

ENGLISH LANGUAGE: MOVING ON UP

- ▶ How to access the higher grades in English Language
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THE MYTH: YOU CAN'T REVISE FOR
ENGLISH...

You CAN!!

The useful thing about English Language is that the questions are always fairly standard: 4 reading questions (40 marks) and 1 writing question (40 marks) for both Paper 1 and Paper 2.

Just in case your child hasn't completely explained the papers...!

Paper 1: Explorations in Creative Reading and Writing

4 questions in Section A, examining reading skills. **40 marks.**

Choice of two questions in Section B, examining creative writing skills. **40 marks.**

Questions will be based on ONE fiction extract.

Paper 2: Writers' viewpoints and perspectives

4 questions in Section A, examining reading skills. **40 marks.**

One question in Section B, examining non-fiction writing skills. **40 marks**

Questions will be based on TWO non-fiction extracts (one from the nineteenth century and one contemporary) – two questions examine comparative skills.

Tip 1: KNOW THE QUESTIONS

- ▶ Know the **mark schemes** for each question
- ▶ Know the **Assessment Objectives**
- ▶ Know the **marks** (and therefore **timings**) for each question
- ▶ **NEVER miss out a question** –this could mean the difference between a 7 and a 9.

- ▶ Mark schemes and AOs will have been given to your child but they are ALL OVER the internet. At the end of this PowerPoint there are some pointers to **useful websites and videos**, particularly aimed at those aiming for the higher grades. There are also outlines of each question, with ‘tricks’ for accessing the higher grades.

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•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 and structure to achieve effects and influence readers, using relevant subject terminology to support their 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: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Find and infer. Compare and contrast.

The effect of language and structure, using subject specific terminology.

Compare points of view and the methods used to convey them.

Be critical readers and use quotation to support ideas.

Imaginative and appropriate writing. Focus on the structure of a piece of writing,

Spelling, punctuation, grammar and vocabulary.

Tip 2: KNOW WHAT THE EXAMINERS LOOK FOR IN HIGHER GRADE RESPONSES: the reading section

In the reading sections there are some key words to know.

1. **Perceptive**: this means looking beyond the obvious, giving alternative interpretations, exploring connotations of particular words and phrases.
2. **Detailed**: this links to perceptive – here, students should offer close examination and interpretation of aspects of language/structure etc. A detailed response to a question isn't a long one – it could be a carefully considered and explored response to some key quotations.
3. **Judicious** – this means that the quotations chosen should be perfectly judged – relevant to the question, embedded and not too long.

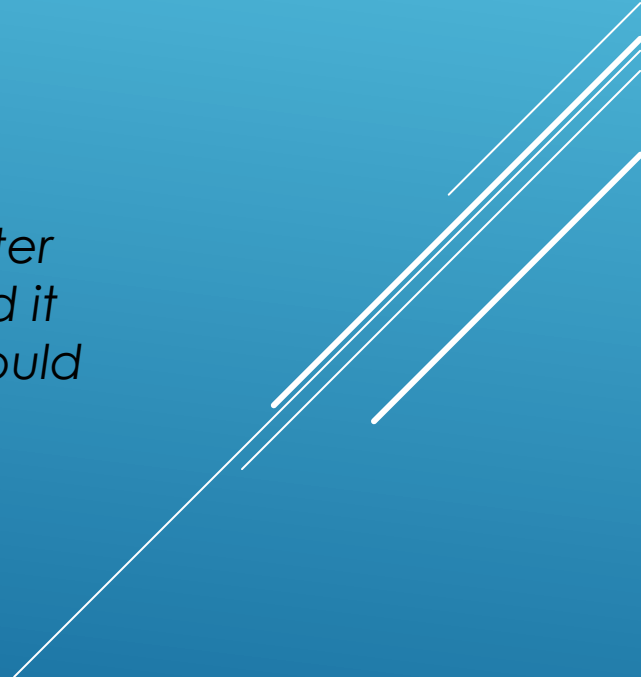
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What the examiners say about the Reading section:

“Students who narrowed their choice and then explored the effects of their selected examples in depth were frequently more successful.”

“The very best students responded with empathy and sensitivity.”

“The best answers gave detailed explanations as to why the writer may have chosen to employ a particular language feature, and it seemed to be more widely understood by students that they would be rewarded for the quality of their analysis, not the number of features they could identify. In addition, many students now recognise that it is unnecessary to write at great length.”

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Tip 3: KNOW WHAT THE EXAMINERS LOOK FOR IN HIGHER GRADE RESPONSES: the writing section

In the writing sections there are some key words to know.

1. **Convincing and compelling:** this means that the examiner desperately wants to be interested in and engaged by the writer! Vocabulary and structure will be key here.
2. **Accurate:** this refers to grammar, punctuation and spelling – for the higher grades there needs to be a very high level of accuracy as well as a wide range of (for example) punctuation.

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What the examiners say about the Writing sections:

“There is a growing understanding that students should adopt a quality rather than quantity approach, and there was increasing evidence of crafting, with students looking back over their work to make improvements, which is encouraging.”


“the more successful students employed an impressive array of punctuation – colons, semi-colons, brackets and dashes – and integrated them seamlessly into their responses to enhance meaning.”

“An increase in planning seemed to lead to more concise responses, and there were fewer unnecessarily lengthy narratives and descriptions.”

Final Tip:

READ!!!

There will definitely be at least one example of nineteenth century writing on the papers. These can be more challenging. On the next slide there are links to examples of these which your child can practise with, along with links to useful revision sites and videos.

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Useful links for accessing those higher grades in English Language

<https://www.youtube.com/watch?v=2l9k7rlXZCs>

Mr Bruff: full mark writing response Paper 1 (**Mr Bruff and Mr Salles are good for revising each question – just type what you want to revise into youtube and they'll appear!**).

https://www.youtube.com/watch?v=mDI4PBy_Wt0


Mr Salles: how to revise for the exams

<https://www.english.ox.ac.uk/diseases-modern-life-resources>


Examples of nineteenth century non-fiction writing (click on the examples on the right hand side)

<https://filestore.aqa.org.uk/resources/english/AQA-8702-19C-KS3.PDF>

Examples of nineteenth century fiction writing (aimed at KS3 but can be used to practice exam style KS4 questions if you only focus on the extracts – ignore the teaching bits! You can also just practise reading and getting to know the style of nineteenth century writing).

- ▶ Finally...on the next slides there are posters that will be in all English classrooms. I've added tips for accessing the top grades for each question.
 - ▶ Please share these with your children and encourage them to make revision cards for each question.
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English Language Paper 1:
Explorations in
Creative Reading and Writing

The background is a solid blue gradient. A white rectangular box with a thin black border contains the text. In the bottom right corner, there are several white diagonal lines of varying lengths and thicknesses, creating a dynamic, abstract graphic element.

Question 1

List 4 things you learn about...

Don't make the mistake of rushing this one – it could be the difference between a 8 and a 9!

- Letterbox the section
- Use the exact words
- Don't use one or two word answers

It's best to use sentences and the keywords in the question. Make it completely obvious that you're answering the question.

4 MARKS

5 MINUTES

Question 2

How does the writer use language to...

- Focus on words or phrases
- Find techniques if possible
- Explain their effect on the reader
- Use PEEEL paragraphs
- Use Little Quotes
- Keep using the keywords in the question

8 MARKS

12 MINUTES

Terminology (finding techniques) should support your analysis, not drive it. If for example you find sibilance, why is it there? What might it suggest?

Higher level candidates don't stick to PEEL paragraphs – use embedded quotation and say what you see.

Offer alternative interpretations. Higher level techniques could include juxtaposition, anaphora, synaesthesia, symbolism.

Explore the significance of specific words or phrases

Question 3

How has the writer structured the text to interest the reader?

- The WHOLE text
- Beginning, Middle and End
- Key phrases for structure: 'At this point, the reader will...' 'zoom in' 'focus on' 'switch focus'
- The EFFECT on the reader
- Use quotations throughout
- Use embedded quotation or PEE paragraphs
- Don't analyse language

8 MARKS

12 MINUTES

To ensure you're accessing the higher bands, always explain the effect on the reader: the phrase '**At this point**' is crucial!

Always explore the writer's use of **contrasts**

Higher marks will be awarded for starting with a **summary statement**: eg. "The writer has created a circular structure, with repeated images at the start and end. This conveys a sense of hopelessness."

Higher students will explore the effect of the **ending** and its impact/purpose

Question 4

Evaluate a statement

- Box the section
- State at the start how far you agree. Do this in each paragraph.
- Prove the statement (or disprove the statement)
- Use quotation throughout
- Explain the effect on the reader
- State and evaluate the writer's methods

If appropriate and there is evidence, you CAN disagree with the statement.

Explore the writer's **methods** in detail – what do they do which leads you to agree/disagree? Consider ideas like humour, irony, satire as well language techniques

You can 'partially' agree, as long as this is supported in the text.

Use phrases to show that you are being 'critical': is the writer successful/moving/deft/convincing etc?

20 MARKS

25 MINUTES

Question 5

Descriptive or narrative writing

You'll be given a picture or a suggestion for a story (or a story opening).

- **PLAN**
- **24 MARKS for CONTENT AND ORGANISATION:** Be interesting! (vocabulary, style, techniques) and use varied and purposeful paragraphs
- **16 MARKS for SPAG:** Varied sentence structures, varied punctuation, accurate spelling.
- **Use descriptive techniques!**
- **Metaphor/personification is a brilliant way to get started.**
- **Remember MRS SOAPI**
- **Think about beginnings and endings**

40 MARKS

45 MINUTES

Consider the structure of your narrative: dual narrative? Flashbacks? A circular structure?

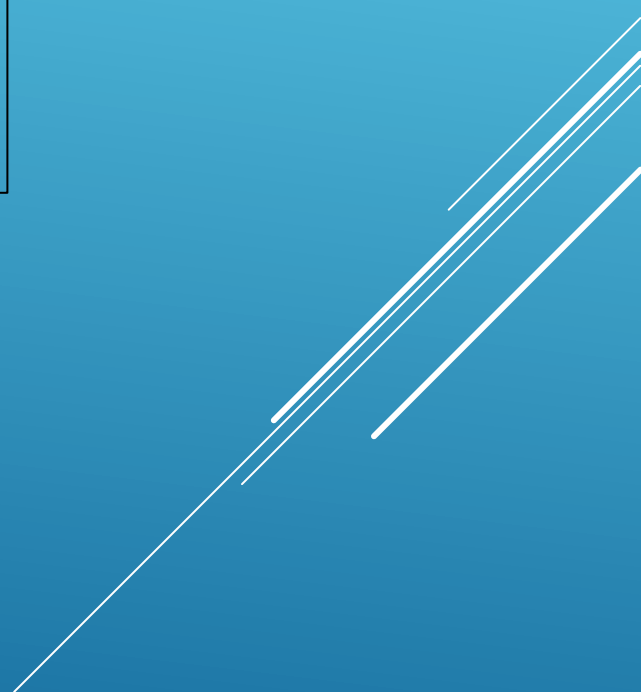
If you've chosen the picture descriptive task, could you choose an original perspective? What could you personify?

Use varied and purposeful paragraphs. A one sentence paragraph for impact is always a winner!

Vary your sentence structures. Create complex sentences in different ways and contrast them with dramatic simple sentences.

English Language Paper 2:

Writers' viewpoints and perspectives



Question 1

Shade the circles of
statements which are
true

- Choose **4** statements
- Letterbox the section
- You will need to use inference (work out the answers)

4 MARKS

5 MINUTES

Don't rush. Take your time as this question is asking you to use inference. They will throw in some statements to try to trip you up – don't fall for it!

If you make a mistake, cross through the circle. Make it clear.

Question 2

Write a **summary** of the **similarities or differences** between the two texts.

- Use the whole of Source A and Source B
- Highlight quotations which show similarities or differences.
- Use PEE C PEE L
- Refer to Source A. PEEL the question. Use a comparative **connective** then PEEL Source B.

You don't need to explore language techniques here.

Higher attaining students will use embedded quotation throughout their response.

Make sure that you focus on whether you're being asked to look at similarities OR differences.

Remember that if you don't compare, your answer will be capped at half marks.

8 MARKS

12 MINUTES

Question 3

How has the writer used **language** to...

Just like in paper 1: explore alternative interpretations and connotations.

- Letterbox the section
- PEEL paragraphs
- Highlight methods or techniques
- Specific words or phrases
- Use Little Quotes
- Link to the question keywords

Terminology (finding techniques) should support your analysis, not drive it.

Look out for more 'sophisticated' techniques: irony, hyperbole, satire, figurative language generally

Explore the significance of specific words or phrases

12 MARKS

16 MINUTES

Question 4

Compare how the writers convey their attitudes towards...

- Use the whole texts
- Use PEE C PEE L
- Quotations in each paragraph
- **Explain the writers' METHODS = HOW do they convey their point of view/attitude/opinion?**

The most important thing here is to explore the writers' **METHODS**. **WHAT** do they **do** which show their attitude or point of view?

Their methods could include techniques, tone, register, structure, voice, and anything else you can find.

You **COULD** use a PEE C PEE structure (and this is useful for comparing) but you could develop your answers so that they use embedded quotation. This might save you time and gain you some marks.

16 MARKS

20 MINUTES

Question 5

Non-Fiction Writing

Respond to a statement

You must address the **FORM** of the writing. A letter needs an address/salutation etc and an article needs a headline.

- **PLAN**
- **24 MARKS FOR CONTENT AND ORGANISATION:** Be **interesting!** (vocabulary, style, viewpoint, techniques) and use varied and purposeful **paragraphs**
- **16 MARKS FOR SPAG:** Varied sentence structures, varied punctuation, accurate spelling.
- **Explain**
- **Argue**
- **Persuade**
- **Advise and Instruct**

To be 'convincing', your viewpoint must be evident throughout.

Just like in paper 1, your structure is key to success. Use varied and linked paragraphs – perhaps a one-sentence paragraph could be a rhetorical question.

Use your most ambitious vocabulary throughout your writing. It's better to have a go and spell it wrongly, than use a more simple word.

40 MARKS

45 MINUTES