

ENGLISH LANGUAGE: MOVING ON UP

- ▶ How to move from a 3 to a 4 and above 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 3 and a 5.

- ▶ 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 a 4 and above. There are also outlines of each question, with ‘tricks’ and tips.

ENGLISH LANGUAGE: MOVING ON UP

•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, clear 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: the reading section

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

- 1. Clear:** this means the student is being specific in their response and it is clearly focused on the question. We always tell students to highlight the key words in the question as they read it. They then need to use these key words in their response. This allows them to keep on track, especially with the longer answers. It also signposts to the examiner that they are continually focused on the question.
The different paragraph structures we encourage students to use for different can also help to ensure this clarity – less room for panic writing!
- 2. Relevant:** this links to clear – everything the students write needs to answer the focus of the question. If a comment is not answering the questions directly, then there is no need for it to be there, as it will not be rewarded.

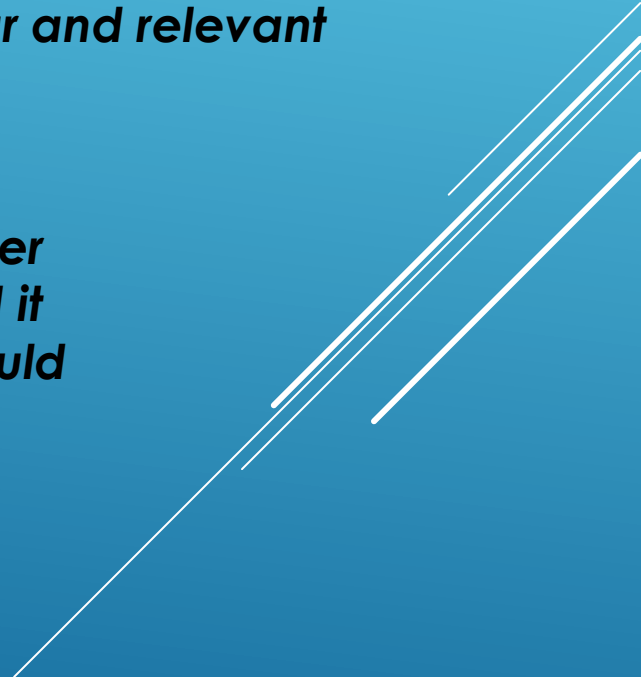
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What the examiners say about the Reading section:

“Where students write in detail about a focused section of the text (a word or phrase), they gain a better chance of achieving the higher grades.”

“Close reading of the question (ie. which lines are to be looked at; the bullet points given to assist) results in a clear and relevant response.”

“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.”



Tip 3: KNOW WHAT THE EXAMINERS LOOK FOR: the writing section

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

1. **Clear and effective:** this means that the students' responses need to be answering the focus of the question. Again, reading the question is key here. If they are writing a persuasive piece or constructing an argument, their point of view needs to be very clear from the start and all the way through. It also needs to do what it sets out to do!
2. **Engaging and connected:** this is about how well the response interests the examiner. They want to be interested by what they are reading! Use of vocabulary and the structure of their writing is important for this. Connected refers to the response remaining focused on the task throughout.
3. **Accurate:** this refers to grammar, punctuation and spelling – for grades 4 and above, the majority of these need to be accurate. The mark scheme also looks for there to be variety, in terms of punctuation, sentence structures and vocabulary.

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What the examiners say about the Writing sections:


“Across the writing section, students are writing fewer (three to four pages) but more controlled ‘consciously crafted’ pieces of writing. A useful mantra that all students would do well by is: write less and control what you write more carefully.”

“Vocabulary used accurately and for effect works well. Sentence variety has improved but for an increase in the AO6 marks students need to be spelling, punctuating and writing accurately to increase the marks that they gain for this skill..”

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=1J2ZE32olwA>

Mr Bruff: top tips for 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 higher 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 3 and a 4!

- 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?

Use PEEL paragraphs to clearly structure your response, ensuring you are fully answering the question.

If you are able to offer more than one interpretation, then do so! Examiners love it!

Comment on 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

Always explain the effect on the reader: the phrase '**At this point**' is crucial!

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

Make sure you are just focusing on structure for this question. Any comments on language, no matter how good they are, will not get you any marks for this question.

Make sure you use the bullet points to structure your response ie. Talk about the beginning, middle and the end

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

Explore the writer's **methods** in detail – what do they do which leads you to agree/disagree? Think about the language and structural techniques, but also ideas such as tone, imagery and narrative voice.

20 MARKS

25 MINUTES

It is usually more straightforward for you to agree with the statement and then find evidence to prove it.

Use phrases to show that you are being 'critical': is the writer successful in what they are doing etc?

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: could you use flashbacks? A circular structure?

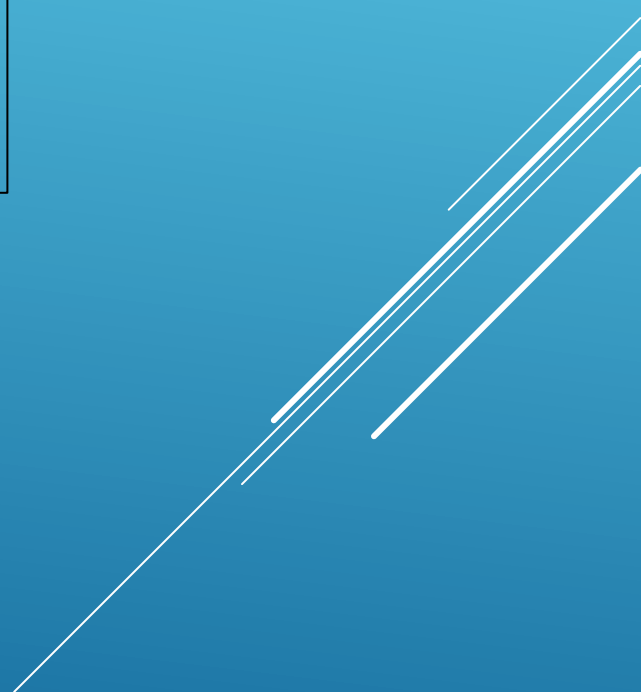
If you've chosen the picture descriptive task, could you choose an original perspective? Remember you are not just describing the picture!

Ensure you are using paragraphs and vary the length of them. The one sentence paragraph 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)

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.

4 MARKS

5 MINUTES

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.

Use the paragraph structures suggested and remember to **infer!**

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...

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

Just like in Paper 1:
be clear and specific when talking about language

Terminology (finding techniques) should support your analysis, not drive it. You need to discuss the **effect** of these techniques.

If you can find more than one interpretation and you have enough time, include it in your response!

Focus on 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, structure, voice, and anything else you can find.

The PEE C PEE structure is really useful for comparing as it ensures you are meeting the comparative element and the analysis of techniques.

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 'clear', 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