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Catholic Voluntary Academy



St Ralph
Sherwin
Catholic Multi Academy Trust

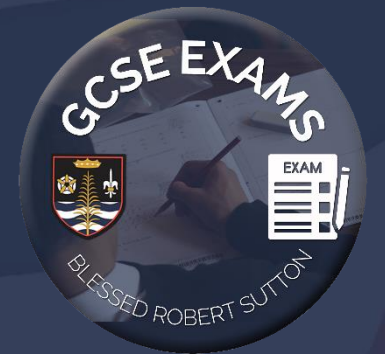
How to Revise: English Language

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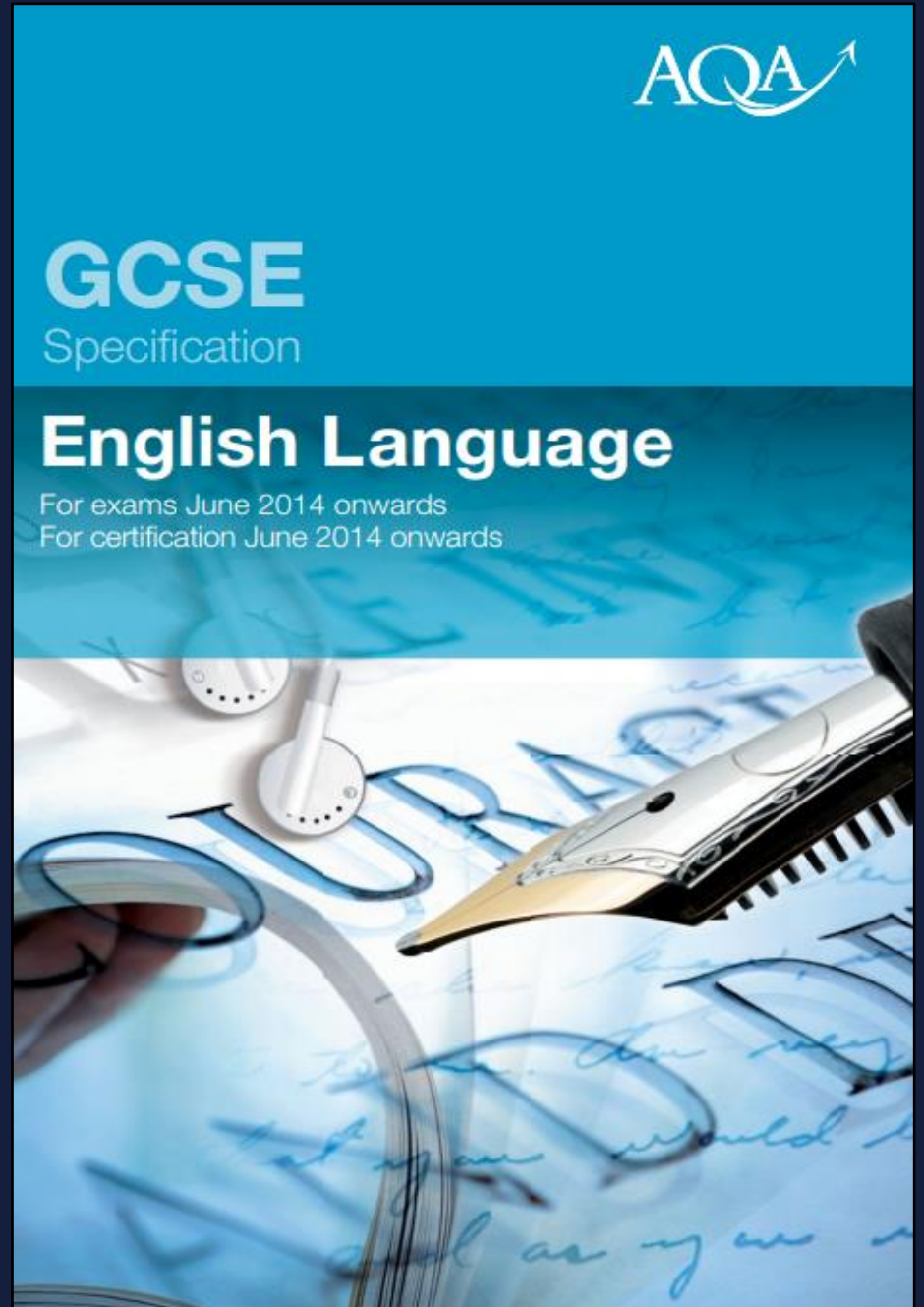


GCSE English Language

2 exams
50% each

*Paper 1 – Fiction and
creative writing*

*Paper 2 – Non Fiction and
persuasive writing*



Language Paper 1 – 1 hour 45 minutes

Section A (Reading)

- 1 fiction extract
- 4 questions – always the same format

Section B (Writing)

- 2 tasks – pick 1
- Descriptive writing
- Punctuation, spelling and grammar are tested

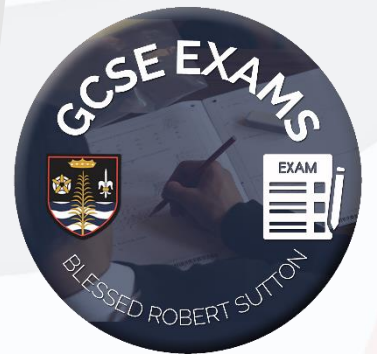
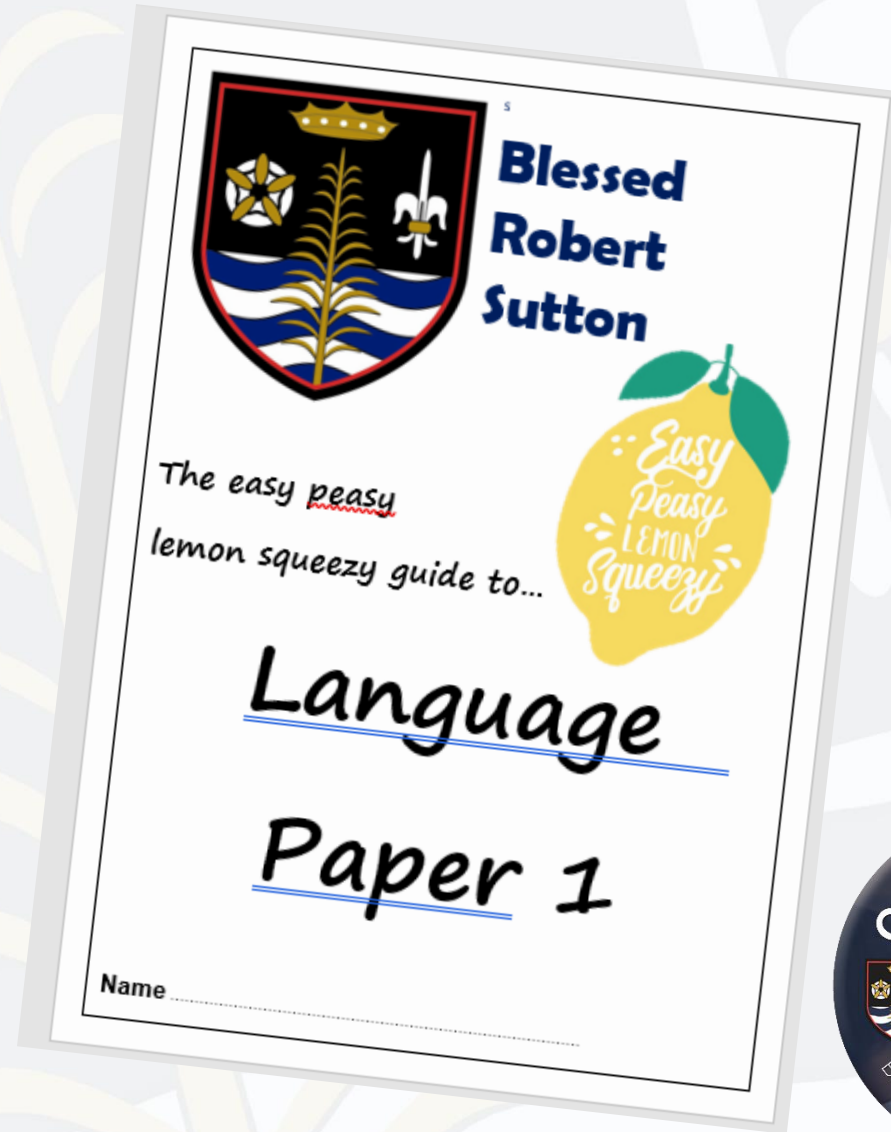
Paper 1 – Section A (Reading)

- Testing ability to *read and understand the text*
- Using *quotations*
- Using *terminology*
- Thinking about the *effect on the tone*



Have your easy peasy guide
to hand—it is already in
manageable chunks to help
you think about the
questions, the marks and
the skills to show.

If you have lost yours please
ask your English teacher for
a new one!





Test yourself on question one, by reading a text and asking yourself the key facts.

Question Two is a question that demands you highlight the key terminology-make sure you know the difference between nouns, verbs and adjectives and similes and metaphors-not sure? See the English Department for a glossary of key terms.

Question 1-4 Marks

- ✓ Make sure your answer is from the section they tell you
- ✓ Make sure your response clearly answers the question

Question 2-8 Marks

- ✓ Only use quotations from the section they give you and highlight the box at the top of the page

- ✓ Comment on language features (key words or phrases)

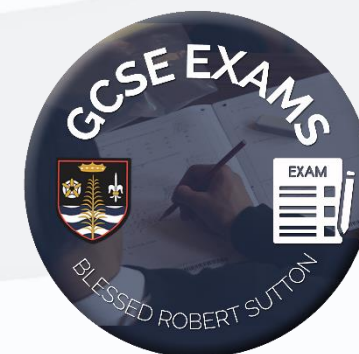
adverb, adjective, metaphor, simile, short sentence, senses, personification... the list goes on!

Punctuation does not count!

- ✓ Use terminology to explain key words
- ✓ Use the word from the question to focus your answer
- ✓ Use **Point Evidence Explain Terminology**
- ✓ Use 'because' to fully explain your ideas – remember the examiner is an idiot so you need to be crystal clear

Top Tip for Top Marks

Try to synthesis quotations in a paragraph
(Pick 2-3 from the given section that all support the same point)





Extract from 'Coraline'



She explored the garden. It was a big garden; at the very back was an old tennis court, but no-one in the house played tennis and the fence around the court had holes in it and the net had mostly rotted away; there was an old rose garden, filled with stunted, flyblown rose-bushes; there was a rockery that was all rocks; there was a fairy ring, made of squidgy brown toadstools which smelled dreadful if you accidentally trod on them.

There was also a well. Miss Spink and Miss Forcible made a point of telling Coraline how dangerous the well was, on the first day Coraline's family moved in, and warned her to be sure she kept away from it. So Coraline set off to explore for it, so that she knew where it was, to keep away from it properly.

0

1

Read again the first part of the source.

List four things from this part of the source about the garden.

[4 marks]

A.

B.

C.

D.





Question Three demands you have an overview of the whole extract. On the first read through in the exam it is important to divide your text into start, then, next, end and highlight what is happening in each section – introduction of character? Passage of detailed description?

Ensure that you know the key structural features and some good words to use for tone – listed on the next slide and to be found in your guides.

Question 3-8 Marks

Do not comment on language features

You should not refer to metaphors, similes, adjectives, adverbs...

The only transferable techniques are short sentences or complex sentences

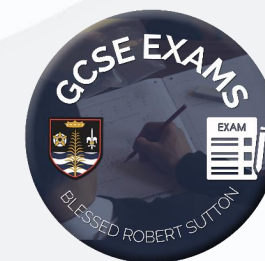
- ✓ You don't need to write about every paragraph – just the most obvious features that jump out. It's only worth 8 marks!
- ✓ Identify the structural feature
(see the list on the next page... if it is not on there, don't write it for question 3!)
- ✓ Explain specifically what happens as a result of the feature used
- ✓ Explain how the tone is affected by the structural features

Each paragraph you write should include

- ✓ Identification of the structural feature
- ✓ Evidence/quotation
- ✓ An explanation of why the feature has been used
- ✓ Analysis of how the feature impacts the plot, tone or the reader

Top Tip for Top Marks

Link the start of the extract to the end – comment on what changes... or, explain why it is cyclical!



Structural features you can identify

- Sentence length (short or complex)
- Delayed action
- Dialogue
- Description
- Introduction of problems/conflict/character
- Resolution of problem
- Flashback/Flashforward
- Change of tense
- Change of focus
- Change of narrative perspective
- Cyclical structure

Never, ever, EVER write these statements...

X The reader wants to read on

X This sets the scene

X This makes the reader wonder what will happen next

X This makes the reader interested

X This makes the reader intrigued

None of these are specific to the text

They could be applied to any text and therefore do not show your specific understanding of the text you have been given

The tone can be many different things

<i>Alarming</i>	<i>Amusing</i>	<i>Anxious</i>
<i>Apprehensive</i>	<i>Astounding</i>	<i>Beguiling</i>
<i>Captivating</i>	<i>Charming</i>	<i>Concerning</i>
<i>Confusing</i>	<i>Delightful</i>	<i>Thrilling</i>
<i>Gratifying</i>	<i>Gripping</i>	<i>Hopeful</i>
<i>Jubilant</i>	<i>Mysterious</i>	<i>Nervous</i>
<i>Optimistic</i>	<i>Perplexing</i>	<i>Perturbing</i>
<i>Puzzling</i>	<i>Satisfying</i>	<i>Stunning</i>
<i>Surprising</i>	<i>Tense</i>	<i>Troubling</i>
<i>Uncomfortable</i>	<i>Uneasy</i>	<i>Worrying</i>



Print off these sheets to help you analyse the structural features

Section of the extract	What happens?	How is it presented?	What is the significance/importance/impact?
At the start			
Then			
Next			
At the end			





Question 4-20 Marks

- ✓ There will be 2 ideas given in the statement, make sure you respond to both!
- ✓ Plan your response. Create table with each side of the argument on. Find quotations that support each side of the argument.
- ✓ You must use **Point Evidence Explain Terminology**
- ✓ You must make it clear which bit of the statement you are responding to... just putting "I agree" is not clear

Top Tip from an Examiner

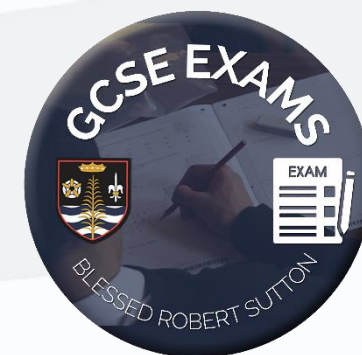
You can get full marks without disagreeing with the statement

If you include a disagreement for the sake of it, you will actually make your work weaker as it won't show consistent understanding or argument!

Top Tip for Top Marks

Synthesis quotations in a paragraph

(Pick 2-3 from the given section that all support the same point)





Print off these sheets to help you analyse the language

Quotation	What it <u>literally</u> means	What this suggests...	What it further highlights ...	What it's not



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?

Example Answer: How many marks?

I agree with the statement because I think the characters are realistic. It feels like we're in the coach with them when it says an old man 'let the window down with a crash, bringing a shower of rain upon himself and his fellow passengers.' This uses onomatopoeia and a metaphor to put an image in the reader's head and make us feel like we are really there.

We also feel like we are inside the coach when it says: 'The few passengers huddled together for warmth, exclaiming in unison when the coach sank into a heavier rut than usual.' This uses a metaphor and an adverb. They are all cold and grouped together and we feel sorry for them so we can imagine how cold they are and feel like we are there. This makes us feel sorry for the passengers.

The woman in the blue cloak is made to sound like an animal because she is 'burrowing into the depths of a large basket.' This makes us think she is like an animal which is effective because it makes the reader imagine it.

Mary seems separate from the rest of the passengers. 'Mary Yellan sat in the opposite corner, where the trickle of rain oozed through the crack in the roof.' We can imagine her on her own away from the others with the rain falling onto her. She seems different to them.

Mary seems desperate but hopeful because she is 'hoping with a sort of desperate interest that some ray of light would break the heavy blanket of sky,' This uses a metaphor and symbolism. This makes us think she is unhappy with the weather and wants it to change.

However, she hopes to see 'a momentary trace of that lost blue heaven' which shows that she thinks the hope is lost. This is a metaphor and puts an image in your head of heaven being lost to her which is quite a sad image.

I therefore agree with the statement because we really imagine the characters in detail and the writer uses language to make us think.

Advice:

Use PEDAL to structure your response effectively. Make your opinion clear.

Question 4 - Evaluation and analysis

Levels	Skills
Level 4 'perceptive' 'detailed' 16-20 marks	<ul style="list-style-type: none"> Evaluates critically and in detail the effect(s) on the reader Shows perceptive understanding of writer's methods Selects a judicious range of textual detail Develops a convincing and critical response to the focus of the statement
Level 3 'clear' 'relevant' 11-15 marks	<ul style="list-style-type: none"> Evaluates clearly the effect(s) on the reader Shows clear understanding of writer's methods Selects a range of relevant textual references Makes a clear and relevant response to the focus of the statement
Level 2 'some' 'attempted' 6-10 marks	<ul style="list-style-type: none"> Makes some evaluative comment(s) on effect(s) on the reader Shows some understanding of writer's methods Selects some appropriate textual reference(s) Makes some response to the focus of the statement
Level 1 'Simple' 'limited' 1-5 marks	<ul style="list-style-type: none"> Makes simple, limited evaluative comment(s) on effect(s) on reader Shows limited understanding of writer's methods Selects simple, limited textual reference(s) Makes a simple, limited response to the focus of the statement



Question five is the most important question on both language papers-worth 40 marks they are half of each paper and a quarter of the GCSE grade alone. You must save yourself 45 minutes and you need to plan and use of your previous attempts to help you to prepare.

Question 5-40 Marks

Always do the picture

It keeps you focused on describing rather than events of a story

Stories too easily become 'and then, and then, and then...five years later...'

The mark scheme specifically awards marks for descriptive writing

Always structure your writing in this format

- Weather
- Location
- Person
- Twist

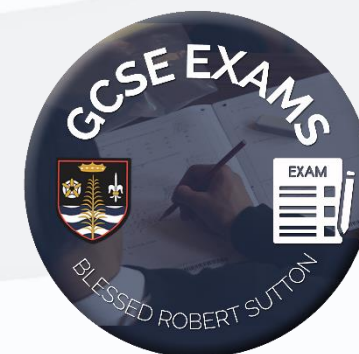
If there is no weather / location, use your imagination!

Top Tip from an Examiner

Try to create a voice or character that is convincing - make the examiner believe you know what this character is thinking and feeling through your description of them

Take the examiner on an emotional journey

Describe an internal conflict



Take any image and prepare a WLPT so you can hone your previous phrases.

Write out your best similes and metaphors so you can use them again.

Ensure that you have rehearsed a positive weather paragraph and a negative weather paragraph so you have a good starting point no matter the image.

PLANNING - Write a description inspired by this image

Weather

Sky.....
...
Temperature
Wind
Rain

Location

See.....
Hear.....
Smell.....
.....
Atmosphere

Twist (an unexpected event!)



EXAMPLE

x The woman looked at the stall

- ✓ She peered
- ✓ Her eyes searched
- ✓ She browsed leisurely

Person

x The woman looked at the stall

- ✓
✓
✓
✓
x The seller shouted
✓
✓
✓
✓

x The seller shouted



Think about the mark scheme-sophisticated vocabulary is very important as well as a range of punctuation-allow the examiner to give you marks.

A	Anxiety
B	Blissful
C	Colossal
D	Desire, Desperate
E	Eternal, Emotions, Envious
F	Fear
G	Gravity
H	Helpless
I	Irrational, ill-prepared
J	Jarring
K	Kaleidoscope
L	Languish
M	Motivated, Mixed
N	Nervous
O	Ominous
P	Pensive
Q	Quivering
R	Roving
S	Surreal
T	Tense
U	Unprepared
V	Vision
W	Worried, Weary
X	Xenophobia
Y	Yearning
Z	Zest



Language Paper 2 – Non Fiction

Section A – Reading (45 mins + 15 reading time)

4 questions about 2 non fiction texts (1 text will be 19th century = old!)

40 marks

Section B – Writing (45 mins)

One task, to write a non fiction text, about an issue (related to the extracts)

40 marks

(24 - content and organisation)

(16 - spelling and technical accuracy)





**Blessed
Robert
Sutton**

The easy peasy
lemon squeezy guide to...



Language

Paper 2

Name





Question one is your true or false question—you simply need to read carefully.

Question 2-PEEPEE

No analysis just inferring the viewpoint of the reader.
Read some texts, think about the intended impact.

Question 1-4 Marks

- ✓ Read all the options
- ✓ Be careful of contractions (did / didn't) the statement might say something DIDN'T happen, when it actually did

Question 2-8 Marks

This question is to show that you have read and understood the extracts

- ✓ Look at what the question is asking you to focus on – it will not want a general summary, it will ask you to look at ONE SPECIFIC thing

- ✓ You need to compare the extracts...

In source A (X) is shown as... in the text it says "...". This shows...

THIS IS THE SAME / DIFFERENT

to source B because.... In the text it says "...". This shows....

- ✓ You need to use quotations to back up what you say, but you don't need to use terminology because it is not asking you to analyse the language, just to show that you understand the extracts

Top Tip from an Examiner

You need to explain and infer what the quotations literally mean

Basically, put the quotation in your own words, then say what it isn't..

It is recommended that you actually write "quotation" infers that...

For example:

The boat is described as "ancient". This infers that it is very old and therefore it won't be very reliable or up to date in its safety features.





Question three is the best question the paper—good old fashioned PEET. Take some texts have a go at some PEET analysis.

Question 3-12 Marks

This question wants you to focus on the **language** used in one of the extracts
(it's the same as Q2 on Paper 1, except its worth more marks!)

You should comment on words and phrases and use terminology like adverbs, lists, adjectives, verbs, questions, repetition, imperatives...

✓ You need to only select evidence from the section you are told to look at

You need to use **Point** Evidence

Explain Terminology

Top Tip from an Examiner

NEVER EVER comment on alliteration

There is nothing powerful to say about this technique





Question 4-16 Marks

✓ You need to compare how the writers of each text feel in the text.

✓ Plan your response by creating a table about each source and their view of what the question is focusing on

✓ You need to compare what the writers of each text think about their experiences

✓ You must use **Point Evidence Explain Terminology**

You need to compare the extracts in the same paragraph

For Example: In source A the writer feels very scared. In the text it says "I was frightened and grabbed at the lifejacket". This shows... **THIS IS DIFFERENT** to source B because the writer feels relaxed and unconcerned. In the text it says "I lay on my bed and felt the swell of the waves". This shows...





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Question 5- 40 Marks

- ✓ Read the statement, it will give you clues what to focus on in your writing
- ✓ Pay attention to what you are writing, and begin appropriately

Letter – Dear...

Speech – Hello ladies and gentleman, thank you for being here today

Article – introduce the issue. Try to remember that you will need a headline and subheadings

Remember to plan your response. Create a table with agree and disagree each side with some clear points. Choose the side that has the most points on it!

- ✓ Your work needs to be argumentative and you need to clearly show one side of the argument to convince the reader of your viewpoint

(The examiner is looking for work that convinces them of your opinion – they want a rant!)

- ✓ Each paragraph should have at least 5 sentences in... that means 5 full stops!





What could you get?

- You will be given a topic or a statement.
- You will be told which format to write in – this could be a letter, speech, newspaper article, blog, etc.
- You will be told the purpose of the text – writing to inform, persuade, advise, entertain, etc.
- The writing section will be linked to the reading materials in section A. So, it's sensible to do the reading section before the writing section.
- Try to use some information from section A, but do NOT just copy it!





METHODS-have you tried any of these out?



said...

Look at what
in their exam
not to just
language c
'Students sh
encouraged to
with a wider v
method

Facts/Opinion

Language devices

Direct address

Formality

**Tone of
writing**

Anecdotes

Bias

Purpose of text

Ordering of detail,

Hyperbole

POV

(Chronology)

Setting

Dialogue

Word groups





Structure your writing in this format

- **Introduction**

Clearly give your view so the examiner knows straight away what you think about the issue.

Don't be wishy washy.

Be **strong and clear** in setting your viewpoint and tone

- **Past**

Explain what happened in the past or how the issue was seen previously

- **Present**

Explain the present issues or ideas

- **Future**

Give a future vision or solution

In each paragraph, give a clear argument or point that builds on from your previous point.

You do not need to argue both sides, you are trying to convince them of your point of view.

You could include counter arguments, but then say why they are totally wrong!

- **Conclusion**

End with a powerful and strong idea or message – this is the last thing the examiner reads – leave them with a good impression!

A VERY clever thing to do is to create a cyclical structure by returning to an idea or repeating a phrase you wrote in your introduction.

Key sentences to use

✓ For too long now...

✓ Whilst... others...

✓ Now, more than ever, we need to...

✓ Use a question

✓ Despite...

✓ However...

✓ Use a dramatic short sentence

✓ We live in a world where...

✓ I understand (counter argument): however...





Folders have been given to every Year 11 containing revision guides; these guides can also be found on SharePoint to access electronically.

Above all Year 11 use your books, the curriculum has been designed so that they are greatest source of revision material for you. You will find model answers, mark schemes and suggestions on to improve and your own work.

Good Luck-you've got this!

