

“Success isn’t always
about ‘Greatness’, it’s
about consistency.
Consistent, hard work
gains success.
Greatness will come.”

www.ExclusiveMotivation.com

Dwayne Johnson

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English Language Parent Session



GCSE English Language

50% reading (Q1-4) 50% writing (Q5)

You will have two exams:

Paper 1

- Reading 20/21st century literature fiction
- Descriptive or narrative writing

Paper 2

- Reading 19th, 20/21st century non-fiction texts
- Writing to present a viewpoint



The assessment objectives (AOs) for Language GCSE are very important – you should work on improving your skills in each one

AO1	Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
AO2	Explain, comment on and analyse how writers use language (micro detail – words, grammar, sentence mood etc.) and structure (macro level – how the text works as a whole) to achieve effects and influence readers, using relevant subject terminology to support 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.
AO5	Content - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organisation - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	SPaG - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



Timings for both papers

Section of paper	Timing
Reading time	15 minutes
Section A Reading Questions 1-4	45 minutes
Section B Writing Question 5	5 minutes planning 35 minutes writing 5 minutes proof reading
Total	1 hr 45 minutes



Provisional Exam Dates

Date	Exam Paper
Wednesday 18th May 2022	English Language Paper One
Friday 10th June 2022	English Language Paper Two



Paper One Section A:
Explorations in Creative Reading

ENGLISH LANGUAGE



Question One

Read again the first part of the source, lines 1 to 7.

List four things from this part of the text about the weather in Cornwall.

[4 marks]



Question One Examples

Indicative content; candidates may include:

- it was a cold day
- the weather had changed overnight
- there was a wind
- there was mist on the hills
- the air was clammy
- the air was cold
- it was raining

Or any other valid responses that you are able to verify by checking the source.



Question Two

Look in detail at this extract from lines 8 to 17 of the source:

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

How does the writer use language here to describe the effects of the weather?

You could include the writer's choice of:

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

[8 marks]



Question Two Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive, detailed 7-8 marks	Shows detailed and perceptive understanding of language <ul style="list-style-type: none">• Analyses the effects of the writer's choices of language• Selects a range of judicious quotations• Uses sophisticated subject terminology accurately
Level 3 Clear, relevant 5-6 marks	Shows clear understanding of language <ul style="list-style-type: none">• Clearly explains the effects of the writer's choices of language• Selects a range of relevant quotations• Uses subject terminology accurately
Level 2 Some, attempts 3-4 marks	Shows some understanding of language <ul style="list-style-type: none">• Attempts to comment on the effect of language• Selects some relevant quotations• Uses some subject terminology, not always appropriately
Level 1 Simple, limited 1-2 marks	<ul style="list-style-type: none">• Shows simple awareness of language• Offers simple comment on the effect of language• Simple references or textual details• Simple mention of subject terminology



Question Three

You now need to think about the whole of the source.

This text is from the opening of a novel.

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
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you.

[8 marks]



Device WHAT	Specific textual reference HOW	Possible reason for use WHY
Opening sentences of texts	<i>Alexander Cold, awakened at dawn, startled by a nightmare.</i>	Details may establish the person, place and time for the reader so that they can follow the narrative. Details may create an enigma to shock or hook the reader .
Equilibrium/ False sense of equilibrium	<i>At first, all seemed very quiet, very still...</i>	Peaceful, calm openings can create a false impression for the reader and juxtapose the action which follows. This builds an enigma and creates intrigue .
Disequilibrium through semantic field	<i>'dragged' 'punched' knocked' 'grasped'</i>	The use of a semantic field which acts like a thread throughout an extract could expose conflict or contrast between action and feeling or foreshadow events later in the novel or could create an increasing sense of unease
Shift to Direct Speech	<i>'Liar!' shrieked Nicole</i> <i>'Lemoni!' He roared.</i>	The introduction of direct speech has the effect of creating a vivid impression of the character or speeds up the pace and creates a sense of urgency . It also shifts the narrative to create a sense of the immediate present .
Time markers	<i>At first</i> <i>Moments later</i> <i>In a split second</i> <i>Meanwhile</i>	Time markers in the extract enable the reader to follow the sequence of events , especially if it is a moment of increased tension, action or conflict. Phrases like 'Firstly' or 'At first,' foretell of later events that are likely to create a complication in the narrative.
Shifts in chronological sequence	<i>He decided this was going to be a terrible day. There had been a lot of days like that since his mother got sick.</i>	Analepsis, prolepsis, movement from past to present to future constructs a narrative arc and gives the reader an insight into events that have gone before the moment shown in the extract and events yet to come.
Shift to small detail Zooming	<i>Every hair on her body was on end.</i>	Changing to focus to sharp details of a specific object or person is significant and demands attention , either as a symbolic motif or to highlight what the narrator notices/does not notice (dramatic irony).
Long sentences, multiple clauses	<i>Very cautiously, listening, hardly breathing, I ventured</i>	Increases pace and shows that multiple events are occurring simultaneously . Heightens the drama
Short sentences	<i>Nothing else happened.</i>	Create pauses, increasing tension or invites the reader to reflect on events.
Shifts internal to external	<i>The child was not my child. I was not going to die for it. Then, I glimpsed..</i>	The reader can understand the inner motivation of the character and their possible inner turmoil which may contrast with their external action. This creates an empathetic response to the characters .
Repetition	<i>'And ' lost' 'broken' etc.</i>	Repetition of words or motifs demands readers attention (see Zoom)
Circular		Circular structure or reiteration emphasizes the main, central idea .



Question Three Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive, detailed 7-8 marks	Shows detailed and perceptive understanding of structural features <ul style="list-style-type: none">• Analyses the effects of the writer's choice of structural features• Selects a range of judicious examples• Uses a range of subject terminology appropriately
Level 3 Clear, relevant 5-6 marks	Shows clear understanding of structural features <ul style="list-style-type: none">• Clearly explains the effects of the writer's choice of structural features• Selects a range of relevant examples• Uses subject terminology accurately
Level 2 Some, attempts 3-4 marks	Shows some understanding of structural features <ul style="list-style-type: none">• Attempts to comment on the effect of structural features• Selects some relevant examples• Uses some subject terminology, not always appropriately
Level 1 Simple, limited 1-2 marks	Shows simple awareness of structure <ul style="list-style-type: none">• Offers simple comment on the effect of structure• Simple references or examples• Simple mention of subject terminology



Question Four

Focus this part of your answer on the second half of the source, from line 18 to the end.

A student, having read this section of the text said: “The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them.”

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

[20 marks]



Sentence starters:

- To some extent I agree...
- I strongly agree that...
- This is supported by the quote "...
- Furthermore, this is depicted when...
- The evidence explores how the statement is true/false because...
- The use of (insert device or word class) expresses the idea in the statement because...
- I agree/disagree with '.....' because...
- The writer's choice of the verb/ noun/ adjective '.....'....
- The effect the writer wants to create is...
- The writer's method is effective because...
- The reader may feel...
- However, those who disagree may argue that it ends....
- Even though the overall impression is...
- In this section of the text, the viewpoint changes...
- However, some people may disagree that '.....' because...
- Personally, I think that..... as.....



Question Four Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive, detailed 16-20 marks	<ul style="list-style-type: none">• Critically evaluates the text in a detailed way• Offers examples from the text to explain views convincingly• Analyses effects of a range of writer's choices• Selects a range of relevant quotations to validate views
Level 3 Clear, relevant 11-15 marks	<ul style="list-style-type: none">• Clearly evaluates the text• Offers examples from the text to explain views clearly• Clearly explains the effect of writer's choices• Selects some relevant quotations to support views
Level 2 Some, attempts 6-10 marks	<ul style="list-style-type: none">• Attempts evaluative comment on the text• Offers an example from the text to explain view(s)• Attempts to comment on writer's methods• Selects some quotations, which occasionally support views
Level 1 Simple, limited 1-5 marks	<ul style="list-style-type: none">• Simple evaluative comment on the text• Offers simple example from the text which may explain view• Simple mention of writer's methods• Simple references or textual details



Paper Two Section A :
Reading & Understanding Perspectives and Viewpoints

ENGLISH LANGUAGE



Question One Examples

Read again source A, from lines 1 to 15.

Choose four statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements.

- A Jay Rayner has good memories of his time in school.
B Jay Rayner was happy to help his son with his homework.
C As a boy, Jay Rayner worried about handing in his homework on Monday mornings.
D Jay Rayner could not think of a food metaphor to help his son.
E Jay Rayner was very able in school.
F As a boy, Jay Rayner did not enjoy doing homework.
G Jay Rayner looked forward to receiving feedback from his teachers.
H Jay Rayner makes a joke to cover up his own real exam results.

Jay Rayner has good memories of his time in school. (F)

Jay Rayner was happy to help his son with his homework. (F)

As a boy, Jay Rayner worried about handing in his homework on Monday mornings. (T)

Jay Rayner could not think of a food metaphor to help his son. (T)

Jay Rayner was very able in school. (F)

As a boy, Jay Rayner did not enjoy doing homework. (T)

Jay Rayner looked forward to receiving feedback from his teachers. (F)

Jay Rayner makes a joke to cover up his own real exam results. (T)



Question Two

You need to refer to **source A** and **source B** for this question:

Use details from **both** sources. Write a summary of the differences between Eddie and Henry.

[8 marks]



Question Two Mark Scheme

Marks	What's shown	How it's Written
7-8 marks Perceptive Level 4	An in depth understanding of the differences between ideas	Links the texts in a perceptive way, interpreting implicit details. Quotes fully support points
5-6 marks Clear Level 3	A good understanding of the differences between ideas	Makes clear connections between the two texts and makes clear inferences from both of the sources. Uses relevant quotes
3-4 marks Some Level 2	Some differences between ideas are pointed out	Shows some interpretation from one/both texts. Some attempts to link the two texts. Some relevant quotes are used
1-2 marks Simple Level 1	Mentions simple differences between ideas	Paraphrases the texts and makes simple links, doesn't make inferences. A few simple quotes or references are used



Question Three

You now need to refer only to **source B**, the letter by Henry written to his father.

How does Henry use language to try to influence his father?

[12 marks]



Question Three Mark scheme

Marks	What's shown	How it's Written
10-12 marks Perceptive Level 4	A detailed understanding of language and how its used in the source for effect	Uses sophisticated and accurate subject terminology along with a range of quotes to analyse the effects of language choices in detail
7-9 marks Clear Level 3	A clear understanding of how language works in the source and its effect	Clearly explains the effects of the writer's language using a range of quotes, making clear and accurate use of subject terminology
4-6 marks Some Level 2	Some understanding of language and its effect in the source	Makes some comment on the effect of language, using some appropriate quotes, along with some use of subject terminology
1-3 marks Simple Level 1	Simple awareness of language and its effect in the source	Offers simple comments on the effects of language, using simple references/quotes, and some simple subject terminology, not always appropriately



Question Four

For this question, you need to refer to the whole of source A together with source B, the father's letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts.

[16 marks]



Question Four Mark Scheme

Marks	What's shown	How it's Written
13-16 marks Perceptive Level 4	Compares ideas and perspectives of the two writers perceptively and in detail	Analyses in detail how the writers' methods are utilised to present their respective ideas, using a range of quotes to show a detailed understanding of the different ideas and perspectives in both texts
9-12 marks Clear Level 3	Compares ideas and perspectives in a clear way	Explains clearly how writers' methods are used to present their respective ideas, relevant quotes are used to support, there is a clear understanding of the different ideas and perspectives in both texts
5-8 marks Some Level 2	Makes some comparison of ideas and perspectives	Some attempts to compare writers' attitudes, identifying some differences between viewpoints. Sometimes commenting upon techniques used to convey them. Quotes are included
1-4 marks Simple Level 1	Makes simple cross reference of ideas and perspectives	Basic identification of the two writers' attitudes and the differences between them. Makes simple references to methods. Some basic quotes or references are included.



Paper One: Creative Writing

**Paper Two: Transactional
Writing**

QUESTION FIVE WRITING



Q5 Mark Scheme (A05)

Level	Skills Descriptors
Level 4 19-24 marks	Content is convincing and crafted, compelling communication which is manipulative/subtle/increasingly abstract, extensive and ambitious vocabulary, sustained crafting of linguistic devices Organisation is structured, developed, complex and varied with seamlessly integrated discourse markers and inventive use of structural features
Level 3 13-18 marks	Content is clear and chosen for effect with increasingly sophisticated vocabulary and phrasing and a range of linguistic devices Organisation is engaging and connected with integrated discourse markers and effective use of structural features
Level 2 7-12 marks	Content is mostly successful and controlled with some control of register, conscious use of vocabulary and some linguistic devices Organisation is linked/relevant and paragraphed with some use of discourse markers and some use of structural features
Level 1 1-6 marks	Content is simple with limited control of register Organisation is simple and limited



Q5 mark scheme (AO6)

Level	Skills Descriptors
Level 4 13-16 marks	<ul style="list-style-type: none"> ✓ Sentence demarcation is consistently secure and consistently accurate ✓ Wide range of punctuation is used with a high level of accuracy ✓ Uses a full range of appropriate sentence forms for effect ✓ Uses Standard English consistently with a secure control of complex grammatical structures ✓ High level of accuracy in spelling, including ambitious vocabulary ✓ Extensive and ambitious use of vocabulary
Level 3 9-12 marks	<ul style="list-style-type: none"> ✓ Sentence demarcation is mostly secure and mostly accurate ✓ Range of punctuation is used, mostly with success ✓ Uses a variety of sentence forms for effect ✓ Mostly uses Standard English appropriately with mostly controlled grammatical structures ✓ Generally accurate spelling, including complex and irregular words ✓ Increasingly sophisticated use of vocabulary
Level 2 5-8 marks	<ul style="list-style-type: none"> ✓ Sentence demarcation is mostly secure and sometimes accurate ✓ Some control of a range of punctuation ✓ Attempts a variety of sentence forms ✓ Some use of Standard English with some control of agreement ✓ Some accurate spelling of more complex words ✓ Varied use of vocabulary
Level 1 1-4 marks	<ul style="list-style-type: none"> ✓ Occasional use of sentence demarcation ✓ Some evidence of conscious punctuation ✓ Simple range of sentence forms ✓ Occasional use of Standard English with limited control of agreement ✓ Accurate basic spelling ✓ Simple use of vocabulary



SO HOW CAN YOU HELP?



Read fiction extracts and novels together so that there is discussion around the characters, settings, structure, mood, tone and atmosphere.

Explore ambitious vocabulary as you are exposed to it through the wider reading and encourage using the new words in sentences.

Practise writing in the style of something you have read, short paragraphs, to vary your style and tone.

Read a range of non-fiction texts, articles, books.

Read and discuss articles from a range of magazines and newspapers.

Discuss topics from the news and encourage discussions around a range of viewpoints on the same topic. Debate the different perspectives and viewpoints.

Read.



Thank you for your time and for going through our presentation.

We hope it helps to show what the exam expectations are for English Language.

If you have any further queries please do not hesitate to contact your son/daughter's English teacher.

Stay safe and well.

Mrs Robson and Mr Mann

