

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.
- Recent change from AQA specification to Eduqas for English Language.

English Language

- **English Language Component 1 Reading & Writing skills (Fiction) 1hr 45 mins**
- **40% of GCSE**

- **English Language Component 2 Reading & Writing skills (Non-Fiction) 1hr 45 mins**
- **60% of GCSE**

Component 1: 20th Century Literature Reading and Creative Prose Writing
Written examination: 1 hour 45 minutes
40% of qualification

Section A (20%) – Reading
Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions

Section B (20%) – Prose Writing
One creative writing task selected from a choice of four titles

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing
Written examination: 2 hours
60% of qualification

Section A (30%) – Reading
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions

Section B (30%) – Writing
Two compulsory transactional/persuasive writing tasks

Component 3: Spoken Language
Non-exam assessment
Unweighted

One presentation/speech, including responses to questions and feedback

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Component 1
20th Century Literature Reading Study and Creative Prose Writing
40% (1 hour 45 minutes)

Section A (20%) – Reading (40 marks)
This section will test through structured questions the reading of an unseen extract from one 20th century literary prose text (about 60-100 lines). This section assesses AO1, AO2 and AO4.

Section B (20%) – Prose Writing (40 marks)
This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response should be a narrative / recount. Candidates who write purely descriptively, or use a form other than that specified, such as poetry or drama, will not be able to access the full mark range as shown in the assessment criteria. This section assesses AO5 and AO6.

Component 2
19th and 21st Century Non-Fiction Reading Study and Transactional/Persuasive Writing
60% (2 hours)

Section A (30%) – Reading (40 marks)
This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4.

Section B (30%) – Writing (40 marks)
This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc. This section assesses AO5 and AO6.

Component 3
Spoken Language
Unweighted

Candidates will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech. Standard English should be a feature of all parts of the candidates' work in this component. This component assesses AO7, AO8 and AO9.

Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

Spoken Language component

- **AO7: Demonstrate presentation skills in a formal setting**
- **AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations**
- **AO9: Use spoken Standard English effectively in speeches and presentations**

ASSESSMENT OBJECTIVES FOR THIS QUALIFICATION: WHAT YOUR CHILD NEEDS TO BE ABLE TO DO.

READING (50%) Read and understand a range to texts to:	
AO1	- Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts
AO2	Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4	Evaluate texts critically and support this with appropriate textual references
WRITING (50%)	
AO5	- 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
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
SPOKEN LANGUAGE (<i>Unweighted</i>)	
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
AO9	Use spoken Standard English effectively in speeches and presentations.

Example questions

Read lines 1-7

A1 List five things you learn about Justo in these lines. (5)

Read lines 8-34

A2 How does the writer show you Justo's physical strength and power in these lines? (5)

You must refer to the language used in the text to support your answer, using relevant subject terminology.

Read lines 35-64

A3 How does the writer show the reader that Maria is interested in Justo in these lines?

You should write about:

- what Maria does to attract his attention;
- the writer's use of language to show her interest in Justo;
- the effects on the reader.

(10)

You must refer to the text to support your answer, using relevant subject terminology.

Read lines 65-87

A4 What impressions do you get of Justo in these lines? (10)

You must refer to the text to support your answer, using relevant subject terminology.

Now consider the passage as a whole

A5 Evaluate the way Maria is presented in this passage. (10)

You should write about:

- your own thoughts and feelings about how Maria is presented in the passage as a whole;
- how the writer has created these thoughts and feelings.

You must refer to the text to support your answer.

SECTION B: 40 marks

In this section you will be assessed for the quality of your **creative prose writing** skills.

24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.

You should aim to write about 450–600 words.

Choose **one** of the following titles for your writing:

[40]

Either,

1	1
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a) Write a story which begins:

It was my first day at this school...

Or,

1	1
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b) My Finest Hour.

Or,

1	1
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c) Write about a time when you felt you had to tell a lie.

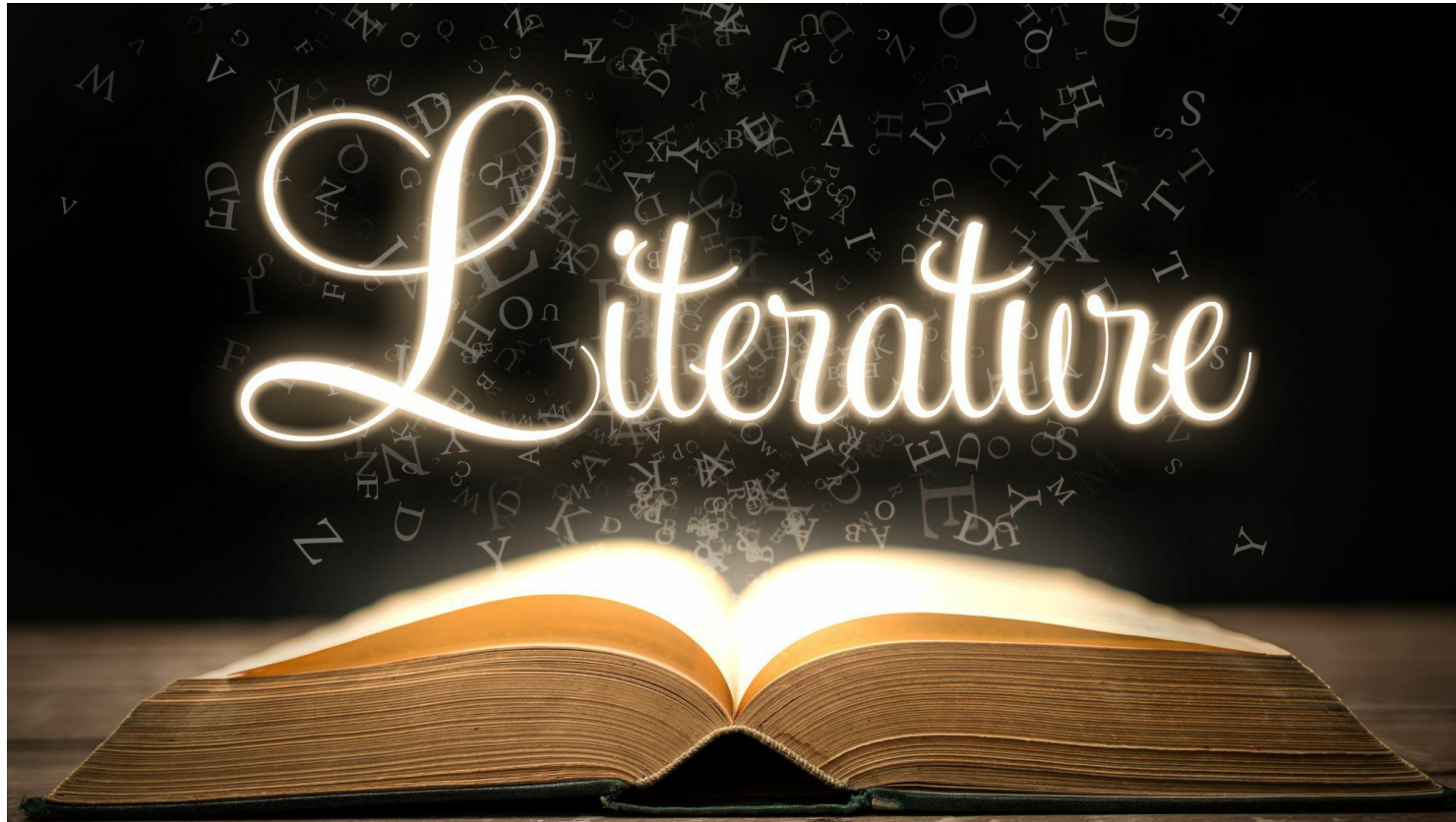
Or,

1	1
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d) The Choice.

The space below can be used to plan your work.

G.C.S.E ENGLISH LITERATURE



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.

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.
- Online support: Mr Bruff & Stacey Reay
- Use of revision booklets and workbooks.

Ways to revise.

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on <u>Bloodle</u>			
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			
Using Past Exam Questions & Planning Answers	Step Two		
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			

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?