



Knowledge Organiser

Year 11: Unit 4 – Exam Revision
AQA English Language & English Literature

GCSE
ENGLISH
LANGUAGE

GCSE
ENGLISH
LITERATURE

Name:

Class:

Big Questions

The big question for the unit is: **How do writers explore the idea of conflict?**

Our exam revision study in term 4 will follow the outline below:

Week 1	<ul style="list-style-type: none"> • What do I know about the themes in the anthology poetry? (Literature Paper 2) • How do I compare two anthology poems? (Literature Paper 2) • How do I compare two anthology poems? (Literature Paper 2) • What makes an effective unseen poetry comparison? (Literature Paper 2) • How do I write an effective poetry essay? (Literature Paper 2)
Week 2	<ul style="list-style-type: none"> • What do I know about the themes in An Inspector Calls? (Literature Paper 2) • What do I know about the characters in An Inspector Calls? (Literature Paper 2) • What do I know about the context and key terms in An Inspector Calls? (Literature Paper 2) • How do I write an essay response to An Inspector Calls? (Literature Paper 2)
Week 3	<ul style="list-style-type: none"> • How do I write analytically about a writer's use of language? (Language Paper 1) • How do I write analytically about how writers construct their texts? (Lang Paper 1) • How do I make a critical response to a fiction text? (Language Paper 1) • How do I write an effective piece of creative writing? (Language Paper 1)
Week 4	<ul style="list-style-type: none"> • What do I know about the themes in Macbeth? – Lit Paper 1 • What do I know about the characters in Macbeth? - Lit Paper 1 • What do I know about the context and key terms in Macbeth? - Lit Paper 1 • How do I write an essay response to Macbeth? - Lit Paper 1
Week 5	<ul style="list-style-type: none"> • What do I know about the themes in Jekyll and Hyde? - Lit Paper 1 • What do I know about the characters in Jekyll and Hyde? - Lit Paper 1 • What do I know about the context and key terms in Jekyll and Hyde? = Lit Paper 1 • How do I write an essay response to Jekyll and Hyde? - Lit Paper 1
Week 6	<ul style="list-style-type: none"> • How do I write an effective summary of the differences or similarities between texts? - Lang Paper 2 • How do I write analytically about a writer's use of language? - Lang Paper 2 • How do I effectively compare the writers' attitudes in two texts? - Lang Paper 2 • How do I write an effective piece of transactional writing? - Lang Paper 2

AQA GCSE English Literature Paper 1 Exam Details

Paper 1: Shakespeare and the 19th-century novel

What's assessed = Shakespeare plays & The 19th-century novel

How it's assessed: Written exam: 1 hour 45 minutes, 64 marks, 40% of GCSE

Questions:

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

AQA GCSE English Literature Paper 2 Exam Details

Paper 2: Modern texts and poetry

What's assessed = Modern Prose or Drama text, Poetry Anthology, Unseen Poetry

How it's assessed: Written exam 2 hours 15 minutes, 96 marks, 60% of GCSE

Questions:

Section A Modern Prose or Drama: students will answer one essay question from a choice of two on their studied modern text

Section B Poetry: students will answer one comparative question on one named poem printed on the paper from their chosen anthology cluster.

Section C Unseen Poetry: students will answer one question on one unseen poem and one question comparing this unseen poem to another unseen poem.

AQA GCSE English Language Paper 1 Exam Details

Paper 1: Explorations in Creative Reading and Writing

What's assessed = Reading and Writing (Fiction)

Section A: Reading

One Literature fiction text + Q1, 2, 3, 4

Section B: Writing

Descriptive or narrative writing Q5

How it's assessed: Written exam: 1 hour 45 minutes, 80 marks, 50% GCSE

Questions:

Reading (40 marks) (25%)– one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 Extended Writing question (24 marks for content, 16 marks for technical accuracy)

AQA GCSE English Language Paper 2 Exam Details

Paper 2: Writers' Viewpoints and Perspectives

What's assessed = Reading and Writing (Non-Fiction)

Section A: Reading

Two non-fiction texts Q1, 2, 3, 4

Section B: Writing

Descriptive or narrative writing Q5

How it's assessed: Written exam: 1 hour 45 minutes, 80 marks, 50% GCSE

Questions:

Reading (40 marks) (25%)– one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 Extended Writing question (24 marks for content, 16 marks for technical accuracy)

Key Terminology Dr Jekyll & Mr Hyde

	Term	Definition
1	Allegory	A story, poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
2	Atavism	A tendency to revert back to something ancient or ancestral
3	Darwinism	The theory of the evolution of species by natural selection advanced by Charles Darwin.
4	Degeneration	The state or process of being or becoming degenerate; decline or deterioration.
5	Duality	The quality or condition of being dual/ two sided
6	Epistolary	When a novel is written in letter form
7	Gothic	A genre of fiction that is categorised by elements of horror, secrecy, the supernatural and at times, romance
8	Morality	Principles that concern and link to ideas of right and wrong e.g. moral choices and behaviours of doing what is considered 'typically' right
9	Novella	A short novel
10	Pathetic Fallacy	Where the weather or atmosphere is used to reflect or mirror the mood of a text
11	Reputation	The beliefs and opinions we hold about someone
12	Respectability	The quality of how socially acceptable someone is
13	Science vs. Religion	The debate surrounding the conflict between science and religion
14	Troglodytic	A member of a fabulous or prehistoric race of people that lived in caves, dens, or holes, or a person considered to be reclusive, reactionary, out of date, or brutish.
15	Victorian Gentleman	A term used to describe the expectations of a gentleman who was typically reserved, loyal, respectable socially

Key Terminology Macbeth

	Term	Definition
1	Ambition	A strong desire to achieve something
2	Catharsis	Finding release/ releasing strong emotions
3	Conflict	A serious disagreement or argument
4	Desire	A strong wish for something or someone
5	Duplicity	Deceitfulness/ being two faced e.g. <i>The duplicitous nature of Lady Macbeth is one of the things that makes her so dangerous.</i>
6	Hamartia	A fatal flaw within the protagonist that leads to their tragic downfall
7	Hubris	Excessive pride or self-confidence/ arrogance
8	Machiavellian	The characteristic of being evil, cunning and sly
9	Monarchy	The king, queen and royal family in a country
10	Patriarchal/ Patriarchy	A society that is typically one in which men are seen as the dominant gender
11	Prophecy	A prediction that is made about the future
12	Soliloquy	A speech given to the audience in a play in which the character speaks their thoughts aloud and alone on stage
13	Superstition	A belief in supernatural influences that there is no evidence for
14	Tyranny/ Tyrannical	An unfair, unjust or cruel leadership/ rule e.g. <i>Macbeth's tyrannical nature is something that ultimately is his hamartia.</i>
15	Usurp	To take someone else's place either illegally or by force

Key Terminology An Inspector Calls

	Term	Definition
1	Capitalism	A political or social viewpoint that believes key values of Capitalism which are individual responsibility, private ownership of a country's trade and industry and rewards for those that are most financially successful.
2	Socialism	A political or social viewpoint that believes in equal division of wealth and which advocates that production, distribution and exchange are owned by the community.
3	Disdain	The feeling that something is unworthy of your respect.
4	Hypocrisy	Claiming an idea or belief and then not following it yourself.
5	Microcosm	A small example of something used to illustrate something bigger.
6	Dramatic Irony	A small example of something used to illustrate something bigger.
7	Remorseful	Feeling sorry or regretful for your actions.
8	Prejudiced	Having a dislike for someone or a group of people with little evidence.
9	Patriarchy	A male dominated society.
10	Empathy	The ability to understand and share in the feelings of someone else.
11	Privilege	A special right or advantage, only available to a particular social group of people.
12	Bourgeoise	A social class often termed the middle/ upper class that possess materialistic values and attitudes.
13	Proletariat	The working classes.
14	Inequality	Showing a clear difference between people – not everyone having the same e.g. the inequality between the social classes.
15	Aloof	To not be friendly or forthcoming; distant.

Key Terminology Poetry

	Term	Definition
1	Allusion	Unacknowledged reference and quotations that authors assume their readers will recognize.
2	Assonance	The repetition of identical vowel sounds in different words in close proximity e.g. deep green sea.
3	Blank Verse	Unrhymed iambic pentameter
4	Caesura	A short but definite pause in the middle of a line of poetry
5	Couplet	Two successive lines of poetry that rhyme
6	Dramatic Monologue	A type of poem where there is a first-person speaker who addresses an internal listener or audience.
7	End Stop	A line of poetry ending in a full pause
8	Enjambment	A line that runs onto the next line of poetry with no end punctuation
9	Free Verse	Poetry that does not rhyme or have regular rhythm
10	Iambic Pentameter	Lines of poetry where there is a stress and then unstressed syllable. 10 syllables per line.
11	Meter	The number of feet within the line of a particular verse of poetry
12	Metaphor	A direct comparison of something to something else
13	Quatrain	A 4-line stanza
14	Sestet	A 6-line stanza
15	Sonnet	A 14-line love poem, typically written in iambic pentameter

Space for Additional Terminology

[illegible]

Mark schemes Literature Exams

Assessment objectives (AOs)

AO1 Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Show understanding of the relationships between texts and the contexts in which they were written.

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Sections A and B: Questions 1–13 (30 marks – AO1=12, AO2=12, AO3=6)

Mark	AO	Typical features	How to arrive at a mark
Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text. • Judicious use of precise references to support interpretation(s). 	At the top of the level , a candidate's response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of methods supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously. • Exploration of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task. 	At the bottom of the level , a candidate will have Level 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer's methods and/or contexts.
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text. • Apt references integrated into interpretation(s). 	At the top of the level , a candidate's response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of methods supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods. • Examination of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task. 	At the bottom of the level , a candidate will have Level 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer's methods and/or contexts.

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to task and whole text. • Effective use of references to support explanation. 	<p>At the top of the level, a candidate's response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding. It uses a range of references effectively to illustrate and justify explanation; there will be clear explanation of the effects of a range of writer's methods supported by appropriate use of subject terminology. Clear understanding of ideas/perspectives/contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 3 and be starting to demonstrate elements of understanding and/or explanation of writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology. • Understanding of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text. • References used to support a range of relevant comments. 	<p>At the top of the level, a candidate's response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified by relevant references from the text; there will be identification of effects of a range of writer's methods supported by some relevant terminology. Explanation of some relevant contextual factors.</p> <p>At the bottom of the level, a candidate will have Level 2 and be starting to explain and/or make relevant comments on writer's methods and/or contexts.</p>
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology. • Identification of effects of writer's methods to create meanings. 	
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task. 	

Level 2 <i>Supported, relevant comments</i> 6–10 marks	AO1	<ul style="list-style-type: none">• Supported response to task and text.• Comments on references.	<p>At the top of the level, a candidate's response is likely to be relevant and supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text. There will be identification of deliberate choices made by the writer with some reference to subject terminology. Awareness of some contextual factors.</p> <p>At the bottom of the level, a candidate's response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making deliberate choices and/or awareness of contexts.</p>
	AO2	<ul style="list-style-type: none">• Identification of writers' methods.• Some reference to subject terminology.	
	AO3	<ul style="list-style-type: none">• Some awareness of implicit ideas/contextual factors.	
Level 1 <i>Simple, explicit comments</i> 1–5 marks	AO1	<ul style="list-style-type: none">• Simple comments relevant to task and text.• Reference to relevant details.	<p>At the top of the level, a candidate's response is likely to be narrative and/or descriptive in approach. It may include awareness of the task and provide appropriate reference to text; there will be simple identification of method with possible reference to subject terminology. Simple comments/responses to context, usually explicit.</p> <p>At the bottom of the level, a candidate's response will show some familiarity with the text.</p>
	AO2	<ul style="list-style-type: none">• Awareness of writer making choices.• Possible reference to subject terminology.	
	AO3	<ul style="list-style-type: none">• Simple comment on explicit ideas/contextual factors.	
0 marks	Nothing worthy of credit/nothing written.		

Homework Tasks.

Knowledge is power, so the more you know, the more secure you will be in your learning.

Year 11: Unit 4 Homework: <i>Literature Revision + Language Revision</i>		
Task 1:	Due date: WEEK 2	<ul style="list-style-type: none">• Complete the Knowledge Quiz for An Inspector Calls
Task 3:	Due date: WEEK 4	<ul style="list-style-type: none">• Complete the Knowledge Quiz for the Poetry Anthology
Task 3:	Due date: WEEK 6	<ul style="list-style-type: none">• Complete the Language Paper 2, Question 5 practice• You need to spend 10 minutes planning and then 30 minutes writing your response. Remember to plan using the 5-paragraph structure for Ethos, Pathos, Logos and include DAFOREST features.

If you have 'no homework', or you have finished all of the above, try these tasks on a weekly basis to ensure your understanding is secure.

1. Use the Wider Reading page on the back of the Knowledge Organiser and download some more practice papers from AQA, revise online using some of the YouTube Resources, use SENECA to revise key areas of your exam or listen to a Massolit Lecture
2. Add words to your key terminology grid on page 9 of the Knowledge Organiser
3. Read for at least 20 minutes per day – a mixture of fiction and non-fiction texts.

Homework 1

Complete the Knowledge Quiz questions for An Inspector Calls

1. Define Socialism
2. Define Capitalism
3. What is Hypocrisy?
4. In the opening stage directions, Gerald is described as being 'well _____'
5. In the opening stage directions who is described as Mr Birling's social superior?
6. Eric is 'half _____ half _____' according to the opening stage directions.
7. Sheila accuses Eric of being _____ at the start of Act 1 when he says 'suddenly I felt I just had to laugh'
8. Mr Birling's business is called...
9. Sir George Croft's business is called...
10. Mr Birling says that by 1940 there will be peace, prosperity and rapid progress everywhere except for which country?
11. What position in Brumley did Mr Birling hold two years ago?
12. Mr Birling uses a derogatory term to describe people who think 'everyone has to look after everyone else' what is this?
13. What is Mr Birling doing when the doorbell rings in Act 1?
14. The Titanic is arguably symbolic of _____

15. What does Mr Birling offer the Inspector when he arrives that he refuses?
16. What does Eva Smith swallow that leads to her death?
17. When did Eva Smith stop working for Mr Birling?
18. The Inspector 'need not be a big man, but he creates at once an impression of massiveness, solidity and _____'
19. What middle class sport does Mr Birling play with Colonel Roberts but the Inspector does not play?
20. How old was Eva Smith when she died?
21. What is the name of the department store that Eva Smith is fired from?
22. Gerald says 'We're respectable citizens, not _____'
23. How does Gerald react when the Inspector mentions Daisy Renton?
24. Mrs Birling repeats the phrase 'impertinent' what does this mean?
25. Gerald meets Eva Smith at _____
26. Eric has been steadily doing too much of what over the past two years?
27. What is the euphemism that Gerald uses when talking about prostitutes in Brumley?
28. Who does Gerald describe as a 'notorious womanizer'?
29. Where has Charlie Brunswick gone for 6 months?
30. Sheila describes Gerald as the 'Wonderful _____'

31. Where did Eva Smith spend 2 months after her affair with Gerald ended?
32. What does Sheila give Gerald before he leaves the stage in Act 2?
33. What is the name of the organisation Mrs Birling is a prominent member of?
34. Why did Eva Smith go to Mrs Birling's organisation?
35. Whose responsibility is it according to Mrs Birling to look after Eva and the child?
36. What is Mr Birling concerned about that will happen as a result of the interrogations?
37. Why did Eva Smith let Eric into her lodgings on the night they met?
38. How much money did Eric steal from Mr Birling?
39. The Inspector says to Mr Birling he is offering _____ at the wrong time.
40. Give an example of a collective pronoun from the Inspector's final speech
41. The Inspector says that 'if men will not learn that lesson then they will be taught it in fire and blood and _____'
42. Who calls up the Infirmary in Act 3?
43. Gerald tries to give what object back to Sheila in Act 3?
44. The tension at the end of the play is extremely high because...
45. Define the term Dramatic Irony
46. Give an example from the play of Dramatic Irony (reference or quotation)

47. Name 2 key themes in An Inspector Calls

48. Priestley's play is a political diatribe that attacks _____

49. Sheila and Eric are part of the _____ generation

50. What does the term 'Proletariat' mean?

Mark / 50

Homework 2

Complete the Knowledge Quiz questions for Poetry Anthology

1. What remains intact from the original statue of Ozymandias?
2. What 's' and 'v' are used to describe the statue's face in the poem Ozymandias?
3. What typical form of love poetry is used in Ozymandias?
4. What does the voice see on the faces of people in the poem London?
5. What 'b' is used to describe the church in the poem London?
6. What metaphor is used to show how ordinary soldiers suffered while the monarchy were protected in the poem London?
7. What animal simile is used to describe the boat in The Prelude?
8. What form of poetry is the poem The Prelude?
9. What time of day does the speaker in the poem The Prelude leave on the boat?
10. What euphemism does the Duke use to suggest he killed/ had his wife killed in the poem My Last Duchess?
11. What gift does the Duke give his ex-wife that he believes she was ungrateful for in the poem My Last Duchess?
12. What does the Duke criticise about his ex-wife, the Duchess in the poem My Last Duchess?
13. How many people were in the Light Brigade in the poem The Charge of the Light Brigade?
14. What 'v' is where the battle of Balaclava took place in the poem The Charge of the Light Brigade?

15. Give an example of repetition from the poem The Charge of the Light Brigade
16. In the poem Exposure, what is the poet's connection to war?
17. What 'I' are the soldier's eyes by the end of the poem Exposure?
18. 'The _____ iced east winds that _____ us" – Exposure
19. How did they build their houses to prepare for the storm in the poem Storm on the Island?
20. What simile does the writer use to show how the storm attacks the house in Storm on the Island?
21. What 'h' and 'n' are used to describe the storm at the end of the poem Storm on the Island?
22. Seamus Heaney who wrote Storm on the Island grew up in Northern Ireland during _____
23. What colour is the hare in the poem Bayonet Charge?
24. What kind of material was the soldier wearing in the poem Bayonet Charge?
25. What is the last word and image of the poem Bayonet Charge?
26. How many people were shooting at the robber in the poem Remains?
27. What stays on the street long after the man has died in the poem Remains?
28. What does Simon Armitage use in the poem Remains to mirror it being like a conversation?
29. What does the mother do to her son's clothes in the poem Poppies?
30. What 'b' is used to describe the son's hair in the poem Poppies?
31. What does the mother hope to hear at the end of the poem Poppies?

32. What colour is the light of the room in the poem War Photographer?
33. Name 2 places the War Photographer has been in the poem War Photographer.
34. 'A_____ agonies in _____ and white' – War Photographer
35. What might you find at the back of the Koran according to the poem Tissue?
36. What three 'r's can be found on maps in the poem Tissue?
37. The final line of the poem Tissue is _____
38. What 's' is repeated in the poem The Emigree?
39. What 'p' does the speaker in the poem The Emigree not have?
40. The doll in the poem The Emigree is described as being _____?
41. What does Agard not include in his poem Checking Out Me History to highlight a frustration with control, power and rules?
42. Who was Mary Seacole referenced in the poem Checking Out Me History?
43. What phrase 'd' is repeated in the poem Checking Out Me History?
44. What does the word Kamikaze literally mean?
45. 'a _____ head full of powerful _____' – Kamikaze
46. Why was he 'no longer the father they loved' in the poem Kamikaze?
47. Name 2 poems you could compare with a question on 'Compare the ways the power of the natural world is presented'
1. _____ 2. _____

48. Name 2 poems you could compare with a question on 'Compare the ways the effects of conflict are presented'

1.

2.

49. Name 2 poems you could compare with a question on 'Compare the ways the power of humans is presented'

1.

2.

50. Name 2 poems you could compare with a question on 'Compare the ways that the power of identity is presented'

1.

2.

Mark / 50

Homework 3:

Complete the Language Paper 2, Question 5 practice

Q5. 'We still see some inequality between genders today, and this must change'

Write a speech for an assembly in which you discuss your point of view on the statement.

[40 marks]

24 marks Content and Organisation

16 marks Technical Accuracy

Planning Space

D irect Address

A lliteration / Anecdote / Anaphora

F acts / Funny [Humour]

O pinions / Opening – powerful

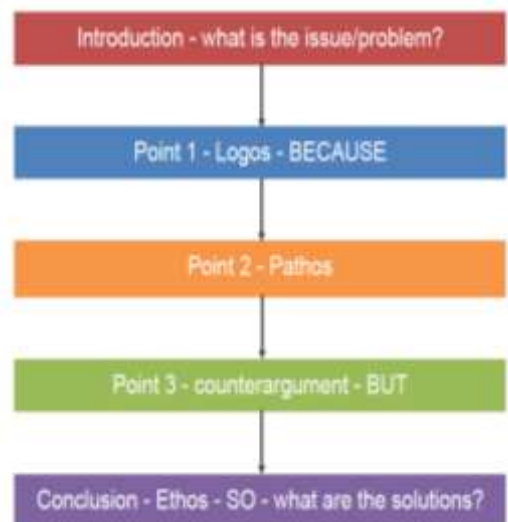
R epetition

R hetorical question

E motive language / Ending – powerful / Extended metaphor

S tatistics

T riadic Structure (rule of 3)



[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across the entire width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings present.

[illegible]



Wider reading list + Revision resources

Some useful revision resources you can use to help support your practice of the exam questions are below:

Mr Bruff's YouTube Channel

A useful platform for all kinds of revision from Mr Bruff's page!

<https://www.youtube.com/user/mrbruff>

AQA English Literature Paper 1 Past Papers

Practice past papers you can access

Literature = <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources>

Language = <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>

Stacey Reay's YouTube Channel

A useful platform for all kinds of revision from this channel – lots of Grade 9 exemplars shown

https://www.youtube.com/channel/UCJhuqpyhE8NzYZFkwTzi_7g

SENECA Learning

Log into your account and start quizzing on the modules for your exams! If you don't have an account, speak to your teacher.

<https://senecalearning.com/en-GB/>

MASSOLIT

Lectures and additional resources you can listen to

<https://www.massolit.io/>

Lightbulb Revision

Online resources to help you with your revision

<https://lightbulbrevision.com/>