



# Raising Achievement Evening

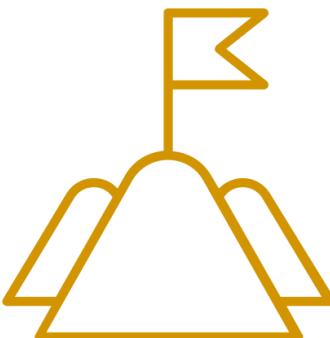
English



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Creating the Vision

Creating a climate for great learning, success and opportunity



Creating a climate for great learning, success and opportunity



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# GCSE English Language GCSE English Literature

All students are following a course which will give them two outcomes in English:

**Grades 1-9**

**Two Outcomes = Four Exams**

**Creating a climate for great learning, success and opportunity**



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Myth-Busting!

You can't revise for English: especially English Language. It's unseen.  
I'm just going to wing it.



I'm never going to know it. I can't remember anything no matter how many times I've learned it.



I'm really tired, there's too much to do. I wish I had put the effort in earlier.



**Creating a climate for great learning, success and opportunity**



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# English Literature

## Topics and Texts

Macbeth

Jekyll and Hyde

An Inspector Calls

Unseen Poetry

15 poems from the AQA anthology

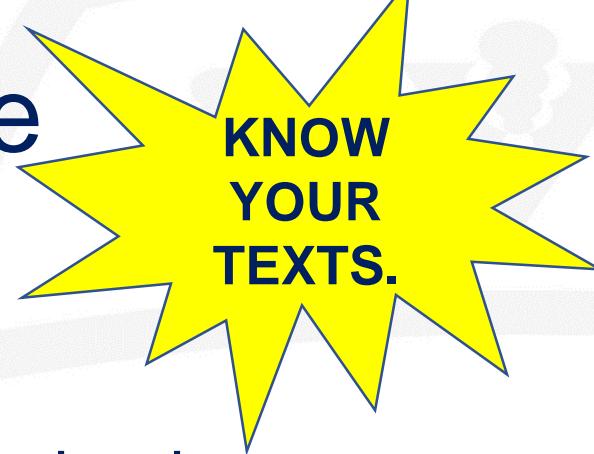
All exams are 'closed book'. Although for some of your texts, you will be given extracts to use as a springboard BUT you are expected to know all your texts really well.

**Creating a climate for great learning, success and opportunity**



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# How to prepare for your Literature exams... Start now!



Page 3 of your booklet: The Content.

Page 4: Top tips on how to revise for each section. Now is the time to solidify your **BASIC** Knowledge about your texts and learn some quotations.

The most important thing: **KNOW YOUR TEXTS.**

Have your own copies of the texts: Parent Pay. Recommended revision guides in this booklet.

**Read** them at home, **re-read** them and then **re-read** them again.

Watch the film versions available (but be clear about the differences): this will help you become more familiar with the language and structure.

**Creating a climate for great learning, success and opportunity**



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Challenges for Young People: English Language

In both **English Language** papers, you have to hone your skills to be able to understand and explore 'unseen' texts.

The texts will be taken from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries.

This means that you will be challenged by:

Unusual vocabulary

A variety of sentence structures

Unfamiliar topics



CREATING A CLIMATE FOR GREAT LEARNING  
SUCCESS AND OPPORTUNITY

# English Language

## Paper 1: Explorations in Creative Reading and Writing

### What's assessed

#### Section A: Reading

one literature fiction text

#### Section B: Writing

descriptive or narrative writing

### How it's assessed

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

### Questions

#### Reading (40 marks) (25%) – one single text

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%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## Paper 2: Writers' Viewpoints and Perspectives

### What's assessed

#### Section A: Reading

one non-fiction text and one literary non-fiction text

#### Section B: Writing

writing to present a viewpoint

### How it's assessed

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

### Questions

#### Reading (40 marks) (25%) – two linked texts

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%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# How to Prepare: page 6-12



## Back to Basics:

**Reading for Meaning.** Choose the opening of any novel or any non-fiction text. Give each paragraph a title that sums up what the paragraph is about. This helps to you look at the structure of texts: what information are you given and in what order?

**Vocab Buster.** Sometimes vocabulary can be a barrier to your understanding. Take any extract and highlight or underline any words you don't understand or find difficult. Try to work out the meanings from their position in the sentence, or use a dictionary to help you. Extend and embed your understanding by re-writing them into a sentence of your own.

**Who? What? Where? When?** Use the framework in this booklet to read the texts for meaning. Complete the annotation booklets and discuss your ideas about the text with your friends or at home. Remember that the MOST important thing is that you **understand meaning!** You are looking for slightly different information for fiction and non-fiction so use the examples below to help you. The more you read now, the easier it will be and the better that you will be!



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# The Writing's on the Wall

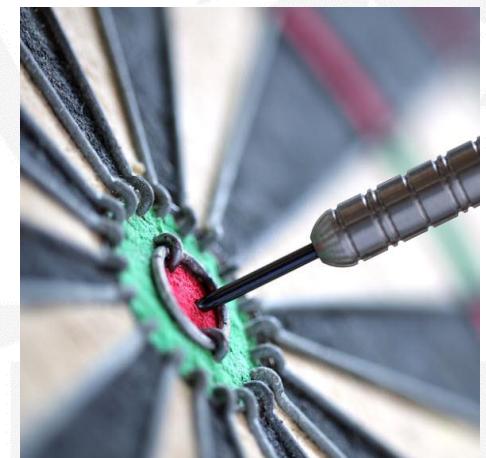
In English Language, writing is worth 50% of the marks.

24 marks for content and structure. **16 marks for spelling, punctuation and grammar**

(one writing question in each paper)

Paper 1: Describe/Narrate

Paper 2: Argue/Persuade



**Creating a climate for great learning, success and opportunity**



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# How to get those crucial marks in writing? Every time?



Techniques (different ones for fiction and non-fiction)

Vocabulary (unusual, varied)

Connections (between paragraphs, ideas and sentences.  
PLANNING!)

Openers (of paragraphs and of sentences. )

Punctuation ( ; : ? ( ) ' )

Sentence structure (variety: long and short sentences, embedded clauses, structure for effect)



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Check it Out

I am in  
your  
planner!

**STOP, LOOK, LITERACY CHECK**

After each piece of work you write, re-read and improve before you hand it in for marking.

**Spellings**

- Pay close attention to unfamiliar, complex words - check page 120 of the planner.

**Punctuation marks**

- Full stops, apostrophes, question marks, capital letters, check page 128 of the planner.

**Homophones**

- Check words like 'their/there/they're'; 'broke/break'; 'meat/meat'; 'where/were/we're'.

**Sentences**

- Do they make perfect sense, have you expressed yourself clearly without muddling up tenses or missing key words?

**Paragraphing**

- Have you used the TIPTOP rule – choosing paragraphs when you change time.

After every piece of writing (not just in English), make sure you are checking your SPAG.

Use a dictionary to check spellings.

Use a thesaurus to find out and use alternative words.

Experiment with different sentence structures: read books and pick out long and short ones, semi-colons and colons.

Make every effort to use basic punctuation: full stops and commas. Without it, your writing will **not** achieve Grade 4.

**DIRT** your work with your teacher's help!



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# But, what do YOU think?

