily, needed lots of food.

By embedding a subordinate clause, there is more information in the sentence and it is less boring.

Beginning with a subordinate clause

From: The cat paced back and forth beside the fish bowl

To: Eyeing my goldfish hungrily, the cat paced back and forth beside the fish bowl.

By beginning with a subordinate clause, you can set the scene for the sentence

Surrounding the main clause with subordinate clauses

From: Felix paced back and forth beside the fish bowl.

To: Even though he had just eaten half a tin of cat food, Felix paced back and forth beside the fish bowl, eyeing my goldfish hungrily.

English Department - TACKLING QUESTION 11 or 12

11 OR 12 – Writing tools: Paragraphs

You MUST use paragraphs to break up your ideas. Without them, you cannot get a D grade or above.

Ti = Time, if there is a change of time (morning to afternoon, month to month, hour to hour etc) you need to start a new paragraph.

To = Topic, if there is a change of topic (that's the subject like sports, friendship or a description) you need to start a new paragraph.

Ti P To P

P = Place, if there is a change of place (room to room, inside to outside, country to country) you need to start a new paragraph.

P = Person, if there is a change of person talking or description of a different person, you need to start a new paragraph.

English Department - TACKLING QUESTION 11 or 12

11 OR 12 – Writing tools: **Useful words**

Using the appropriate word can make the difference between making sense and not

explaining why:

... because...

...as...

Consequently ...

Therefore ...

Since ...

... so ...

Subsequently ...

As a result ...

putting things into

order:

Firstly ...

Secondly ... (etc)

Next ...

...then...

...as long as...

Meanwhile ...

Whenever...

Eventually ...

Finally ...

...afterwards ...

developing ideas

What is more ...

In addition ...

giving examples:

For example ...

... such as ...

... suggested by ...

comparing ideas and examples:

Equally ...

Similarly ...

In the same way ...

In the same vein ...

As with ...

Likewise ...

Again ...

However ...

Although ...

Nevertheless ...

On the other hand ...

Despite this ...

Alternatively ...

Whereas ...

Compared to ...

emphasising ideas:

In particular...

... more importantly ...

Significantly ...

Specifically ...

...especially ...

Above all,...

Concluding:

In brief ...

On the whole ...

To sum up ...

In conclusion ...

English Department - TACKLING QUESTION 2a

2a is all about HOW a character is presented. It is Shakespeare who creates them using language

Using Act 5 Scene 1 as a basis – imagine the question:
How is Lady Macbeth presented in this scene?

1. Read the scene quickly looking for clues about her CHARACTER (what she's like as a person).
2. Next you need to pick out 5 adjectives that describe her.
3. For each adjective, you need to find a quotation that supports your idea*remember*, this only needs to be short (1 word = best; 7 words = MAX)
4. Finally you need to explain HOW the quotation demonstrates her character.

This formula is **ADJECTIVE + QUOTATION + EXPLANATION**

Eg: Lady Macbeth is **obsessive**: "Out, damned spot! Out I say!". She is washing her hands of Duncan's blood. This is a metaphor Shakespeare has used for the guilt she cannot get rid of.

Now have a go with a different adjective ...

Lady Macbeth is _____: " _____

_____". _____
_____.

English Department - TACKLING QUESTION 2a

A breakdown of Act 5 Scene 8 if we put it in a grid might look like this:
How is the character of Macbeth presented in this scene?

ADJECTIVE	QUOTATION	EXPLANATION
		He is unclear about his next steps and doubts what to do.
Guilty		
	“cowed”	
Hopeless		
		He fights even though he now knows he will lose and die.

You need to produce something similar for the scenes identified on the next page – use the adjective table as a starting point, then create your own grids or paragraphs for each scene. Remember – in the real exam, you won’t have all the helpful translations in the play!

English Department - TACKLING QUESTION 2a

To prepare yourself for question 2a, you need to make sure you understand the main characters as they appear in Act 5.

Can you find 5 adjectives from the text for each of these characters?

SCENE	CHARACTER	5 ADJECTIVES (at least)
1	Lady Macbeth	
2	Macbeth (careful- he's not in it!)	
3	Macbeth	
4	Malcolm	
5	Macbeth	
6	Malcolm (very unlikely to appear on exam)	
7	Macbeth	
7	Macduff	
8	Macbeth	
8	Macduff	
9	Malcolm	

English Department - TACKLING QUESTION 2b

2b is all about HOW you could perform a short selection of lines. It is testing your understanding of language NOT stagecraft.

Using Act 5 Scene 1 – lines 28 - 36 as a basis – imagine the question:
Using your understanding of the extract, explain how these lines may be performed.

1. Read the selection quickly looking for clues about the actions in the words
2. Next you need to pick out 4 or 5 key words or phrases that give you the idea for an action
3. For each quotation, you need to explain the action that would be performed (think: voice, gesture, positioning, movement, facial expression and actions)
4. Finally you need to explain the reason you would use that action for that word or phrase

This formula is **QUOTATION + ACTION + REASON**

Eg: When Lady Macbeth says “Fie, my lord, fie!” she should be shouting and pointing her finger at an imaginary Macbeth. This is because she is hallucinating that she is telling him off because he was afraid of killing Duncan.

Now have a go with a different quotation...

Whilst Lady Macbeth is saying “ _____ ”

she should _____ . This is

because _____ .

English Department - TACKLING QUESTION 2b

2b - let's see if you can give it a go for the rest of that extract:

Using Act 5 Scene 1 – lines 28 - 36 as a basis – imagine the question:
Using your understanding of the extract, explain how these lines may be performed.

QUOTATION + ACTION + REASON		
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QUOTATION	ACTION	REASON
“Out, damned spot”		
	She should look at the clock and count on her fingers.	
		This is because it would show that she is in hell and it's hard to see there.
	She should say this with a lot of confidence, almost mocking the imaginary Macbeth	
“Do you mark that?”		

English Department - TACKLING QUESTION 2b

To prepare yourself for question 2b, you need to make sure you have looked at some key selections from scenes.

Can you find 5 actions from the text for each of these selections? For maximum results – once you have highlighted the actions, go on to write the reason for each one – that’s where the marks are!

SCENE	LINES	5 ACTIONS (at least)
2	11-22	
3	11-19	
3	48-56	
4	1-7	
5	16-28	
5	38-52	
7	1-11	
7	14-23	
8	1-7	
8	13-22	
8	27-34	
9	31-46	

English Department - TACKLING QUESTION 2c

2c is all about ANOTHER part of the play. The examiner wants to make sure that you've understood the deeper ideas that run through the text. The key here is to make sure that you choose a DIFFERENT part of the play.

Using Act 5 Scene 1 as a basis – imagine the question:

*In this scene, we are aware that Lady Macbeth is troubled by her guilt. Comment on the importance of guilt in **one other** part of the play.*

1. Brainstorm the theme quickly – try to get at least 4 good words that explain the theme



2. Define the theme using those words

Guilt is when you have done something wrong or made a mistake and your conscience makes you feel shame, sometimes your feelings can manifest themselves in visions or dreams.

3. Choose one other part of the play

This is evident in the play when Macbeth sees the ghost of Banquo at his banquet in Act 3 Scene 4.

4. Go through each word in your definition in turn explaining how they appear in the section you have chosen

Macbeth feels guilty in this scene. He hallucinates the ghost of Banquo – this is a manifestation of his guilt. Macbeth is also shamed by his behaviour as he is not acting like a king but like a possessed fool.

5. Once you have done that; explain why the theme is important to the play

The theme of guilt is important because it eventually kills Lady Macbeth through her sleep walking and helps the audience realise that although they did wrong, neither Macbeth, nor his wife, got away with it.

6. If you can – add in some quotations from that part of the play that explain the theme – you'll need to learn these in advance so try to learn 2 from each main event.

English Department - TACKLING QUESTION 2c

If you look at all the themes in the play – they fall into these main categories – can you complete the table to help you get ready for the exam?

THEME	DEFINITION	OTHER PART OF PLAY (Not Act 5)	WHY IS IT IMPORTANT?
Betrayal			
Violence			
Kingship			
Death / murder			
Nature			
Supernatural			
Power			
Bravery			
False appearances			

English Department - TACKLING QUESTION 7a

7a is all about HOW a character is presented or developed. It is Steinbeck who creates them using language.

Using Chapter 1 from “For a moment the place was lifeless, and then “ to “George stared morosely at the water” as a basis – imagine the question: *From the extract, what do you learn about the character of George? Use evidence from the extract to support your answer*

1. Read the extract carefully with a highlighter – highlight any words or phrases that tell you about George’s character
2. Next you need to pick out 5 adjectives that describe him.
3. For each adjective, you need to find a quotation that supports your idea*remember*, this only needs to be short (1 word = best; 7 words = MAX)
4. Finally you need to explain HOW the quotation shows what you’ve learned about him.

This formula is **ADJECTIVE + QUOTATION + EXPLANATION**

Eg: George is **anxious** and **worried**: “stepped nervously”. He is concerned because Lennie is drinking too much.

Now have a go with a different adjective ...

George is _____: “_____”
_____.
_____.

English Department - TACKLING QUESTION 7a

A breakdown of the extract on the previous page, if we put it in a grid might look like this:

What do you learn about the character of George?

ADJECTIVE	QUOTATION	EXPLANATION
He is the leader		
	“restless eyes”	
		He is trying to stop Lennie because he knows it is bad for him.
	“hopelessly”	
George is respected by Lennie		

You need to produce something similar for the extracts identified on the next page – use the adjective table as a starting point, then create your own grids or paragraphs for each extract.

English Department - TACKLING QUESTION 7a

To prepare yourself for question 7a, you need to make sure you understand the main characters as they appear in the novel.

Can you find 5 adjectives from the text for each of these characters?

CH	EVENT	CHARACTER	5 ADJECTIVES (at least)
1	Discussing the dream	George	
1	Discussing the dream	Lennie	
2	Meeting Candy	Candy	
2	Curley enters bunkhouse	Curley	
3	The fight	Curley	
3	The fight	Lennie	
4	Crooks' room	Crooks	
4	Crooks' room	Lennie	
4	Crooks' room	Curley's Wife	
4	Crooks' room	Candy	
5	Curley's wife's dream	Curley's wife	
5	Curley's wife's death	Lennie	
5	After the mob have left	Candy	
6	Lennie's conscience	Lennie	
6	Lennie's death	George	

English Department - TACKLING QUESTION 7b

7b is all about how LANGUAGE is used to present a character, theme or relationship. The key with this question is the WORDS or TECHNIQUES that Steinbeck uses.

Using Chapter 1 from “For a moment the place was lifeless, and then “ to “George stared morosely at the water” as a basis – imagine the question:

*Explain how the writer uses language to present Lennie’s behaviour in the extract. Use **evidence** from the extract to support your answer*

1. Remind yourself of a few of the linguistic devices (language tools) that Steinbeck uses: similes, dialogue, description, repetition, personification, word choices (adjectives, adverbs, verbs ...) metaphors and more.
2. Read the extract carefully with a highlighter – highlight any linguistic devices that help you understand his behaviour .
3. For each device, you need to find a quotation that matches *remember*, this only needs to be short (1 word = best; 7 words = MAX)
4. Finally you need to explain HOW the quotation shows what you’ve learned about his behaviour.

This formula is **LANGUAGE + QUOTATION + EXPLANATION**

Eg: Steinbeck uses a simile: “like a horse”. By comparing Lennie to a horse, Steinbeck shows us that he is simple and very strong; he’s more like a farmyard animal than a man sometimes.

Now have a go with a different linguistic device...

Steinbeck uses _____ : “ _____

_____.”
_____.

English Department - TACKLING QUESTION 7b

A breakdown of the extract on the previous page, if we put it in a grid might look like this:

Explain how the writer uses language to present Lennie's behaviour in the extract

LANGUAGE	QUOTATION	EXPLANATION
Steinbeck uses an adverb:		
	"the way a bear drags his paws"	
		Because the words he uses when he talks are so simple, it makes Lennie seem childlike.
Steinbeck uses an imperative (ordering) verb.		
	"morosely"	

Go through the main events of the novel (Candy's dog, the fight, the shared dream in the barn, Curley's wife's death, the ending) and for each one – try to spot as many linguistic techniques as you can on a page.

English Department - TACKLING QUESTION 7c

7c is all about ANOTHER part of the novel and **CONTEXT**. The examiner wants to make sure that you've understood the deeper ideas that run through the text **AND** that you know what life was like at the time of the novel. The key here is to make sure that you choose a DIFFERENT part of the novel.

Look at the idea of Friendship

Comment on the importance of guilt in **one other** part of the novel.

1. Brainstorm the theme quickly – try to get at least 4 good words that explain the theme



2. Define the theme using those words
Friendship is the relationship between two people who like one another. It is based on equality, love and respect, being there for one another and looking out for one another.
3. Choose one other part of the novel
This is evident in the novel when Candy's dog gets shot and he loses his friend.
4. Explain WHY this is important because of the context
At the time of the Great Depression, migrant workers would travel for jobs. This meant leaving their families behind and living a lonely life. A dog would have been a constant companion, but also an earner because of his skills in shepherding.
5. Go through each word in your definition in turn explaining how they appear in the section you have chosen
Candy's company is lost when his dog dies – he is left all alone with no one to care for or to talk to.
5. Once you have done that; explain why the theme is important to the novel
Friendship is essential as a theme in the novel as the friendship between George and Lennie is the centre of the story
6. If you can – add in some quotations from that part of the novel that explain the theme – you'll need to learn these in advance so try to learn 2 from each main event.

English Department - TACKLING QUESTION 7c

If you look at all the themes in the novel – they fall into these main categories – can you complete the table to help you get ready for the exam?

THEME	DEFINITION	OTHER PART OF NOVEL	CONTEXT	WHY IS IT IMPORTANT?
Friendship				
Prejudice				
Isolation				
Dreams				
Violence				

WARNING: If you don't discuss the context – you can ONLY get half marks!

English Department - REVISION CHECKLIST

TOPIC	DATE	CONFIDENCE /10	REVISIT?
Writing SPLAT			
Writing plans			
2a - example			
2a – adjective grid			
2b - example			
2b – action grid			
2c – theme grid			
7a - example			
7a – adjective grid			
7b - example			
7b – linguistic technique spotting on 5 other events?			
7c – theme grid			
Mock paper			