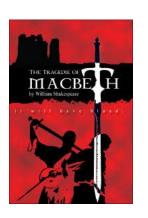
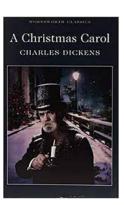
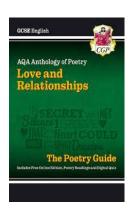


# Year 11 Raising Achievement Evening

# English Language and Literature

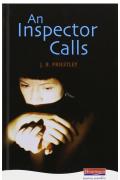








or



# Succeeding in English = organised revision





# Structure of the GCSEs Grades 1-9

- 2 separate GCSEs
- Language has 2 papers
- Literature has 2 papers





One extract usually a page long – C20th fiction

1 hour 45 minutes

80 marks - 50% of the qualification

Students answer 4 reading questions before completing a creative writing task.

Section A Q1-4 40 marks 1 hour

Section B Q5 40 marks 45 minutes

Depression, the story follows Tom Joad and his family: farmers who were forced out of their farm in Oklahoma to search for jobs in California. In this extract, a truck driver has stopped in a café. Outside is Tom Joad, who goes to wait by the driver's truck. He is

- A HUGE RED TRANSPORT truck stood in front of the little roadside restaurant. Th vertical exhaust pipe muttered softly, and an almost invisible haze of steel-blue
- smoke hovered over its end. It was a new truck, shining red, and in twelve-inch letters on its sides OKLAHOMA CITY TRANSPORT COMPANY. Its double tires were new, and a brass padlock stood straight out from the hasp on the big black doors. Inside the screened restaurant a radio played, quiet dance music turned low the way it is when no one is listening. A small outlet fan turned silently in its circula hole over the entrance, and flies buzzed excitedly about the doors and windows,
- butting the screens. Inside, one man, the truck driver, sat on a stool and rested his elbows on the counter and looked over his coffee at the lean and lonely waitress. He talked the smart listless language of the roadsides to her. "I seen him about three months ago. He had a operation. Cut somepin out. I forget what." And she—"Doesn't seem no longer than a week I seen him myself. Looked fine then. He's a nice sort of a guy when he ain't stinko." Now and then the flies roared softly at the screen door
- The coffee machine spurted steam, and the waitress, without looking, reached behind her and shut it off.
- Outside, a man walking along the edge of the highway crossed over and approache the truck. He walked slowly to the front of it, put his hand on the shiny fender, and looked at the No Riders sticker on the windshield. For a moment he was about to walk on down the road, but instead he sat on the running board on the side away from the restaurant. He was not over thirty. His eyes were very dark brown and there was a hint of brown pigment in his eyeballs. His cheek bones were high and wide, and strong deep lines cut down his cheeks, in curves beside his mouth. His upper lip was long, and since his teeth protruded, the lips stretched to cover them, for this
- man kept his lips closed. His hands were hard, with broad fingers and nails as thick and ridged as little clam shells. The space between thumb and forefinger and the hams of his hands were shiny with callus1.
- The man's clothes were new -- all of them, cheap and new. His grey cap was so new that the visor was still stiff and the button still on, not shapeless and bulged as it would be when it had served for a while all the various purposes of a cap — carrying sack, towel, handkerchief. His suit was of cheap grey hardcloth and so new that
- there were creases in the trousers. His blue chambray shirt was stiff and smooth with filler. The coat was too big, the trousers too short, for he was a tall man. The coat

This is the exam where readers of books have the edge - make reading part of your revision relaxation.





### Section A 40 marks 1 hour

### **Questions focus primarily on:**

- ✓ Q1: Extracting explicit information and ideas 4 marks 5 minutes
- ✓ Q2: Language analysis need to analyse the effects of the writer's choice of language. Make points and explore them using good quotations and sophisticated use of subject terminology. The language features they pick out could include things like: metaphors, similes, alliteration, onomatopoeia, personification, sentence forms and the use of specific types of words or phrases.(What has the writer included? Why? How does it affect the reader?) 8 marks 10 minutes
- ✓ Q3: Structure Analysis How and why does the writer change focus? How does the writer change the atmosphere, perspective, setting etc to create an impact on the reader? 8 marks 10 minutes
- Q4: Personal response to the text, evaluating an opinion given about the text. 20 marks 25 minutes

10 minutes reading time





### Section B 40 marks 45 minutes

Question 5 gives a choices of 2 writing tasks - most likely a description or a narrative. (But it could be two narratives or two description choices)

✓ Need to plan - the plan should include ideas they are going to write about, English language techniques and punctuation types they are going to include

### Other tips:

- Use all five senses sensory language
- ✓ Vary sentence structures
- ✓ Move from a general detail and zoom right into the object
- ✓ Start wide descriptively, and slowly move into the scene
- ✓ Show not Tell
- ✓ Use carefully chosen verbs think carefully about the nuance of it, does it fit the emotion?
- ✓ Refer to the consequence of the action, not the action itself…e.g "The curtains billowed wildly in the open window." INSTEAD OF "It was windy."



### Two extracts, both usually a page long – C20th/21st non-fiction and C19th non-fiction

1 hour 45 minutes

80 marks - 50% of the qualification

English Language paper 2 explores non-fiction writers' viewpoints and perspectives.

**Section A** consists of 4 questions, that require analysis of two linked sources across different time periods and genres.

**Section B** consists of a single big question where the student needs to write their own text for a specified audience, purpose and form. They will need to provide their own perspective on a task related to the theme that was introduced in section A.

Section A Q1-4 40 marks 1 hour

Section B Q5 40 marks 45 minutes



The Little Watercress Girl – by Henry Maybew - 19th Century extract detailing the life of an impoverished young girl.

- The little watercress girl who gave me the following statement, although only eigh
- There was something cruelly pathetic in hearing this infant, so young that her Force was somening cruery planetes in norting into maint, so young rata neer features had scarcely formed themselves, talking of the bitterest struggles of life, with the calm earnestness of one who had endured them all. I did not know how to talk with her. At first I treated her as a child, speaking on childish subjects, so that I might, by being familiar with her, remove all shyness, and get her to narrate her life
- I asked her about her toys and her games with her companions; but the look of annacement that answered me soon pat an end to say attempt as fun on my part. I that the look of the same of
- it was at Farringdon-market or at Clerkenwell, where she lived. Her little face, pale is west an earninguous-marker of a development, sweet as need, rise under stee, pair and thin with privation, was wrinkled where the dimples ought to have been, and she would sigh frequently. When some hot dinner was offered to her, she would not touch it, because, if she eat too much, "it made her sick," she said; "and she wasn't used to ment, only on a Sunday."

The poor child, although the weather was severe, was dressed in a thin cotton gown, with a threadbare shawl wrapped round her shoulders.

She were no covering to her head, and the long rusty hair stood out in all direction. When she walked she shuffled along, for fear that the large carpet slippers that served her for shoes should slip off her feet.

bout the streets with water-creases, crying, 'Four bunches a penny, water-s.' I am just eight years old--that's all, and I've a bir sister, and a brother and a

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followed supported the thought it was banded out of this published and world beginned and is half evenue body. "It's loss long," he used, "I won't be able to get a grip on it."

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- redigencely improvement or even field
- estantes o menos o interespo ortantespo. Ortano: a billical Pipert sent ente Settan, he selo, man he sell tran he exemple sant des laps, el la bas scott. Flavoy or thiswing knowings of swine before this case place carrier being make a dang legicals of semiling contribute



Section A 40 marks 1 hour

Two extracts on a similar topic/theme.

**Questions focus primarily on:** 

✓ Q1: The focus will be on a small part of source A and the students are asked to select four true statements from a selection of eight.

4 marks 5 minutes

✓ Q2: Students are asked to write a summary of the differences or similarities between something/ someone in source A and something/ someone in source B. **No language analysis.** Identify 3-4 differences or similarities (focused on what is in the specific question), summarise each of the differences in turn, with quotations, and explore perceptive inferences from both texts. To get top marks you need to examine what the writers imply about the issue. 8 marks 10 minutes



### Section A 40 marks 1 hour

Two extracts on a similar topic/theme.

Questions focus primarily on:

- ✓ Q3: Language Analysis need to analyse the effects of the writer's choice of language. Make around four points and explore them using good quotations and sophisticated use of subject terminology. The language features they pick out could include things like: metaphors, similes, alliteration, onomatopoeia, personification, sentence forms and the use of specific types of words or phrases. 12 marks 13minutes
- ✓ Q4: The question will always ask the students to "compare how the writers convey their different perspectives/attitudes about..." something specific to the sources. They need to perceptively compare their different perspectives or attitudes, and most importantly, compare the methods the writers use to convey their different perspectives or attitudes. They can analyse any methods, including both language and structure. 16marks 18 minutes

15 minutes reading time





### Section B 40 marks 45 minutes

**Question 5** provides an opportunity to show the examiner how they can write effectively to explain their point of view on a specific issue. There will be a statement on an issue related to those discussed in section A. The task will be to write in a specific form, for a specific audience, to present their point of view on the issue. They might be asked to write a newspaper article, letter or speech, amongst other forms. The marks are allocated specifically, with **24 marks available for content and organisation and 16 marks for technical accuracy** (spelling, punctuation and grammar).

- ✓ Things to remember for this question:
- ✓ match style of writing to the purpose and audience of the task;
- ✓ plan your answer first;
- ✓ leave the full 45 minutes to complete the task fully
- ✓ use ambitious vocabulary, language and structural features to present viewpoint



# So what can you do at home?

There is no excuse for not revising for the Language exam. Students often say they can't revise for English language but they can.

Literally anything that is aimed at older students or adults, can be a revision resource: *Newspapers, random pages of novels, letters* etc...

Read the text and pick out 4 pieces of information.

#### Or

Ask yourself, "How has the writer used language/structure to make the reader interested and engaged?"

#### Or

Use a picture as a stimulus for a descriptive or narrative piece lasting 45 mins



## **Revision Help**

Use the booklets from school and redo the papers.

SNAP Revision books by Collins Education are cheap, cheerful and do the job well. Especially the language ones.

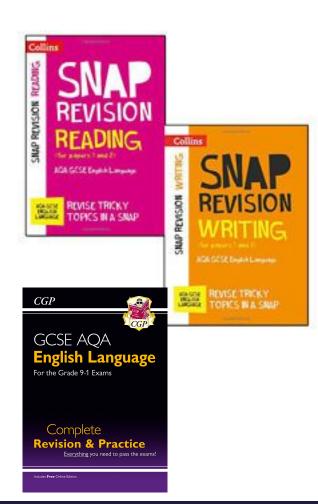
CGP also do a detailed guide

Online Help:

GCSE English Language - AQA - BBC Bitesize

Mr. Bruff revision videos:

https://www.youtube.com/user/mrbruff/search?query=Langauge







# GCSE English Literature - 160 marks

**Two Papers** 

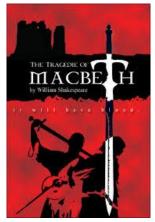
□ Paper 1 64 marks 1 hour 45 minutes

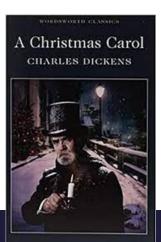
**Section A: Macbeth** 

Compulsory question, using extract and knowledge of play. 34 marks (4 of these are for SPAG)

**Section B: A Christmas Carol** 

Compulsory question using extract and knowledge of novel. 30 marks (SPAG not tested)









## GCSE English Literature - 160 marks

### **Two Papers**

Paper 2 96 marks 2 hours 15 minutes
Section A: Inspector Calls/Lord of the Flies
One question from choice of 2 (no extract)
34 marks (4 SPAG)

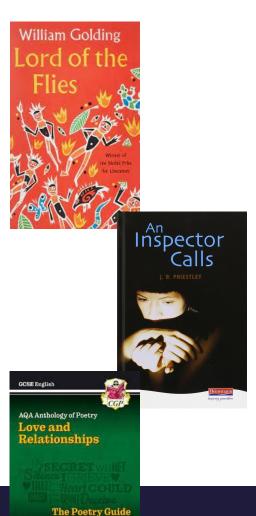
### **Section B:**

Compare printed poem with one you remember 30 marks (no SPAG)

#### **Section C**

Part 1: unseen poem essay 24 marks + 4 marks

Part 2: unseen poetry comparison 8 marks







# Key issues and some solutions

□ Students not knowing/remembering the WHOLE texts well enough

Re-reading is key. Read and read again. Films can help but be wary with changes.

Quotation learning

Key quotations all around the house. Bedroom, fridge door and toilet are prime locations. Look, cover, check – classic spelling test.

☐ Not transferring the analytical writing skills from the language paper

Reassuring yourself. You can and have already done it before.

■ Not enough fluidity in linking context to analysis

Know the contextual information well. Don't include it all at the end of a paragraph as a bolt on. Being aware that you should be answering the exam question not simply 'dumping' all you can remember on the page.

☐ Shakespearean language (Macbeth)

Remember it is meant to be performed. Most of the issues, conversations he writes about could be happening today! Focus on what you do understand and read around it - knowing the plot well will help.



# **Revision Help**

Use the booklets from school - answer exam questions.

**SNAP** Revision books by Collins

CGP also do a detailed guide

**Lightbulb** revision guides offer detailed essay style analysis

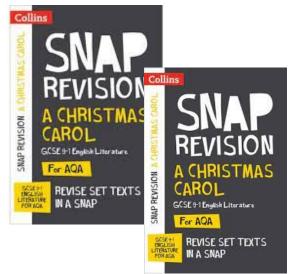
### Online Help:

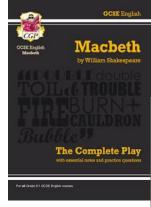
BBC Bitesize for all the literature texts

<u>Lord of the Flies - GCSE English Literature Revision - AQA - BBC Bitesize</u>

Mr. Bruff revision videos:

https://www.youtube.com/user/mrbruff/search?query=Macbeth











# **Concluding thoughts**

### Parents please:

- Encourage your child to be revising. Help them to create a revision timetable. If they are a worrier, then make sure they are taking breaks in between revising.
- 2) Help to set up systems whereby revision is possible e.g. quotations around the house, pop quizzes each morning, seeing performances (live/cinema), online or book study guides
- 3) Help them to improve any perceived weaknesses eg punctuation help with proofreading.
- 4) Encourage attendance at any offered revision sessions use session 6