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How to use this book

Inside this Revision Guide you will find everything you need to help you revise the Spelling, Punctuation and Grammar (SPaG) rules and techniques to use in your 9-1 GCSEs.

The best way to retain information is to take an active approach to revision. Throughout this book, you will find lots of features that will make your revision an active, successful process.



SNAPIT!

Use the revision app to take pictures of key concepts and information. Great for revision on the go!

DO IT!

Activities to embed your knowledge and understanding and prepare you for the exams.



SUPPORTIT!

Reminders and tips to help you revise tricky SPaG points.

NAILIT!

Tips written by subject experts to help you in the revision process.



STRETCHIT!

Content that stretches you further.



CONTEXTUALISEIT!

Content which puts rules and examples into a subject-specific context.

Callouts Additional explanations of important points.

CHECKIT!

Check your knowledge by answering questions at the end of each section.

Use the Spelling, Punctuation and Grammar Practice Book alongside the Revision Guide to get you exam ready!

FREE REVISION APP

- The **free revision app** can be downloaded to your mobile phone (iOS and Android), making **on-the-go revision** easy.
- Use the revision calendar to help map out your revision in the lead-up to the exam.
- Complete multiple-choice questions and create your own **SNAPIT!** revision cards.

www.scholastic.co.uk/gcse



Spelling: English literature

Introduction and advice

Using specialist words in your exam is important and, used correctly, will improve your marks. Specialist terms allow your writing to become more precise; your ideas will be focused and less generalised. Specialist words may not be part of your everyday language, so you may find them more difficult to spell and use.

Specialist terms

Here are some specialist words used in GCSE English literature, divided into helpful groups. Remember that many of these words will be used in more than one exam (for example, you might write about metaphors in your poetry, prose or drama exam).

Poetry		Prose fiction	
metaphor	stanza	character	repetition
simile	enjambment	narrative	protagonist
alliteration	sonnet	chapter	foreshadow
personification	figurative	structure	genre
rhyme	imagery	language	irony
rhythm	sibilance	theme	atmosphere
assonance	repetition	imagery	
Drama			
soliloquy		dialogue	
dramatic irony		monologue	
symbolism		playwright	
tragedy		Shakespeare	
scene		audience	

DO IT!

Give each of these specialist words a number from 1 to 10.

- 10 = very confident about the definition
- 1 = no idea about the definition

Take all the terms that scored a 9 or below and create your own glossary, with definitions and examples.

It will make your writing more sophisticated to use *quote* as a verb and **quotation** as a noun. For example, *He quoted [verb] Shakespeare every day.* And *The quotation [noun] he used to prove his point was very powerful.* Although *quote* is now often used as a noun, in most cases you would write *this quotation suggests* and not *this quote suggests*.

Don't just spot features in your writing. Instead weave the specialist terms into your argument. Focus on the **effects** of a feature, rather than just naming the feature. For example:

The writer uses a metaphor in the second stanza. ✗

The startling metaphor in the second stanza shocks the reader with its physical violence. ✓

NAIL IT!

Be aware of common mistakes. For example, some students make the mistake of calling a section in a poem a *paragraph* instead of a *stanza*.

NAILIT!

It is sometimes useful to think about the colon as the drum roll before the revealing of an idea.

How to use colons

There are three main reasons for using a **colon**.

1 To introduce an idea

- *Mary's life was full of dramatic events: at just six days old she became Queen of Scotland.*

2 To introduce a list

- *There are three main themes in 'The Merchant of Venice': mercy, idealism and prejudice.*

3 To introduce a quotation

- *The seven deadly sins are dealt with in the Bible, including the sin of envy: 'A sound heart is life to the body, but envy is rottenness to the bones.'*

NAILIT!

Don't confuse semi-colons and colons. Mixing up these two punctuation marks can change the whole meaning of a sentence. For example:

- *Ralph was terrified; Jack was out of control.*

This use of a semi-colon here suggests the two ideas are linked.

- *Ralph was terrified: Jack was out of control.*

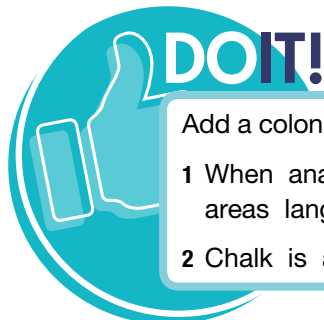
The use of a colon here shows that Ralph was terrified **because** Jack was out of control.

**CONTEXTUALISEIT!**

This extract uses a range of punctuation accurately and effectively. The use of the colon in the first sentence is effective. The student shows *consistent accuracy and effective control of meaning* (High performance).

Effective use of a colon to introduce a short list

Romeo can be described in two words: romantic and impetuous. Although he does have his faults, his passion makes him a very likeable character. The audience first meets Romeo after the street fighting in Act 1. At the start of the play he is presented as a lovesick character who laments his unrequited love for Rosaline.

**DOIT!**

Add a colon in the correct place to each of the following sentences:

- 1 When analysing poetry, it is important to focus on three main areas language, form and structure.
- 2 Chalk is a permeable rock it lets water through.

Grammar: History

PEEL paragraphs

To achieve the highest marks available for SPaG you must have *effective control of meaning in the context demands of the question*. This means that you need to be focused on the question and structure your answer well to make sure that your meaning is clear. In order to help with your structure and layout in the longer answers for GCSE history, it is important to have focused paragraphs. The SPaG marks will usually come in the questions with the highest marks and therefore the examiner will expect a longer piece of writing that is focused and includes historical detail.

PEEL stands for Point, Evidence, Explain, Link. This gives you a framework for each of your paragraphs.

- Point = what you are going to be discussing in the paragraph.
- Evidence = historical facts and detail that supports the point.
- Explain = why the facts agree or disagree with the point.
- Link = back to the question making a judgement on the question as a whole.



NAIL IT!

It may help you to write PEEL down the margin of the page when you are practising the longer answers to remind you when you start each paragraph and whether it is clear.



CONTEXTUALISE IT!

How significant was warfare between 1640 and 1660 for British society?

Warfare made a very significant impact on British society between 1640 and 1660. During this time Britain experienced a Civil War which led to huge numbers of men being involved in the fighting. Sometimes families were split because people picked a side. Around 200,000 people were killed during the Civil War, including women who followed the battles and were often involved in nursing the soldiers. This shows that the war was significant as so many people were involved. Britain's population at the time was small so the proportion who were killed would have had a huge impact on society. This makes the time between 1640 and 1660 very significant for British society as the war affected so many.

Focused start making clear use of the question

Interesting point but needs to have evidence to back this up

Clear judgement here linking to the question