

# Y11 Literature

## Your Guide to Success (Eduqas)



**This year, you will study the following, in this order:**

- 1) Analysing Shakespearean Drama (*Macbeth*)
- 2) Analysing Poetry Anthology (Eduqas Anthology: Remaining Poems)
- 3) Analysing Unseen Poetry (Range of Poems)
- 4) Tailored Revision of all GCSE topics (Past Papers)

**All units are based on sections of your GCSE Eduqas exams**

**All pieces are marked using GCSE Eduqas mark schemes**

### SPELLINGS:

<u>PLURALS:</u>	<u>SPELLING RULES</u>	<u>COMMON HOMOPHONES</u>
Add -s to the end of the word. e.g. <i>schools</i>	Most words double the final consonant when adding -ing or -er e.g. <i>dig – digging, big – bigger</i>	• Choose/chose
Add -es to the end of the word e.g. <i>churches</i>	Most words drop the final -e when adding -ing e.g. <i>have – having, give – giving, write – writing</i>	• Your/you're
If a word ends in a -y, replace the -y with -ies, e.g. <i>babies</i>	Most verbs change the final -y to -i when in the past tense e.g. <i>try – tried, cry – cried</i>	• Should, would, could HAVE (never OF)
Add nothing at all, e.g. <i>fish</i> , or change completely, e.g. <i>man/men</i>	The letter -i comes before -e, except after a -c. e.g. believe, field vs receive, deceive	• Whose/ who's
	The letter -q in a word is followed by a -u. e.g. <i>queen, quick, quietly.</i>	• Its / it's
		• There/their/they're
		• Where/were/we're
		• To/too/two

### PUNCTUATION:

<b>FULL STOPS</b>	Indicates that a sentence has finished. (.)
<b>CAPITAL LETTERS</b>	To start sentences. For names and proper nouns e.g. <i>Alleyne's Academy, Morrisons.</i>
<b>COMMAS</b>	Separates clauses in complex sentences. Goes between items in a list (including between adjectives e.g. <i>The calm, gentle breeze blew over the field.</i> )
<b>APOSTROPHES</b>	Shows words have been contracted e.g. <i>did+not = didn't, it+is = it's.</i> Shows possession e.g. <i>The school's canteen. Chris' shoes were new.</i>
<b>SPEECH MARKS</b>	Indicates direct speech e.g. <i>Chris shouted: "He's over here!" or "Take the letters to the office," Chris whispered.</i> (Other sentence punctuation goes inside speech marks.)
<b>COLON</b>	Introduces a list. Introduces direct speech. Introduces an independent clause for emphasis e.g. <i>He had to face facts: he had lost the match.</i>
<b>SEMI-COLON</b>	Separates two sentences that are related and of equal importance e.g. <i>Some people write on paper; others write on a laptop.</i> Separates longer parts in a list.

**NEXT STEPS: Complete tasks on SAM Learning to practise these skills.**