

Y11 ENGLISH

EXAMS

**ALL EXAMINED – NO
COURSEWORK!**

When are they?

- **English Language**
- **Paper 1: : 4th June 2019 am**
- (Explorations in Creative Reading and Writing 1 h 45 m)
- **Paper 2: 7th June 2019 am**
- (Viewpoints and Perspectives 1h 45m)

- **English Literature 8702**
- **Paper 1: 15th May 2019 pm**
- (Shakespeare and the 19th century novel 1h 45m)
- **Paper 2: 23rd 2019 am**
- ((Modern texts - Inspector Calls/Animal Farm and Poetry 'Love and Relationships'- Anthology AND Unseen 2h 15m)

Paper 1: Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
What is assessed?	What is assessed?	What is assessed?
<p>Section A: Reading: (40 marks) (25%)– one single text</p> <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) <p>One literature fiction text</p> <p>Section B: Writing: One piece of descriptive or narrative writing (40 marks) (25%)</p> <ul style="list-style-type: none"> •1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>Section A: Reading: (40 marks) (25%) – two linked texts</p> <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) <p>One non-fiction text and one literary non-fiction text</p> <p>Section B: Writing Writing to present a Viewpoint (40 marks) (25%)</p> <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<ul style="list-style-type: none"> • presenting • responding to questions and feedback • use of Standard English
How is it assessed?	How is it assessed?	How is it assessed?
<p>Formal, externally set, written exam: 1 hour 45 minutes 80 marks = 50% of GCSE</p>	<p>Formal, externally set, written exam: 1 hour 45 minutes 80 marks = 50% of GCSE</p>	<p>Internal: Teacher set throughout course Initially marked by teacher – recorded on video Separate endorsement (0% weighting of GCSE)</p>

What is the Language exams?

1. Time allowed

1 hours and 45 minutes (including 15 minutes to read the Source(s))

2. Information

- The marks for questions are shown in brackets. If a question is worth 4 marks, a student should spend no longer than 4 minutes answering. If a question is worth 20 marks, a student should try and write a detailed answer in just 20 minutes – leaving 5 minutes for checking each section.
- There are 40 marks for Section A and 40 marks for Section B.
- Students will be assessed on the quality of your **reading** in Section A.
- Students will be assessed on the quality of your **writing** in Section B.
- Students are marked on good English and clear presentation in their answers.

Language Paper 1: Explorations in Creative Reading and Writing

- The **aim** of this paper is to engage students in a creative text and inspire them to write creatively themselves by:
- In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

What is in the paper?

- The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.
- As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

Paper 1 Section A: Sample question 1

Read again the first part of the source, lines 1 to 7.

List four things from this part of the text about the weather.

- a _____
- b _____
- c _____
- d _____

[4 marks]

Paper 1 Section A: Sample question 2

Look in detail at this extract from lines 8-17 of the source.

The wind came in gusts, at times shaking the coach...

How does the writer use language here to describe the effects of the weather?

You could include the writer's choice of:

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

[8 marks]

This is asking pupils to look at language – the examiners are looking to see whether the pupil can respond personally to what the author is trying to do. They need to select and consider and write about their ideas

Paper 1 Section A: Sample question 3

You now need to think about the **whole of the source**.

This text is from the opening of a novel.

How has the writer structured the text to interest you as a reader?

You could write about:

- 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.

[8 marks]

This is asking about the whole text – but about STRUCTURE not Language. They want the pupils to think about how the author is leading them through the text, looking for what is happening in each paragraph, how a character is developed, where the author is focusing us. They may pick out words or phrases, but they need to talk about them as a structural device

Paper 1 Section A: Sample question 4

Focus this part of your answer on the second half of the source, **from line 18 to the end.**

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.

[20 marks]

This is the one they find hardest – but they can use material from the other answers. It has to be a personal response ... but it is easier for them if they agree with the statement... They need consider, judge, examine what they are asked to look at but give reasons for their ideas as well

Key Points:

- Read the question – look at the line references
- Read the question – WHAT are they asking about - Language or Structure or Evaluation?
- Support your answer – USE the text
- Try and use subject terminology but don't worry about it
- Use PEE paragraphs and always say WHY...

How can you help?

- Encourage reading.
- Take an interest in their work
- Encourage short, redrafted work.
- Encourage use of Google classroom and other resources given by the class teacher
- Encourage revision form their book!

Language paper 2: Writers' viewpoints and perspectives

- The **aim** of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:
- In section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

What is in the paper?

- The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.
- In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

Paper 2 Section A: Sample question 1

Read again **source A**, from lines 1 to 15.

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 | Jay Rayner has good memories of his time in school. | <input type="checkbox"/> |
| B | Jay Rayner was happy to help his son with his homework. | <input type="checkbox"/> |
| C | As a boy, Jay Rayner worried about handing in his homework on Monday mornings. | <input type="checkbox"/> |
| D | Jay Rayner could not think of a food metaphor to help his son. | <input type="checkbox"/> |
| E | Jay Rayner was very able in school. | <input type="checkbox"/> |
| F | As a boy, Jay Rayner did not enjoy doing homework. | <input type="checkbox"/> |
| G | Jay Rayner looked forward to receiving feedback from his teachers. | <input type="checkbox"/> |
| H | Jay Rayner makes a joke to cover up his own real exam results. | <input type="checkbox"/> |

[4 marks]

Paper 2 Section A: Sample question 2

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

Use details from **both** sources. Write a summary of the differences between Eddie and Henry.

[8 marks]

Paper 2 Section A: Sample question 3

You now need to refer **only to source B**, the letter by Henry written to his father.

How does Henry use language to try to influence his father?

[12 marks]

Paper 2 Section A: Sample question 4

For this question, you need to refer to the **whole of source A together with source B**, the father's letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts.

[16 marks]

The Writing Section

The biggest risk here is running out of time and not writing enough for the equally weighted writing question!.. So, we would always advise students to wear a watch and move on to this section after 45 minutes

Students have **45 minutes to write one answer** for particular **audiences** and **purposes** (argue, persuade, inform, explain, describe)

For example:

Paper 1) 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.

Paper 2) '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 accuracy)

[40 Marks]

How can you help?

- Read with your son/daughter – read the same texts, discuss it with them
- Read a quality newspaper - it doesn't have to be every day!
- Discuss articles with your son/daughter – can they see a point of view? How do they know if something is biased?

The Writing Sections

The writing task is therefore linked to the topic or theme of the reading sources. In this sense, the following aspects of the writing task will remain consistent:

- a statement at the start of the question setting out a clear audience, purpose and form
- an enabling, provocative/controversial statement that prompts students to write a response offering their own attitude/viewpoint.

What will be subject to change:

- the specified audience, purpose and form
- the exact wording of the question stem and choice of command words.
 - “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.

The range of purposes

Paper 1: Section B	Paper 2: Section B
<p data-bbox="112 411 784 505">Showing ability to write for purpose and audience and, within the provided form.</p> <p data-bbox="112 565 687 659">Using language imaginatively and creatively</p> <ul data-bbox="112 674 484 772" style="list-style-type: none"><li data-bbox="112 674 484 715">• writing to describe<li data-bbox="112 725 484 772">• writing to narrate	<p data-bbox="865 411 1789 505">Showing ability to write for purpose and audience and, within the provided form.</p> <p data-bbox="865 565 1309 606">Using language for impact</p> <ul data-bbox="865 621 1335 829" style="list-style-type: none"><li data-bbox="865 621 1335 662">• writing to explain<li data-bbox="865 672 1335 714">• writing to instruct/advise<li data-bbox="865 723 1335 765">• writing to argue<li data-bbox="865 775 1335 829">• writing to persuade <p data-bbox="865 889 1580 931">Allowing (where relevant) opportunities to:</p> <ul data-bbox="865 945 1750 1198" style="list-style-type: none"><li data-bbox="865 945 1750 986">• give and respond to information<li data-bbox="865 996 1750 1090">• select, organise and emphasise facts, ideas and key points<li data-bbox="865 1100 1750 1142">• cite evidence and quotation<li data-bbox="865 1152 1750 1198">• include rhetorical devices.

Paper 2

Write to explain	Write to argue	Write to persuade	Write to instruct/advise
Explain what you think about...	Argue the case for or against the statement that...	Persuade the writer of the statement that...	Advise the reader of the best way to...

The range of audiences that can be set

Given the need for this task to provide students with opportunity to meet the full requirements of AO6, the audiences will be formal in nature.

The range of forms that can be set:

- letter
- article
- text for a leaflet
- text of a speech
- essay.

The features of forms that we would typically expect students to replicate in exam conditions

Letter	
As a minimum, students should include:	<ul style="list-style-type: none">• an indication that someone is sending the letter to someone• paragraphs.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none">• the use of addresses• a date• a formal mode of address if required e.g. Dear Sir/Madam or a named recipient• effectively/fluent sequenced paragraphs• an appropriate mode of signing off: Yours sincerely/faithfully.

Article	
As a minimum, students should include:	<ul style="list-style-type: none"> • the use of a simple title • paragraphs.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> • a clear/apt/original title • a strapline • subheadings • an introductory (overview) paragraph • effectively/fluentlly sequenced paragraphs.

Text for a leaflet	
As a minimum, students should include:	<ul style="list-style-type: none"> • the use of a simple title • paragraphs or sections.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> • a clear/apt/original title • organisational devices such as inventive subheadings or boxes • bullet points • effectively/fluentlly sequenced paragraphs.

Text of a speech	
As a minimum, students should include:	<ul style="list-style-type: none"> • a simple address to an audience • sections • a final address to an audience.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> • a clear address to an audience • effective/fluentlly linked sections to indicate sequence • rhetorical indicators that an audience is being addressed throughout • a clear sign off e.g. 'Thank you for listening'.

Even...

Essay	
As a minimum, students should include:	<ul style="list-style-type: none">• a simple introduction and conclusion• paragraphs.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none">• an effective introduction and convincing conclusion• effectively/fluent linked paragraphs to sequence a range of ideas.

You always need to :

1. Check you are writing what you have been asked to write in the question! Is it a letter? Article? Speech?
2. Check you are using the right level of formality for your intended reader;
3. Variety of sentences (lengths and the words you choose to start them with);
4. Paragraph (time, person, topic, place, new speaker);
5. Accurate spellings;
6. Punctuation (use at least 5 types accurately);
7. Vocabulary (choose interesting words);
8. Capital letters used accurately (check work through!)
9. Use language devices (Rhetorical questions; rule of three; alliteration; emotive language; pronouns; simile; exaggeration; quotations from experts; opinion stated as fact, repetition...)
10. Show off what you can do!

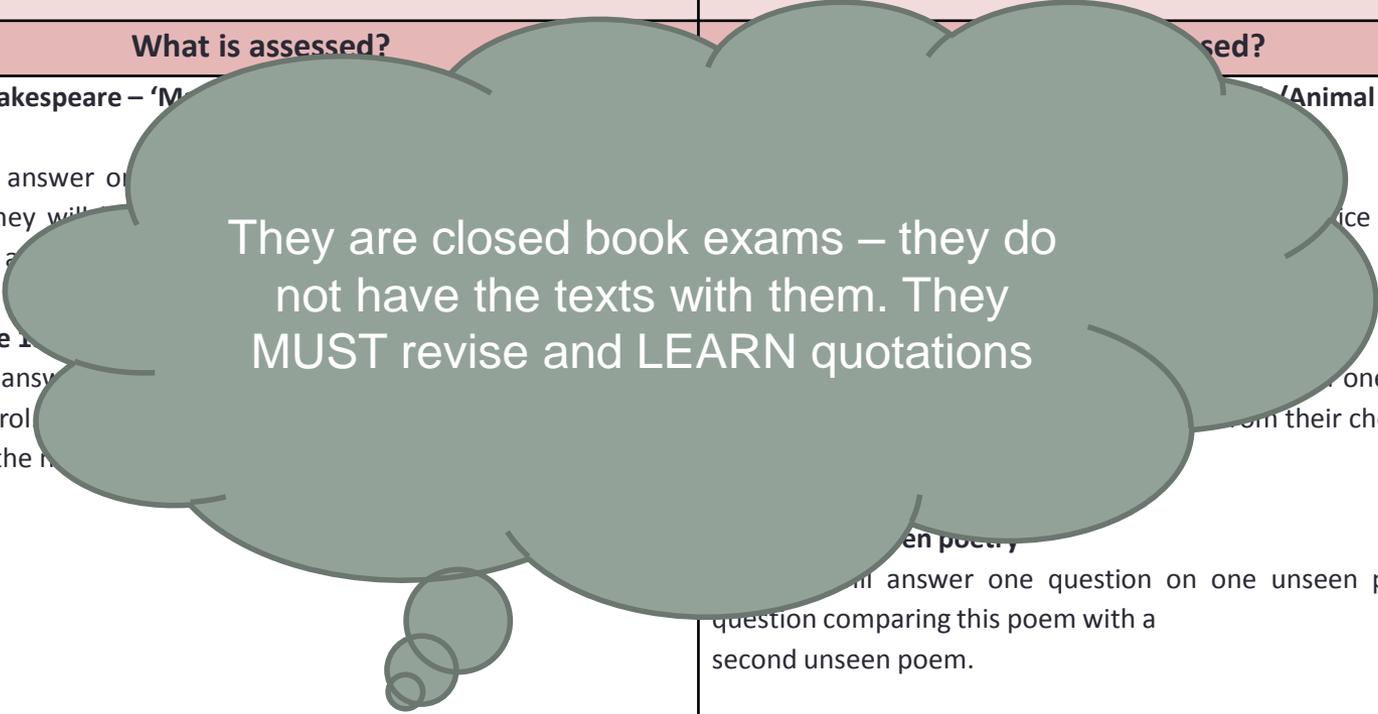
Revise

What skills do you need to revise?

- Read all types of Non Fiction Media text
- PALL (purpose, audience, language, layout)
- Features of Writing to Argue, Persuade, Explain, Narrate and Describe
- Proofreading for Technical Accuracy
- PEE Paragraphs
- Comparison connectives
- Any further questions can be directed to Emma Simmons, Director of Learning for English and Humanities, at
- esimmons@dawlish.devon.sch.uk

Literature

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<p>What is assessed?</p> <p>Section A: Shakespeare – ‘Macbeth’</p> <p>Students will answer one question on ‘Macbeth’. They will choose one text from the play and answer one question on it.</p> <p>Section B: The 19th-century novel</p> <p>Students will answer one question on one named novel from their chosen anthology. They will also answer one question on one named Christmas Carol extract from the anthology.</p>	<p>What is assessed?</p> <p>Section A: Modern texts</p> <p>Students will answer one question on one named text from their chosen anthology. They will also answer one question on one named poem from their chosen anthology.</p> <p>Section B: Poetry</p> <p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<p>How is it assessed?</p>	<p>How is it assessed?</p>
<p>Formal written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none">• 64 marks• 40% of GCSE	<p>Formal written exam: 2 hour 15 minutes</p> <ul style="list-style-type: none">• 96 marks• 60% of GCSE



They are closed book exams – they do not have the texts with them. They **MUST** revise and **LEARN** quotations

Revision Tips

- For success in these terminal exams, students must know their set texts thoroughly. These should be re-read and students should annotate the texts for authorial intent and craft as well as for context and personal response.
- Many students have purchased workbooks and revision guides, which will be very helpful for revising as well. These are available from the school shop. They can also be purchased via Amazon and other retailers.
- Students should practise past exam questions as often as possible, making sure they answer in timed conditions and check their answers against the mark scheme and exemplar responses. — resources and past papers can be found there and at aqa.org.uk

How can you help?

- Read the texts they are studying – ask questions about it.
- Watch any film versions (after they have read the text!) and discuss the director's interpretations – is it the same as theirs? As yours?
- Use the revision guide – just buying them will not help....
- Use online podcasts etc for revision – make sure your child has their GCSE Pod Log on.
- Keep reading!

We will

- Teach them brilliantly!
- Point them in the direction of revision sites etc
- Have the revision guides available to buy in school
- Offer monthly opportunities to sit exams
- Offer Saturday revision close to the exams
- Offer revision in the Easter Holidays

Useful websites

- Exam board (AQA) = <http://www.aqa.org.uk/subjects/gcse>
- www.mrbruff.com - This site is the official home of English teacher Andrew Bruff. The eBooks below have been written to accompany the YouTube videos which have now achieved over 9 million views across 212 different nations.
- <http://www.englishbiz.co.uk/>
- <http://www.revisioncentre.co.uk/gcse/english/>
- www.bbc.co.uk/schools/gcsebitesize - Good resource for testing and revising. Lots of advice, video clips and practical exam tips.
- <http://english-igcse.wikispaces.com/> - For finding good non-fiction texts.
- www.youtube.com - Good resource for presentations on the poems we study and different writing styles.
- www.guardian.co.uk - Probably best newspaper resource online. Excellent preparation for your unseen non-fiction text. Also good way to brush up on argumentative writing, review writing and writing formal letters of complaint. All newspapers have online sites now and you should dip into these on a regular basis to get a flavour of stylistic features.
- www.nme.com - Teen mags are also online and again worth looking at for the style of writing.
- Sites for literature - texts for free
- You will find text files for classic texts at these sites:
 - <http://www.gutenberg.org/>
 - www.bartleby.com Bartleby Library
 - www.bibliomania.com Bibliomania