



GCSE ENGLISH AND ENGLISH LITERATURE

STUDY STRATEGIES 2017

GCSE ENGLISH LANGUAGE

2 EXAMINATION PAPERS: 100%

PAPER 1 = 40% OF TOTAL GCSE 1 hour 45 minutes

PAPER 2 = 60% OF TOTAL GCSE 2 hours

BOTH PAPERS:

- **SECTION A TESTS READING SKILLS**
- **SECTION B TESTS WRITING SKILLS**

ENGLISH LANGUAGE PAPER 1: FICTION

Section A: Read an extract from a 19th Century novel – 1 hour (reading time built in) – worth 24 marks

- 4 questions – increasing marks allocation

Q1: 1 mark – basic comprehension

Q2: 2 marks – basic comprehension

Q3: 6 marks – Language and Structure

Q4: 15 marks – ‘Evaluation - ‘How successfully does a writer...’

ANSWERS TO BE STRAIGHT TO THE POINT, USE QUOTATIONS TO SUPPORT IDEAS

REVISION OF THESE SKILLS WILL BE DONE IN LESSON TIME AND ADDITIONAL REVISION SESSIONS AFTER SCHOOL.

**PAPER I: Section B: writing fiction – ‘narrative/story’ –
worth 40 marks**

- **45 MINS**
- **Choice of 2 writing tasks (one will be responding to pictures/photographs as stimulus)**
- **Focus is imaginative/creative writing**
- **STUDENTS ARE TESTED ON...**

- ABILITY TO **COMMUNICATE IN AN IMAGINATIVE WAY** – USE VOCABULARY TO SHOW THIS, EXTEND VOCABULARY, USE ‘LANGUAGE FEATURES’ TO MAKE WRITING VIVID – E.G. DESCRIPTIVE LANGUAGE
- **STRUCTURE THE WRITING CLEARLY** – TAKE YOUR EXAMINER CLEARLY THROUGH FROM A BEGINNING, MIDDLE (INCIDENT/MAJOR EVENT) AND END - BANNED IDEA! ‘IT WAS ALL A DREAM’. MORE ABLE STUDENTS WILL BE INVENTIVE – FLASHBACK – STORY FROM MORE THAN ONE POINT OF VIEW (SEE SHEET IN PACK)
- **VARY PARAGRAPH LENGTHS FOR EFFECT** - MAKE IT OBVIOUS - LONGER PARAGRAPH TO BUILD UP TENSION ETC. SHORT ONE FOR DRAMATIC EFFECT
- **VARY SENTENCE TYPES** – TO GET ABOVE **LEVEL 3** THIS IS ESSENTIAL – COMBINE SENTENCE TYPES FOR EFFECT (LIKE PARAGRAPHS)
- **SPELL WORDS ACCURATELY – DON’T WORRY ABOUT THIS! GO FOR IT!**
- **VARY PUNCTUATION – AT LEAST 5 DIFFERENT TYPES – USE SEMI-COLON CORRECTLY! MORE THAN ONCE.**

HOW CAN STUDENTS PREPARE FOR THIS SECTION OF PAPER? HOW CAN YOU HELP AT HOME?

- STUDENTS SHOULD PRACTISE IMPROVING WRITING SKILLS – EVEN SMALL SECTIONS – READ IT WITH THEM AND USE THE GUIDANCE OF THE PREVIOUS SLIDE TO ADVISE WHERE AND HOW TO IMPROVE:
IMAGINE QUESTION WAS THIS PICTURE:



FIRST ATTEMPT...

I looked at the door and I saw that it was old and hadn't been opened for a long time. I wondered what was behind it so I walked up and knocked on it very loudly. No-one answered so I turned the handle and it opened slowly as the hinges were creaking because it hadn't been opened for a long time

- Descriptive vocab for effect? ✗
- Variation of paragraphs and sentence types? ✗
- Variation of punctuation? ✗

IMPROVED VERSION...

Time stood still.

It was entirely clear that it hadn't been opened for many years. Gnarled and weather-beaten, it stoically endured as defensive protector of the secrets within; secrets that had remained shrouded from the world for over half a century. To enter was a potentially perilous act...but necessary.

- Descriptive vocab for effect? **YES!**
- Variation of paragraphs and sentence types? **YES!**
- Variation of punctuation? **YES!**

ENGLISH LANGUAGE PAPER 2: MOCK

Remember – this paper is worth 20% more marks than Paper 1 and is 2 hours long

Section A: Reading – 1 hour 15 minutes – 56 marks

Section B: Writing – 45 minutes – 40 marks

PAPER 2: SECTION A- MOCK

Read TWO extracts, linked by theme - non-fiction e.g. newspaper article, extracts from biography/autobiography/letters/diary extracts/travel writing/reviews

Q1-3: on extract 1

Q4-6: on extract 2

Q7 – compare the two extracts

ANSWERS TO BE STRAIGHT TO THE POINT, USE QUOTATIONS TO SUPPORT IDEAS

REVISION OF THESE SKILLS WILL BE DONE IN LESSON TIME AND ADDITIONAL REVISION SESSIONS AFTER SCHOOL/EASTER HOLIDAYS

PAPER 2 SECTION B: MOCK

Worth less marks than Section A

Transactional Writing:

- **Argue/Inform/Persuade/review/explain... ‘non-fiction’**
- **Just like paper 1 Section B:**
- **Extend vocabulary to suit audience and purpose**
- **Vary paragraphs, sentences, punctuation etc.**

You may have to write a formal letter, a review for a newspaper, and article for a newspaper...

HOW CAN STUDENTS PREPARE FOR THIS SECTION OF PAPER? HOW CAN YOU HELP AT HOME?

- Practise writing in this genre – argue/persuade, inform etc. just like Paper 1: Fiction – attempting key questions 3, 6 and 7b, regularly will enhance ability to write under timed conditions.
- Practise opening and ending a formal letter
- Read a range of reviews/newspaper articles to see how other writers do it.
- **Vary paragraphs...vary sentences...vary punctuation...use mature vocabulary...**

GCSE ENGLISH LITERATURE

2 papers:

Paper 1: 'Macbeth' and 'Animal Farm' – 50% of final GCSE Literature grade – 1 hour 45 mins

Paper 2: 'A Christmas Carol', 15 poems from Edexcel Anthology, comparison of x2 unseen poems – 2 hours 15 mins

PAPER 1 SECTION A: MACBETH- MOCK

Two-part question:

A) Extract from play – evaluate HOW Shakespeare presents a character or idea – e.g. what is the effect of his choice of language etc.

Students need to analyse key quotations.

B) Question on whole play – how a theme from the extract is presented in whole play, e.g. ‘ambition’, ‘kingship’, ‘supernatural’

Students need to explore the question in relation to the context.

USE RED MACBETH BOOKLET TO REVISE FOR MOCK

PAPER 1 SECTION B 'ANIMAL FARM': MOCK

Choice of x2 questions:

Each question will be preceded by a short quotation from the text, to provide a stimulus for the response.

- Questions will focus on one or more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context (16 marks/40)
- Marks will also be given for accurate use of spelling, punctuation and grammar.

USE YELLOW BOOKLET TO REVISE FOR MOCK EXAM

PAPER 2 – SECTION 1 'A CHRISTMAS CAROL'

Two-part question:

- 1. Extract from play – evaluate HOW Dickens presents a character or idea – e.g. what is the effect of his choice of language**
- 2. Question on whole novel : questions may focus on different aspects of the text, requiring exploration of one of more of the following areas: plot, setting(s), character(s), theme(s).**

PAPER 2: PART 2 ANTHOLOGY OF POETRY

- **Students must know 15 poems extremely well from the **'Relationships'** cluster**
- **Students will have to compare one of the poems printed on the exam paper with another which is not printed, so students have to learn the following for EACH of the poems:**
 - **Attitude of speaker in poem**
 - **Language, form and structure**
 - **Whose point of view we get in the poem and the difference this makes to our understanding**
 - **Context of the poems**

LITERATURE PAPER 2 – PART 3 – UNSEEN POETRY

Compare two poems – previously unseen. Linked by a common theme

- **Assessed on ability to:**

- **find similarities and differences in the ideas**

- **find similarities and differences in the ways that the poets present**

- these ideas.**

HOW CAN STUDENTS REVISE FOR LITERATURE PAPERS?

1. Revise key points for character/theme/plot for:

- *Macbeth*
- *Animal Farm*
- *A Christmas Carol*
- 15 Anthology poems

2. Use all the revision handouts you have been given. These are thorough and have been specially written for QEHS students

3. Make flashcards from notes and **LEARN** key areas/quotes/themes/ writers' methods

HOW CAN PARENTS/CARERS HELP AT HOME?

- Try to check that your son/daughter had created detailed flashcards for the key areas of texts mentioned in previous slides
- Question them on key aspects of the poem/character/ theme
- Ask you son/daughter to recite quotations for a key theme or character/ poem
- Suggest that they randomly take a theme, idea, character and pretend that that is the one that comes up in the exam – can they write (without anything in front of them) the main ideas and quotations – check it over with them against the original one and help them see what they have missed – ask them to have another go and see how much they have improved?
- Help the students draw up a revision rota for the above, help them break it down into topics within texts, not just ‘ I am going to revise Macbeth’ – break it down into character/theme/idea and ensure that all texts get equal coverage
- Keep working with them, asking them to tell you key ideas/quotes etc.

AUDIO VERSIONS

- Download MP3 versions of the poems/texts – students listen again and again – they will remember quotations
- Listen to a few pages of a novel/play – regularly – helps embed quotations and key ideas/events.
- Students can practise plans for what they would write in an answer – do not need to write out answers – main points/quotes/ context/language features etc.
- **JUST ENSURE THAT YOU KEEP REVISING ALL THE TEXTS – KEY AREAS REGULARLY – IT WILL SINK IN!**

That's all Folks!



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