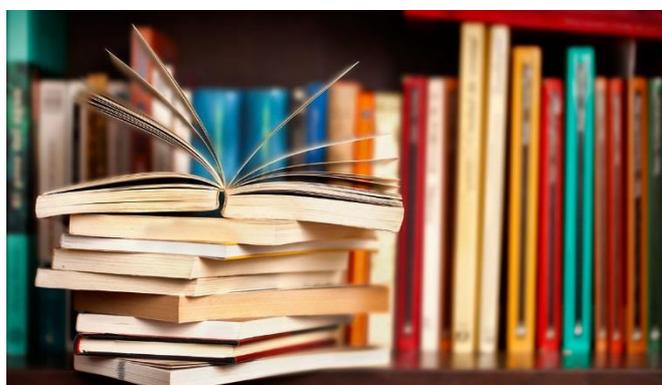
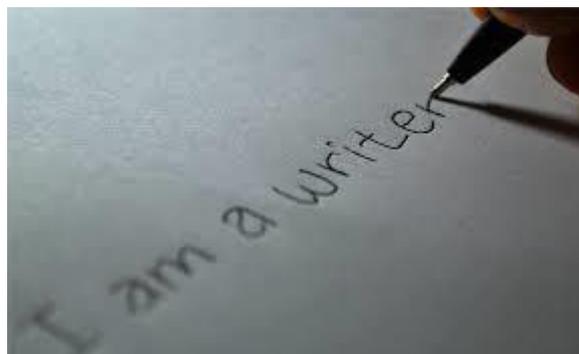
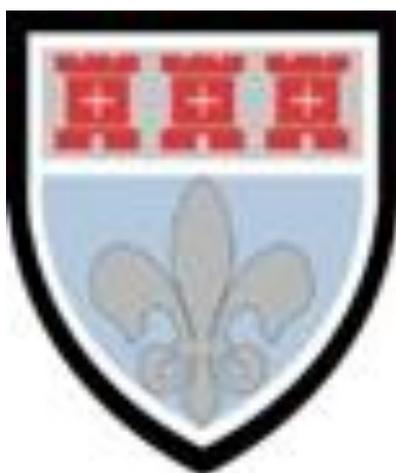


How to support your Y11 child in GCSE English Language and English Literature



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Key Information about GCSE English Language

Paper 1: Explorations in creative reading and writing

Paper 2: Writers' viewpoints and perspectives

English Language Paper 1 Summary

Section A Reading	In this section students will be given an extract from a novel. They will be asked four reading questions about this extract assessing their understanding of the extract and how well they can analyse and evaluate the language and structure.
Section B Writing	In this section students will be asked to produce a piece of descriptive or narrative writing. They will be given a choice of a picture to inspire their writing or a short written prompt.

English Language Paper 2 Summary

Section A Reading	In this section students will be given two non-fiction texts from different time periods. They will be asked four reading questions about these texts, assessing their understanding of them, and how well they can analyse the language and compare the writers' methods.
Section B Writing	In this section students will be asked to produce a piece of writing in which they express a viewpoint. They will respond to a controversial statement provided in the question.

Paper 1 Questions, Order and Timings:



**English Language
Paper 1**

Question Timing and Order		
Reading Qs and extract		15
Q	Marks	Minutes
5	40	45
1	4	5
2	8	10
3	8	10
4	20	20

W 5. Writing to describe or narrate.

r Plan your paragraphs

i

t

- Adjectives
- Adverbs
- Similes
- Metaphors
- Personification
- Long and short sentences
- Include at least 5 different types of punctuation.
- Start your sentences in different ways.
- Divide the image up to focus on different details.

R 1. List 4 things about....

e Start with the name of the person or thing you are asked about. Write in full sentences

d

i

n

g

<p>3. How has the writer structured the text...?</p> <p>Think about what changes between the beginning and end of the extract. Is there a change in perspective, focus, pace, setting, characters?</p> <ul style="list-style-type: none"> • "At the beginning of the text the writer focuses on...." • "At the end of the text the writer interests the reader by..." 	<p>2. How does the writer use language?</p> <ul style="list-style-type: none"> • "The writer uses..." • Aim for 3 developed examples. • Label the techniques • Discuss the effect on the reader. "This makes the reader....." <p>4. To what extent do you agree...?</p> <ul style="list-style-type: none"> • Aim for three developed reasons why you agree with the statement, supported by examples. • Analyse language and structure in detail. • Name the methods you identify eg metaphor, short sentence, imagery etc.
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Paper 2 Questions, Order and Timings:



**English Language
Paper 2**

Question Timing and Order		
Reading Qs and extract	Marks	Minutes
		15
		↑
Q		Minutes
		↓
5	40	45
1	4	5
2	8	10
3	12	12
4	16	18

W 5. Writing to express a viewpoint

r

i

t

n

g

- Plan first (5 points= 5 paragraphs)
- Use persuasive features you have been taught, for example rhetorical questions, lists of three, anecdotes etc.
- Use long and short sentences,
- Use paragraphs.
- Use at least 5 different types of punctuation.
- Write in the form you have been given in the question, using appropriate features.

R 1. Identify four things that are true....

e

a 2. Summarise the differences....

d Use evidence from both sources.
Say "From this I infer"

i Read the text and the question carefully and identify true and false statements.
Use a comparative phrase such as "On the other hand"

n

g 3. How does the writer use language..?
Identify at least 3 techniques the writer has used. "The writer uses...."
Discuss the effect "This makes the reader...."

4. Compare how the writers show their viewpoints and perspectives....?
• Compare the tone
• Compare the techniques and methods
• Use connectives to compare and contrast.

How can I support my child in English Language?

- Ask your child about the exams and the format.
- Make sure they know the order in which they are to answer the questions and how much time they should spend on each one.
- Make sure your child has the right equipment on the day of the exam. They should have black pens, highlighters and a ruler.

Does your child know their language toolkit? Test them on the following terminology:

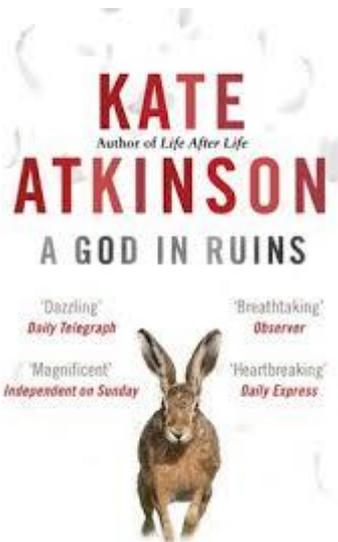
adverb	adjective	pronoun	Modal verbs
imperative	simile	metaphor	Verb
abstract noun	onomatopoeia	personification	anecdote
rhetorical question	emotive language	hyperbole	statistics
pun	pathetic fallacy	repetition	alliteration

How to practice analysing language and structure using fiction:

This is the opening of a novel by Kate Atkinson:

What is the effect of these short sentences?

30 March 1944
The Last Flight
Naseby



He walked as far as the hedge that signalled the end of the airfield. The beating of the bounds. The men referred to it as his 'daily constitutional' and fretted when he didn't take it. They were superstitious. Everyone was superstitious. Beyond the hedge there were bare fields, ploughed over last autumn. He didn't expect to see the alchemy of spring, to see the dull brown earth change to bright green and then pale gold. A man could count his life in harvests reaped. He had seen enough. They were surrounded by flat farmland. The farmhouse itself stood square and immovable over to the left. At night a red light shone from its roof to stop them crashing into it. If they flew over it when they were coming in to land they knew they had overshot and were in trouble.

What is the effect of these colour terms?

How to practice using non-fiction:

The following text is an extract from a letter from the husband of a victim of the Paris bombings in 2015 to the perpetrators of the attack:

What is the effect of the second person pronoun?

On Friday night, you took an exceptional life — the love of my life, the mother of my son — but you will not have my hatred. I don't know who you are and I don't want to know, you are dead souls. If this God, for whom you kill blindly, made us in his image, every bullet in the body of my wife would have been one more wound in his heart.

So, no, I will not grant you the gift of my hatred. You're asking for it, but responding to hatred with anger is falling victim to the same ignorance that has made you what you are. You want me to be scared, to view my countrymen with mistrust, to sacrifice my liberty for my security. You lost

What is the effect of this short sentence?

Other ways of supporting reading:

- Encourage your child to read a variety of fiction and non-fiction texts.
- Ask your child to explain what they have learned from these texts.
- Ask your child to identify the purpose and audience of each text they read.
- Ask your child to think about the structure of the text – how does it change from beginning, middle and end.
- Ask your child to summarise what they have read.
- Ask your child what they can infer from a text.
- Ask your child to describe the tone of the writing and the viewpoints of the writers.
- Ask your child to identify language features used in the text.
- Ask your child to think about the effects of these features.
- Encourage your child to look up unfamiliar words they may encounter in these texts.

Section B – Writing

Examples of writing tasks:

Paper 1

Section B: Writing



5. A magazine has asked for contributions for their creative writing page.

Either:

Write a description of passengers boarding a train as suggested by this picture

Or

Write a story that begins with the sentence: ‘The problem with putting on a mask to face the outside world, is that at some point there will come a point when you are unable to take it off.’

Paper 2

- “Climate change is the biggest threat humanity faces and we all need to change our lifestyles and act now”. Write a speech to a Y11 assembly in which your argue for or against this statement.
- “Young people today have it easy: the older generation had much more difficult lives”. Write an article for a local magazine in which your express your viewpoint about this statement.

How can I support my child in writing?

- Encourage your child to plan pieces of writing.
- Encourage your child to learn and practise spelling complex and ambitious examples of vocabulary to use in their exam.
- Encourage your child to focus in their written accuracy and to proofread their written work.
- Encourage them to plan before attempting any writing question so that they organise their ideas effectively.
- Focus particular on writing excellent opening and closing paragraphs.
- Encourage and remind your child about time management.
- Encourage your child to think about the audience, purpose and form of the piece of work they are writing.
- Encourage your child to use a variety of sentence lengths and sentence forms. A good way of doing this is to ask your child to count the words of each sentence they have written and note the amount in the margin.
- Ask your child to show you their writing. Ask them why they have used certain techniques and structures.

This sentence has five words. Here are five more words.
Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

So write with a combination of short, medium, and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

-Gary Provost

English Literature

Key Information about GCSE English Literature

Paper 1: Shakespeare and the 19th Century Novel

Paper 2: Modern texts and Poetry

English Literature Paper 1 Summary

Section A	In this section students will be given an extract from Macbeth and asked to explore an idea relating this extract to the rest of the play and the historical context.
Section B	In this section students will be given an extract from A Christmas Carol and asked to explore an idea relating this extract to the rest of the play and the historical context.

English Literature Paper 2 Summary

Section A 45 minutes	In this section students will be given an essay question to respond to about EITHER DNA, The Curious Incident of the Dog in the Night Time or An Inspector Calls. They must analyse the language and structure of the text and relate it to its historical context.
Section B 45 minutes	In this section students will be given a poem from the poetry anthology. They will be asked to compare this poem to another one of their choice from the anthology. They must use evidence from both poems and relate the poems to their contexts
Section C Reading and planning (5 minutes) Poem 1 (30 minutes) Poem 2 (10 minutes)	In this section, students will be given two unseen poems. They will be asked to write a response to a question on the first unseen poem, and then they will be asked to compare this poem with a second unseen poem.

How can I support my child in English Literature:

- Use the “Know your texts” booklet to test your child on the Literature texts they have studied.
- Encourage your child to devise their own quiz questions on the texts they have read and to quiz themselves. Test them on the factual aspects of the texts they have studied. When were they written? Where are they set? Test them on the plot and characters.
- Encourage your child to make flashcards with key quotations on. They could test themselves on who said what, “fill in the gaps” or try to link each quotation to the context of the text.
- Encourage your child to devise their own exam style questions. (Examples can be found in their revision booklets).
- Encourage them to plan AT SPEED for these questions and to write “the short answer”.
- Encourage your child to revise by “quick listing”, for example list all the quotations they can remember about a particular character or theme.

Useful websites

BBC Bitesize:

<http://www.bbc.co.uk/education/subjects/zr9d7ty>

Mr Bruff:

https://www.youtube.com/watch?v=X7v_jTej_il

AQA:

<http://www.aqa.org.uk/subjects/english/gcse>