



# **PARENT GUIDE TO THE ENGLISH EXAMS**

| <b>English Language (8700)</b>   |   |
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| <b>Paper 1: Explorations in Creative Reading and Writing</b>   | <b>Paper 2: Writers' Viewpoints and Perspectives</b>  |
| <b>Section A: Reading</b><br>one literature fiction text – 20 <sup>th</sup> or 21 <sup>st</sup> century<br><b>Section B: Writing</b><br>descriptive or narrative writing | <b>Section A: Reading</b><br>two non-fiction texts - 19 <sup>th</sup> and 20 <sup>th</sup> or 21 <sup>st</sup> century<br><b>Section B: Writing</b><br>writing to present a viewpoint |
| <b>Assessed</b><br>Written exam: 1 hour 45 minutes<br>80 marks<br>50% of GCSE  | <b>Assessed</b><br>Written exam: 1 hour 45 minutes<br>80 marks<br>50% of GCSE   |

| <b>English Literature (8702)</b>   |   |
|--|---|
| <b>Paper 1: 19<sup>th</sup> Century novel and Modern text</b>  | <b>Paper 2: Shakespeare and Unseen poetry</b>   |
| <b>Section A 19th-century novel:</b> 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 about the novel as a whole.<br><b>Section B Modern text:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text. | <b>Section A Shakespeare:</b> 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 about the play as a whole.<br><b>Section B Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. |
| <b>Assessed</b><br>Written exam: 50 minutes for each question<br>60 marks<br>46% of GCSE   | <b>Assessed</b><br>Written exam: 1hour 45minutes<br>70 marks<br>54% of GCSE   |

## English Language Paper 1: Section A

In Section A of the exams it assesses your child's reading skills. Your child will spend 15 minutes reading the fiction extract provided and annotating this in preparation for answering 4 questions. The four questions follow a similar pattern each year and cover the following skills:

- Question 1 – Selecting and retrieving information
- Question 2 – Explain, comment on, analyse language
- Question 3 – Explain, comment on, analyse structure
- Question 4 – Critical evaluation

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| <p><b>Question 1:</b> 4 marks = 5 minutes</p> <p><b>Students need to:</b><br/>List 4 things that they learn</p>   | <p><b>Question 2:</b> 8 marks = 10 minutes</p> <p><b>Students need to:</b><br/>Examine the writer's of language and its effects.</p> <p><b>Sentence starters:</b><br/>In the extract, the writer uses ... to show the..., showing ... This is initially shown when the writer...<br/>'...' Here, the use of the ... '...' to describe ... connotes ... emphasising ... The ... '...' is also suggestive of ....</p> <p>This is developed when ...<br/>This is solidified when<br/>This leaves us with a sense of ...<br/>Overall, this shows...</p>  |
| <p><b>Question 3:</b> 8 marks = 10 minutes</p> <p><b>Students need to:</b><br/>Examine the writer's use of structure and its effects.</p> <p><b>Sentence starters:</b><br/>Overall, the text is structured to allow the reader to understand ... At the start, we learn ... By the end, we realise ...</p> <p>Our focus is first drawn to...<i>Describe/Explain focus...</i> This makes the reader feel ... as we ... It is vital that we see... at the start so ... so that later when ...</p> | <p><b>Question 4:</b> 20 marks = 20 minutes</p> <p><b>Students need to:</b><br/>Evaluate the writer's use of language and structure.</p> <p><b>Sentence starters:</b><br/>I agree with the statement... Overall, this creates a sense/feeling of... OR Overall, this allows the reader to understand/consider/ realise... Although, it could be argued...</p> <p>In the extract, the writer uses ... to show the..., showing ... This is initially shown when the writer...<br/>'...' Here, the use of the ... '...' to describe ... connotes ... emphasising ... The ... '...' is also suggestive of ....</p> <p>This is developed when ...<br/>This is solidified when<br/>This leaves us with a sense of ...<br/>Overall, this shows...</p> |

## English Language Paper 2: Section A

In Paper 2 Section A of the exam your child will spend 15 minutes reading the two non-fiction texts provided and annotating these in preparation for answering 4 questions. The four questions follow a similar pattern each year and cover the following skills:

- Question 1 – Selecting and retrieving information
- Question 2 – Summary of explicit and implicit information
- Question 3 – Explain, comment on, analyse language
- Question 4 – Comparison of writers' ideas and perspectives

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| <p><b>Question 1:</b> 4 marks = 5 minutes</p> <p><b>Students need to:</b><br/>Identify 4 true statements from one text.</p>  | <p><b>Question 2:</b> 8 marks = 8 minutes</p> <p><b>Students need to:</b><br/>Summarise the differences/similarities between the ideas presented in both texts.</p> <p><b>Sentence starters:</b><br/>In the source A, the writer's view on... is ...when it says, '_____'. The word _____ suggests... and it could also imply... This is developed when _____. The word _____ implies ....<br/>CONNECTIVE in source B, the writer's view on... is ...when it says, '_____'. The word _____ suggests... and it could also imply...<br/>This _____ is developed when _____. The word _____ implies ....<br/>Therefore the ideas are different/the same because...</p>   |
| <p><b>Question 3:</b> 12 marks = 12 minutes</p> <p><b>Students need to:</b><br/>Examine the writer's use of language and its effects.</p> <p><b>Sentence starters:</b><br/>In the extract, the writer uses ... to show the..., showing ... This is initially shown when the writer... '...' Here, the use of the ... '...' to describe ... connotes ... emphasising ... The ... '...' is also suggestive of ....<br/><br/>This is developed when ...<br/>This is solidified when ...<br/>This leaves us with a sense of ...<br/>Overall, this shows...</p> | <p><b>Question 4:</b> 16 marks = 20 minutes</p> <p><b>Students need to:</b><br/>Compare the writers' ideas and perspectives and how they are conveyed.</p> <p><b>Sentence starters:</b><br/>In Source A, the writer uses ... to show that he feels ..., showing .... This is initially shown when the writer ... saying '...' Here, the use of the ... '...' to describe ... connotes ... emphasising that he feels.... The ... '...' is also suggestive of ...; he feels .... This ... makes it seem like the writer thinks ... emphasising ...<br/>This is developed when ...<br/>This is solidified when ...<br/>This leaves us with a sense of...<br/>Overall, this shows..<br/><br/>Similarly, in source B, the writer uses...</p> |

## **How can you help support your child with the reading sections?**

- Quiz your son/daughter on the sentence starters for each question
- Time your son/daughter completing a mock question using the times above
- Find different types of fiction and non-fiction sources together and talk about what they are about
- Encourage your child to read a variety of literature. This will ensure they are well-read individuals who have the ability to discuss great writing
- Work with your child on annotating different sources, from their English revision pack, for the different skills needed for each question
- Marking timed responses, together with your child, using the criteria outlined above

## **English Language: Section B**

Section B on both language exams assess your child's writing skills.

- Paper 1 – Descriptive or narrative writing
- Paper 2 – Opinion writing

| <b>Paper 1</b>   | <b>Paper 2</b>   |
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| 40 marks<br>45 minutes   | 40 marks<br>45 minutes   |
| <b>Students need to write for one of the following purposes:</b>   | <b>Students need to write for the following purpose:</b>   |
| <ul style="list-style-type: none"><li>● narrative</li><li>● describe – using an image as a stimulus</li></ul>  | <ul style="list-style-type: none"><li>● opinion</li></ul>  |
| <b>Students need to ensure they have included:</b>   | <b>Students need to ensure they have included:</b>   |
| <ol style="list-style-type: none"><li>1) language features associated with the purpose</li><li>2) appropriate tone for the genre, purpose and audience</li><li>3) variety of sentences crafted for impact</li><li>4) a variety of punctuation crafted for impact</li><li>5) accurate spelling</li><li>6) ambitious vocabulary</li><li>7) paragraphs that are used accurately and crafted for impact.</li></ol> | <ol style="list-style-type: none"><li>1) language features associated with the purpose</li><li>2) appropriate tone for the genre, purpose and audience</li><li>3) variety of sentences crafted for impact</li><li>4) a variety of punctuation crafted for impact</li><li>5) accurate spelling</li><li>6) ambitious vocabulary</li><li>7) paragraphs that are used accurately and crafted for impact.</li></ol> |

### **How can you help support your child with the writing sections?**

- Quiz your son/daughter on the success criteria - what skills must they include in this question?
- Time your son/daughter completing a mock question using the times above
- Create some writing questions together with your child that cover different forms, audiences and purposes

- Find different images together that your son/daughter could use as a stimulus for descriptive writing
- Marking timed responses, together with your child, using the criteria outlined above
- Encourage your child to redraft their creative writing once you have marked together
- Annotate examples of different types of writing and how their language use suits the text's purpose

## English Literature Paper 1

| <b>Section A: 19<sup>th</sup> Century novel</b>   | <b>Section A: Modern texts</b>  |
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| 30 marks<br>50 minutes<br><br><b>Students need to:</b><br>Answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and about the novel as a whole.  | 30 marks<br>50 minutes<br><br><b>Students need to:</b><br>Answer one essay question from a choice of two on their studied modern prose or drama text. |
| <b>Sentence starters:</b><br>The writer presents...as...when...<br>The writer does this to...<br>This is evident when it states...This shows...because...<br>Firstly, the use of '...' is used to...connotes...which could suggest...This is reinforced through...<br>This allows the audience/reader to think/feel/realise/understand...<br>Therefore, the writer... |   |
| <b>Novels studied are:</b><br><br><b>A Christmas Carol</b>  | <b>Modern texts studied are:</b><br><br><b>An Inspector Calls</b><br><b>Lord of the Flies</b>   |

## English Literature Paper 2

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| <b>Section A: Shakespeare</b>   |   |
| 30 +4 SPaG marks<br>45 minutes  |   |
| <b>Students need to:</b><br>Answer one question on their play of choice. They will be required to write in detail about an extract from the play and about the play as a whole.   |   |
| <b>Sentence starters:</b><br><br>The writer presents...as...when...<br>The writer does this to...<br>This is evident when it states...This shows...because...<br>Firstly, the use of '...' is used to...connotes...which could suggest...This is reinforced through...<br>This allows the audience/reader to think/feel/realise/understand...<br>Therefore, the writer... |   |
| <b>Section B: Unseen Poetry</b>   |   |
| <b>B (i) – Response to unseen poem</b><br>24 +4 SPaG marks<br>30 minutes  |   |
| <b>B (ii) – Comparative response to unseen poems</b><br>8 marks<br>15 minutes   |   |
| <b>Students need to:</b><br>Answer one question on one unseen poem and one question comparing this poem with a second unseen poem.  |   |
| <b>Unseen Poetry B(i)</b><br><br><b>Sentence starters:</b><br>The poet presents...as...when...<br>This is evident when it states...This shows...because...<br>Firstly, the use of '...' is used to...connotes...which could suggest...This is reinforced through...<br>This allows the reader to think/feel/realise/understand...<br>Therefore, the poet...               | <b>Unseen Poetry B(ii): <i>Method and effect only</i></b><br><br><b>Sentence starters:</b><br>Poet A presents ... as... However, poet B presents ... as ...<br>Firstly, poet A uses... This allows the poet to present ... However, poet B uses ... allowing the speaker to...<br>Furthermore, poet B shows this using ... “...”<br>The ... ‘...’ connotes ... This presents the speaker as ... However, the speaker in poem A, uses... ‘...’ which connotes... This presents...<br>Both poets use... poet A implies ...<br>However/Similarly, poet B uses ... to present ... as... |

## How can you help support your child with the literature papers?

- Quiz your son/daughter on the sentence starters they should use
- Time your son/daughter completing a mock question using the times above
- Discuss the literature texts your son/daughter has studied. Ask them questions on what it is about and the characters presented
- Work with your child on annotating random extracts from their literature texts to practise the different skills needed
- Marking timed responses, together with your child, using the criteria outlined above
- Using your child's 'knowledge organisers' in their revision packs, quiz them on key quotations and the writers' intentions
- Discuss the themes presented in any of their chosen texts. You could ask them the following questions: How are the themes presented? What do they mean to you? Why did the writer present these?