Year 10 Exam Success Evening Parents – have a go at a GCSE question!

I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in.

This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".

- I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the mickey out of you.
- He was right. I didn't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Men¹ doing a conga².

10

(This is from the most recent Year 10 assessment!)

Read again the first part of 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. 			
Α	Jay Rayner has good memories of his time in school.	0	
В	Jay Rayner was happy to help his son with his homework.	0	
С	As a boy, Jay Rayner worried about handing in his homework on Monday mornings.	0	
D	Jay Rayner could not think of a food metaphor to help his son.	0	
Е	Jay Rayner was very able in school.	0	
F	As a boy, Jay Rayner did not enjoy doing homework.	0	
G	Jay Rayner looked forward to receiving feedback from his teachers.	0	
Н	Jay Rayner makes a joke to cover up his own real exam results.	0	

The answers – how did you get on?

A01 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. This assesses the first bullet point identify and interpret explicit and implicit information and ideas. Jay Rayner has good memories of his time in school. (F) В 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)

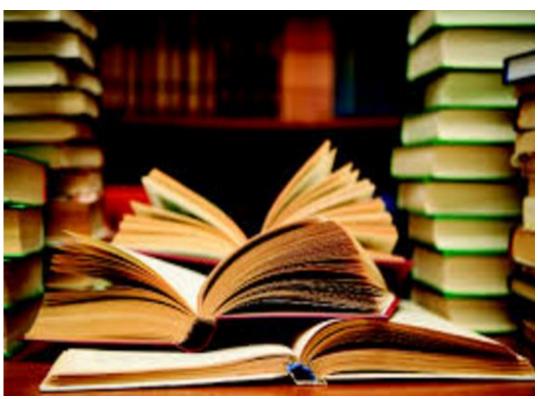
Jay Rayner makes a joke to cover up his own real exam results. (T)

Year 10 Exam Success Evening

English Language



English Literature



English Language – Key information

• There are no tiers anymore – all students will sit the same exams

• Students will be graded using the 1 - 9 system

• There are two exams – each worth 50% of the final grade

Each exam contains a reading section and a writing section (of equal marks)

English Language specification at a glance

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

one literature fiction text

Section B: Writing

 descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

 one non-fiction text and one literary non-fiction text

Section B: Writing

 writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Non-examination Assessment: Spoken Language

What's assessed

(AO7-AO9)

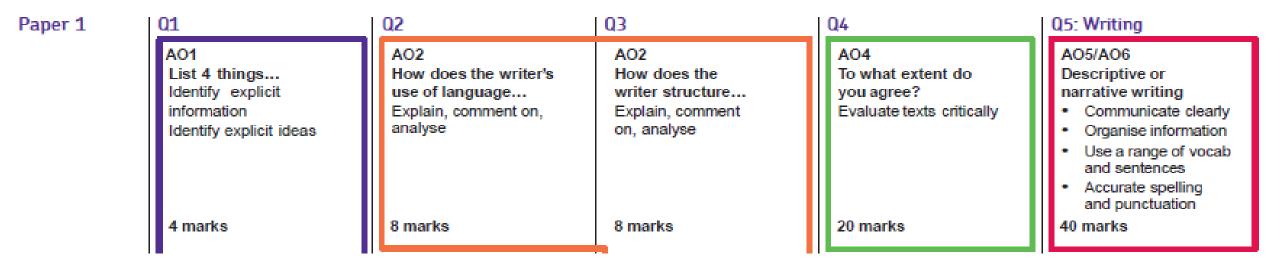
- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Paper 1 in summary

Students will be given one fictional text to read



Paper 1

AO1
List 4 things...
Identify explicit
information
Identify explicit ideas

Make sure you list EXACTLY 4 –

- If you put more than 4 it negates the points!
- If you put less than 4 you can't get 4 marks!

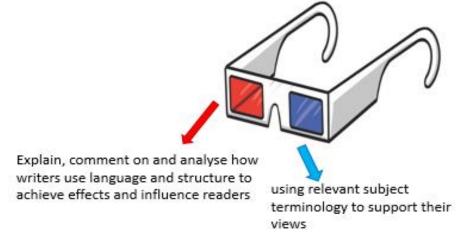
Q2 (0 AO2 How does the writer's

use of language... Explain, comment on, analyse

8 marks

- Students need at least 3 examples
- Students must use subject terminology
- Explain the effect (remember the 3D glasses!)

verbs, adverbs, personification, alliteration, similes and metaphors, nouns,

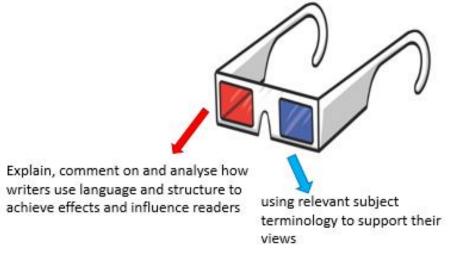


AO2 How does the writer structure... Explain, comment on, analyse

8 marks

- Students need at least 3 examples
- Students must use subject terminology
- Explain the effect (remember the 3D glasses!)

Beginnings and endings, topic shift, perspectives, paragraphing, speech



AO4

To what extent do you agree? Evaluate texts critically

20 marks

 Students have to engage with a statement about the text.

 This is a sustained response – and students have to make their response convincing.

Q5: Writing

AO5/AO6

Descriptive or

narrative wr

Communi

Organise

 Use a ran and sente

 Accurate and punc

40 marks

Students have two choices for Q 5.

get a colour picture ust write a

iven an idea for a

English Language specification at a glance

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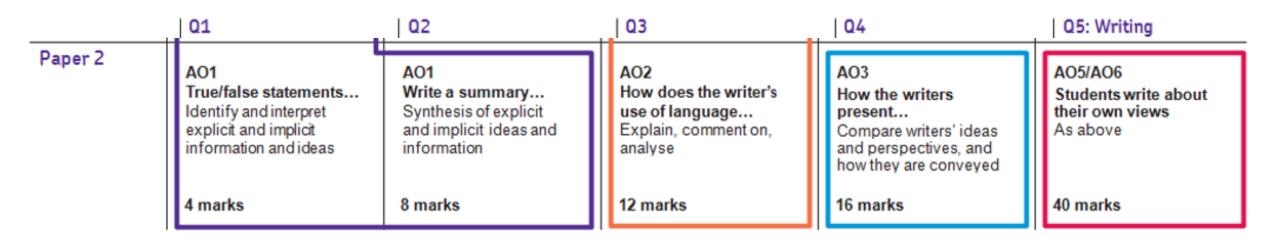
- presenting
- responding to questions and feedback
- use of Standard English

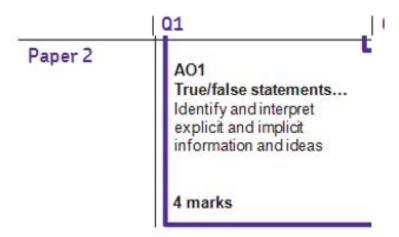
Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Paper 2 in summary

Students will be given two nonfictional texts





Q1: Students pick correct answers

Choose four statements below which are TRUE.

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

Α.	Alain woke up late on the first morning	
В.	The place where Alain was staying had a veranda	
C.	There were fir trees on the beach	
D.	The floor of the sea was covered in pebbles	
E.	Alain found a deck chair at the sea's edge	
F.	To Alain, the sea sounded like a monster sipping water	
G.	The roofs of the hotel bungalows were made from raffia	
Н.	Behind the bay were snow covered mountains	

AO1 Write a summary... Synthesis of explicit and implicit ideas and information 8 marks

The S.Q.I method – (examiner recommended!)

Use this 3 part method to answer this question

- Make clear statements about the connections (in this case differences)
- Quote details
- Make an inference from the quotation which shows understanding.

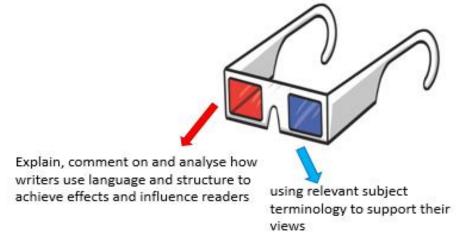
AO2 How does the writer's use of language... Explain, comment on, analyse

12 marks

This is just the same as Q2 on Paper 1

- Students need at least 3 examples
- Students must use subject terminology
- Explain the effect (remember the 3D glasses!)

verbs, adverbs, personification, alliteration, similes and metaphors, nouns,



AO3

How the writers present...

Compare writers' ideas and perspectives, and how they are conveyed

16 marks

0 4

For this question, you need to refer to the whole of source A together with the whole of source B.

Compare how the writers have conveyed

....(whatever it is ..)

In your answer, you could:

- compare their different views and experiences
- compare the methods they use to convey those views and experiences
- support your ideas with quotations from both texts.

Q5 Section B: Writing You are advised to spend about 45 minutes on this section. You are reminded of the need to plan your answer. You should write in full sentences. You should leave enough time to check your work at the end. Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time. Write an article for a broadsheet newspaper in which you explain your point of view on this statement. (24 marks for content and organisation 16 marks for technical accuracy) [40 marks]

This was students' most recent assessment.

Further support:



2: LANGUAGE AND STRUCTURE

Commenting on the effect of structure

This quiz will cover:

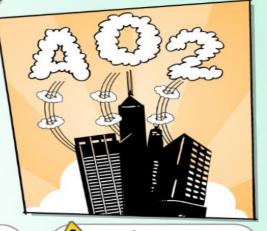
- commenting on a writer's structural choices
- using the correct subject terminology.

Press next to begin.

25 marks available



this quiz is NOT timed





1 attempt at each question

Doddle homework

DODDLE

Imaginative Writing mini qui

Learning objective

Planning your response

Before beginning to write a piece of imaginative writing, it is important to create a plan for your work. Your plan might include details of the structure of your piece, the characters you intend to include, and the key events of the plot.

Why do you think it is important to plan?

- Your story will have a coherent structure.
- You can keep a clear idea of the direction of your narrative. and therefore avoid a story that rambles.
- It can prevent you from running out of ideas halfway through.
- It can help you devise your story in a way that will keep the reader gripped.

(board works) DODDLE

KS4 English

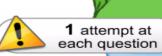
This quiz will cover...

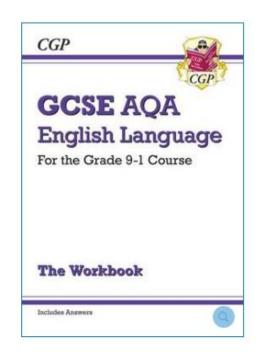
- structuring your imaginative writing
- building a sense of character
- using the senses to describe setting
- making your writing interesting with linguistic and rhetorical devices.

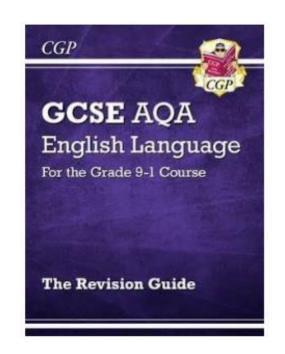
25 marks available



Click "next" to begin.









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YouTube Channel -**Great for explaining approaches to questions**







www.bbc.co.uk/skillswise/english

www.bbc.co.uk/bitesize

Doddle homework

English Literature – Key information

There are no tiers anymore – all students will sit the same exams

• Students will be graded using the 1 - 9 system

• There are two exams – Paper 1 – worth 40% and Paper 2 – worth 60%

Students are NOT allowed to take in copies of the texts

English Literature

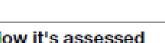
Macbeth (or Romeo and Juliet)

Dr Jekyll and Hyde (or A Christmas Carol)

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare
- The 19th-century novel



- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- Modern texts
- Poetry
- Unseen poetry

Year 11

Work!

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. 'An Inspector Calls.' (30 + 4 marks)

Poetry anthology (30 + 4 marks)

Unseen poetry (24 + 4 marks)

English Literature – paper 1 – can you think of any ideas for either question?

ΊŪ

Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,

- And fill me from the crown to the toe topfull
 Of direst cruelty; make thick my blood,
 Stop up th'access and passage to remorse
 That no compunctious visitings of nature
 Shake my fell purpose nor keep peace between
- Th'effect and it. Come to my woman's breasts,
 And take my milk for gall, you murd'ring ministers,
 Wherever in your sightless substances
 You wait on nature's mischief. Come, thick night,
 And pall thee in the dunnest smoke of hell,
- That my keen knife see not the wound it makes
 Nor heaven peep through the blanket of the dark,
 To cry 'Hold, hold!'

Section B: The 19th-century novel

Answer **one** question from this section on your chosen text.

EITHER

Robert Louis Stevenson: The Strange Case of Dr Jekyll and Mr Hyde

Read the following extract from Chapter 2 and then answer the question that follows.

In this extract Mr Utterson has just met Mr Hyde for the first time.

'We have common friends,' said Mr Utterson.

'Common friends!' echoed Mr Hyde, a little hoarsely. 'Who are they?' 'Jekyll, for instance,' said the lawyer.

'He never told you,' cried Mr Hyde, with a flush of anger. 'I did not think you

- would have lied.'
 - 'Come,' said Mr Utterson, 'that is not fitting language.'
 - The other snarled aloud into a savage laugh; and the next moment, with extraordinary quickness, he had unlocked the door and disappeared into the house.
- The lawyer stood awhile when Mr Hyde had left him, the picture of disquietude. Then he began slowly to mount the street, pausing every step or two and putting his hand to his brow like a man in mental perplexity. The problem he was thus debating as he walked was one of a class that is rarely

salvad. Mr Lluda was pale and dwarfish: he gave an impression of defermity

For the exam, students will be given two essay-style questions based on 'An Inspector Calls.' They will answer one of them. E.g.

PAPER 2:
An
Inspector
Calls

Section A: Modern prose or drama

Answer one question from this section on your chosen text.

JB Priestley: An Inspector Calls

EITHER

0 1 How and why does Sheila change in An Inspector Calls?

Write about:

- how Sheila responds to her family and to the Inspector
- how Priestley presents Sheila by the ways he writes.

[30 marks] AO4 [4 marks]

OR

Question 2

0 2 How does Priestley explore responsibility in An Inspector Calls?

Write about:

- the ideas about responsibility in An Inspector Calls
- how Priestley presents these ideas by the ways he writes.

[30 marks] AO4 [4 marks]

PAPER 2: Poetry

Power and conflict

The poems you have studied are:

Percy Bysshe Shelley

William Blake

William Wordsworth

Robert Browning

Alfred Lord Tennyson

Wilfred Owen

Seamus Heaney

Ted Hughes

Simon Armitage

Jane Weir

Carol Ann Duffy

Imtiaz Dharker

Carol Rumens

Beatrice Garland

John Agard

Ozymandias

London

The Prelude: stealing the boat

My Last Duchess

The Charge of the Light Brigade

Exposure

Storm on the Island

Bayonet Charge

Remains

Poppies

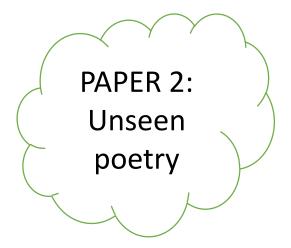
War Photographer

Tissue

The émigree

Kamikaze

Checking Out Me History



2 7 . 1

To a Daughter Leaving Home When I taught you at eight to ride a bicycle, loping along beside you 5 as you wobbled away on two round wheels, my own mouth rounding in surprise when you pulled ahead down the curved 10 path of the park, I kept waiting for the thud of your crash as I sprinted to catch up. 15 while you grew smaller, more breakable with distance. pumping, pumping for your life, screaming 20 with laughter, the hair flapping behind you like a handkerchief waving goodbye. Linda Pastan

In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter?

Further support:





Doddle homework

ODDLE

Macbeth: Characte

Learning object

Gerald gives Sheila an engagement ring.
Which statement is correct?
Press on the box next to the correct answer.

It is the one she wanted.

It is the one she wanted.

It isn't the one she wanted.

It belonged to his mother.

Macbeth

This guiz will cover main characters in:

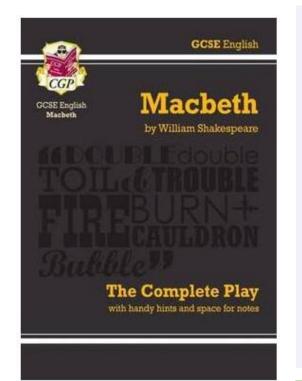
■ Acts 1-5.

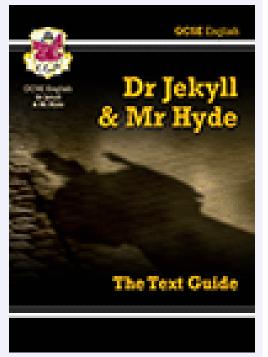
25 marks available

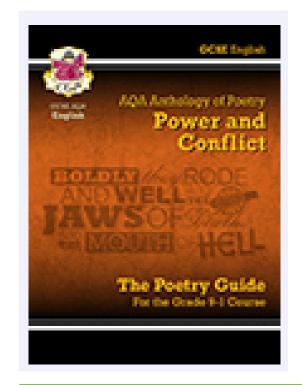
Press **next** to begin.

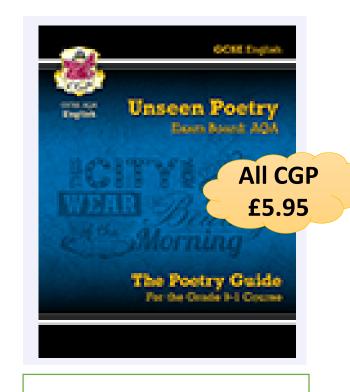


1 attempt at each question









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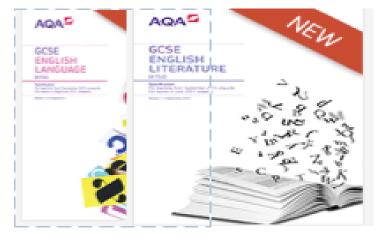


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Doddle homework



English Language

English Language is assessed 100% through examination at the end of Year 11.

Students will sit two exams:

- Paper 1: Explorations in Creative Reading and Writing.
- Paper 2: Writers' Viewpoints and Perspectives.

Each exam is worth 50% of their final grade.

There will also be a separately endorsed speaking and listening component.

Key Skills

For English Language, students are expected to:

- Write accurately and imaginatively in both cre ative and non-fiction style texts.
- Read and analyse fiction and non-fiction texts from the 19th, 20th and 21st century.

English Literature

English Literature is assessed 100% through examination at the end of Year 11.

Students will sit two exams:

- Paper 1: Macbeth and Jekyll and Hyde
- Paper 2: An Inspector Calls, poetry anthology and unseen poetry.

Paper 1 is worth 40% of the final grade. Paper 2 is worth 60% of the final grade.

Key Skills

For English Literature, students are expected to:

 Analyse prose and drama-by looking extracts and whole

Please take a handout!

Steps to success:

Students are encouraged to use different resources to help their understanding:

- Use the library: read...read..and read!
- 2. Re-read texts over the Summer.
- Buy a copy of 'an Inspector Calls,' for September
- 4. Revision books are great.

For English Language, we recommend this:

-CGP GC SE AQA English Language (For Grade 9-1 Course) The Workbook

'8 1 78294 370 9 £5.95

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ght equipment in les ghters are essentialfor

epartmental Website

<u>/eschool.co.uk/english/</u>

other webites such as:

otes, shmoop, and BBC Bitesize for gish Literature and BBC Skillswise for English Language.