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ENGLISH LANGUAGE

EXAM BOARD: AQA

COURSE CODE: 8700

Paper 1 1 hour and 45 minutes		Paper 2 1 hour and 45 minutes	
Source	One fiction extract	Source	Two non-fiction extracts that are linked by a theme
Q1	<u>Find</u> explicit information and ideas from a specific part of the Source	Q1	<u>Find</u> explicit and implicit information from a specific part of a Source
Q2	Find and analyse the writer's <u>language</u> choices in relation to a specific focus	Q2	<u>Summarise</u> information from <u>both</u> Sources making <u>inferences</u> about this information
Q3	Identify the way that the Source has been structured and analyse the effect of this <u>structure</u>	Q3	Find and analyse the writer's <u>language</u> choices in relation to a specific focus
Q4	<u>Evaluate</u> the Source critically and support this with appropriate textual references	Q4	<u>Compare</u> writers' <u>ideas</u> and <u>perspectives</u> , as well as <u>how</u> these are conveyed (methods), across <u>both</u> Sources
Q5	<u>Plan</u> , <u>write</u> and <u>edit</u> writing that is appropriate for audience and purpose- <u>describe</u> or <u>narrate</u>	Q5	<u>Plan</u> , <u>write</u> and <u>edit</u> writing that is appropriate for audience and purpose- <u>argue</u> , <u>persuade</u> , <u>explain</u>

Name:

Tutor Group:

English Language Paper 1

Explorations in Creative Reading and Writing. (AQA)

INTRODUCTION

50% of English Language GCSE

80 Marks [1 Hour 45 Minutes]

This paper is about how writers use narrative and descriptive techniques to capture the interest of readers. The Source will be from the 20th or 21st Century.

READING THE SOURCE

Use the first 10-15 minutes of the exam to read the Source carefully. If it helps you to understand the Source, make notes about the topic of each paragraph. You should read the source more than once.

Language	Refers to the words used by the writer
Structure	Refers to how a text is put together
Evaluation	The making a judgement about the amount, number, or value of something.
Effect	The way in which the writer's choices make the reader think or feel.

FURTHER LINKS

Mr Bruff: You Tube Paper 1

https://www.youtube.com/watch?v=M8Q_sc2mkeY

Stacey Reay: You Tube Language Paper 1

<https://www.youtube.com/watch?v=-Cx5xwWh5N4&list=PLQE65hp6MwUqLdQ9b2F9-tChly1bqyAj>

SECTION A READING

QUESTION 1: 5 minutes 4 marks

- Underline the question focus
- Draw a box around the specific lines on the actual text – only get your answers from this section
- Begin each statement with the question focus
- Write about 4 different things – one for each A-D.
- Write each answer in a simple sentence

QUESTION 2: 10 minutes 8 marks

- This question assesses HOW LANGUAGE is used.
- TRY to use terminology i.e. noun, verb, metaphor, verb phrase etc.
- Underline the question focus
- Next to the extract, in your own words write down two words which summarise the overarching idea (linked to the question focus.)
- Select 2 relevant quotations to support your points
- You have to identify techniques, explain them and what is inferred and then analyse the effect the writer was intending to create.
- Use these prompt questions to support your analysis:
What does the language mean?
What do we associate with it?
What does it suggest in this context?

QUESTION 3: 10 minutes 8 marks

- This question assesses HOW the whole text has been structured – that means exploring the journey the reader is taken on: how it starts, how it ends, where changes or shifts occur, where perspective or focus changes
- Are there any patterns / repetitions / links / dialogue / change in narration style?
- Use the bullet points from the question to help you to structure your answer
- BEGIN with the opening lines/ paragraph- who or what does the writer focus on and for what reason?
- Use these paragraph sentence starters:
At the start of the extract, the writer establishes the idea that....
By the end of the extract,
The turning point / catalyst occurs when...

You may find these prompt questions helpful in your analysis:

- WHY?
- WHY NOW?

QUESTION 4: 20 minutes 20 marks

- Identify the two points that you are being asked to respond to
- Box the text
- circle two or three moments from the text that support the two parts of the question statement.
- You have to make a personal judgement straight away, first line – always look to agree or partially agree with the statement.
- Write about your own ideas and your own interpretations of the text
- Keep referring back to the statement in the question
- Include writer's methods

SECTION B WRITING

Question 5 45 minutes

5 minutes Plan

35 minutes Write

5 minutes Edit

Question 5 will be linked to the reading section of the exam.

Writing to demonstrate narrative and descriptive skills in response to a written prompt, scenario or visual image. You need to complete one question from a choice of two.

Marks

24 marks for content and organisation

16 marks for technical accuracy (SPaG)

- Your writing needs to be engaging-don't forget to use linguistic devices and ambitious vocabulary.
- Use clear and linked paragraphs
- Don't use colloquial (informal) language.
- Vary your sentence structures: use a range of simple, complex and compound sentences.
- Vary the starts of your sentences; for example, start with an adverb: 'Furiously, the wind ripped through the trees'. Start with a verb; 'Melting, the ice sparkled'.
- One person, one place, one time
- Aim to write around 2 sides of the exam booklet

AO5 will assess your use of:

- Ambitious vocabulary
- Linguistic devices
- Clear sequencing of ideas
- Paragraphs
- Effective discourse markers to link ideas.

AO6 will assess your use of:

- Accurate spelling
- Learn homophones for example: "there", "they're" and "their".
- Accurate and varied punctuation
- Varied sentence types for clarity, purpose and effect

English Language Paper 2

Writers' viewpoints and perspectives. (AQA)

INTRODUCTION

50% of English Language GCSE

80 Marks [1 Hour 45 Minutes]

This paper is about writers' viewpoints and perspectives. You will be given two non-fiction articles to compare. One text will be from the 19th Century and the other will be modern, but they will be linked by theme.

Reading the Sources

Use the first 10-15 minutes of the exam to read the Sources carefully. Think about the perspective and tone of the writers. Why has each source been written and what does the writer want the reader to understand about their perspective on what they are writing about?

Inference	Reading between the lines/making best guesses based on the evidence available.
Summarise	Bringing the main points or ideas of both texts together in a concise (short) answer.
Analysis	Breaking a text down to explore how it has been put together (eg. Language and structural features) and the effect the writer intended to create.
Comparison	Explore the similarities or differences between two texts.
Perspective	The writer's attitude or viewpoint on a topic. Essentially, how the writer feels about the topic.
Viewpoint	A person's opinion or how they feel about a topic/issue

FURTHER LINKS

Mr Bruff You Tube: Paper 2

<https://www.youtube.com/watch?v=wtgpdXbSUPQ>

Stacey Reay YouTube Lang Paper 2

<https://www.youtube.com/watch?v=LABviX6HIPk&list=PLQE65hp6MwUp5mWyl94yUPkeIK-x3eydM>

Section A Reading

QUESTION 1: 5 minutes 4 marks

- Box the lines that you have been directed to
- Read each statement
- If you find evidence for a statement, underline it
- Choose a maximum of 4 answers
- The evidence will appear in chronological order in the text
- Double check your answers

QUESTION 2: 8 minutes 8 marks

- Underline the focus of the summary
- Underline examples from each source which relate to the focus of the summary
- Find two points of comparison
- Use Point/Quotation/Inference
- Use connectives
- DO NOT comment on language or structure

QUESTION 3: 12 marks 12 minutes

- Underline the key focus of the question
- Box the lines
- Underline three examples in the source that relate to the key focus of the question
- Annotate your example using key subject terminology
- Link back to the focus of the question
- Consider the EFFECT
- Use the prompt questions below to support your language analysis.
 - What does the language mean?
 - What do we associate with it?
 - What does it suggest in this context?

QUESTION 4: 16 marks 20 minutes

- Underline the focus of the comparison in the question
- Underline phrases/sentences which presents each writer's perspective in relation to the focus
- Write the method being used next to each sentence/phrase along with the perspective that is being shown.
- Write 3 comparison
- As you are focusing on what the writer thinks, you need to use 'the writer' or the writers' names throughout your response
- Consider whether the writer's tone or perspective changes.

Section B Writing

Question 5 45 minutes

- 5 minutes Plan
- 35 minutes Write
- 5 minutes Edit

You will be given a prompt to use as a starting point. You must think about Audience, Purpose and Form.

You may be asked to write to argue, persuade, explain, instruct or advise.

You may be asked to write the text for a speech, a letter, an article, a leaflet or an essay.

- ✓ Am I using paragraphs?
- ✓ Within those paragraphs have I made a number of interesting points and linked them together well?
- ✓ Have I used a range interesting features to structure my piece of work?
- ✓ Have I used my ambitious vocabulary whilst keeping it appropriate?
- ✓ Have I used appropriate linguistic features and not overdone it?
- ✓ Am I sticking to the purpose right the way through and not slipping into something else?
- ✓ Am I writing this in the right tone for my reader?

This question will test you on two Assessment Objectives:
A05: CONTENT AND ORGANISATION [24 MARKS]

- 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.

A06: TECHNICAL ACCURACY [16 MARKS]

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Language Paper 1 Overview

QUESTION TIMING	QUESTION FOCUS	STRUCTURE OF RESPONSE	USEFUL SENTENCE STARTERS	DON'T FORGET
Q.1 5 minutes	List four things	Underline question focus Box the selected text Retrieval of explicit ideas. Begin each statement with the question focus		<ul style="list-style-type: none"> • Short, succinct statements are all that is required. • Ensure you have understood the focus of the question. • Start each statement with the question focus
Q.2 10 minutes	Language	WHAT/HOW/WHY Zoom/Link back to question focus X2	The writer has used a (METHOD) to (EFFECT). This is seen in the (QUOTATION). The word/phrase suggests... It could also suggest...	<ul style="list-style-type: none"> • Underline the question focus • Choose 2 quotations from the text that link to the question focus • Use 'the writer' or the writer's name • Make sure that you zoom in on a word or phrase • Link back to the question focus
Q.3 10 minutes	Structure	Point/Evidence/Effect/Link back to question focus x3	At the beginning the writer focuses our attention on... The focus changes when...	<ul style="list-style-type: none"> • Underline the question focus • Read the extract carefully. • (Beginning, middle, end, change in focus/tense/flashback.) • Support with quotations • Writer's intentions/Effect of this structure • Link back to the question focus
Q.4 20 minutes	Evaluate texts critically	Point (inc. method and focus of question)/Evidence/Explanation/Link back to statement x3	I (partially) agree with the views that ...because.... One way the writer shows (question focus) is....	<ul style="list-style-type: none"> • Agree or partially agree with the statement • Select the supporting evidence • Identify the technique • Explain how it links to the statement. • Explore what it shows the reader. (what does it make them think/feel/understand)
Q.5 45 minutes	Writing to describe/narrate	Plan Paragraphs Punctuation Vocabulary Sentences Proofread		<ul style="list-style-type: none"> • Plan/Write/Edit • Ed-ing-ly • Short sentence for effect. • Figurative language. • Range of adjectives. • Include a range of punctuation (Semi colon, comma etc.)

Language Paper 2

QUESTION TIMING	QUESTION FOCUS	STRUCTURE OF RESPONSE	USEFUL SENTENCE STARTERS	DON'T FORGET
Reading				
Q.1 5 minutes	Find information Infer	Underline question focus Box the selected text Read each question Choose 4 True answers		<ul style="list-style-type: none"> Questions are in the order that the evidence appears in the text Mark only 4 boxes Check your answers
Q.2 10 minutes	Summarise on a given focus	Point/Quote/Infer Source A Connective Point/Quote/Infer Source B X2	In Source A, ... shown in the quotation... From this, I can infer that... However, in Source B, the quotation ...shows that...This suggests that...	<ul style="list-style-type: none"> Underline the question focus Choose 2 quotations from each text that link to the question focus Make sure that you infer something about the quotation linking to the question focus
Q.3 15 minutes	Language	What/How/Why/Zoom/Link back to question focus x3	The writer has used a (METHOD) to (EFFECT). This is seen in the (QUOTATION). The word/phrase suggests... It could also suggest...	<ul style="list-style-type: none"> Underline the question focus Box the selected text Choose 3 quotations that link to the question focus Zoom in on words Show understanding of layers of meaning Link back to the question focus
Q.4 20 minutes	Comparison of viewpoints	Point (inc. method)/Evidence/Explanation Source A Connective Point (inc. method)/Evidence/Explanation Source B x3	<ul style="list-style-type: none"> In Source A, the writer's view of ...is ... The writer's use of ...reveals their perspective that... However in Source B, the writer uses...to 	<ul style="list-style-type: none"> Underline the question focus Find 3 quotations in each text that you can use to show viewpoint Use 'The writer'... Don't forget to name methods Link back to the question
Q.5 45 minutes	Writing to present a viewpoint	Remember purpose, form and audience Strong opening paragraph Aim for 4 main paragraphs and a short concluding paragraph Remember to link ideas and paragraphs using discourse markers		<ul style="list-style-type: none"> Plan-5 minutes Write-35 minutes Edit-5 minutes

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Notes page

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Y11 GCSE Exam Dates

Y11 Mock(s):

Y11 PPE(s):

Final GCSE(s):

Success Programme Sessions:

Revision Guide (if applicable):

Notes

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