GCSE English Literature

Paper 1
Shakespeare and the novel
22\textsuperscript{nd} May 2018

Paper 2
Blood Brothers, Conflict and Power
Poetry and Unseen Poetry.
25\textsuperscript{th} May 2018

Make sure you only answer questions on the texts you have studied!
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10. How do you start your answer? Section A and B
11. What do you need to revise? How?
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18. Comparing unseen poetry. 27.2
19. How do you start your answer?
20. Section B Blood Brothers
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22. Section B Power and Conflict
23. How do you start your answer?
24. What do you need to revise? How?
25. Golden Triangle top tip
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Universal Themes

All sections of the Literature exams (apart from the Unseen poetry) expect you to talk about context.

How do you do that?

Talk about Universal Themes that impact on all of us.

How do the universal themes apply to your texts? Write ideas in the boxes.

<table>
<thead>
<tr>
<th></th>
<th>Shakespeare</th>
<th>Novel</th>
<th>Blood Brothers</th>
<th>Poetry</th>
</tr>
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<td>Love/ Hate</td>
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<td>Conflict</td>
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<td>Morality</td>
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<td>Trust/ Faith</td>
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<td>Class/ status</td>
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<td>Wealth/poverty</td>
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</tbody>
</table>
## GCSE English Literature Paper 1: 1hr 45mins

### Shakespeare and the 19th Century Novel (40%)

<table>
<thead>
<tr>
<th>Section</th>
<th>It is worth</th>
<th>You should spend</th>
<th>You will be asked to</th>
</tr>
</thead>
</table>
| **Section A**  
**Shakespeare**  
(AO1=12,  
AO2=12,  
AO3=6) | 30 marks  
4 marks for Spag | 55 minutes  
You should use 10 minutes to read and plan | Answer one question on the Shakespeare play you have studied. You write in detail about the extract and then refer to the play as a whole.  
Read the question and highlight the key words.  
Read the extract.  
Highlight and annotate the extract  
Read the question again and begin answer.  
Remember to analyse the language used in the extract.  
Think about where the extract comes in the play—is that significant?  
Think about the universal themes: love, family, power etc—you will cover context by doing this. |
| **Section B**  
**19th Century Novel**  
(AO1=12,  
AO2=12,  
AO3=6) | 30 marks  
You should use 10 minutes to read and plan | 50 minutes  
You should use 10 minutes to read and plan | Answer one question on the novel you have studied. You write in detail about the extract and then refer to the novel as a whole.  
Read the question and highlight the key words.  
Read the extract.  
Highlight and annotate the extract  
Read the question again and begin answer.  
Remember to analyse the language used in the extract.  
Think about where the extract comes in the play—is that significant? Think about the universal themes: love, family, power etc—you will cover context by doing this. |
What does the exam paper look like?

- Tells you how long the exam is
- Tells you how many questions to answer in each section
- Reminds you that you get spelling and punctuation marks on Section A.
### Lists all the possible texts SO

1. Circle one title in Section A that you have studied.
2. Circle one title in Section B that you have studied.
3. Read across and find the page number.

<table>
<thead>
<tr>
<th><strong>SECTION A</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shakespeare</strong></td>
<td><strong>Question</strong></td>
<td><strong>Page</strong></td>
</tr>
<tr>
<td>Macbeth</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Romeo and Juliet</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>The Tempest</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>The Merchant of Venice</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Much Ado About Nothing</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Julius Caesar</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SECTION B</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The 19th-century novel</strong></td>
<td><strong>Question</strong></td>
<td><strong>Page</strong></td>
</tr>
<tr>
<td>Robert Louis Stevenson</td>
<td>The Strange Case of Dr. Jekyll and Mr. Hyde</td>
<td>7</td>
</tr>
<tr>
<td>Charles Dickens</td>
<td>A Christmas Carol</td>
<td>8</td>
</tr>
<tr>
<td>Charles Dickens</td>
<td>Great Expectations</td>
<td>9</td>
</tr>
<tr>
<td>Charlotte Brontë</td>
<td>Jane Eyre</td>
<td>10</td>
</tr>
<tr>
<td>Mary Shelley</td>
<td>Frankenstein</td>
<td>11</td>
</tr>
<tr>
<td>Jane Austen</td>
<td>Pride and Prejudice</td>
<td>12</td>
</tr>
<tr>
<td>Sir Arthur Conan Doyle</td>
<td>The Sign of Four</td>
<td>13</td>
</tr>
</tbody>
</table>

Tells you the question number

Tells you the which page to turn to for that question
Section A
You complete one whole question on your Shakespeare text which is ………………………

What will the question look like?

Name of the text at the top.

Information about what happens in the play before the extract.

The extract

The question.

1. One bullet point about the extract
2. One bullet point about the whole play

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

• how Shakespeare presents Lady Macbeth in this speech
• how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

Reminder that you get 4 marks for spelling and punctuation.
You have 55 minutes on this question. You should spend 10 minutes of this time planning on the extract.

1. Read what happened before the extract. Highlight any key words.
2. List any ideas/ themes/ key events that were significant at that point in the play.

5. Read the extract
6. Highlight and annotate key phrases that link to the key words in the question. These could be about themes/ character/ language/ structure.

Macbeth

Read the following extract from Act 1 Scene 5 of Macbeth and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe topfull
Of direst cruelty; make thick my blood,
Stop up th'access and passage to remorse
That no compunctious visits of nature
Shake my fell purpose nor keep peace between
Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

3. Read the question and highlight key words.
4. Jot down any key points about that character/ theme
7. Note down two other places/ events in the play that link to the question.
Section B
This is the same format as Section A. You have 50 minutes on this question. You should spend 10 minutes of this time planning on the extract.

1. Read what happened before the extract. Highlight any key words.
2. List any ideas/themes/key events that were significant at that point in the novella.

Charles Dickens: A Christmas Carol

Read the following extract from Chapter 1 and then answer the question that follows.

In this extract Scrooge is being introduced to the reader.

External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn’t know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often ‘came down’ handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, ‘My dear Scrooge, how are you? When will you come to see me?’ No beggars implored him to bestow a trifle, no children asked him what it was o’clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the bimblemen’s dogs appeared to know him, and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, ‘No eye at all is better than an evil eye, dark master!’

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call ‘nuts’ to Scrooge.

5. Read the extract
6. Highlight and annotate key phrases that link to the key words in the question. These could be about themes/character/language/structure.

Starting with this extract, how does Dickens present Scrooge as an outsider to society?

Write about:
- how Dickens presents Scrooge in this extract
- how Dickens presents Scrooge as an outsider to society in the novel as a whole.

[36 marks]

3. Read the question and highlight key words.
4. Jot down any key points about that character/theme

7. Note down two other places/events in the novella that link to the question.
How do you start your answer?

Starting - Take the key concept word is- say what your view is. Overall how do you react to that concept in the text. Which universal theme is relevant?

What a text does - Perception- What that reader think/ feels/ imagines?

- reinforces a reader’s perception of the character or theme etc, or confirms the way that the
- writer is shaping the reader’s response
- develops a reader’s perception
- changes a reader’s perception
- conflicts or confounds a reader’s perception
- introduces the potential for different interpretations.

Sentence starters about the extract

- One aspect of the character that the writer focuses on, or develops here is …. 
- What strikes me as important in the way that I respond to the character (or relate to the theme of) here is … because of the way that the writer …. 
- The writer seems to want the reader to feel … (towards the character, or about the theme etc) and this is developed in the way that he/she …
Section A and B are the testing the same skill: you need to revise in the same way.

What do you need to revise? How?

<table>
<thead>
<tr>
<th>What?</th>
<th>How?</th>
</tr>
</thead>
</table>
| The plot | 1. Use Pixl Lit app  
2. Knowledge organisers-read over and test yourself on the plot section- can you reproduce it?  
3. Flowchart the plot  
4. Create a cartoon of the plot |
| Character | 1. Use the knowledge organisers- you could make a mindmap of what you know then check against the knowledge organiser  
2. Workbook- do pages of the workbook linked to character  
3. Pick top 3 scenes for each character- what do the scenes reveal?  
4. Make a wordle using quotations about the character |
| Themes | 1. Mindmap or make flashcards about the key points for the main themes.  
2. BBC Bitesize app  
3. Pixl Lit app  
4. Revision guides- use to make flashcards/flowcharts/mindmaps  
5. Workbook- do pages of the workbook linked to themes.  
6. Make a list of key scenes and which themes they link to |
| Quotations | 1. Use Pixl Lit app  
2. Make flashcards- try and get top10 quotations that you could use for a number of themes  
3. Knowledge organisers- pick 5-10 to learn- which themes do they link to? |
| Evaluation | 1. Make a list of critical statements about the text  
2. e.g Much Ado About Nothing extols the virtues of marriage  
Macbeth is a warning that power corrupts  
Romeo and Juliet is a message to children to obey their parents  
3. For your statements come up with evidence supporting or attacking the statement. |
| Analytical verbs | Learn 3-5 analytical verbs. Try to use them in your other subjects. Use them when talking to people. |

Knowledge organisers are in your separate booklets.
GCSE English Literature Paper 2: 2hrs 15 mins

Modern texts and poetry

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Marks</th>
<th>Planning</th>
<th>Time</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A</strong></td>
<td>Blood Brothers</td>
<td>34</td>
<td>4 minutes for Spag</td>
<td>45 minutes</td>
<td>Choose one essay question from a choice of two about ‘Blood Brothers.’ Remember to highlight the key words in the question and select relevant scenes to explore. Use your modal verbs and modifiers!</td>
</tr>
<tr>
<td><strong>Section B</strong></td>
<td>Power and Conflict poetry</td>
<td>30</td>
<td>5 minutes</td>
<td>45 minutes</td>
<td>Compare two poems from the ‘Power and Conflict’ poetry. Use your modal verbs and modifiers!</td>
</tr>
<tr>
<td><strong>Section C</strong></td>
<td>Unseen Poetry</td>
<td>24</td>
<td>5 minutes</td>
<td>30 minutes</td>
<td>Answer an essay question on an unseen poem. Make sure you read the question and select the key words - this will help you when reading the poem. Read and annotate the poem. You don’t have to comment on everything. Think about: title, opening and ending lines, contrast, voice. Use your modal verbs and modifiers!</td>
</tr>
<tr>
<td><strong>Section C</strong></td>
<td>Comparative Unseen Poetry</td>
<td>8</td>
<td>5 minutes</td>
<td>15 minutes</td>
<td>Compare one unseen poem to the previous unseen poem. Read and annotate the poem. Read again and try to spot comparison points. Use conjunctions to compare: whereas, however, also, similarly.</td>
</tr>
</tbody>
</table>
What does the exam paper look like?

GCSE English Literature 8702/2
Paper 2 Modern texts and poetry

Specimen 2014 Morning 2 hours 15 minutes

Materials
For this paper you must have:
• An AQA 16-page answer book.

Instructions
• Answer one question from Section A, one question from Section B and both questions in Section C.
• Write the information required on the front of your answer book.
• Use black ink or black ballpoint pen. Do not use pencil.

Information
• The marks for questions are shown in brackets.
• The maximum mark for this paper is 86.
• AO4 will be assessed in Section A. There are 4 marks available for AO4 in Section A in addition to 30 marks for answering the question. AO4 assesses the following skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
• There are 30 marks for Section B and 32 marks for Section C.

Tells you how long the exam is
Tells you how many questions to answer in each section
Reminds you that you get spelling and punctuation marks on Section A.
Tells you the question number

Tells you the which page to turn to for that question

<table>
<thead>
<tr>
<th>Questions</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Brothers</td>
<td>4</td>
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<tr>
<td>The History Boys</td>
<td>5</td>
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<tr>
<td>DNA</td>
<td>7</td>
</tr>
<tr>
<td>The Curious Incident of the Dog in the Night-Time</td>
<td>8</td>
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<tr>
<td>A Taste of Honey</td>
<td>9</td>
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<tr>
<td>Lord of the Flies</td>
<td>10</td>
</tr>
<tr>
<td>Telling Tales</td>
<td>11</td>
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<tr>
<td>Animal Farm</td>
<td>12</td>
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<tr>
<td>Never Let Me Go</td>
<td>13</td>
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<tr>
<td>Anita and Me</td>
<td>14</td>
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<tr>
<td>Pigeon English</td>
<td>15</td>
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<thead>
<tr>
<th>Questions</th>
<th>Page</th>
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<tbody>
<tr>
<td>Poems Past and Present</td>
<td>18</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Questions</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love and relationships</td>
<td>17</td>
</tr>
<tr>
<td>Power and conflict</td>
<td>18</td>
</tr>
</tbody>
</table>

Lists all the possible texts SO

1. Circle Blood Brothers
   Section A
2. Circle Power and Conflict poems in Section.
3. Circle both of the Unseen Poetry questions
4. Read across and find the page number.
Literature Paper 2 strategies

**Step 1:**

**RAT**

Select **References that Answer the Task**

You need to make sure that refer to numerous, relevant parts of the text, to support your points, and create a detailed answer to the question.

**Step 2:**

**CROW**

Explain each reference by saying something about:

**Context, effect on Reader Or Writer’s method**

You should be discussing in detail writer’s language, the techniques used and what they reveal about the character or theme. If there is a particular effect on the reader, say so. If there is relevant context, put it in.
Start with Section C: Unseen Poetry

This is a very similar layout to the extract questions on Paper 1. Remember there are 2 questions: 27.1 and 27.2.

Do 27.1 first.

27.1 is worth 24 marks. Spend 30 minutes on it with at least 5 minutes planning.


2. Read the poem. Be clear about: who, what, where and when. What does it make you think/feel/imagine? What is the writer thinking/feeling/imaging?

3. Read the question and highlight the key words.

4. Comment on the opening and ending lines.

5. Annotate 3-5 quotations that link to the key words in the question.

In “To a Daughter Leaving Home”, how does the poet present feelings about her daughter?

[24 marks]
How do you answer it?

Focus on the key concept in the poem. Use Point Evidence Explore to work through your notes.

Remember to focus on the writer’s ideas, how they’ve presented them AND what you Think/ Feel/ Imagine.

Comment on how methods are used BUT remember to explore the effect.

The presents the ideas of …………………………. through ‘ …………….’ This will clearly evoke….
27.2 is only worth 8 marks. DO NOT spend more than 15 minutes answering it.

Poem for My Sister

My little sister likes to try my shoes,
to strut in them,
admire her spindly-twelve-year-old legs
in this season’s styles.
5 She says they fit her perfectly,
but wobbles
on their high heels, they’re hard to balance.

I like to watch my little sister playing hopscotch,
admire the neat hops-and-skips of her,
their quick peck,
ever-missing their mark, not
over-stepping the line.
She is competent at peever*.

15 I try to warn my little sister
about unsuitable shoes,
point out my own distorted feet, the callouses,
odd patches of hard skin.
I should not like to see her
in my shoes.
I wish she could stay sure footed,
sensibly shod.

Liz Lochhead

*peever – another name for the game of hopscotch

In both ‘Poem for My Sister’ and ‘To a Daughter Leaving Home’ the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings?

[6 marks]
How do you answer it?

The poet’s ideas are different/similar to the previous poem as they....

Both poets use a similar method of.... but for different effects such as.....
Section A: Blood Brothers
You should spend 45 minutes on this question with at least 5 minutes planning.

Willy Russell: Blood Brothers

How does Russell use the characters of Mrs Johnstone and Mrs Lyons in Blood Brothers to explore ideas about class?

Write about:
• how Russell presents Mrs Johnstone and Mrs Lyons
• how Russell uses these characters to explore ideas about class.

[30 marks]
AO4 [4 marks]

OR

How does Willy Russell present childhood and growing up in Blood Brothers?

Write about:
• the ways particular characters change as they grow up
• how Russell presents childhood and growing up by the ways he writes.

[30 marks]
AO4 [4 marks]

Only do ONE question

Turn over for the next question

1. Read both questions.
2. If you can’t decide – highlight key concepts in both and jot down ideas.
3. Pick one question and add more ideas/ remember to think about Universal themes.
Focus in on the key concepts/ themes in the question

The writer exposes the universal theme .......... by .......

The writer explores/ articulates ...

When talking about key moments in the play remember to focus back on the question AND refer to the universal theme (covering context.)
Section B: Power and Conflict poetry
You should spend at least 45 minutes on this question with at least 5 minutes planning.

1. Read the question and highlight the key concepts.
2. Read the poem and select 3-5 quotations that link to the key concept.
3. Look at the list of titles to remind yourself of poems/ideas. Pick a poem that matches the key concept.
4. Jot down in a list similarities/differences between poems or on a diagram.
How do you answer it?

This question is really about connections and links between the poems. The examiner wants to see what you think about the poems and how you justify your ideas.

You really need to use your analytical verbs here to demonstrate different methods and your evaluation.

The poet evokes a sense of………..

The poet compels the reader to consider…

Use your PEE skills from the language exams BUT remember you are focusing on themes and ideas.
What do you need to revise? How?

<table>
<thead>
<tr>
<th>What?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plot (Blood Brothers and Poetry)</td>
<td>1. Use Pixl Lit app</td>
</tr>
<tr>
<td></td>
<td>2. Knowledge organisers-reader over and test yourself on the plot section- can you reproduce it?</td>
</tr>
<tr>
<td></td>
<td>3. Flowchart the plot</td>
</tr>
<tr>
<td></td>
<td>4. Create a cartoon of the plot</td>
</tr>
<tr>
<td></td>
<td>5. Use the poetry cartoons- print them off google classroom- can you cut up and put in the right order. Mix them all up and remake the poems.</td>
</tr>
<tr>
<td>Character (Blood Brothers)</td>
<td>1. Use the knowledge organisers- you could make a mindmap of what you know then check against the knowledge organiser</td>
</tr>
<tr>
<td></td>
<td>2. Workbook- do pages of the workbook linked to character</td>
</tr>
<tr>
<td></td>
<td>3. Pick top 3 scenes for each character- what do the scenes reveal?</td>
</tr>
<tr>
<td></td>
<td>4. Watch the show on youtube</td>
</tr>
<tr>
<td>Themes (Blood Brothers and Poetry)</td>
<td>1. Mindmap or make flashcards about the key points for the main themes.</td>
</tr>
<tr>
<td></td>
<td>2. BBC Bitesize app</td>
</tr>
<tr>
<td></td>
<td>3. Pixl Lit app</td>
</tr>
<tr>
<td></td>
<td>4. Revision guides- create bookmarks, cue cards, mindmaps</td>
</tr>
<tr>
<td></td>
<td>5. Workbook- do pages of the workbook linked to themes.</td>
</tr>
<tr>
<td></td>
<td>6. Make a list of key scenes and which themes they link to</td>
</tr>
<tr>
<td>Quotations</td>
<td>1. Use Pixl Lit app</td>
</tr>
<tr>
<td></td>
<td>2. Make flashcards- try and get top10 quotations that you could use for a number of themes</td>
</tr>
<tr>
<td></td>
<td>3. Knowledge organisers- pick 5-10 to learn- which themes do they link to?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1. Make a list of critical statements about the text e.g Blood Brothers is too sentimental to be seen as a serious comment on the class system. Kamikaze is an attack on Japanese culture.</td>
</tr>
<tr>
<td></td>
<td>2. For your statements come up with evidence supporting or attacking the statement.</td>
</tr>
<tr>
<td>Analytical verbs</td>
<td>Learn 3-5 analytical verbs. Try to use them in your other subjects. Use them when talking to people.</td>
</tr>
</tbody>
</table>

Knowledge organisers are in your separate booklet
All questions come into the Golden Triangle of analysis.
**Note of Caution:** Only use the verbs you’re familiar with unless you take the time to examine the definition in the dictionary. This is not a list of synonyms. Each word has specific uses that are unique to its meaning.

<table>
<thead>
<tr>
<th>Accentuates</th>
<th>Creates</th>
<th>Exemplifies</th>
<th>Intensifies</th>
<th>Remarks</th>
</tr>
</thead>
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Remember to use:

HuishEnglish

School ID: HE1511

Year group classroom: es0l6t