

English Language GCSE

Paper 1: Explorations in Creative Reading and Writing	+ Paper 2: Writers' Viewpoints and Perspectives	+ Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> • one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> • descriptive or narrative writing 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> • one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> • writing to present a viewpoint 	<p>What's assessed</p> <p>(AO7 – AO9)</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"> • written exam: 1 hour 45 minutes • 80 marks • 50 % of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 80 marks • 50 % of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> • teacher set throughout course • marked by teacher • separate endorsement (0 % weighting of GCSE)
<p>Questions</p> <p>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>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>Questions</p> <p>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>Writing (40 marks) (25 %)</p> <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	

GCSE English language reading; can your child...

- Read and understand a range of texts from the 19th 20th and 21st century. These might be literature or literary non-fiction
- Develop the skills for the reading section in both exams, where questions test a range of skills including comprehension, collating and ordering information from more than one source, comparing texts, and evaluating texts as a critical reader would
- Acquire and apply a wide vocabulary – the texts will be complex, and in writing about them, students must be fluent themselves
- Use specialist subject terms, for example word classes, grammatical terms and other specialist words like metaphor, image, simile

Key skills?

- Finding the implicit meaning in a text as well as what is explicit; inferring
- Commenting on and explaining how writers use language and structure to affect the reader
- Using evidence from the text to support your views
- Being able to use specialist terms
- Compare /contrast

GCSE English Language **writing**; can your child...

- Write effectively and coherently in standard English
- Write in a range of styles; argue/persuade and describe/narrate
- Use a wide vocabulary
- Use grammar correctly and punctuate accurately
- Edit and proof-read writing effectively

What does REVISION look like then?

English Language: Reading

- **Reading news articles and practising the set task types**
(Paper 1: Find 4 things; How does the writer use language..; how does the writer structure..; have an opinion about...)
(Paper 2: True/false facts; summarise and synthesise; how does the writer use language..; Compare the writer's perspectives..)
- **Planning and writing an opinionated response to a text you have read**
- **Selecting and analysing interesting imagery and description, focussing on the impact and effect of the language used**

English Language: Reading revision

- Find a news article online, or from the revision website:
- Read it thoroughly...
- Find 3 examples of interesting and descriptive language
 - Ask yourself “WHAT does this make me think or feel?”; “WHY does the writer want me to think/feel this at this point?”; “HOW has the writer created that for me?”
 - Try and explain the IMPACT and EFFECT of these language examples.
- Now, summarise the changing focuses of the text
 - What happens at the beginning? Where does the writer take your focus? Why? What are the most significant moments of this text? How does the text end? Is it similar or different to the beginning?
- Now discuss your opinion of the text – does it feel ‘real’? Has it changed how you feel about a character or event in the text?
- Now find another article which is about the same topic or theme
 - What is the same? What is different here? Draw a table of these comparisons
- Create a mind-map of the differences in the writer’s perspectives (viewpoints/opinions of the topic or theme)

What does REVISION look like then?

English Language: Writing

Paper 1 describe and narrate; Paper 2 argue and explain

- **Planning and writing a descriptive or opinionated text, sustaining writing for at least 30 mins, then proof-reading and edit for accuracy.**
- Tools:
 - Build vocab banks, using a thesaurus or online synonyms – word power
 - READ widely and collect interesting phrases and descriptions – you can ‘magpie’ these into your own writing!
 - Practise starting a sentence in a variety of ways; challenge yourself to NOT use ‘I’ or ‘The’ to start any sentence – use verbs or adverbs instead...
 - Experiment with sentence and paragraph lengths – use a wide range of sentence types
 - Look up different used of punctuation, and remember punctuation adds meaning and controls *HOW* your reader understands the text...

English Literature GCSE

Paper 1

- **Shakespeare (Romeo and Juliet) and the 19th Century novel (A Christmas Carol)**
1 hour 45 minutes
 - 2 extract-based tasks
 - Requires knowledge of language and structural features, characters and plot, and key themes
 - Close analysis of language and meaning, interpretation and response to a whole text

Paper 2

- **Modern texts and Poetry**
2 hours 15 minutes
 - 3 tasks
 - Response to the modern play (An Inspector Calls)
 - Poetry comparison of Power and Conflict poetry cluster
 - Unseen poetry analysis and comparison

GCSE English Literature; can your child...

- Read, understand and respond to texts
- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations
- Analyse the language, form, structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate
- Write about the context of the text and when it was written
- Compare two poems

English Literature: Revision

- **Read, and re-read the set texts:** *Romeo and Juliet*; *A Christmas Carol*; *An Inspector Calls*; and the **15 Power and Conflict poems**
- Create cue cards which cover key characters, events, quotes and themes
- Research and revise relevant contextual information, and practise linking with a text, character or theme
 - *How does Dickens' view of poverty in 1843 help create the Cratchit family?*
- Read 'Unseen' poems – look online at famous poems, and identify the theme, 3 examples of interesting or emotive uses of language, and discuss with others what makes you think, and how it makes you feel
- **Keep reading for pleasure....**

Poetry starters..

Task: A comparison of two poems, focussing on the following:

- The thoughts and feelings of the poets; and the impact these feelings have on the reader
- The writer's intentions, and how they use language as a focus for their 'message'
- The contexts and the impact the context may have on the poem, and on the reader
- The methods the writer chooses to create particular images or moods in the poems