

Over the last six terms, you have learnt the knowledge and practised the skills you need to start preparing for GCSE.

This year is all about learning how to bring all yours knowledge together and put it to good use.

**Prior learning you need to be using this term...**

In Year Seven, you learnt and practised...

- Accurate writing skills
- Accurate presentation of quotes
- Identification and explanation of parts of speech
- Identification and explanation of characterisation
- Identification and explanation of types of imagery

In Year Eight, you learnt and practised...

- Making relevant quote selections to support a point
- Explanation of structural features
- Explanation of figurative language
- Identification and explanation of themes
- How to create an interpretation of a text

Last term, you learnt and practised...

- Selecting accurate and effective quotes
- Analysis of figurative language
- Identification and explanation of themes
- Identifying and understanding how social issues within a text
- Linking texts and their contexts

**Key Terminology**

**Drama** – a type of text written to be performed (a play).

**Theme** – an important idea or concept that runs throughout a text.

**Context** – the historical, cultural or biographical background of a text that usually influences how and why it was written.

**Social issues** – problems in society, e.g. inequality

**Perspective** – a character’s point of view on a subject

**Characterisation** – how a character is created (appearance, actions, etc.)

**GCSE Skill: Creating your own perspective or idea**

*Ask yourself the following questions...*

- What impression do you get about a character, place, event or situation?
- Does that idea or impression change as you go through the text?
- What point is the writer trying to make with this impression?

**GCSE Skill: supporting your idea or perspective**

*Ask yourself the following questions...*

- What part of the text creates that impression?
- What quote provides a good example of that impression?
- Does your quote need narrowing down with an ellipsis to be more specific?
- Can you find any other quotes or parts of the text that also creates that impression?

**GCSE Skill: Applying relevant context to your perspective or idea**

*Ask yourself the following questions...*

- What sort of society or community did the writer grow up in?
- What sort of society or community did the writer live in?
- Can you see elements of the writer’s past in their writing?
- What sort of society or community does the writer use in their novel?
- What emotions does the writer make you feel towards the society or community in their novel?
- What social problems does the writer focus on?
- What characters, places, events or situations does the writer use to show these social problems?
- How did these social problems relate to their past?
- Why do you think the writer wants to focus on these problems?

**GCSE Skill: exploring the writer’s methods to prove your perspective or idea**

*Ask yourself the following questions...*

- **Structure:** does the impression change between the beginning, middle and end of the text? If so, where are the turning points / moments of change?
- **Structure:** does the writer make the impression get stronger or weaker? What events do they use to make this happen?
- **Language:** what techniques (imagery, figurative language and parts of speech) help to create this impression? What does each technique do and how does it affect the way that you see the character, place, event or situation?
- **Language:** does the writer use different techniques to create the same impression? If so, how do they complement each other / work together to create that effect? If not, what contrasting impressions do different techniques create? Why is this contrast important?
- **Characterisation:** how has the writer built up their characters? How does this help the writer to make their point to the reader?