

G.C.S.E English

***What you need to know about the English
Language & English Literature courses.***

Presented by Mrs L. Banks (Head of English).

First of all

- 100% examination
- A standard pass is currently recognised as a grade 4 however some employers are expecting grade 5 in core subjects such as English. Your child will be made aware by their college what grade they will need to access a particular course.
- There is no differentiation between exams in English i.e foundation or higher – all students sit the same exam. Exam boards structure and graduate the questions in a way that makes it possible for all abilities to be able to score in the exam.
- Students are entered for both English Language and English Literature and each have the same weighting with regards to teaching hours and expectations.

AQA Specification- English Language

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
- **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)

English Language 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
- **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)

Spoken Language component

Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>(A07–A09)</p> <ul style="list-style-type: none">• presenting• responding to questions and feedback• use of Standard English
<p>Assessed</p> <ul style="list-style-type: none">• teacher set throughout course• marked by teacher• separate endorsement (0% weighting of GCSE)

- **A07: Demonstrate presentation skills in a formal setting**
- **A08: Listen and respond appropriately to spoken language, including to questions and feedback on presentations**
- **A09: Use spoken Standard English effectively in speeches and presentations**

Expectations question by question.

Language Paper 1 (Fiction)

- Q1 – **identify** and **extract** explicit and implicit information. **(AO1)**
- Q2 - **Explain**, comment on and **analyse** how writers use **language**. **(AO2)**
- Q3- **Explain**, comment on and **analyse** how writers use **structure**. **(AO2)**
- Q4 - **Evaluate** texts critically and support this with appropriate textual references **(AO4)**
- Q5 - **Communicate** clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts . **(AO5)**
- **Students will be required to write a description or a narrative.**
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **(AO6)**

Language Paper 2 (Non Fiction)

- Q1 - **identify** and **extract** explicit and implicit information **(AO1)**
- Q2 - **select** and **synthesise** evidence from different texts. **(AO1)**
- Q3 - **Explain**, comment on and **analyse** how writers use **language**. **(AO2)**
- Q4- **Compare** writers' ideas and perspectives, as well as how these are conveyed, across two or more texts **(AO3)**
- Q5- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts . **(AO5)**
- **Students will be required to write a letter, article or speech.**
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **(AO6)**

Example questions

Q1: Read again the first part of the source, from lines 1 to 4.
List four things about Mr Fisher from this part of the source.
[4 marks]

Q2: Look in detail at this extract, from lines 9 to 15 of the source:

Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

How does the writer use language here to convey Mr Fisher's views on books and stories of the past?

You could include the writer's choice of:

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

[8 marks]

Q3: You now need to think about the whole of the source.
This text is from the beginning of a short story.
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 of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

Q4: Focus this part of your answer on the second part of the source, from line 25 to the end.

A student said, 'This part of the story, where Mr Fisher is marking homework, shows Tibbet's story is better than Mr Fisher expected, and his reaction is extreme.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of what Mr Fisher expected Tibbet's homework to be like
- evaluate how the writer conveys Mr Fisher's reaction to what he discovers
- support your response with references to the text.

[20 marks]

Section B: Writing

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.

0 5

A magazine has asked for contributions for their creative writing section.

Either

Write a description of an old person as suggested by this picture:



or

Write a story about a time when things turned out unexpectedly.

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

Aims of the Literature course:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Have an understanding of the context in which the literary texts were written.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

AQA Specification English Literature

Paper 1: Shakespeare and the 19th Century Novel

- What's assessed
 - Shakespeare – **'Macbeth'**
 - The 19th-century novel - **'A Christmas Carol'**
- How it's assessed
 - written exam: **1 hour 45 minutes**
 - 64 marks (4 marks for SPaG)
 - 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.

Paper 2: Modern texts and poetry

- What's assessed
 - Modern texts - **'Blood Brothers'**
 - Poetry - **AQA Anthology Power and Conflict.**
- How it's assessed
 - Unseen poetry
 - 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.

How to help and support your child...

- **“ I don’t know how to revise for English!”**
- Revision for English Literature involves learning and remembering quotations and then being able to comment in detail on the relevance of the quotation in relation to either character, theme, event etc. Practice questions should be completed as the learning progresses.
- Revision for English Language involves learning and being able to recognise and comment on the effect of literary techniques. Reading widely helps to understand the purpose of writers and also improves speed of reading. Practice questions are the best way to revise for English Language.
- Use of revision booklets and workbooks.

Ways to revise.

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on Bloodle			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding	Step One		
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions			
Reading Model Answers	Step Two		
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiner's Reports			
Working with Other Students in Groups / Pairs			
Comparing Model Answers Against Your Own Work			
Creating Your Own Exam Questions	Step Three		
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

In school revision sessions

Monday Evening after school revision (45 mins).

- Conducted by your child's class teacher.
- Focusing on key knowledge needed.
- Will address both language and literature skills.

Form time study groups

- Conducted twice a week during form time (1 x 25 mins).
- Focus on literature texts.
- Will reflect in class study.

Book Bundles

- 'Blood Brothers' text and revision guide.
- 'Macbeth' text and revision guide.
- 'A Christmas Carol' text and revision guide.
- AQA Power and Conflict poetry revision guide.
- Unseen poetry revision guides.



Many thanks for
listening.

Any Questions?