



ENGLISH DEPARTMENT
Meole Brace School

Supporting your child with English Language and English Literature at home.

NEW SPECIFICATIONS 8700/8702

Aims of this presentation:

- ▶ To ensure parents are familiar with the requirements of the new GCSEs
- ▶ To offer resources to support learning at home
- ▶ To explain the importance of understanding the examination questions

What's new with the GCSEs?

English GCSEs are based entirely on examinations. These make up 100 per cent of the qualifications. Previously, we have been in a position to complete between 40 and 60 per cent of the qualifications with controlled assessments (written tasks that are completed in lesson under examination conditions). For that reason, it is more important than ever that students understand the requirements of the questions.

English Language

- ▶ Two Papers
 - ▶ 50 per cent each
 - ▶ 25 per cent reading; 25 per cent writing
 - ▶ The questions are the same every year; the only thing that changes is the source material

Paper 1

GCSE ENGLISH LANGUAGE (8700)

Paper 1 Explorations in creative reading and writing

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** – printed within the question paper.

Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must not use a dictionary.

CAPTAIN CORELLI'S MANDOLIN

Megalo Velisarios, famous all over the islands of Ionia, garbed¹ as a pantomime Turk in pantaloons and curlicued slippers, self-proclaimed as the strongest man who had ever lived, his hair as prodigiously² long as that of a Nazarene³ or Samson⁴ himself, was hopping on one leg in time to the clapping of hands. His arms outstretched, he bore, seated upon each stupendous bicep, a full-grown man. One of them clung tightly to his body, and the other, more studied in the virile arts, smoked a cigarette with every semblance of calm. On Velisarios' head, for good measure, sat an anxious little girl of about six years who was complicating his manoeuvres by clamping her hands firmly across his eyes.

`Lemoni!' he roared. `Take your hands from my eyes and hold onto my hair, or I'll have to stop.'

10 Lemoni was too overwhelmed to move her hands, and Megalo Velisarios stopped. With one graceful movement like that of a swan when it comes in to land, he tossed both men to their feet, and then he lifted Lemoni from his head, flung her high into the air, caught her under her arms, kissed her dramatically upon the tip of her nose, and set her down. Lemoni rolled her eyes with relief and determinedly held out her hand; it was customary that Velisarios should reward his little victims with
15 sweets. Lemoni ate her prize in front of the whole crowd, intelligently prescient⁵ of the fact that her brother would take it from her if she tried to save it. The huge man patted her fondly upon the head, stroked her shining black hair, kissed her again, and then raised himself to his full height. `I will lift anything that it takes three men to lift,' he cried, and the villagers joined in with those words that they had heard so many times before, a chorus well-rehearsed. Velisarios may have been strong, but
20 he never varied his patter.



01

Read again the first part of the source, **lines 1 to 8**.

List four things from this part of the source about the strong man, Megalo Velisarios.

[4 marks]

A. _____

B. _____

C. _____

D. _____



CAPTAIN CORELLI'S MANDOLIN

5 Megalo Velisarios, famous all over the islands of Ionia, garbed¹ as a pantomime Turk in pantaloons and curlicued slippers, self-proclaimed as the strongest man who had ever lived, his hair as prodigiously² long as that of a Nazarene³ or Samson⁴ himself, was hopping on one leg in time to the clapping of hands. His arms outstretched, he bore, seated upon each stupendous bicep, a full-grown man. One of them clung tightly to his body, and the other, more studied in the virile arts, smoked a cigarette with every semblance of calm. On Velisarios' head, for good measure, sat an anxious little girl of about six years who was complicating his manoeuvres by clamping her hands firmly across his eyes.

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01

Read again the first part of the source, **lines 1 to 8**.

List four things from this part of the source about the strong man, Megalo Velisarios.

[4 marks]

A. He was famous all over the islands of Ionia.

B. He was a Turk.

C. He was the strongest man who had ever lived.

D. He smoked a cigarette.

'Lemoni!' he **roared**. 'Take your hands from my eyes and hold onto my hair, or I'll have to stop.'

Lemoni was too **overwhelmed** to move her hands, and Megalo Velisarios stopped. With one **graceful** movement like that of **a swan** when it comes in to land, he **tossed** both men to their feet, and then he lifted Lemoni from his head, **flung** her high into the air, caught her under her arms, kissed her **dramatically** upon the tip of her nose, and set her down. Lemoni rolled her eyes with relief and **determinedly** held out her hand; it was customary that Velisarios should reward his little victims with sweets. Lemoni ate her prize in front of the whole crowd, **intelligently prescient** of the fact that her brother would take it from her if she tried to save it. The huge man patted her fondly upon the head, stroked her shining black hair, kissed her again, and then raised himself to his full height.

How does the writer use language here to describe the character of Megalo Velisarios?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms

[8 marks]

Sequence through a passage

How are we guided through the passage? It will probably start with something worth mentioning – perhaps a description or some other action. That is intentional and you should be able to discuss how that adds to the overall structure. Also, when the focus changes, you will be able to discuss the structural effect. It is almost certain you'll be able to talk about the first thing that happens in the extract!

Movement from big to small – ideas or perspectives

Imagine that a camera is zooming in and out to the different descriptions within the text. You need to consider how and why this is effective and why the author has decided to employ this structural technique. Is it to allow different perspectives? Does the change help to convey how serious one particular thing is? Or is it something else? Every text is different!

Taking an outside to inward perspective, or vice versa

If you remember the “Jamaica Inn” text, it changed perspective from the outside to the inside of the carriage which helped to highlight the discomfort of the passengers and convey how chaotic the inside of the carriage was. It may also be discussing the perspective of the narrative. Does it suddenly give you the perspective of one of the characters after an omniscient narration? What is the effect?

Introductions and developments

Consider why one thing is introduced or developed. Why is it significant? How does it offer a narrative hook or build suspense?

Reiterations, Repetitions, threads, patterns or motifs

Do we keep revisiting one character? Does it show development in their mood or has the repetition or reiteration been employed for a different effect?

ips

marks]

04

Focus this part of your answer on the second part of the source, **from line 16 to 30**.

A student, having read this section of the text, said: 'The villagers are clearly entertained by the event. The writer really brings the scene to life for the reader.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the villagers
- evaluate how the writer brings the scene to life
- support your opinions with quotations from the text

[20 marks]

Question 4

This question is worth 20 marks! That means you should follow the advice on timing to the minute if you are to have enough time on this question. You will be asked to look at a particular section of the text. Remember to do as it says. The question will ask how far you agree with a particular claim. So for instance:

A student, having read this section of the text said: "The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them." To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text

The question is trying to see whether you can critically evaluate how successful the author has been in achieving his/her intended impact on the reader. You cannot simply say "I agree" or "I disagree". You need to explain how the writer has tried to achieve a particular goal and how successful they have been. This question is all about personal judgement. Things you can consider:

1. Is it successful in achieving its purpose? Inform, entertain etc.
2. Is the language used effective in achieving a particular goal? How? What inferences can you make?
3. Is the characterisation effective? How?

0 5

You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either:

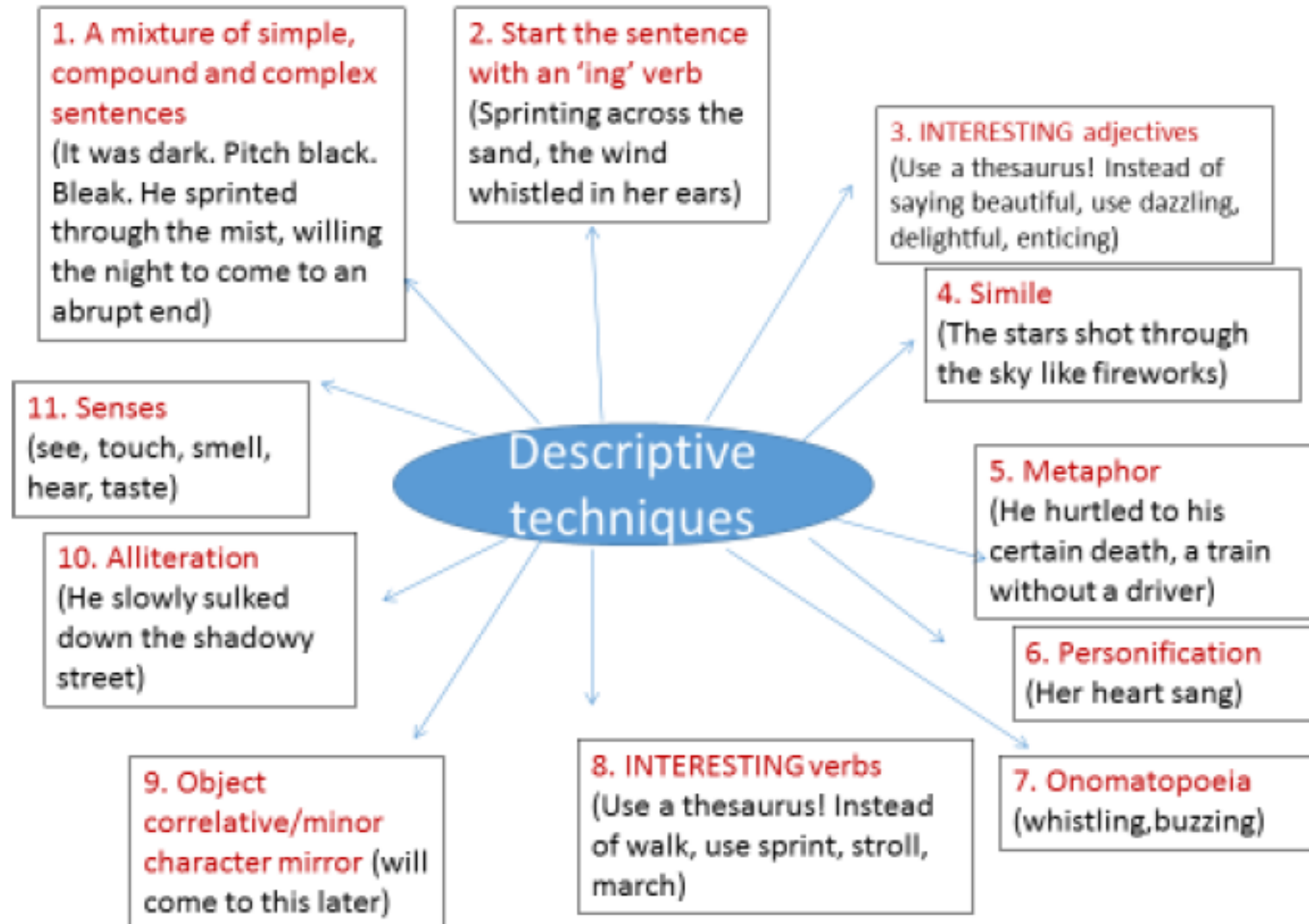
Write a description suggested by this picture:



Or:

Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)



ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Time: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** and **Source B** – provided as a separate insert

Instructions

- Answer **all** questions
- Use black ink or black ball-point pen
- Fill in the boxes on this page
- You must answer the questions in the spaces provided
- Do not write outside the box around each page or on blank pages
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided
- You must **not** use a dictionary

Information

- The marks for each question are shown in brackets
- The maximum mark of this paper is 80
- There are 40 marks for **Section A** and 40 marks for **Section B**
- You are reminded of the need for good English and clear presentation in your answers
- You will be assessed on the quality of your **reading** in **Section A**
- You will be assessed on the quality of your **writing** in **Section B**

01

Read again the first part of **Source A**, lines **1 to 18**

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements

- | | |
|---|--------------------------|
| A. Alain woke up late on the first morning | <input type="checkbox"/> |
| B. The place where Alain was staying had a veranda | <input type="checkbox"/> |
| C. There were fir trees on the beach | <input type="checkbox"/> |
| D. The floor of the sea was covered in pebbles | <input type="checkbox"/> |
| E. Alain found a deck chair at the sea's edge | <input type="checkbox"/> |
| F. To Alain, the sea sounded like a monster sipping water | <input type="checkbox"/> |
| G. The roofs of the hotel bungalows were made from raffia | <input type="checkbox"/> |
| H. Behind the bay were snow covered mountains | <input type="checkbox"/> |

02

You need to refer to **Source A** and **Source B** for this question:

The places which Alain de Botton and Mary Shelley visit are very different.

Use details from **both** sources to write a summary of the differences.

[8 marks]

Question 2

This eight mark question will require you to look at two sources. The question might ask you to look for either similarities or differences. You need to be very careful because it will tell you whether you are looking for similarities, differences or both (I think it's unlikely to be both). The important thing to remember for this question is that you show an understanding of both sources so you'll need to include your discourse markers:

ADDING - Additional supporting information to a claim	SEQUENCING - Showing the order of events or claims	ILLUSTRATING - Citing direct evidence or examples	CAUSE and EFFECT - Linking events together
And Also As well as Moreover Too Furthermore Additionally	First (ly), second (ly), third(ly) Finally Next Meanwhile Following Subsequently	For example Such as For instance In the case of As revealed by Illustrated by As shown by	Because So Therefore Thus Consequently Hence
COMPARING - Showing similarities	QUALIFYING - Limit, specify, or modify	CONTRASTING - Showing differences	EMPHASIZING - Draw attention to a main idea/claim/evidence
Similarly Likewise As with Like Equally In the same way	But However Although Unless Except Apart from	Whereas Instead Alternatively Unlike Otherwise On the other hand	Above all In particular Especially Significantly Indeed Notably

Remember, you are simply pulling content out of two texts and showing similarities or differences. You are not discussing anything to do with language at this point. If you accidentally talk about language, you will not be awarded the marks you require because this question is not about language techniques!

03

You now need to refer **only** to **Source B**, Shelley's letter about her time spent in Germany, from **line 1 to 14**.

How does Shelley use language to convey her enjoyment of her visit to the reader?

[12 marks]



Question 3

This question will focus your attention back to one source. You should look at the Paper 1 advice on language for this question.

An example of a question you might be asked is as follows:

How does Henry use language to try to influence his father? [12 marks]

04

For this question, you need to refer to the **whole of Source A** together with the **whole of Source B**.

Compare how the writers have conveyed their different experiences and views about travel.

In your answer, you could:

- compare their different views about travel
- compare the methods they use to convey those experiences and views
- support your ideas with quotations from both texts

[16 marks]

Jay Rayner uses humour to good effect in his article and uses it both in his attitudes to parenting, 'too busy killing things on Skype' – showing his warm, relaxed attitude to his son and in his attitudes to education. He refers to his own education using self-deprecating humour however, using the simile, 'like a line of Pac-Men doing a conga' to refer to his own grades.

This is in direct contrast to

MINI-REVISION TASK: WHAT DO YOU UNDERSTAND BY THE FOLLOWING METHODS?

- Empathy
- Formality
- Humour
- Irony
- Sarcasm

Section B

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

05

‘Travel has limited benefits. It is absolutely right that parents should not be allowed to take their children out of school during term time for holidays.’

Write an article for an educational website in which you argue for or against this statement.

(24 marks for content and organisation,
16 marks for technical accuracy)
[40 marks]

Question 5

As with Paper 1, Question 5, the reading sources act as potential support for students to write about their own viewpoint. There are two components to the task: a provocative statement followed by a requirement to write in a form, for an audience, and with a purpose. The nature of this form, audience and purpose will differ from that set on Paper 1 in order that students can show ability to write to a range of provided contexts. The important thing here is that you demonstrate you fully understand the purpose, audience and format!

Example: 'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement. (24 marks for content and organisation, 16 marks for technical accuracy)

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
What's assessed Section A: Reading <ul style="list-style-type: none">one literature fiction text Section B: Writing <ul style="list-style-type: none">descriptive or narrative writing		What's assessed Section A: Reading <ul style="list-style-type: none">one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none">writing to present a viewpoint		What's assessed (AO7 – AO9) <ul style="list-style-type: none">presentingresponding to questions and feedbackuse of standard English
Assessed <ul style="list-style-type: none">written exam: 1 hour 45 minutes80 marks50 % of GCSE		Assessed <ul style="list-style-type: none">written exam: 1 hour 45 minutes80 marks50 % of GCSE		Assessed <ul style="list-style-type: none">teacher set throughout coursemarked by teacherseparate endorsement (0 % weighting of GCSE)
Questions Reading (40 marks) (25 %) – one single text <ul style="list-style-type: none">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 %) <ul style="list-style-type: none">1 extended writing question (24 marks for content, 16 marks for technical accuracy)		Questions Reading (40 marks) (25 %) – two linked texts <ul style="list-style-type: none">1 short form question (1 x 4 marks)2 longer form questions (1 x 8, 1 x 12 marks)1 extended question (1 x 16 marks) Writing (40 marks) (25 %) <ul style="list-style-type: none">1 extended writing question (24 marks for content, 16 marks for technical accuracy)		



Question	AOs	Suggested Timing
Paper 1: Reading the extract	Reading and planning for questions	15 minutes
Paper 1 Q1	AO1	5 minutes
Paper 1 Q2	AO2: Language	10 minutes
Paper 1 Q3	AO2: Structure	10 minutes
Paper 1 Q4	AO4	20 minutes
Paper 1 Q5	Writing to describe/narrate (AO5 and AO6)	45 minutes in total (e.g. 5 minutes planning + 35 minutes writing + 5 minutes checking/editing.)
Question	AOs	Suggested Timing
Paper 2: Reading the two extracts	Reading and planning for the questions	15 minutes
Paper 2 Q1	AO1	5 minutes
Paper 2 Q2	AO1: Synthesis	8 minutes
Paper 2 Q3	AO2	12 minutes
Paper 2 Q4	AO3	20 minutes in total (e.g. 5 minutes planning + 15 minutes writing up.)
Paper 2 Q5	Writing to present a point of view (AO5 and AO6)	45 minutes in total (e.g. 5 minutes planning + 35 minutes writing + 5 minutes checking/editing.)

ENGLISH LANGUAGE AOs SYMMETRY GRID

Paper 1	<div>Q1</div> <div>AO1</div> <div>List 4 things... Identify explicit information Identify explicit ideas</div> <div>4 marks</div>	<div>Q2</div> <div>AO2</div> <div>How does the writer's use of language... Explain, comment on, analyse</div> <div>8 marks</div>	<div>Q3</div> <div>AO2</div> <div>How does the writer structure... Explain, comment on, analyse</div> <div>8 marks</div>	<div>Q4</div> <div>AO4</div> <div>To what extent do you agree? Evaluate texts critically</div> <div>20 marks</div>	<div>Q5: Writing</div> <div>AO5/AO6</div> <div>Descriptive or narrative writing<ul style="list-style-type: none">Communicate clearlyOrganise informationUse a range of vocab and sentencesAccurate spelling and punctuation</div> <div>40 marks</div>
Paper 2	<div>AO1</div> <div>True/false statements... Identify and interpret explicit and implicit information and ideas</div> <div>4 marks</div>	<div>AO1</div> <div>Write a summary... Synthesis of explicit and implicit ideas and information</div> <div>8 marks</div>	<div>AO2</div> <div>How does the writer's use of language... Explain, comment on, analyse</div> <div>12 marks</div>	<div>AO3</div> <div>How the writers present... Compare writers' ideas and perspectives, and how they are conveyed</div> <div>16 marks</div>	<div>AO5/AO6</div> <div>Students write about their own views As above</div> <div>40 marks</div>
Assessment journey: Two equal demand papers which balance progression through the papers.	Reading AO1: P1 Q1 begins with explicit retrieval. This is mirrored in P2 Q1 through true/false statements and culminates in a summary task of both implicit and explicit reference as a pointer to P2 Q4.		Reading AO2: P1 Q2 provides a specific example for analysis. P2 Q3 requires students to select examples of their own.	Reading AO4/3: Evaluation of a section of text on P1 Q4 leads to comparison of two whole texts in P2 Q4.	Writing AO5/6: P1 reading source acts as stimulus for descriptive, and or narrative writing. P2 reading sources support students to write their own views.

Question 1 (4 marks)

- Look at the parts of the text it tells you to
- Make sure that you are answering exactly what it asks. For instance, if it says “List four things about the weather in Cornwall”, you need to discuss the weather and nothing else
- A good test is to create a sentence based on the question. So, for instance: The weather in Cornwall had changed overnight. If it doesn't fit into that phrasing, it is wrong
- Don't write down two things that are similar.

Question 2 (8 marks)

- Look at the part of the text it tells you to
- Use the bullet points as a guide. They will explain exactly what the question is looking for. For instance:
 - Words and phrases
 - Language features and techniques
 - Sentence forms
- You must have a really clear topic sentence. The question will ask you something specific, like: “How does the writer describe the effects of the weather?” – Each of your topic sentences needs to answer that question. Without a topic sentence, you are not answering the question. Here are some useful sentence starters:
 - The writer uses _____ sentences in order to create an atmosphere of _____
 - The author employs the use of vivid imagery in order to _____
 - The author uses imperative verbs to _____
 - The use of the (INSERT POETIC TECHNIQUE HERE) creates the impression that _____
 - The writer juxtaposes _____
 - The use of binary opposition _____
 - By using binary opposition, the author juxtaposes the relatively small control man has over the incredible power of nature
- You must discuss the effects of language (for instance, the effect of the weather if that's what you're being asked to write about).

Question 3 (8 marks)

- You are asked to look at the whole of the source
- Use the bullet points as a guide. They tell you exactly what the question is looking for. For instance:
 - What the writer focuses your attention on at the beginning
 - How and why the writer changes this focus as the extract develops
 - Any other structural features that interest you
- You are not being asked to discuss language here. That was made very clear. Language is assessed in the previous question.

Question 3 is about structure! You could discuss:

- Sequence through a passage
- Movement from big to small – ideas or perspectives
- Taking an outside to inward perspective, or vice versa
- Introductions and developments
- Repetitions, reiterations, patterns or motifs
- Summaries and conclusions
- Shifts of focus
- Narrative perspective
- Connections and links across paragraphs
- Internal cohesion and topic sentences.

Banned phrases or responses in Paper 1:

- It makes me want to read on
- It is effective (with no explanation)
- It jumps out
- It is a good technique
- The word "... " (rather than verb, for instance)
- Topic Sentence/Evidence without Analysis
- One paragraph responses

Question 4 (20 marks)

- Look at the part of the text it tells you to
- Use the bullet points as a guide. They will explain exactly what the question is looking for. For instance:
 - Your own impressions of the characters
 - How the writer has created these impressions
 - Support your opinions with evidence from the text
- You need to focus on the writer's intended impact
- You need to assess how successful the writer is in their description and characterisation
- Don't disagree with the questions with comments like: "I don't think the writer has been successful" – that doesn't mean anything. Show your opinion through engaging with the text!

Question 1 (4 marks)

- This question will simply require that you tick four correct statements
- Get it right the first time. If you mark more than four correct answers, you will only be marked for the first four boxes.

Question 2 (8 marks)

- You are being marked on both sources here so make sure you discuss both using discourse markers (similarly, in contrast etc)
- This question is not a language question so don't feel tempted to discuss language at all
- The question wants you to demonstrate you can pick out how the texts are different but you are only supposed to focus on the content. That means:
 - Don't say anything about the language
 - Clearly highlight the similarities and/or differences (read specifically what it asks you to do)
 - Ensure you synthesise (read between the lines to draw out information) rather than simply narrating what is happening

Question 3 (12 marks)

- This is the first language question in the entire paper
- The examiner wants to see that you can use "subject-specific" terminology so make sure you know your language features/techniques
- Remember, this is purely language features – things like irony, sarcasm, formality etc. will be considered "methods" and that comes in question 4
- Acronyms like "AFOREST" will only help you if you are able to discuss the effect of the language. There is little point in simply feature spotting
 - Example: Henry uses direct address to his father which suggests familiarity, "you will not let ...", 'you will let me come home' and shows how his future is in the hands of his father, but this is also contrasted with a much more distant and formal mode of address, 'my dear Father'. This noun phrase is repeated in a number of places as an emotional tool to try and reinforce that his father is 'dear' to him – though the distance and time lapse of them being together suggests to the reader this may not be so – and is a deliberate choice by Henry to appeal to his father.
- Look at the language technique advice from Paper 1, Question 2.

Question 4 (16 marks)

- Use the bullet points as a guide (but don't use sub-headings)
- This question will ask you about attitudes among other things. That simply means 'what is their view on something' and how can you evidence that?
- For this question, it is crucial that you understand exactly what is meant by 'methods' – it means 'how does the writer present their attitude?'
 - Methods might be any of the following:
 - Empathy, formality of the piece, humour, irony etc – you need to explain how those things help to convey the writers' attitudes
- You must discuss both texts
- You must use evidence from both texts.

Banned phrases or responses in Paper 2:

- It makes me want to read on
- It is effective (with no explanation)
- It jumps out
- It is a good technique
- The word "... " (rather than verb, for instance)
- Topic Sentence/Evidence without Analysis
- One paragraph responses

Question	AOs	Suggested Timing
Paper 1: Reading the extract	Reading and planning for questions	15 minutes
Paper 1 Q1	AO1	5 minutes
Paper 1 Q2	AO2: Language	10 minutes
Paper 1 Q3	AO2: Structure	10 minutes
Paper 1 Q4	AO4	20 minutes
Paper 1 Q5	Writing to describe/narrate (AO5 and AO6)	45 minutes in total (e.g. 5 minutes planning + 35 minutes writing + 5 minutes checking/editing.)
Question	AOs	Suggested Timing
Paper 2: Reading the two extracts	Reading and planning for the questions	15 minutes
Paper 2 Q1	AO1	5 minutes
Paper 2 Q2	AO1: Synthesis	8 minutes
Paper 2 Q3	AO2	12 minutes
Paper 2 Q4	AO3	20 minutes in total (e.g. 5 minutes planning + 15 minutes writing up.)
Paper 2 Q5	Writing to present a point of view (AO5 and AO6)	45 minutes in total (e.g. 5 minutes planning + 35 minutes writing + 5 minutes checking/editing.)

How can you help?

- ▶ You can help by understanding the same content as your child. There is no denying that the exams are difficult. They are more difficult than ever before! They require students to be reflective, analytical and critical of a variety of 19th, 20th and 21st century texts. That is no mean feat!

Paper 1

Question 1

This question is supposed to make you feel calm and confident about the exam. It will ask you about the start of the text (for instance, it might specify the first seven lines) and ask you to retrieve information. The question is worth four marks and the exam board makes it clear that there will always be more than four pieces of information within the lines it specifies. For that reason, make sure you don't write down two points that are similar if there are entirely distinct points to use!

EXAM HINT: THE QUESTION WILL ASK YOU SOMETHING SPECIFIC. FOR INSTANCE: LIST FOUR THINGS THAT YOU LEARN ABOUT THE WEATHER. A REALLY HELPFUL TIP IS TO USE THAT PHRASING WHEN YOU ARE CONSIDERING WHETHER A POINT IS CORRECT. SO, WHEN YOU RESPOND, IN YOUR MIND, YOU SHOULD BE SAYING "I LEARN _____ ABOUT THE WEATHER" OR "I LEARN THAT THE WEATHER IS _____". IF THAT MAKES SENSE, THEN IT IS PROBABLY CORRECT.

You can quote directly from the source, paraphrase or use a mixture of both when answering question one so don't worry about using too many quotes if you don't want to.

Question 2

This question is worth twice the marks of the previous question. 8 marks, rather than 4. Again, you will be asked to concentrate on a particular part of the text and the examiner will have made sure that there is plenty to say about language!

MINI-REVISION TASK – BEFORE CONTINUING WITH THE READING. TAKE FIVE MINUTES AND JOT DOWN EVERY LANGUAGE TECHNIQUE YOU KNOW. THEN, EXPLAIN SOME OF THE THINGS THAT EACH TECHNIQUE IS SOMETIMES USED FOR.

This question will give you bullet points that are intended to work as scaffolding for your response. The purpose of this question is to allow you to show off your knowledge of language techniques. There isn't really an exhaustive list of terms that you should be looking at. The extract could include anything at all. The important thing is that you link to the question and ensure you are answering the specific question you are being asked, explaining how language techniques work in that particular extract.

Some language techniques/features you might want to look for are: **binary opposition, hyperbole, conditional tense, direct address, emotive language, statistics, triplication, imperative/modal verbs, adverbial phrases, noun phrases, sentence constructions, vivid imagery or a range of poetic techniques or idioms.** But remember – this is not an exhaustive list! Some students simply find a feature like statistics and will write a topic sentence such as: "The writer uses statistics." However, there may be absolutely nothing to say about that. You need to consider the effect of language in the particular source you have been asked to look at.

Here is an example of a student doing a great job of discussing language (this is only a short extract – not the full answer).



English Literature:

- ▶ A different qualification to the English Language qualification
- ▶ Assessed again by 100 per cent examination. There is no controlled assessment for this qualification

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare](#)
- [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.

Macbeth/ or Romeo and Juliet

Jekyll and Hyde



Paper 2: Modern texts and poetry

What's assessed

- [Modern texts](#)
- [Poetry](#)
- [Unseen poetry](#)

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

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

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

An Inspector Calls

Anthology Poems

Unseen Poetry - Seen for the first time in the exam.



Jekyll and Hyde

Macbeth or Romeo and
Juliet

These texts are not about plot; the poems are not about simple themes. They are complex. They are about social divide, capitalism, exploitation, pride, ambition and so on...

All students have (or should have) an annotated copy of each of these texts (apart from the unseen poems, obviously). They need to be reading these every night.

An Inspector Calls

Anthology Poems

Unseen Poetry- Seen for
the first time in the exam.

What might your support look like?

- ▶ The best case scenario is that you learn the Language content and the Literature texts and have meaningful discussion about it with your child
- ▶ You might ask your child to 'teach' you the content. Verbalising it will help reinforce the content for them and you!
- ▶ You might look on the exam board website and download specimen papers
- ▶ Ensure your child reads the literature texts every single night during the week. That might sound like a lot, but that really is the norm and expectation. Over the course, students should be regularly re-reading the exam texts.
- ▶ Quiz your child, listen to the unabridged audiobooks, annotate the texts with them, ask them about meanings of words and phrases, ask them their opinion on certain non-fiction texts, ensure they are reading and commenting on a vast array of media

What support do students get from the English Department?

- ▶ Students will be issued with revision materials ahead of each Mock exam period and will be guided as to how they can be fully prepared for each exam. They will be required to hand their revision in to their class teacher and this will be graded as either 'Outstanding', 'Good', 'Needs Improvement' or 'Concern'.
- ▶ Students who need further support with revision will be invited to extra sessions in school so that they can access help with this.
- ▶ Study workshops will run ahead of the year 10 Mock exams and then **every week on a Wednesday** following the October ½ term of year 11.
- ▶ Some students will be offered further 'support' or 'stretch' sessions in the form of 'Morning Masterclasses'.