

Revision Evening



ARDEN

Excellence In Education

English Language

A SKILLS BASED EXAM

There are two papers. ***Paper 2 is on the mock; Paper 1 was the Year 10 mock.***

Each paper has a reading section and a writing section.

Paper 1 is worth 40%.

It is 1 hour and 45 minutes long.

Paper 2 is worth 60%. It is 2 hours long.

MOCK = Paper 2 Reading Section

The reading for Paper 2 is assessed using two unseen texts. One will be from the 20th century. One will be from the 21st century. Both will be non-fiction.

There are 56 marks available.

8 questions. Qs 1, 2, 4 and 5 are simple one or two mark responses.

Question 3: 15 marks. Close analysis of text one. PETAZ

Question 6: 15 marks. Evaluation of text two. SITE.

Question 7b: 14 marks. Comparison of the use of LSF.

Key revision area:

- 1. Evaluation: the most difficult skill on section B.**
2. Focus on specific comparisons of language, structure and tone.
3. Close analysis – the same skills as those used for 19th century literature text, 19th century unseen section, Macbeth and poetry.

A02



Analysis



A04



Evaluation



MOCK = Paper 2 Reading Section

Evaluation – what the board says...

Students should:

1. Highlight the key words of the question – command, level, evidence
2. Know the three bullets of the mark scheme – writing, opinion, reference
3. Focus on examining SITE – **S**etting, **I**deas, **T**heme, **E**vents

Field of White Space

Setting:
To what extent is the setting tense?

effective use of setting to create tension because why would you put something in the floorboards?

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings*. I then replaced the boards so cleverly, so cunningly, that **no** human eye - **not** even his - could have detected anything wrong. There was **nothing** to wash out - **no** stain of any kind - **no** blood-spot whatever. I had been too wary for that. A tub had caught all - ha! ha!

it is tense because it shows cleverly what is not there - no blood, nothing - this suggests there could have been

Theme:
What theme is being presented?

a secret, hiding something

Something sinister

5

Ideas:
What ideas are presented here and how tense are they?

taking care to cover something up
hiding
being secretive

being clever - tense because of negative description to create a sense of tense finality

Events:
To what extent are the events tense?

tension builds from the event of taking up floorboards - this is not an everyday occurrence - to deposited 'all' - we are not told what which builds tension

MOCK: Paper 2 Writing Section

- *It is called “Transactional Writing”.*
- *It means practical writing rather than creative writing.*
- *E.g. writing persuasively or to inform.*
- *Revision: there will be a focus on using the right conventions for the purpose, the correct register, tone and layout for the audience and form. The conventions should be learnt using flash-cards and then put into practice.*

Revising Persuasion

- **USE ACRONYMS**
- **AFOREST**
 - *Alliteration*
 - *Fact*
 - *Opinion*
 - *Repetition / rhetorical questions*
 - *Emotive vocabulary*
 - *Stats and numbers*
 - *Tri-colons (rule of 3) and types of sentences*
- **Types of questions:**
 - *persuade young people to eat healthily.*
 - *Inform your readers of local leisure facilities and explain how they could be improved.*

Revising Argument

- *Repeat using different types of sentences.*
- *Use the checklist for all the different techniques.*
- *Ban modal verbs; don't let them sit on the fence. Encourage confidence in their arguments and stick to MUST not COULD.*
- *Use a thesaurus to widen the vocabulary after writing.*
 - *Which words are too common?*
 - *Which words made you say wow?*
- *Ensure figurative language is used – make up a bank of interesting metaphors, similes, verbs, adverbs.*

Paper 1 Reading Section

Your child's reading will be assessed on this paper using an unseen extract from a 19th century novel.

There will be 4 questions.

- Straightforward information retrieval (1 mark)
 - Inference (2 marks)
 - Analysis of language and structure (6 marks)
 - Evaluation of the success of the writer's language (15 marks)
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- Each skill can be refined through practice.
 - Reading a range of 19th century texts can be beneficial.

Paper 1 Writing

Writing has two marks: one for the way style and overall structure used; one for the sentence structure, grammar, spelling and vocabulary.

There are 24 marks for style and overall structure

There are 16 marks for sentences, grammar, spelling and vocabulary.

The task will ask pupils to write imaginatively about an image or a given situation. For example – to write about a time when a day out was ruined.

Key areas to revise:

- *Wider vocabulary*
- *Full range of sentence structures*
- *Advanced punctuation*
- *Methods of linking paragraphs and the whole text.*
- *How to practise: use images as inspiration. Check work against the board's mark schemes and exemplars.*

How can I help?

- *There are tricks and tips that need to be used in all writing sections:*
- *Fronting sentences with different types of clause.*
- *(ING / LY / PREPOSITION (in, above)).*
- *Balanced or parallel phrases:*
 - *The children closed their books; the teacher opened the door.*
- *Types of sentences: orders, questions, statements.*
- *The full range of punctuation ; : ! ? ,, ...*
- *Opening and closings are linked.*
- *A one line paragraph.*

How can I help?

- **MAKE A CHECKLIST WITH THEM.**
- ***If they read they will succeed. Encourage them to read novels!***
- **STUDENT COMPLETES THE QUESTION AND THEN YOU GO THROUGH AND TICK OFF THE CHECKLIST.**
- **STIMULI FOR DESCRIPTION – use Google images.**
- **TIME THEM!**

WHAT IS ON THE LIT PAPERS?

PLAY PAPER:

- **MOCK: MACBETH** – ALL. A – analyse extract; B – link theme to the whole text. LSF and **CONTEXT**.
- **MODERN TEXT** – either *Journey's End*, *An Inspector Calls* or *Blood Brothers*. No extract. **CONTEXT** not LSF. 8 marks for SPAVG.

POETRY AND PROSE PAPER:

- **19th century text** - either *Frankenstein*, *Jekyll and Hyde* or *A Christmas Carol*. A – analyse extract; B link theme to whole text. LSF not **CONTEXT**.
- **POETRY** – all.
 - Comparison of poems from the anthology.
 - Comparison of unseen poems.

LITERATURE

- **ALL EXAMS ARE CLOSED BOOK.**
- **ALL TEXTS' PLOT, THEMES, CHARACTER, STRUCTURE, LANGUAGE AND FORM NEED TO BE LEARNT.**
- **SUPERQUOTATIONS NEED TO BE LEARN BY HEART.**
- **A SUPERQUOTATION IS A QUOTATIONS THAT ALLOWS YOUR CHILD TO EXPLORE LANGUAGE, STRUCTURE AND THEME.**

Paper 1: Shakespeare and the post-1914 play

- Shakespeare: **MACBETH - MOCK**

Context is assessed.

There are two sections to the question.

Part A – close analysis of an extract. (20 marks)

*Part B – a theme from the extract to be related to the wider play **and the context.** (20 marks)*

Revise

*Flash cards for all characters, themes **and context***

Mind-maps for structure and plot

Super-quotations for language and structure

Practice timed questions.

What would it look like?

Lady Macbeth.

Act One: dominant. Letter: “Dearest partner of greatness”. **Context :**Great Chain of Being
Witchcraft context. “Come you spirits that tend on mortal thoughts.” (I,v)

Decision to murder Duncan. Forceful / powerful: “I would, while it was smiling in my face,
Have pluck'd my nipple from his boneless gums,
And dash'd the brains out” (I, vii) **gender context, motherhood.**

Act Two: guilt or ruthlessness? “Had he not resembled / My father as he slept, I had done't.” **and** “a little water
clear us of this deed.”

Act Three: fading power. “What’s to be done” / “Be innocent of the knowledge, dearest chuck”. (III, ii)
Compare to letter. Does not know about the murder of Banquo. Still capable of taking command: “Are you a
man?” – **gender context.**
Banquet scene.

**Act Four: no presence / diminished influence. Macbeth returns to the witches – compare to her “spirits” speech;
he takes over. More evil: slaughter of Macduff’s family.**

Act Five: Sleepwalking / guilt. “The Thane of wife had a wife: where is she now?” **Relives the murder:** “Out
damned spot” / “To bed, to bed, there’s knocking at the gate”.

**Suicide: off stage. Impact of Macbeth: “Tomorrow” soliloquy. Question her agency;
to what extent is she portrayed as a main and independent character or as a supporting
role that develops the protagonist Macbeth.**

Paper 1: Shakespeare and the post-1914 play

- 1914 play: either *An Inspector Calls*, *Journey's End* or *Blood Brothers*. There are 40 marks available.
- There are 40 marks available.

Context is assessed.

There is only one section. **It is the only text that does not have an extract.**

It is assessed through a essay question: e.g. Explore how taking responsibility is explored throughout the play.

Revise

Flash cards for all characters, themes **and context**

Mind-maps for structure and plot

Super-quotations for language and structure

Practice timed questions.

Paper 2: 19TH CENTURY NOVEL

Pupils will study either: Frankenstein, Jekyll & Hyde or A Christmas Carol. There are 40 marks for this section.

Context is not assessed.

There are two sections to the question.

Part A – close analysis of an extract. (20 marks)

*Part B – a theme from the extract to be related to the wider novel.
(20 marks)*

Revise

Flash cards for all characters and themes

Mind-maps for structure and plot

Super-quotations for language and structure

Practice timed questions.

Paper 2: Poetry

- *There are two sections. There are 40 marks for poetry*
- *Section A on poetry from an anthology of 15 poems the pupils will have read. (20 marks)*
- *Section B on unseen poetry. (20 marks)*
- *Both sections are comparative.*
- *Pupils will need to learn each poem and, again, learn the super-quotations.*
- *The key difference is that this is the only part of literature that is comparative*
- *How to revise: work on the poems in pairs.*
- *Flash cards for themes and super-quotations.*