



'I will take responsibility for my learning, be intellectually curious and work independently at school and at home.'



The Regis School
The best in everyone™
Part of United Learning

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>

Year 10 Spellings – Autumn Term

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=PLQE65hp6MwUqLtdQ9b2F9-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
- 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

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?

QUESTION 4: 20 minutes 20 marks

- Identify the two points that you are being asked to respond to
- Box the text
- 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=PLQE65hp6MwUp5mWyI94yUPkeIK-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

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



THE REGIS SCHOOL SPELLING LIST

Year 10 – Autumn Term



Why is spelling important?

Aside from being given marks for spelling in exams, learning to spell is extremely useful if we want to become confident readers and writers. If you are constantly stopping to think about how words are spelled while you write, it can interrupt the flow of your thoughts, taking you away from what we want you to be thinking about: your choice of words and how you construct those words into sentences that communicate exactly what you want to say.

If you are a confident speller, you are also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate your message, rather than playing it safe and using a word you already know how to spell.

Being a great speller makes you a more effective communicator, allowing you to share your own thoughts and ideas with the world!

Quizlet

All spellings are available on 'Quizlet'. Follow the link and, if you haven't done so already, create an account using your school email address

Link: <https://quizlet.com/join/9Nx5MHGr4>

Use the spelling pages to practice your weekly spellings. First, look carefully at the word. Study its shape and the order of the letters. Then, cover the spelling; try to see it in your mind's eye. Attempt to write the spelling out. Check your work- have you missed a letter? Got letters mixed up or jumbled? Try again. Even if you get it right first time, practice makes perfect. Fill in the grid to ensure you are ready for your test in tutor time.

Week 1 – Vowel Combinations	Attempt 1	Attempt 2	Attempt 3
Staid			
Coerce			
Explain			
Haughty			
Distinguish			
Amiable			
Panacea			
Repudiate			
Besieged			
Ambience			
Challenge Words			
Meticulous			
Vociferous			

Week 2 – Double Letters	Attempt 1	Attempt 2	Attempt 3
Appease			
Assert			
Innate			
Illustrate			
Aberration			
Differentiate			
Colloquial			
Alliteration			
Deterrence			
Assonance			
Challenge Words			
Narcissistic			
Questionnaire			

Week 3 – 'p'	Attempt 1	Attempt 2	Attempt 3
Propose			
Separate			
Compose			
Interpret			
Impudent			
Impertinent			
Superfluous			
Complacency			
Paraphrase			
Personification			
Challenge Words			
Impeccable			
Onomatopoeia			

Week 4 - 'qu'	Attempt 1	Attempt 2	Attempt 3
Quaint			
Brusque			
Critique			
Eloquent			
Acquiesce			
Disqualify			
Exquisite			
Obsequious			
Sequacious			
Masquerade			
Challenge Words			
Quintessential			
Disequilibrium			

Week 5 – 'x, y, z'	Attempt 1	Attempt 2	Attempt 3
Extol			
Brazen			
Maxim			
Zenith			
Myriad			
Hyperbole			
Embezzle			
Juxtapose			
Sycophant			
Oxymoron			
Challenge Words			
Exponential			
Coexistences			

Week 6 – Adjective	Attempt 1	Attempt 2	Attempt 3
Lurid			
Lithe			
Feral			
Morose			
Demure			
Erudite			
Clandestine			
Insatiable			
Imperative			
Adolescent			
Challenge Words			
Flamboyant			
Knowledgeable			

Week 7 – 'p'	Attempt 1	Attempt 2	Attempt 3
Intrepid			
Persona			
Implicit			
Metaphor			
Penchant			
Repetition			
Hypocrisy			
Plethora			
Predilection			
Circumspect			
Challenge Words			
Serendipity			
Disciplinarian			

Week 8 - 'c'	Attempt 1	Attempt 2	Attempt 3
Cynical			
Chide			
Novice			
Coherent			
Maverick			
Taciturn			
Fractious			
Rhetorical			
Cumulative			
Opportunistic			
Challenge Words			
Perpendicular			
Consequential			

Week 9 - 'in'	Attempt 1	Attempt 2	Attempt 3
Inept			
Infamy			
Integrate			
Incisive			
Insular			
Inhibit			
Nominally			
Inveterate			
Undisciplined			
Inauguration			
Challenge Words			
Condescending			
Inexplicable			

Week 10	Attempt 1	Attempt 2	Attempt 3
Define			
Assess			
Contrast			
Relate			
Predict			
Justify			
Compare			
Analyse			
Criticise			
Summarise			
Challenge Words			
Demonstrate			
Evaluate			

Week 11 - Recap	Attempt 1	Attempt 2	Attempt 3
Appease			
Infamy			
Separate			
Distinguish			
Coherent			
Metaphor			
Alliteration			
Rhetorical			
Besieged			
Complacency			
Challenge Words			
Serendipity			
Meticulous			

Notes page

Notes page

[illegible]

Y11 GCSE Exam Dates

Y11 Mock(s):

Y11 PPE(s):

Final GCSE(s):

Success Programme Sessions:

Revision Guide (if applicable):

Notes
