

PAPER ONE

E N G L I S H

GCSE English Language

Re-sit Revision Booklet

Name: _____

Class Teacher & Set: _____

Paper One - Extract

This extract is from Bram Stoker's 'Dracula' (1897). Travelling from England to Transylvania to conduct business, Jonathan Harker takes a horse and carriage journey to Dracula's castle.

Soon we were hemmed in with trees, which in places arched right over the roadway till we passed as through a tunnel; and again great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine, powdery snow began to fall, so that soon we and all around us were covered with a white blanket. The keen wind still carried the howling of the dogs, though this grew fainter as we went on our way. The baying of the wolves sounded nearer and nearer, as though they were closing round on us from every side. I grew dreadfully afraid, and the horses shared my fear. The driver, however, was not in the least disturbed; he kept turning his head to left and right, but I could not see anything through the darkness.

Suddenly, away on our left, I saw a faint flickering blue flame. The driver saw it at the same moment; he at once checked the horses, and, jumping to the ground, disappeared into the darkness. I did not know what to do, the less as the howling of the wolves grew closer; but while I wondered the driver suddenly appeared again, and without a word took his seat, and we resumed our journey. I think I must have fallen asleep and kept dreaming of the incident, for it seemed to be repeated endlessly, and now looking back, it is like a sort of awful nightmare. Once the flame appeared so near the road, that even in the darkness around us I could watch the driver's motions. He went rapidly to where the blue flame arose—it must have been very faint, for it did not seem to illumine the place around it at all—and gathering a few stones, formed them into some device. Once there appeared a strange optical effect: when he stood between me and the flame he did not obstruct it, for I could see its ghostly flicker all the same. This startled me, but as the effect was only momentary, I took it that my eyes deceived me straining through the darkness. Then for a time there were no blue flames, and we sped onwards through the gloom, with the howling of the wolves around us, as though they were following in a moving circle.

At last there came a time when the driver went further afield than he had yet gone, and during his absence, the horses began to tremble worse than ever and to snort and scream with fright. I could not see any cause for it, for the howling of the wolves had ceased altogether; but just then the moon, sailing through the black clouds, appeared behind the jagged crest of a beetling, pine-clad rock, and by its light I saw around us a ring of wolves, with white teeth and lolling red tongues, with long, sinewy limbs and shaggy hair. They were a hundred times more terrible in the grim silence which held them than even when they howled. For myself, I felt a sort of paralysis of fear. It is only when a man feels himself face to face with such horrors that he can understand their true import.

All at once the wolves began to howl as though the moonlight had had some peculiar effect on them. The horses jumped about and reared, and looked helplessly round with eyes that rolled in a way painful to see; but the living ring of terror encompassed them on every side; and they had perforce to remain within it. I called to the coachman to come, for it seemed to me that our only chance was to try to break out through the ring and to aid his approach. I shouted and beat the side of the calèche¹, hoping by the noise to scare the wolves from that side, so as to give him a chance of reaching the trap. How he came there, I know not, but I heard his voice raised in a tone of imperious command, and looking towards the sound, saw him stand in the roadway. As he swept his long arms, as though brushing aside some palpable obstacle, the wolves fell back and back further still. Just then a heavy cloud passed across the face of the moon, so that we were again in darkness.

When I could see again the driver was climbing into the calèche, and the wolves had disappeared. This was all so strange and uncanny that a dreadful fear came upon me, and I was afraid to speak or move. The time seemed interminable as we swept on our way, now in almost complete darkness, for the rolling clouds obscured the moon. We kept on ascending, with occasional periods of quick descent, but in the main always ascending. Suddenly, I became conscious of the fact that the driver was in the act of pulling up the horses in the courtyard of a vast ruined castle, from whose tall black windows came no ray of light, and whose broken battlements² showed a jagged line against the moonlit sky.

¹ Calèche - a light low-wheeled carriage with a removable folding hood.

² Battlements – A turret at the top of a castle that has regularly spaced squared openings for shooting through.

Section A: Reading.

Answer all questions in this section.

You are advised to spend about 45 minutes on this section.

Q1: Read lines 23-30 again.

List **four** things from this part of the text about the wolves.

[4 marks]

Q2: Read again the **first** paragraph. How does the writer use **language** to describe the weather?

You could include:

- The writer's choice of words and phrases
- Language features and techniques
- Sentence forms

[8 marks]

Q3: You need to think about the **whole extract** now. How has the writer **structured** the text to interest you as a reader?

You could write about:

- What the writer focuses your attention on at the beginning
- How and why the writer changes this focus as the extract develops
- Any other structural features that interest you

[8 marks]

Q4: Focus this part of your answer on the whole of the text. A student said: *'Stoker has successfully conveyed a sense of fear to the readers. It is as if we are there with Jonathan.'*

To what extent do you agree? In your response, you should:

- Write about your own impressions Jonathan's emotions and narration
- Evaluate how the writer conveys the sense of fear
- Support your opinions with quotations from the text

[20 marks]

Paper One - Questions

Section B: Writing

You are advised to spend about **45 minutes** on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Either:

Write a **description** suggested by this picture:



Or:

Write the **opening** to a **narrative** where your character is in a dangerous situation.

[24 marks for content and organisation,
16 marks for technical accuracy]

[40 marks]



GCSE English Language

Re-sit Revision Booklet

Session One

Do Now: Verbs

What are they?

Verbs indicate actions in a sentence. They are known as 'doing' words. Verbs are affected by tense but a general rule is that if 'ing' can be put on the end in a present tense, then it is a verb:

- **Walk – Walking – Walked**
- **Talk – Talking – Talked**
- **Swim – Swimming – Swam**
- **Laugh – Laughing – Laughed**

How do I use them?

Highlight all of the verbs in the below passage:

There was no job for Mother any more up at the Big House, no lady to be a maid to. She was home, and day by day she was becoming her old self again. There were wonderful blazing arguments between her and Grandma Wolf, mostly about how Grandma Wolf treated Big Joe. Mother said that now she was home she wouldn't stand for it any more. We listened to every word, and loved every moment of it. But I there was one big shadow over all this new joy. We could see that with Mother out of work and no money coming in, things were becoming desperate. There was no money in the mug on the mantelpiece, and every day there was less food on the table. Meanwhile we were becoming very hungry.

AQA GCSE English Language

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graph TD; Root[AQA GCSE English Language] --> P1[Paper 1 50%]; Root --> P2[Paper 2 50%]; P1 --> S1A[Section A: Reading<br/>1 unseen literature fiction text]; P1 --> S1B[Section B: Writing<br/>Descriptive or narrative writing]; P2 --> S2A[Section A: Reading<br/>1 non-fiction and 1 literary non-fiction text]; P2 --> S2B[Section B: Writing<br/>Writing to present a viewpoint]; T1[Total exam time: 1 hour and 45 minutes]; T2[Total exam time: 1 hour and 45 minutes];
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Paper 1 50%

Section A:

Reading
1 unseen literature fiction text

Section B:

Writing
Descriptive or narrative writing

**Total exam time:
1 hour and 45 minutes**

**Paper 1:
Explorations in Creative Reading and Writing**

Paper 2 50%

Section A:

Reading
1 non-fiction and 1 literary non-fiction text

Section B:

Writing
Writing to present a viewpoint

**Total exam time:
1 hour and 45 minutes**

**Paper 2:
Writers' Viewpoints and Perspectives**

GCSE English Language

Paper One: Explorations in Creative Reading and Writing

Time Allowed: 1 hour and 45 minutes

Marks Available: 80 marks

Section A: Reading.

Answer all questions in this section.

You are advised to spend about 45 minutes on this section.

Q1: List 4 things...

[4 marks]

Q2: How does the writer use language here to describe...

[8 marks]

Q3: How has the writer structured the text to interest you as a reader?

[8 marks]

Q4: To what extent do you agree...?

[20 marks]

Section B: Writing

You are advised to spend about **45 minutes** on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Q5: Use an image as stimulus to write a description.

OR

Write the opening to a narrative about...

(24 marks for content and organisation,

16 marks for technical accuracy)

[40 marks]

Timings

Section A: Reading.

Answer all questions in this section.

You are advised to spend about 45 minutes on this section.

Question	Timings	Marks
Reading	5 mins	0
1	4 mins	4
2	3 mins planning; 8 mins writing	8
3	3 mins planning; 10 mins writing	8
4	6 mins planning; 21 mins writing	20

Reading

You have five minutes to read the extract. Then answer the questions below. Be ready to feedback. We need a good sense of what is happening in this text.



Feature	Hints	Answer
Setting	How do we know when and where the book is set? Are we outside or inside? What's the weather like?	
Narrator	Is it a first person or a third person narrator? Why might this be significant?	
Character	How is the main character introduced? Do we meet him/her immediately or is he/she introduced later? What do we learn about them?	
Atmosphere	Is the atmosphere light or dark? Does it change during the passage?	
Events	What happens? Summarise the story in four sentences. How do the events engage the reader?	

EXT: Why has the writer made these choices?

Question One

4 Marks = 4 Minutes

Read **lines 23-30** again.

List four things from this part of the text about the wolves.

- 1.
- 2.
- 3.
- 4.

These must be written in full sentences.

These must be from lines 23-30.

These can not be copied directly from the text – you must use your own words.

For this question, you can use inferences too. For example, 'The wolves scared the horses' would get a mark. However, 'scary' would not get the mark as it is not a full sentence.

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

Question Two

To achieve a grade 5, we want to be aiming for about 55% of the marks (around 44 out of 80). This means that we need to be aiming for Level 3 on our answers.

In your own words, write down the three things that the mark scheme says you need to include in a Level 3 answer:

1) _____

2) _____

3) _____

Question Two

**Level
3
5-6
marks**

Shows clear understanding of *language*:

- ☐ Clearly and accurately identifies the names of the techniques
- ☐ Uses a range of appropriate quotations
- ☐ Explores the different effects of the writer's language techniques

EXT: What is the key word in Level 3?

Question 2

Read again the **first** paragraph. How does the writer use **language** to describe the weather?

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms

[8 marks]

Tests your understanding and analysis of writers' use of specific techniques for effect

Including:

- ☐ Words and phrases
- ☐ Language features and techniques
- ☐ Sentence structure

For Q2 you will HIGHLIGHT in yellow and LABEL the techniques using terminology

- ✓ You will have 3 minutes of reading and labelling time
- ✓ You will identify 3-4 techniques that you will include in your response (say a lot about a little)

Technique Evidence Explore Effect

- ✓ You will have 8 minutes of writing time
- ✓ Two paragraphs (miss a line between them)

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.

Read again the first paragraph. How does the writer use language to describe the weather? You have three minutes to highlight, label and annotate the language techniques used to describe the weather.

5 Soon we were hemmed in with trees, which in places arched right over the roadway till we passed as through a tunnel; and again great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine, powdery snow began to fall, so that soon we and all around us were covered with a white blanket. The keen wind still carried the howling of the dogs, though this grew fainter as we went on our way. The baying of the wolves sounded nearer and nearer, as though they were closing round on us from every side. I grew dreadfully afraid, and the horses shared my fear. The driver, however, was not in the least disturbed; he kept turning his head to left and right, but I could not see anything through the darkness.

Explode the language

I have highlighted and labelled key techniques in the extract. Your task is to fill in the boxes. What do these quotations and techniques suggest about the weather?

Personification/pathetic fallacy –

Personification & repetition –

Repetition of 'colder' –

Though we were in shelter, we could hear the rising wind, for it **moaned** and whistled through the rocks, and the branches of the trees crashed together as we swept along. It **grew colder and colder** still, and **fine, powdery snow** began to fall, so that soon we and all around us were **covered with a white blanket**. The **keen wind still carried the howling of the dogs**, though this **grew fainter** as we went on our way.

Juxtaposition –

Personification –

Oxymoron –

8 Minutes: Two Paragraphs

Q2: Read again the first paragraph. How does the writer use language to describe the weather?

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms

(8 Marks)

Question Two

Level 3	Shows clear understanding of <i>language</i> :
5-6 marks	<input type="checkbox"/> Clearly and accurately identifies the names of the techniques
	<input type="checkbox"/> Uses a range of appropriate quotations
	<input type="checkbox"/> Explores the different effects of the writer's language techniques

Q2: How does the writer use language to describe the weather? [8 marks]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Annotate my answer – Where have I hit the mark scheme? Why?

In 'Dracula', Stoker uses language to describe the weather as a protective force. As the wind "moaned and whistled" causing the trees to "crash" together, we get a sense that the wind is alive and trying to stop Jonathan from getting to his destination – Castle Dracula. The "whistled" could be the wind trying to get Jonathan's attention; whereas, the "moaned" could connote the wind demonstrating its emotional distress as it witnesses yet another traveller who will never return from Dracula's castle. This is further supported by the personified wind, as it, "carried the howling of the dogs", clearly trying to warn Harker of the imminent danger that he faces. This use of personification adds to the reader's curiosity regarding the mysterious weather as we, unlike the narrator, can interpret its foreboding message and it gives us a taste of what is to come later in the extract.

HINT: Just because a teacher wrote it, it does not necessarily mean that it is full marks. I want you to use the mark scheme, get used to it and use it to tell me where my answer needs more work.

Question Two

Level
3
5-6
marks

Shows clear understanding of *language*:

- ☐ Clearly and accurately identifies the names of the techniques
- ☐ Uses a range of appropriate quotations
- ☐ Explores the different effects of the writer's language techniques

Self Assessment

1. Read back through your own response.
2. Write an WWW/EBI that will help you progress.

BANNED WORDS/PHRASES:

Nice/good work, lots of good points, used good quotes

Skills Tick List:

- ☐ Used relevant quotations to support my ideas
- ☐ Explained the impact of language on the reader
- ☐ Gave more than one explanation for writer's language choices.
- ☐ Used subject terminology accurately.
- ☐ Looked at connotations of individual words.
- ☐ Focused on language for effect.
- ☐ Wrote in a **clear** manner.
- ☐ Quotations are short and embedded.

EXT: Use a copy of the mark scheme to give yourself a mark. Be honest – it doesn't help anyone if you give yourself amazing marks or really bad marks. Actually read what the mark scheme is asking of you and see if you think you have hit that mark.

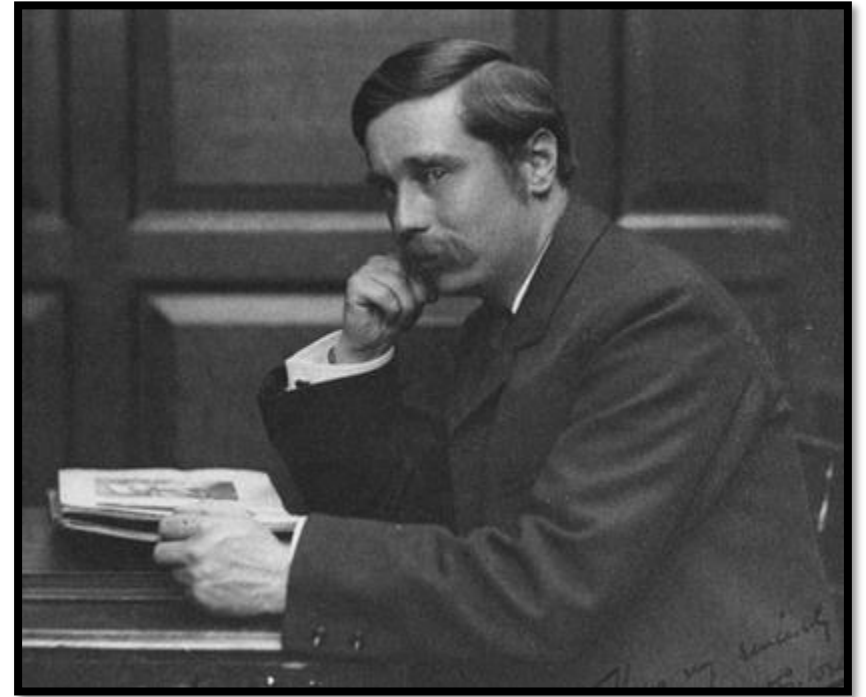
Before you move on...

This week, your homework is to take a copy of H.G. Wells' 'The Red Room'.

You are to:

- Read it (5 minutes)
- Complete Question One (4 minutes)
- Plan Question Two (3 minutes)
- Write up Question Two (8 minutes)

Set yourself a timer. Do **not** spend longer than the allocated time on this homework. This should be completed on paper.





GCSE English Language

Re-sit Revision Booklet

Session Two

Do Now: Subordinate Clauses

What are they?

A subordinate clause is a part of a sentence that does not make sense on its own. They are used to add more detail and information to a main clause. They are often started with a subordinating conjunction.

Mum always makes sure Bobby has a bottle of water before he leaves for practice.

A subordinate clause can go at the beginning of a sentence or later in a sentence. The only difference is that if it goes at the beginning, you need a comma after the subordinate clause, and if it goes later, you don't need a comma.

Before Bobby leaves for practice, Mum always makes sure he has a bottle of water.

How do I use them?

Underline the subordinate clauses in the below sentences:

- 1) I went to the park where my friends were playing.
- 2) When I went inside, my mother had made my tea.
- 3) I went to the information desk, where there were people to help, because I was lost.
- 4) I will need to stop at the store on the way home unless Marta brings cookies.

Add a subordinate clause to the following main clauses:

- 1) I will be ready this time.
- 2) I need the car on weekdays.
- 3) He often worries about exams.

Structure

What do you understand by the word 'structure'? Working on your own, write a definition of the word and provide an example.

Remember: Words can have more than one definition.

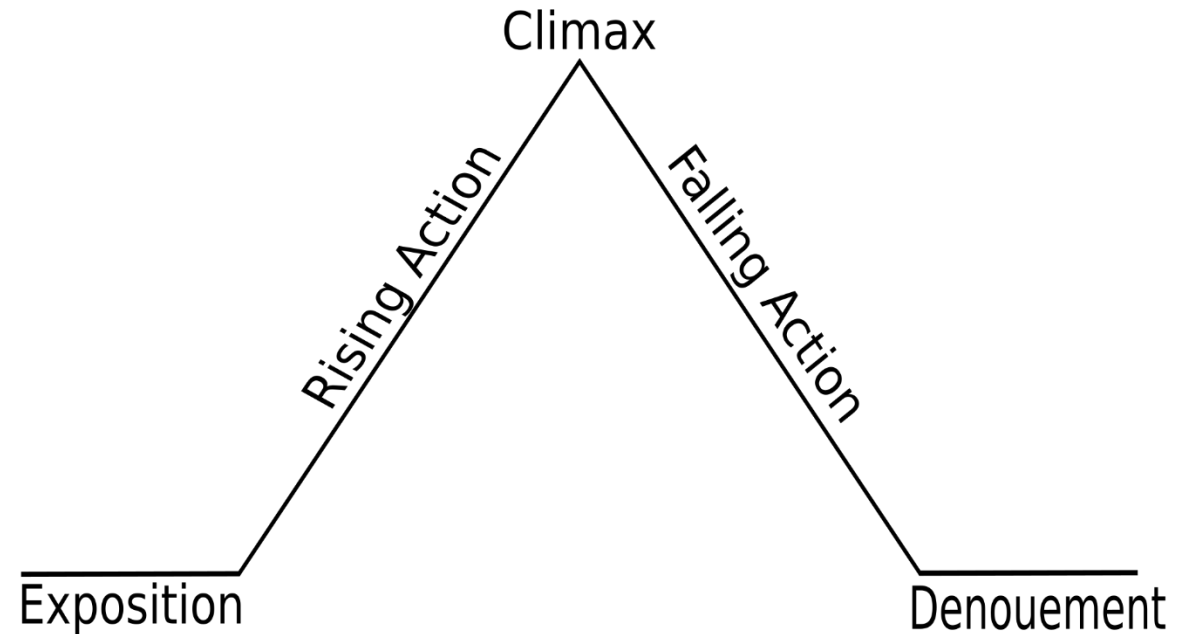
I think that structure means:

It could also mean:

What Is Structure?

- Beginning
- Middle
- End

A writer sets out their work in a **DELIBERATE** way, for a specific effect – this is the focus for Q3.



Question 3 (8 marks)

- Tests your understanding and analysis of writers' use of structure for effect

Including:

- ☐ What the writer focuses your attention on at the beginning
- ☐ How and why the writer changes this as the source develops
- ☐ Any other structural features that interest you

- ✓ For Q3 you will CIRCLE
- ✓ You will have 3 minutes of reading and labelling time
- ✓ You will have 10 minutes of writing time:
- ✓ 4 minutes on the beginning
- ✓ 4 minutes on development
- ✓ 2 minutes on ADDITIONAL structural features: punctuation, dialogue, sentences, paragraphing (you may have already covered this in your first two paragraphs)
- ✓ TWO paragraphs

Technique Evidence Explore Effect

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.

What Does This Mean?

Reminder: To be sure that you achieve a Grade 5 or above, your response needs to be within Level Three. What three things need to be included in a response?

1) _____

2) _____


3) _____

Question Three

**Level
3
5-6
marks**

Shows clear understanding of *structure*:

- ☐ Clearly and accurately identifies the names of the techniques
- ☐ Uses a range of appropriate quotations
- ☐ Explores the different effects of the writer's structural techniques



It's worth noting that the mark schemes for Q2 & Q3 are **exactly the same** apart from this one word.

EXT: What is the key word in Level 3? _____

Structural Features

The mark scheme says:

- ☐ What the writer focuses your attention on at the beginning
- ☐ How and why the writer changes this as the source develops
- ☐ Any other structural features that interest you



What does this mean? List as many **structural** features as you can in the box above.

The Task:

Q3: You need to think about the whole extract now. How has the writer structured the text to interest you as a reader?

You could write about:

- What the writer focuses your attention on at the beginning
- How and why the writer changes the focus as the extract develops
- Any other structural features that interest you

[8 marks]

You are expected to write 2-3 paragraphs. I would advise that you spend one paragraph per bullet point (they give you them for a reason).

You should take the approach:

- Technique
- Quotation
- Explore
- Effect

Annotation

Annotate the text. I want to know as much as is humanly possible about the structural features of this text!

- ✓ What are you drawn to at the beginning?
- ✓ How does the plot DEVELOP?
- ✓ What STRUCTURAL device stands out here?
- ✓ How does the text look?
- ✓ What is going on?
- ✓ How is the reader engaged?
- ✓ Any other structural devices you can spot? What EFFECT do they have?

This extract is from Bram Stoker's 'Dracula' (1897). Travelling from England to Transylvania to conduct business, Jonathan Harker takes a horse and carriage journey to Dracula's castle.

5 Soon we were hemmed in with trees, which in places arched right over the roadway till we passed as through a tunnel; and again great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine, powdery snow began to fall, so that soon we and all around us were covered with a white blanket. The keen wind still carried the howling of the dogs, though this grew fainter as we went on our way. The baying of the wolves sounded nearer and nearer, as though they were closing round on us from every side. I grew dreadfully afraid, and the horses shared my fear. The driver, however, was not in the least disturbed; he kept turning his head to left and right, but I could not see anything through the darkness.

10 Suddenly, away on our left, I saw a faint flickering blue flame. The driver saw it at the same moment; he at once checked the horses, and, jumping to the ground, disappeared into the darkness. I did not know what to do, the less as the howling of the wolves grew closer; but while I wondered the driver suddenly appeared again, and without a word took his seat, and we resumed our journey. I think I must have fallen asleep and kept dreaming of the incident, for it seemed to be repeated endlessly, and now looking back, it is like a sort of awful nightmare. Once the flame appeared so near the road, that even in the darkness around us I could watch the driver's motions. He went rapidly to where the blue flame arose—it must have been very faint, for it did not seem to illumine the place around it at all—and gathering a few stones, formed them into some device. Once there appeared a strange optical effect: when he stood between me and the flame he did not obstruct it, for I could see its ghostly flicker all the same. This startled me, but as the effect was only momentary, I took it that my eyes deceived me straining through the darkness. Then for a time there were no blue flames, and we sped onwards through the gloom, with the howling of the wolves around us, as though they were following in a moving circle.

20 At last there came a time when the driver went further afield than he had yet gone, and during his absence, the horses began to tremble worse than ever and to snort and scream with fright. I could not see any cause for it, for the howling of the wolves had ceased altogether; but just then the moon, sailing through the black clouds, appeared behind the jagged crest of a beeling, pine-clad rock, and by its light I saw around us a ring of wolves, with white teeth and lolling red tongues, with long, sinewy limbs and shaggy hair. They were a hundred times more terrible in the grim silence which held them than even when they howled. For myself, I felt a sort of paralysis of fear. It is only when a man feels himself face to face with such horrors that he can understand their true import.

30 All at once the wolves began to howl as though the moonlight had had some peculiar effect on them. The horses jumped about and reared, and looked helplessly round with eyes that soled in a way painful to see; but the living ring of terror encompassed them on every side; and they had perforce to remain within it. I called to the coachman to come, for it seemed to me that our only chance was to try to break out through the ring and to aid his approach. I shouted and beat the side of the ~~coche~~^{coche}, hoping by the noise to scare the wolves from that side, so as to give him a chance of reaching the trap. Now he came there, I know not, but I heard his voice raised in a tone of imperious command, and looking towards the sound, saw him stand in the roadway. As he swung his long arms, as though brushing aside some insupportable obstacle, the wolves fell back and back further still. Just then a heavy cloud passed across the face of the moon, so that we were again in darkness.

¹ ~~Coche~~: a light four-wheeled carriage with a recessed leather folding hood.

Model Text

Question Three

Level 3
5-6 marks

Shows clear understanding of *structure*:

- ☐ Clearly and accurately identifies the names of the techniques
- ☐ Uses a range of appropriate quotations
- ☐ Explores the different effects of the writer's structural techniques

What level would you give this and why?

What could we do to improve it?

Why have I colour coded it this way?

Stoker begins the text with lots of complex sentences whose clauses are regularly punctuated with caesuras. "Though we were... swept along". These frequent caesuras could be said to represent Harker's heart beat. As he rides through the violent weather in a strange land, his heartbeat quickens due to his fear. By including these pauses, Stoker is able to control the pace of which his audience reads the extract, allowing him to increase the tension at pivotal plot moments. However, as complex sentences are used throughout this extract, it could be said that Stoker is trying to interest the audience by revealing more about Harker's character. The first person narrative, coupled with the complex sentences, tells us the Harker is an educated man. It tells us that, even in spite of immediate danger and mysterious situations, he manages to stay calm and controlled – as shown by a steady use of uniform complex sentences. This interests the reader because, as the structure tells us more about the character, we naturally feel an affinity to a character that we know more about. Therefore, it is clear that Stoker has used the structure of the text as a narrative hook to engage and interest the reader in this way.

Question Three

Q3 [8 marks]: You need to think about the whole extract now. How has the writer structured the text to interest you as a reader?

You could write about:

- What the writer focuses your attention on at the beginning
- How and why the writer changes the focus as the extract develops
- Any other structural features that interest you

After discussion of the text write one detailed and analytical paragraph responding to the task.

You should choose ONE specific structural feature to explore **in detail**. Keep in mind that you **MUST** discuss why the technique interests you as a reader.

In the exam you should aim to write 2-3 paragraphs – each about a different element of structure.

Question Three

Level 3 5-6 marks	Shows clear understanding of <i>structure</i> : <ul style="list-style-type: none"><input type="checkbox"/> Clearly and accurately identifies the names of the techniques<input type="checkbox"/> Uses a range of appropriate quotations<input type="checkbox"/> Explores the different effects of the writer's structural techniques
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How has the writer structured the text to interest you as a reader? [8 marks]

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width. The lines are thin and consistent in color, providing a clean template for writing or drawing. There are no margins, text, or other markings present on the page.

Are you close?

I think I achieved a ___/8.

One thing I grasped quite easily was:

However, to improve, I need to:

Skills Tick List:

- ☐ Focused on how the text interests me.
- ☐ Explored the effect the structure has on the reader.
- ☐ Used quotations from the text to support my ideas.
- ☐ Explored how the opening interests me as a reader.
- ☐ Explored how the focus shifts and the plot develops.
- ☐ Used subject terminology.

Question Three

Level 3
5-6
marks

Shows clear understanding of *structure*:

- ☐ Clearly and accurately identifies the names of the techniques
- ☐ Uses a range of appropriate quotations
- ☐ Explores the different effects of the writer's structural techniques



GCSE English Language

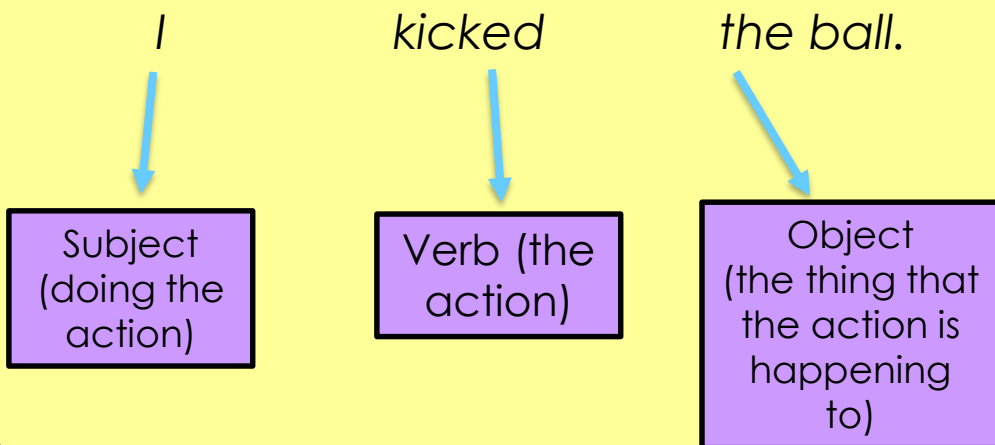
Re-sit Revision Booklet

Session Three

Do Now: Subject Verb Object

What are they?

This is the order of sentences in the English Language where the subject comes first, followed by the verb and then the object.



How do I use them?

Label the subject, verb and object in the following sentences:

1. The sun was shining on the grass.
2. The dog was barking at the postman.
3. The teacher was marking the papers.
4. The man ate a cream cake.
5. The girl left the door open.

Can you think of any other ways to structure a sentence?

E.g.: 'The dog bit the man' becomes 'The man was bitten by the dog'.

Mark Scheme

1)

2)

3)

4)

Similar to the previous questions, we will be aiming for a Level 3 on this question. In your own words, write down the four things that the mark scheme is asking you to include in your answer for a Level 3 answer.

Question Four	
Level	Skills
3 11-15 marks	<div><div><input type="checkbox"/></div>Make sure your answer is clearly centred on the question's statement</div> <div><div><input type="checkbox"/></div>Use a range of relevant quotations</div> <div><div><input type="checkbox"/></div>Clearly identify and explore the writer's use of language and structural techniques and their effects</div> <div><div><input type="checkbox"/></div>Clearly explore the multiple effects on the reader</div>

EXT: What is the key word in Level 3? _____. Why do you think this is? _____

Starter:

You have six minutes to read back through 'Dracula' extract and annotate it.

Using a pink highlighter, and your pen, I want you to find any quotations that you can link to a 'sense of fear'. Annotate the quotations with how it links to fear.

Remember, you can include a quotation that has connotations of fear.



You should aim for at least 6 quotations.

There are **definitely** at least 12.

Question 4

- Tests your ability to respond to the text critically and consider your personal response
- You will be presented with a critical statement about the text and you will be asked to consider to what extent you agree with it
- This question is worth the most marks!
- We **ALWAYS AGREE** with the statement!

Q4: Focus this part of your answer on the whole of the text. A student said: '*Stoker has successfully conveyed a sense of fear to the readers. It is as if we are there with Jonathan.*' To what extent do you agree? In your response, you should:

- Write about your own impressions Jonathan's emotions and narration
- Evaluate how the writer conveys the sense of fear
- Support your opinions with quotations from the text

[20 marks]

For Q4 you will HIGHLIGHT in pink

You will spend **27 minutes** on this question.

- 6 minutes finding and annotating your evidence and arguments
- 21 minutes writing your response

What is the TONE and how does the reader FEEL reading the text? Highlight your evidence – keep it short and concise

Follow the formula below:

Technique Quote Explore Effect

3 DETAILED PARAGRAPHS FOR Q4 = AT LEAST TWO SIDES

AO4

Evaluate texts critically and support this with appropriate textual references.

“Stoker has successfully conveyed a sense of fear to the readers. It is as if we are there with Jonathan.”

Paragraph 1 subject: _____

Quote 1:

Quote 2:

Quote 3:

Paragraph 2 subject: _____

Quote 1:

Quote 2:

Quote 3:

Paragraph 3 subject: _____

Quote 1:

Quote 2:

Quote 3:

Let's collate your quotations into three linked sections.

Each paragraph should have three linked quotations.

For example, paragraph one might be quotations about Jonathan's emotions.

What other paragraphs could we have?

Explore

How is a sense of fear shown in this extract?
Technique? Connotations? Explanations?

All at once the wolves began to howl as though the moonlight had had some peculiar effect on them. The horses jumped about and reared, and looked helplessly round with eyes that rolled in a way painful to see; but the living ring of terror encompassed them on every side; and they had perforce to remain within it. I called to the coachman to come, for it seemed to me that our only chance was to try to break out through the ring and to aid his approach. I shouted and beat the side of the calèche, hoping by the noise to scare the wolves from that side, so as to give him a chance of reaching the trap.

Model Answer

In 'Dracula', Stoker plays on the audience's knowledge of the horror genre and traditional gothic conventions in order to intrigue the reader. Using a gothic semantic field "howling... gloom... ghostly... darkness", the reader is already aware of a sense of fear as these are the typical conventions of a horror story and Stoker is able to subconsciously affect the reader by dotting these words throughout the text. This possibly foreshadows a conflict later in the novel which further intrigues the reader as, naturally, we are drawn to instances of conflict and heightened tension. Additionally, the connotations of "blue flame" ensure that the reader is also aware that this is an unusual, possibly magical, situation. Dark magic and superstition are subjects that people have feared for centuries. By alluding to these taboo topics, Stoker is able to guarantee that the audience will feel a sense of fear, making it seem as if we are in the situation with Harker. This is true for a modern audience, but particularly so for the Victorian audience that Stoker was writing for.

What would this paragraph achieve and why? Label where I have hit each tick box.

Question Four	
Level	Skills
3 11-15 marks	<div><input type="checkbox"/> Make sure your answer is clearly centred on the question's statement</div> <div><input type="checkbox"/> Use a range of relevant quotations</div> <div><input type="checkbox"/> Clearly identify and explore the writer's use of language and structural techniques and their effects</div> <div><input type="checkbox"/> Clearly explore the multiple effects on the reader</div>

Have A Go Yourself

Now you are going to take some of your quotations and explorations and turn these into a full three paragraphs of Question Four.

You should also pay attention to the success criteria, ensuring that you meet each one of the bullet points.

Success criteria:

- Explores the tone of the text and the EFFECT it has on reader
- Understands and analyses writer's methods using terminology
- Uses short embedded quotes as evidence
- Say a lot about a little
- Focus on the statement (always links back to the statement and refer to it)

A student said: 'Stoker has successfully conveyed a sense of fear to the readers. It is as if we are there with Jonathan.' To what extent do you agree? [20 marks]

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

A student said: 'Stoker has successfully conveyed a sense of fear to the readers. It is as if we are there with Jonathan.' To what extent do you agree? [20 marks]

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Self Assessment

I think I achieved a ___/20.

One thing I grasped quite easily was:

However, to improve, I need to:

Success Tick List

- ☐ Found a range of quotations that prove the statement.
- ☐ You PROVE the statement with 3-4 paragraphs, each based on the statement in the question.
- ☐ Explore the effect on the reader.
- ☐ Shows an understanding of the writer's methods and intentions, linking back to the focus of the question.
- ☐ Select a range of textual detail for each argument given.
- ☐ Short quotations are embedded.
- ☐ Remain focused on the statement throughout.

Extension Task

Create a 'How-To guide' for Paper One, Section A.

In it, you should write a summary of what is involved for each question, a step-by-step approach, timings, a success criteria and a top tips section.



GCSE English Language

Re-sit Revision Booklet

Session Four

Do Now: Sentence Starters

What are they?

Most sentences begin with the **subject**. The **subject** is the noun or pronoun that is performing the verb:

I love chips.

***The dog** chased after the cat.*

***A grasshopper** made it's signature sound.*

One way to make your sentences engaging is to use a sentence starter and begin with something other than the **subject**. Examples include:

Beginning with an adjective:

*Upset with my evening, **I** realised that I love chips.*

Beginning with an adverb:

*Predictably, **the dog** chased after the cat.*

Beginning with a verb:

*Making it's signature sound, **the grasshopper** kept people awake.*

How do I use them?

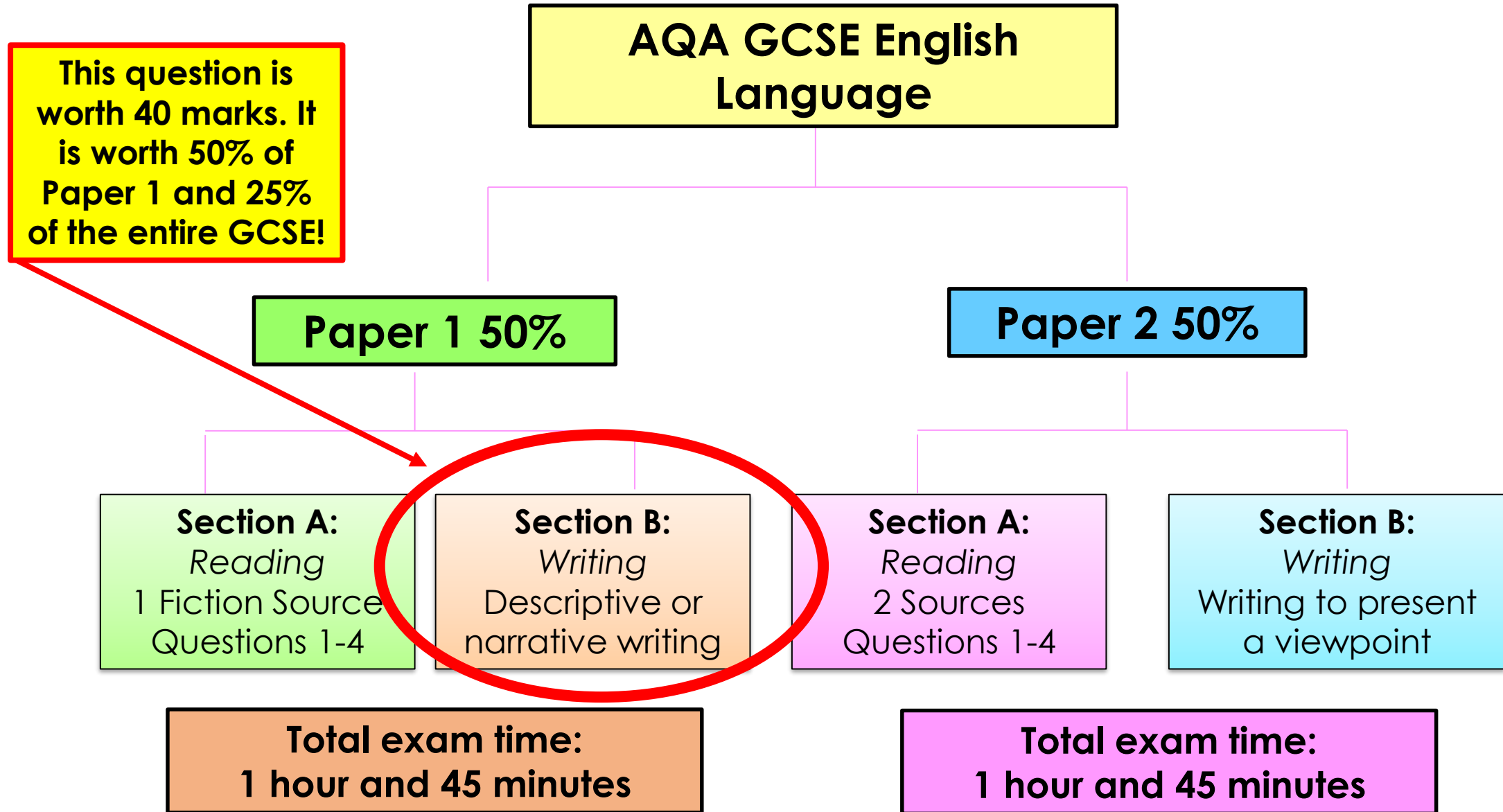
Identify the subject in the sentences below:

- 1) To get a head start, he arrived 20 minutes early.
- 2) From out of nowhere came a loud shriek.
- 3) Angered by the long wait, I slammed the phone down on the receiver.
- 4) Finally, we found the lost keys.
- 5) An obedient child, Samantha turned off the light and went to sleep.

Write out the sentences below and alter them so that they no longer begin with the subject.

- 1) Graphics on a screen are made up of tiny blocks called pixels.
- 2) The Eatwell Guide classifies food into groups and is a guide to achieving a balanced diet.
- 3) He hated cereal.
- 4) Her phone exploded in her hand.

The Exam:



Starter:

In your pairs, discuss...

- How would you describe something?
- What techniques would you use?
- How could you ensure that the image in your head, is now in the image of your reader's head?

Descriptive writing techniques:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Mark Scheme:

Now, let's take a look at what the exam board says you should include in your writing.

Remember: Just because something is a good description, it does not mean it would get a good grade in the exam. The examiners are looking at **how** you write.

The exam board have split up their success criteria into three sections:

- 1) **Content**: Register, writing style, vocabulary and language techniques
- 2) **Organisation**: Structural features, paragraphs, discourse markers and interesting ideas.

AO5: 24
marks

AO6: 16
marks

3) **Technical Accuracy**: Punctuation, sentence forms, Standard English, spelling, grammar and vocabulary.

Starter

Harry Potter is a great story and the series has sold over 500 million copies. But on a technical level, it isn't very good – it would probably get a grade 2 or 3 on the exam. Can you identify the reasons why?

It was a large and beautiful circular room, full of funny little noises. A number of curious silver instruments stood on spindle-legged tables, whirring and emitting little puffs of smoke. The walls were covered with portraits of old headmasters and mistresses, all of whom were snoozing gently in their frames. There was also enormous, claw-footed desk, and sitting on a shelf behind it, a shabby, tattered wizard's hat – the Sorting Hat.

Success Criteria

What does a good piece of writing need that this doesn't have?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

The Rules

All pieces of writing should use the features on the right (and use them well) in order to achieve a good mark.

Description

Descriptions should focus on the image provided by the exam board.

- They should **not** contain any characters.
- They should not include dialogue.
- They should not use anyone's point of view. E.g.: Instead of saying "*I could see clouds crawling past the glare of the sun.*", you would write "*The clouds were crawling past the glare of the sun.*"
- Try to zoom in on specific parts of the image and write in as much detail as you can about that section before moving on to describe another part.
- Writing descriptively means that you don't have to waste time thinking of a story or characters!

- Sensory description (sight, sound, smell, taste, touch)
- Similes
- Metaphors
- Personification
- Alliteration
- Repetition
- Description from different perspectives
- Specific details
- Effective adjectives
- Strong verbs
- Effective Vocabulary
- Pathetic Fallacy

- Sentence starters
- A **range** of punctuation
- Paragraphs
- Variety of sentence types/lengths
- Standard English
- Accurate spelling
- Sophisticated vocabulary

Mark Scheme

Again, we're aiming for Level 3 in this task. If we achieve a Level 3 in every question, we're guaranteed at least a Grade 5 on results day!

Turn the mark scheme into a success criteria that makes perfect sense to you. Write it in your own words.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

- 6) _____

AO5: Mark Scheme

Content

- Tone and style is matched to the given genre, audience and purpose
- Effective vocabulary
- Range of suitable language techniques

Organisation

- Range of suitable structural techniques
- Writing interests the reader
- Range of clear paragraphs with discourse markers

AO6: Mark Scheme

- Accurately punctuated sentences
- Wide range of punctuation marks
- Wide range of sentence types and lengths
- Grammatically correct Standard English
- Accurate spelling
- Sophisticated vocabulary

Planning: The key is to think of something that no one else will come up with. Discard the first thing that comes to your head and think of something new.

Creative writing tasks need creativity and your description needs to stand out from the crowd. Your task is to identify the one small section that you can get the most detail out of.

- Which bit stands out to you the most?
- Write down one sentence of mind-blowing description for it.

My amazing descriptive sentence:

One Minute Plan



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One Minute Plan



Planning A Description

When writing a description, you can not rely on things such as characters or dialogue to make your narrative interesting. You need to bring the image to life through your language techniques.

Think: sensory language, personification, adjectives, verbs, similes and metaphors. When planning, surround your image with words/phrases that you could use and then tick them off as you go.

Circle four different sections that you think you could describe in minute detail. For example:

Para 1: The light struggling to penetrate the choking tree canopy.

Para 2: The foliage that is gently reclaiming the ground that was stolen from it long ago.

Para 3: How, once a place of fun and laughter, all that's left are rotting shells of a long forgotten memory.

Para 4: The dull, lifeless eyes that of a dying vehicle - left to rot.

Exam Question

EITHER: Write a description suggested by the picture.

OR: Write a narrative about something unexpected that happens in a forest.

(24 marks for content and organisation,
16 marks for technical accuracy)

[40 marks]



Planning Description

Once you have circled four things of interest, you are going to annotate your circles with the following language features:

Circle One:

Personification
One Word Sentence
Alliteration
Three Adverbs

Circle Two:

Two Similes
Complex Sentence
Sensory: Smell
Three Adjectives

Circle Three:

Zoomorphism
Rule Of Three
Sensory: Sight
Three Verbs

Circle Four:

Metaphor
Compound Sentence
Sensory: Sound
Three Impressive Words

EXT: Can you include a semantic field in your paragraph? How might you achieve this?



Planning AO6

Now that we have AO5 taken care of, we can focus on AO6. This is where a lot of you lose marks unnecessarily.

Sentence types and vocabulary overlap. They are on both AO5 and AO6 which shows they are **SUPER** important.

Fortunately, we've already covered them in our AO5 plan.

From the mark scheme, set yourself three AO6 targets to focus on:

- 1) _____

- 2) _____

- 3) _____



Remember: AO6 is more than just spelling! It is worth 20% of the entire GCSE so it's worth spending some time learning what the AO is asking of you!

WWW/EBI

Before you get started writing up your own plan, read through my model response. I have typed up one paragraph based on our picture, but is it any good? I want a WWW and an EBI that strictly uses the words and phrases of the mark scheme. Remember, just because a teacher wrote it, doesn't mean it's necessarily full marks. Be critical!

Like morose eyes, begging to be used once more, the headlights glower into the distance in a vague and rose-tinted reminiscence, remembering how life used to be. Moss, grass and ivy engulf the steel carcass like a chronic disease, in an attempt to slowly reclaim what is rightfully theirs. Dirt encases the chrome fender, forcing flaking flecks of paint to line the floor amongst the long-dead creatures. Once, it was the highlight of children's lives – the source of ecstatic bliss and long lasting fond recollections; then the residence of spiders who had laced the nooks and crannies with cobwebs of intricate splendour (even they have faded to dust). Now, the machine faces its morbid reality: there are no more flashing lights. There will never again be the smell of candy floss. No more echoes of children's laughter. Only memories. Now a ghostly silhouette, unwanted and past its peak, the machine is haunted by the day that happiness died and the park was shut down forever.

- Sensory description (sight, sound, smell, taste, touch)
- Similes
- Metaphors
- Personification
- Alliteration
- Repetition
- Description from different perspectives
- Specific details
- Effective adjectives
- Strong verbs
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- Pathetic Fallacy

- Sentence starters
- A **range** of punctuation
- Paragraphs
- Variety of sentence types/lengths
- Standard English
- Accurate spelling
- Sophisticated vocabulary

Writing Time

Use your plan, your tick boxes and everything we have learned so far to help you write up your paragraphs.

You should have planned your AO5 in the 'circles' task. So whilst writing up, pay close attention to the AO6 skills on the right.

AO6 Tick List

- ☐ The sentences are punctuated accurately
- ☐ A wide range of punctuation marks are used correctly
- ☐ Higher level punctuation is used such as : ; () –
- ☐ There is a mix of simple, compound and complex sentences
- ☐ Simple/minor sentences are used
- ☐ Standard English (no slang) is used throughout
- ☐ No improper forms are used such as & + etc.
- ☐ There are rarely any spelling mistakes
- ☐ The grammar (tense, verb endings etc.)

EXT: Read back through your work and use the checklist above to ensure your writing is top notch. I refuse to believe that you achieved 16/16 for technical accuracy on your first draft. Not even professional authors manage that!

Write a description suggested by the picture. [40 marks]

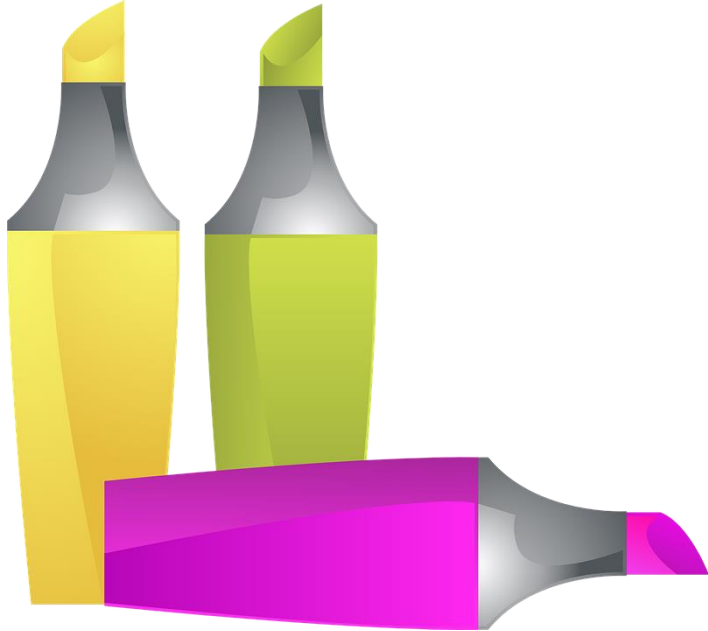


Write a description suggested by the picture. [40 marks]



Self Assessment

Using two different coloured highlighters, identify where you have achieved AO5 and AO6 and where you need to improve.



AO5: Mark Scheme

Content

- Tone and style is matched to the given genre, audience and purpose
- Effective vocabulary
- Range of suitable language techniques

Organisation

- Range of suitable structural techniques
- Writing interests the reader
- Range of clear paragraphs with discourse markers

AO6: Mark Scheme

- Accurately punctuated sentences
- Wide range of punctuation marks
- Wide range of sentence types and lengths
- Grammatically correct Standard English
- Accurate spelling
- Sophisticated vocabulary

Carried on from Paper:

Question:

Carried on from Paper:

Question:

Carried on from Paper:

Question:



GCSE English Language

Re-sit Revision Booklet

Name: _____

Class Teacher & Set: _____

Paper Two – Source A

SOURCE A: In this extract from George Walling's book, "Recollections of a New York Chief of Police" (1888), the author tells of a notorious bank robbing gang known as the Leslie gang – who were thought to have been behind up to 80% of US bank robberies at that time.

They wanted to rob a bank, but were not particular as to which one. It was necessary first to find out where there was a bank whose safes and vaults were easily opened. So they made the acquaintance of William D. Edson, an expert in locks and safes, who was a travelling agent for Herring & Co. Edson was not a man with very stern moral convictions. He smiled on his new acquaintances and soon became confidential. The burglars' plot was finally laid before him, and he was promised a generous share in the proceeds if the scheme was successful. They wanted him to point out a weak bank, from a burglar's point of view, and this he did, directing their attention to that at Northampton. With this much learned, the rest of the task was not difficult to thieves of such broad experiences. Northampton was a small town, and boldness, the burglars thought, would most successfully accomplish their designs. Certainly it did.

On the night of January 27, 1876, having reached the town and assembled at their rendezvous, they put on masks and proceeded at once to the residence of the cashier, Mr. Whittlesy. They aroused him from slumber, and after binding his wife, children and servants, made him march under the cover of their pistols to the bank. There they compelled him, by threats of instant death, to unlock the vaults and surrender the contents. Under such circumstances, the boldest cashier is apt to lose courage, and Mr. Whittlesy was no exception. He meekly followed his masked captors and surrendered all they asked for. They succeeded in getting \$1,500,000 in money and negotiable securities. But even when the booty was in their possession, there was no feverish haste to get away. They coolly walked back with the cashier to his house, gagged him and made secure the bonds of his family, and then departed.

So large a sum had been stolen from the bank in the form of securities, upon which the burglars could not readily realize, that the bank officers tried to recover their lost property before attempting to secure the conviction of the thieves. This plan was followed by negotiations which lasted a year and then brought no satisfactory result. Detectives advised that as many of the thieves as could be caught should be arrested, and acting upon this advice, the bank officers soon had the satisfaction of knowing that Edson, the travelling agent who had conspired with the thieves, was under arrest.

Edson was piqued at not getting as much money from the robbery as he had been promised, and it did not require much urging to get him to turn State's evidence. The names of the burglars were disclosed. Leary had been arrested about the same time that Connors was first arrested, and was also lodged in Ludlow Street Jail. The desperate character of these thieves is again illustrated when it is told that Leary also broke jail in 1879. Friends of his had rented a brick house adjoining the jail, and dug through the walls to a closet, making an excavation large enough for Leary to crawl through. He was re-arrested in Brooklyn on the same night that Connors was re-taken in Philadelphia. Of the other burglars, one was already serving a term in Sing Sing¹ before it was known that he was engaged in the Northampton bank robbery; Howard, if he was really implicated, was killed, after a remarkable career, in Yonkers, and Edson, of course, got free by turning State's evidence. The bank recovered all its property save \$100,000 in securities, \$40,000 in Government bonds and \$12,000 in cash.

¹ Sing Sing – A prison in New York, USA

Paper Two – Source B

SOURCE B: This is an extract from The Guardian’s 2016 article about the infamous ‘Hatton Garden Heist’ of 2015. In the article, a reporter reveals the story of the heist and of the men that carried out the robbery – who have an average age of 63.

Enter the defendants. Yes, it’s Dad’s Army. The Diamond Wheezers. The Old Beggars. Or, as they are in the French press, “le gang du papys” (the grandads’ gang). The men accused of taking part in the most spectacular British crime of this decade, the theft of an estimated £14m worth of diamonds, gold, jewellery and cash from the Hatton Garden Safe Deposit company over the Easter weekend of 2015. Some of them are hard of hearing and strain to catch what the judge is saying. Others nod ruefully at relatives or friends in the public gallery.

Scroll backward to Easter 2015. A break-in at a Hatton Garden security deposit centre. How much stolen? £100m? £200m? Think of a number and double it. But whodunnit? Imaginative theories were rife, as were movie references. A spectacular “project” crime planned in detail is much like a film script, with roughly the same chance of coming off.

The headline of the Sunday Express on 12 April read: “Police Hunt Pink Panthers over jewel heist”; the story suggested that “the gem thieves may be part of the infamous Balkans-based Pink Panther gang (who got their name from the Peter Sellers Pink Panthers film)”. By 23 April, Ocean’s Eleven was part of the equation. The Daily Express asked, “Did £35m gem gang use a contortionist?”, speculating that there must have been someone similar to the Amazing Yen, played by Shaobo Quin in the film. The Daily Mirror reported that “an expert has revealed how a Mr Big is likely to have hired elite thieves from eastern Europe and Israel to pull off the operation”. Was the crime a metaphor for the decline of British ingenuity and skill? Did we now have to import not just our plumbers, IT technicians, doctors, nurses and footballers, but our criminals as well?

Then came the arrests of Brian Reader, 76, Terry Perkins, 67, Daniel “Danny” Jones, 60, and John “Kenny” Collins, 74, four career criminals from north and east London, along with five others. You could almost hear the collective sighs of relief: not only was this whole thing homemade, but it was carried out by a bunch of distinctly grey rather than pink panthers.

It was a complex operation. Five of the gang, including the ghostly figure of “Basil”, who has not been identified and on whose head there is now a £20,000 reward, gained access to the Hatton Garden Safe Deposit company and disconnected the CCTV and alarms. They started drilling their way through the 50cm wall while Collins acted as lookout man from a building opposite. They hit problems that meant they needed different equipment, so they left the building to get the necessary tools. At this stage, two of the team, Brian Reader and Carl Wood, decided that they’d had enough: the risks were too great. The others continued, grabbed around £14m in jewels, gold and cash, and bailed out. With the help of William “Bill” Lincoln, they got the goods to Enfield, where they were split up. It seemed, initially, that they had got clean away.

Much of the early coverage was affectionate. No one had been hurt or threatened. It was a commercial premises, not a private house. Some of the people who had lost their diamonds and gold in the haul tried to explain that they kept their goods there purely for safe keeping, and not to hide them from tax authorities, ex-wives or the police. But their side of the story was inevitably less interesting.

Paper Two - Questions

Section A: Reading.

Answer all questions in this section.

You are advised to spend about 45 minutes on this section.

Q1: Read again source A, lines 11-20. Choose four statements below which are TRUE.

- ☐ A) The event took place early in 1976.
- ☐ B) The gang had to wake Mr. Whittlesy up.
- ☐ C) They forced him, at gunpoint, to the bank.
- ☐ D) They managed to steal \$1.5 billion.
- ☐ E) They blinded Mr Whittlesy's wife and children.
- ☐ F) They managed to steal \$1.5 million.
- ☐ G) Mr. Whittler was no exception.
- ☐ H) The gang was in no rush to get away.

[4 marks]

Q2: You need to refer to Source A and Source B for this question.

Use details from both sources to write a summary of the differences in the ways that the gangs robbed the banks.

[8 marks]

Q3: You now need to refer only to Source B from lines 1 to 26. How does the writer use language to present the defendants?

[12 marks]

Q4: For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different attitudes and perspectives towards the events that they describe.

In your answer, you could:

- Compare their different attitudes and perspectives
- Compare the methods they use to convey their attitudes and perspectives
- Support your response with references to both texts.

[16 marks]

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Q5: *"Guns are responsible for a large amount of deaths in the United States; more gun control laws need to be introduced."*

Write a formal letter to the editor or a magazine in which you persuade him/her of your point of view on this statement.

(24 marks for content and organisation,
16 marks for technical accuracy)

[40 marks]



GCSE English Language

Re-sit Revision Booklet

Session Five

Do Now: Discourse Markers

What are they?

Discourse markers are words or phrases that we use to connect, organise and manage what we write. Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious.

To further an argument:

Similarly, equally, likewise, moreover, furthermore

To counter an argument:

Conversely, however, nevertheless, whereas

To sequence your writing:

Firstly, finally, primarily, subsequently

To conclude your writing

Subsequently, consequently, in conclusion, finally

How do I use them?

Underline the discourse markers

Louie rushed and got ready for work, but, when he went out the door, he saw the snowstorm was very heavy. Therefore, he decided not to go to work. Then, he sat down to enjoy his newspaper. However, he realized his boss might get angry because he did not go to the office. Finally, he made another decision, that he must go to work. So, he went out the door and walked to the bus stop.

Insert your own discourse markers

- 1) _____, knowing the risks, he decided to climb the mountain alone.
- 2) _____, it wasn't always easy, I managed to have a successful career.

AQA GCSE English Language

Paper 1 50%

Section A:
Reading
1 unseen
literature fiction
text

Section B:
Writing
Descriptive or
narrative
writing

Total exam time:
1 hour and 45 minutes

**Paper 1: Explorations in Creative Reading
and Writing: Tuesday 5th June am**

Paper 2 50%

Section A:
Reading
1 non-fiction and
1 literary non-
fiction text

Section B:
Writing
Writing to
present a
viewpoint

Total exam time:
1 hour and 45 minutes

**Paper 2: Writers' Viewpoints and
Perspectives: Friday 8th June am**

How to approach the exam!

Responding to Paper 2: 1hr 45 mins:

- Q5 - 45 mins (30 mins writing with 15 mins for planning and proof reading)
- **Read text 1 - 4 mins**
- Answer Q1 (4) – 3 mins
- Answer Q3 (12) – 3 mins planning/12 mins writing
- **Read text 2 - 4 mins**
- Answer Q2 (8) – 3 mins planning, 8 mins writing
- Answer Q4 (16) – 5 mins planning, 18 mins writing

Q1: This question only relates to one of the texts. Read it carefully before answering.	4 marks
Q2: This question relates to both texts so you will need to read both texts thoroughly before answering.	8 marks
Q3: This question only relates to one of the sources and is very similar to Paper 1, Q2.	12 marks
Q4: This question relates to both sources. Consider skim reading both texts again before attempting.	16 marks

Question	Key
Question Two	<u>Underline 3/4 pieces of linked evidence in both texts.</u>
Question Three	Circle 6-8 pieces of relevant evidence
Question Four	<ul style="list-style-type: none">➤ Highlight similarities in yellow.➤ Highlight differences in pink.

Viewpoints & Perspectives

The title of this exam paper is 'Writers' Viewpoints and Perspectives'. Write down what you believe the term 'perspective' to mean.

I think 'perspective' means:

For this paper you will be assessed on your ability to identify and compare the writers' points of view through the language/techniques they use.

How is Paper 2 different to Paper 1?

The big difference is you have TWO texts to look at as there is an element of comparison you must undertake. The texts will be **non-fiction** texts from different times in history e.g a newspaper article from 2017 and a letter from 1876 BUT they will be based around a similar THEME/IDEA

“Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.”

— **Marcus Aurelius , Meditations**

Question One

4 marks = 3 minutes

Read Source A. Then produce a short summary.
What are the three main points of the article?

1)

2)

3)

For this question you need to show that you have read the question and the texts thoroughly and select the statements that are true. The points may not be EXPLICIT and therefore it is important to READ the statements CAREFULLY. The exam board often throws in a trick statement to try and fool you.

Highlight the proof in lines 11-20 and then select the four TRUE statements below.

A	The event took place early in 1976.
B	The gang had to wake Mr. Whittlesy up.
C	They forced him, at gunpoint, to the bank.
D	They managed to steal \$1.5 billion.
E	They blinded Mr Whittlesy's wife and children.
F	They managed to steal \$1.5 million.
G	Mr. Whittler was no exception.
H	The gang was in no rush to get away.

Question Three

Read Source B and produce a short summary.
What are the three main points of the article?

- 1) _____

- 2) _____

- 3) _____

Now, we come to Q3. It is exactly the same as Paper One, Question Two. The only difference is that this is worth 12 marks, so we will spend more time on it.

Q3 – 3 MINUTES PLANNING AND 12 MINUTES WRITING FOR 12 MARKS

Question Three

Level 3
7-9
marks

Shows clear understanding of *language*:

- ☐ Clearly and accurately identifies the names of the techniques
- ☐ Uses a range of appropriate quotations
- ☐ Explores the different effects of the writer's language techniques

Again we're aiming for Level 3. What do we need to do?

- 1) _____

- 2) _____

- 3) _____

Question Three

Q3) You now need to refer only to Source B from lines 1 to 26. How does the writer use language to present the defendants?
[12 marks]

Enter the defendants. Yes, it's Dad's Army. The Diamond Wheezers. The Old Beggars. Or, as they are in the French press, "le gang du papys" (the grandads' gang). The men accused of taking part in the most spectacular British crime of this decade, the theft of an estimated £14m worth of diamonds, gold, jewellery and cash from the Hatton Garden Safe Deposit company over the Easter weekend of 5 2015. Some of them are hard of hearing and strain to catch what the judge is saying. Others nod ruefully at relatives or friends in the public gallery.

10 Scroll backward to Easter 2015. A break-in at a Hatton Garden security deposit centre. How much stolen? £100m? £200m? Think of a number and double it. But whodunnit? Imaginative theories were rife, as were movie references. A spectacular "project" crime planned in detail is much like a film script, with roughly the same chance of coming off.

15 The headline of the Sunday Express on 12 April read: "Police Hunt Pink Panthers over jewel heist"; the story suggested that "the gem thieves may be part of the infamous Balkans-based Pink Panther gang (who got their name from the Peter Sellers Pink Panthers film)". By 23 April, Ocean's Eleven was part of the equation. The Daily Express asked, "Did £35m gem gang use a contortionist?", speculating that there must have been someone similar to the Amazing Yen, played by Shaobo Quin in the film. The Daily Mirror reported that "an expert has revealed how a Mr Big is likely to have hired elite thieves from eastern Europe and Israel to pull off the operation". Was the crime a 20 metaphor for the decline of British ingenuity and skill? Did we now have to import not just our plumbers, IT technicians, doctors, nurses and footballers, but our criminals as well?

25 Then came the arrests of Brian Reader, 76, Terry Perkins, 67, Daniel "Danny" Jones, 60, and John "Kenny" Collins, 74, four career criminals from north and east London, along with five others. You could almost hear the collective sighs of relief: not only was this whole thing homemade, but it was carried out by a bunch of distinctly grey rather than pink panthers.

Model Answer

The writer presents the defendants with a mixture of juxtaposition and pre-modifying adjectives beginning with ‘career criminals’. This implies that the defendants are simply low-life degenerates who have never done an honest day of work in their lives. Importantly, ‘career’ makes a connection for the reader between the defendants and a drain on society, someone who has been caught before and is far from the “elite thieves from eastern Europe”. This juxtaposition highlights the farce of the whole situation for the reader and almost makes you feel embarrassed for the defendants.

How and where has this hit the mark scheme?

Question Three	
Level 3 7-9 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"><input type="checkbox"/> Clearly and accurately identifies the names of the techniques<input type="checkbox"/> Uses a range of appropriate quotations<input type="checkbox"/> Explores the different effects of the writer’s language techniques

Your Turn

Q3) You now need to refer only to Source B from lines 1 to 26. How does the writer use language to present the defendants? **[12 marks]**

- You must focus on the **effect** of the language. What **impact** does it have on the **reader**?
- Select quotations with **precision** – focus on the impact of **specific words**.
- Pay attention the section of the extract you have been asked to read.

Structure

- POINT/TECHNIQUE
 - QUOTE
 - DEFINE
- EXPLORE CONNOTATIONS AND MULTIPLE MEANINGS

Useful sentences:

- This metaphor/simile/personification is used to show...
- The clever use of this adverb/verb/adjective/image represents...
- The writer is trying to symbolise...
- This image is effective because...
- The use of the adjective/noun/verb evokes a sense of...

Emotive language	Metaphor	Personification
Semantic field	Simile	Asyndetic list
Adjective	Adverb	(Dynamic) Verb

This suggests...	This links to...	Alternatively, it might...
We can argue that...	The reader will...	This demonstrates...
This reveals...	This indicates...	This connotes...

Q3) You now need to refer only to Source B from lines 1 to 26. How does the writer use language to present the defendants? [12 marks]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Self Assessment

QUESTION 3

12 marks - 3 paragraphs)
(3 mins planning, 12 mins writing)

- ☐ You have focused on language for effect
- ☐ You have selected quotes with a focus on the lines identified in the question
- ☐ You have selected quotes with a focus on the subject in the question
- ☐ Quotes are short and embedded
- ☐ You have identified language devices/terminology
- ☐ You explain the language used
- ☐ You explore connotations behind the language
- ☐ You explore multiple meanings
- ☐ You explore the effect the language has on the reader

Using the PLC and the mark scheme, give yourselves a mark, a WWW and an EBI. If the self assessment takes you less than three minutes, you're not doing it correctly!

Question Three

Level 3 7-9 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"><input type="checkbox"/> Clearly and accurately identifies the names of the techniques<input type="checkbox"/> Uses a range of appropriate quotations<input type="checkbox"/> Explores the different effects of the writer's language techniques
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GCSE English Language

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Session Six

Do Now: Semi Colons

What are they?

The main use of a **semi colon** is to connect two closely related main clauses:

The ice cream truck man drove by my house today; he had big hairy knuckles.

The **semi colon** can also be used to sort out a complicated list that already contains commas:

My favourite football players are: Messi, a forward; David de Gea, a goalkeeper; and Sergio Ramos, a defender.

How do I use them?

Add semicolons in the correct places in the sentences below:

1. Christians believe in Heaven and Hell Jews believe in Gan Eden and Gehinnom.
2. Muslim parents often arrange marriages for their children they also have a responsibility to help out if the marriage begins to go wrong.
3. The British lost 14 ships in the battle the Germans lost 11 ships.
4. Eating healthy helps you lose weight staying fit keeps you healthy.
5. The dinner choices were: a steak, potatoes, and spinach a hamburger, fruit salad, and beans or chicken, rice, and peas.

Question Two

Q2) You need to refer to Source A and Source B for this question. Use details from both sources to write a **summary of the differences** in the ways that the gangs robbed the banks. **[8 marks]**

- 3 minutes underlining the evidence that tells us THE SIMILARITIES
- 8 minutes writing - 4 mins New York and 4 mins Hatton Garden
- You will embed short quotes AND then you will explain HOW they are different to ensure the first bullet of AO 1 is addressed

Two methods for writing it up:

- 1) Point Evidence Explain about Source A
Connective **x2**
Point Evidence Explain about Source B
- 2) One paragraph about Source A.
One paragraph about Source B.
[You can not achieve a Level 4 this way]

Highlight, underline, or circle the key words. What is the question actually asking us to do? Many students over-complicate this question and/or do not answer it correctly.

What are you actually being assessed on?

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

The Mark Scheme

Let's break down the mark scheme. What is the exam actually asking you to do to achieve a Level 3 answer?

- 1) _____

- 2) _____

- 3) _____

Question Two

<u>Level</u>	<u>Skills</u>
Level 3 5-6 marks	<input type="checkbox"/> State clear differences between the two texts in relation to the question <input type="checkbox"/> Choose clear quotations from each text that demonstrate your point <input type="checkbox"/> Clearly explore the inferences and connotations of your quotations

EXT:

What is the key word in Level 3? _____
What can you do to ensure your answer meets this requirement? _____

The Process

Every time you complete a Q2 you should follow this process:

1. Pick out the point of connection (question focus)

2. Search for textual details (quotes)

3. Work out what you can infer from the quotes

4. Bring together the two sets of details (and implied meanings) in a summary

Q2) You need to refer to Source A and Source B for this question. Use details from both sources to write a **summary of the differences** in the ways that the gangs robbed the banks. **[8 marks]**

Making Inferences – ask yourself these questions:

- What does this suggest to me about...?
- What might I imply from this about...?
- What does it make me realise?

Writing the Summary

- You can either:
- Write a single, combined paragraph as a response to both sources
- Write two connected (or linked) paragraphs

- ✓ Demonstrate a clear **connections** between texts.
- ✓ **Select** relevant **quotations** from both texts to support summary.
- ✓ Begin to **interpret** both texts.

Question Two Preparation

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

	Text A	Text B	What's similar and might be inferred from this?
The Way The Group Robbed The Banks	"they compelled him, by threats of instant death"	"No one had been hurt or threatened"	<ul style="list-style-type: none">• Source A shows there was a clear and innocent victim in the crime; Source B shows no physical victims• Source A used violence and should be criticised; Source B used none and should be commended.

Question Two

Q2) You need to refer to Source A and Source B for this question. Use details from both sources to write a **summary of the differences** in the ways that the gangs robbed the banks.
[8 marks]

Point



Make a clear statement about the connections.

Evidence



Quote details from both sources.

Explain



Make an inference which shows understanding.

Similarly	Likewise	As with	Like	Equally
Alternatively	Whereas	Unlike	Instead of	In contrast

QUESTION 2

8 marks – 2-3 Paragraphs

(3 mins planning, 12 mins writing, 2-3 quotes in each)

- ✓ You identify the differences between the two texts with a focus on the question
- ✓ You have sourced your evidence finding a range of quotes from both sources to address the focus of the question
- ✓ You use short quotes/references from the texts to support your ideas
- ✓ You can make subtle links between the two texts and structure your responses as such
- ✓ You explore hidden meanings
- ✓ You understand and analyse what the writer is implying
- ✓ You do not copy chunks of the text but choose carefully selected quotes that respond to the question

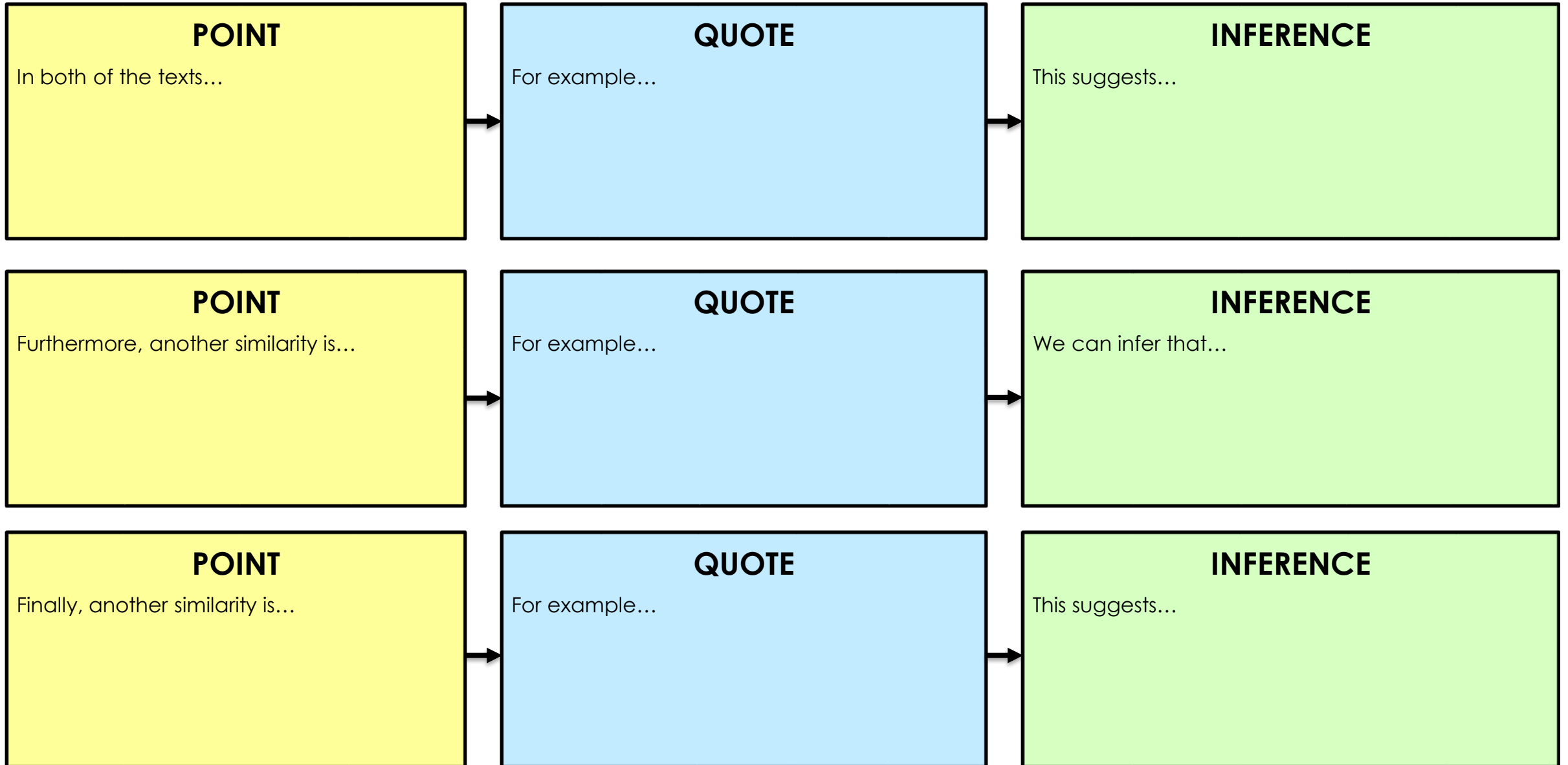
Model Answer

Source A tells us that the bank robbing gang were violent in their coercion as they, “compelled him, by threats of instant death” which implies that the gang robbed the bank by force, putting an innocent man’s life at risk and making his family feel unsafe in their own home. Whereas, Source B implies that the bank robbers went about it in a more noble manner, stating that, “No one had been hurt or threatened”, which implies that their bank robbery was better planned with a greater regard for the well-being of others – almost admirable, as far as bank robberies go.

Question Two	
Level	Skills
Level 3 5-6 marks	<div><input type="checkbox"/> State clear differences between the two texts in relation to the question</div> <div><input type="checkbox"/> Choose clear quotations from each text that demonstrate your point</div> <div><input type="checkbox"/> Clearly explore the inferences and connotations of your quotations</div>

How could this answer be improved?

Scaffolding



Q2) You need to refer to Source A and Source B for this question. Use details from both sources to write a summary of the differences in the ways that the gangs robbed the banks. [8 marks]

[illegible]

Self Assessment

Using the PLC and the mark scheme, give yourselves a mark, a WWW and an EBI. You know the rules, if it takes you less than three minutes, you're not doing it correctly!

QUESTION 2

8 marks – 2-3 Paragraphs

(3 mins planning, 12 mins writing, 2-3 quotes in each)

- ☐ You identify the differences between the two texts with a focus on the question
- ☐ You have sourced your evidence finding a range of quotes from both sources to address the focus of the question
- ☐ You use short quotes/references from the texts to support your ideas
- ☐ You can make subtle links between the two texts and structure your responses as such
- ☐ You explore hidden meanings
- ☐ You understand and analyse what the writer is implying
- ☐ You do not copy chunks of the text but choose carefully selected quotes that respond to the question

Question Two

Level	Skills
Level 3 5-6 marks	<input type="checkbox"/> State clear differences between the two texts in relation to the question <input type="checkbox"/> Choose clear quotations from each text that demonstrate your point <input type="checkbox"/> Clearly explore the inferences and connotations of your quotations



GCSE English Language

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Session Seven

Do Now: Apostrophes

What are they?

There are two ways to use an apostrophe: **possession** and **omission**.

The apostrophe indicates possession or ownership:

The girl's hat was green. (Girl is in the singular).
This shows the reader that the hat belongs to the girl.

The girls' hats were green. (Girls in this instance are plural, i.e. more than one girl, more than one hat).
This indicates that the hats belong to the girls.

The apostrophe is used to indicate where a letter is omitted:

We're going to do this course. (We are going to do this course.)

Isn't this a fine example of punctuation? (Is not this a fine example of punctuation?)

The time is now 7 o' clock. (The time is now 7 of the clock)

Note that a common mistake is to confuse **its** with **it's**.

- **It's** is a contraction of two words: it is or it has.
- **Its** is possessive, like hers, his, and whose.

How do I use them?

Put apostrophes where you think they should go in the following sentences. Put an 'O' or a 'P' to show whether they are for omission or possession.

1. Davids book was in his bag.

2. James gone out to play.

3. The girls havent done their homework.

4. Apples skins should be put in the bin.

5. Its nearly time for break.

6. The dog gave its owner the ball.

7. Buy your cucumbers and lettuces here.

8. The thief got into the office and stole all the ladies handbags.

9. Youll get hurt if you dont stop doing that.

10. If you dont use apostrophes, you might struggle to get GCSEs.

Write three of your own sentences that use apostrophes correctly.

Mark Scheme

Very much like a video game, you need to complete all four objectives in each Level. Once you have completed Level One, you can move up to Level Two etc. So make sure you are hitting every bullet point objective!

Let's translate your target level into manageable bullet points that actually make sense.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

Question Four

Level 3
9-12
marks

- ☐ Compare the ideas and perspectives of each text in a clear and detailed manner
- ☐ Prove that you clearly understand the ideas and perspectives in each text.
- ☐ Use a range of well-selected quotations from each text.
- ☐ Clearly explore what techniques the writers have used and how they have been used.

EXT:

What is the key word in Level 3? _____

What can you do to ensure your answer meets this requirement? _____

Question Four

Highlight, underline, or circle the key words. What is the question actually asking us to do? Many students over-complicate this question and/or do not answer it correctly.

- ☐ TOPIC SENTENCE TO ADDRESS TONE
- ☐ SIMILARITIES
- ☐ DIFFERENCES:
- ☐ TEXT 1
- ☐ TEXT 2

Q4) For this question, you need to refer to the whole of Source A, together with the whole of Source B. Compare how the writers convey their different attitudes and perspectives towards the events that they describe. In your answer, you could:

- Compare their different views and experiences.
- Compare the methods they use to convey their views and experiences.
- Support your response with references to both texts.

[16 marks]

You will spend 5 minutes planning. Highlight similarities in **yellow**. Highlight differences in **pink**. I want you to explore 5(ish) quotes from EACH text with 18 minutes of writing time.

What are the differences between Q2 and Q4?

<u>Q2</u>	<u>Q4</u>
Focuses on AO1 – the ability to synthesise evidence from more than one text. Also, to look at explicit and implicit information.	Focuses on AO3 – Compares the <u>writer's viewpoints and perspectives</u> .
8 marks	16 marks
3 mins planning, 12 mins writing	5 mins planning, 18 mins writing
Only focuses on the differences	Can be differences and similarities

Question Four

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

Compare how the writers **convey** their different attitudes and perspectives towards the events that they describe.

In your answer, you could:

- Compare their different views and experiences.
- Compare the methods they use to convey their views and experiences.
- Support your response with references to both texts.

These are the most important word in the question as they are asking you to write about the effects of the language through the techniques that the writers have used.

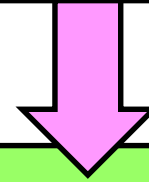
The Procedure

QUESTION 4 – 16 marks (5 mins planning, 18 mins writing – 3 paragraphs)

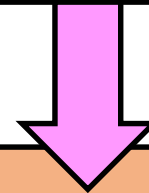
You now have five minutes to find and annotate your evidence from each source.

How have the writers conveyed their views and experiences of the dangers and challenges they have faced?

1. Identify the viewpoints and attitudes in both texts – are they similar or different?



2. Identify and analyse the techniques the writers have used to present their views.



3. Link your ideas together in an analytical paragraph – use connectives.

Source A: New York

Source B: Hatton
Garden

You have five minutes. Get
quote collecting!

Remember, you need:

- Quotations
- Name of the technique
- What that tells you
about the writer's
perspective

Model Answer

The writer of Source A appears shocked and horrified at the serious nature of the crime. A police chief with years of experience, saw it fitting enough to include the case in his book and he paints the picture of a violent and tragic scene of one winter night. After “binding his wife, children and servants” and with “threats of instant death”. The verb “binding” can have beautiful connotations of two people bound in holy matrimony; however, here the writer uses the verb to imply the horrific experience that the married couple had that night. This serious and dramatic perspective is furthered when the gang “coolly walked back... [and] gagged him”. The violence is furthered by more verbs such as “gagged”; however, the adverb “coolly” hints at a sort of admiration for the criminals, almost as if the writer is inferring his respect for, or even awe of, the criminal gang. In contrast, the writer of Source B mocks the idea of the criminals with extensive humour – perhaps this is shock or even awe from the point of view of the writer. The triple “Dad’s Army. The Diamond Wheezers. The Old Blaggers” reaffirms the writer’s perspective that the case is simply ridiculous due to the age of the criminals. This mocking and, at times, condescending tone is furthered by the use of rhetorical questions – a technique often used by comedians and joke-tellers – when he states, “Did we now have to import... our criminals as well?” This sarcastic tone, full of humour and ridicule, is in direct contrast to the serious and violent nature of Source A. Perhaps Source A would have been written with a completely different tone had any one “been hurt or threatened” like the family of Source A.

**Colour code this answer.
Where has it met each of the
mark scheme’s four bullet
points?**

Question Four	
Level 3 9-12 marks	<ul style="list-style-type: none"><input type="checkbox"/> Compare the ideas and perspectives of each text in a clear and detailed manner<input type="checkbox"/> Prove that you clearly understand the ideas and perspectives in each text.<input type="checkbox"/> Use a range of well-selected quotations from each text.<input type="checkbox"/> Clearly explore what techniques the writers have used and how they have been used.

Your Turn: Three Paragraphs [16 marks]

QUESTION 4

16 marks - 3 paragraphs
5 mins planning, 18 mins writing

- ✓ You understand the focus of the question
- ✓ You have sourced your evidence finding a range of quotes from both sources to address the focus of the question
- ✓ You use a range of short quotes/references from the texts to support your ideas
- ✓ You identify the tone and support this with evidence from the text
- ✓ You identify writers' methods and techniques using appropriate terminology (language and structure)
- ✓ You analyse how the writer uses specific methods and the impact on the audience
- ✓ You can make subtle links between the two texts and structure your responses as such
- ✓ You explore hidden meanings
- ✓ You understand and analyse what the writer is implying
- ✓ You embed short quotes
- ✓ You remain focused on the topic of the question throughout your response

Key Phrase Box

Both writers... whereas...
The writer shows this through...
On the other hand, ...
Despite this, ...
The writer of Source A's attitude is made clear when...
Conversely, ...
Unlike in Source B when...
Whereas...

Point
Quote
Explain
Analyse
Develop

Connective

X3

Point
Quote
Explain
Analyse
Develop

Q4) For this question, you need to refer to the whole of Source A, together with the whole of Source B. Compare how the writers convey their different attitudes and perspectives towards the events that they describe. **[16 marks]**

Continue at the back of your booklet if necessary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Continue at the back of your booklet if necessary

Peer Assess

- 1) Take two highlighters.
- 2) In one colour, highlight the strengths of your partner's work.
- 3) In the second colour, to indicate areas for development in your partner's work.
- 4) Take a purple pen and annotate the areas for improvement. Give them a hint as to why you think it could be improved.
- 5) Write them a key so that they know which is the WWW and which is the EBI.

Question Four

Level 3
9-12
marks

- ☐ Compare the ideas and perspectives of each text in a clear and detailed manner
- ☐ Prove that you clearly understand the ideas and perspectives in each text.
- ☐ Use a range of well-selected quotations from each text.
- ☐ Clearly explore what techniques the writers have used and how they have been used.

QUESTION 4

16 marks - 3 paragraphs
5 mins planning, 18 mins writing

- ☐ You understand the focus of the question
- ☐ You have sourced your evidence finding a range of quotes from both sources to address the focus of the question
- ☐ You use a range of short quotes/references from the texts to support your ideas
- ☐ You identify the tone and support this with evidence from the text
- ☐ You identify writers' methods and techniques using appropriate terminology (language and structure)
- ☐ You analyse how the writer uses specific methods and the impact on the audience
- ☐ You can make subtle links between the two texts and structure your responses as such
- ☐ You explore hidden meanings
- ☐ You understand and analyse what the writer is implying
- ☐ You embed short quotes
- ☐ You remain focused on the topic of the question throughout your response

Self Improvement

Look over the sections that your partner has highlighted as areas for improvement.

Take a red pen and re-draft one of your paragraphs on the next page, according to the feedback. How can you improve it and make it as good as it can possibly be?

Question Four

Level 3
9-12
marks

- ☐ Compare the ideas and perspectives of each text in a clear and detailed manner
- ☐ Prove that you clearly understand the ideas and perspectives in each text.
- ☐ Use a range of well-selected quotations from each text.
- ☐ Clearly explore what techniques the writers have used and how they have been used.

Redraft your Question Four response here:

Q4) For this question, you need to refer to the whole of Source A, together with the whole of Source B. Compare how the writers convey their different attitudes and perspectives towards the events that they describe. **[16 marks]**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Extension Task

Create a 'How-To guide' for Paper Two, Section A.

In it, you should write a summary of what is involved for each question, a step-by-step approach, timings, a success criteria and a top tips section.



GCSE English Language

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Session Eight

Do Now: Commas

What are they?

1. Use commas to separate words and word groups in a simple series of three or more items:

We had coffee, cheese and grapes.

2. Use a comma to separate two adjectives:

He is a strong, healthy man.

3. When starting a sentence with a subordinate clause, use a comma after it:

If you are not sure about this, let me know now.

Follow the same policy with introductory phrases:

Having finally arrived in town, we went shopping.

4. Use commas to set off nonessential words, clauses, and phrases:

Jill, who is my sister, shut the door.

My best friend, Joe, arrived.

5. Use commas to introduce or interrupt direct quotations:

He said, "I don't care."

6. Use a comma to separate contrasting parts of a sentence:

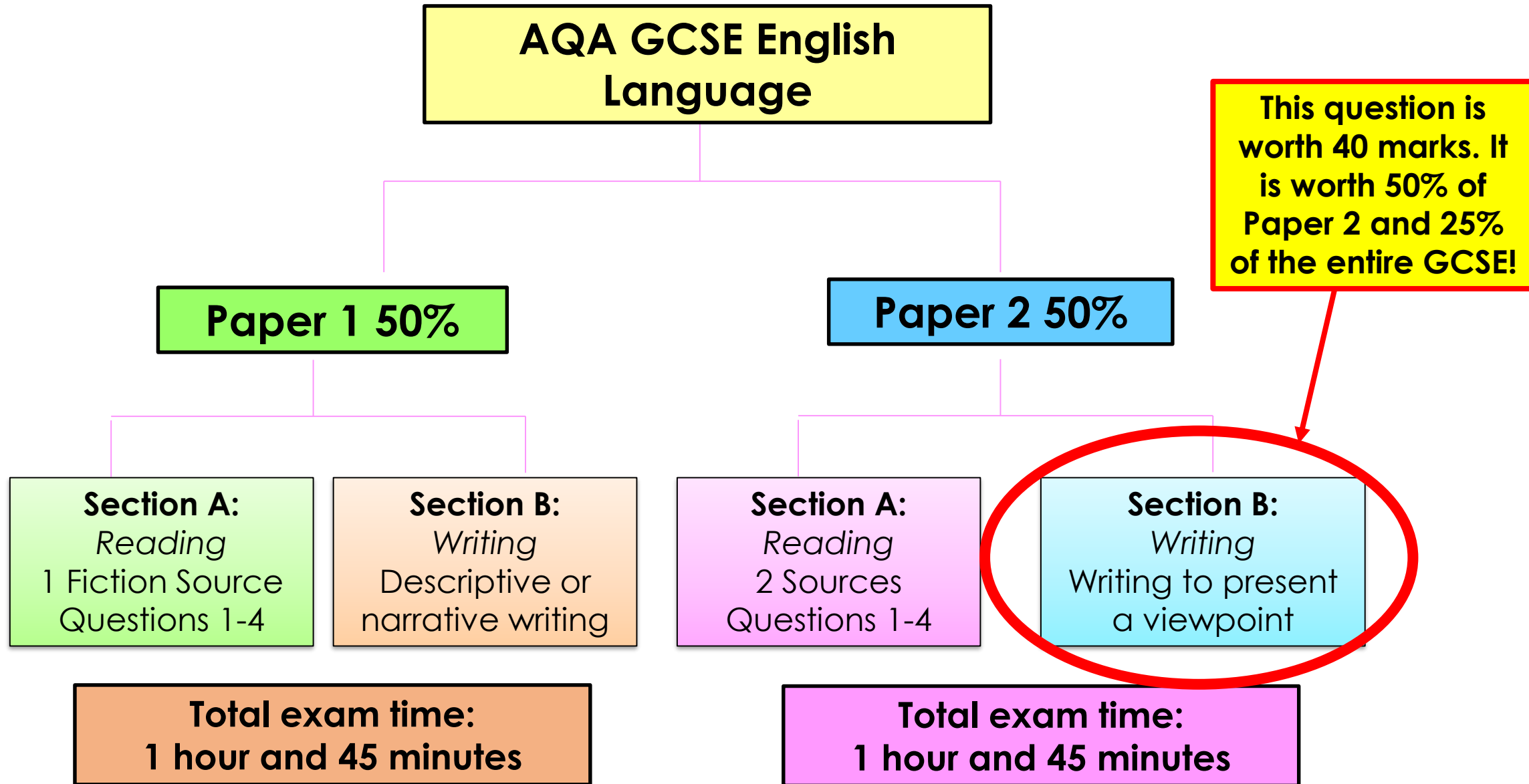
Example: *That is my money, not yours.*

How do I use them?

Insert the 18 missing commas in the correct place.

Tonight after school we have our final soccer game of the season. Our coach Mr. Jones stated "I want all of you to bring your boots socks and shirts." The game started. We knew if we didn't play aggressively we would lose. At half time our opponents were ahead by two. Shortly after we managed to tie the game. We had very little time left and knew we had to play well. The audience was cheering loudly they could feel the tension in the air. Dean our captain called a time out. We gathered around and our coach said "You can do it play smart!" We didn't want to let our coach or fans down. Just then Dean kicked the ball the crowd went wild. The ball went right through the net. Then the buzzer went to signal the end of the game! Much to our surprise we won in the last two minutes of the game!

The Exam:



Assessment Objectives

You may notice that this mark scheme is **EXACTLY** the same as Paper One, Question 5.

Assessment Objectives	In my own words
AO5: <ul style="list-style-type: none">➤ 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: <p>Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	

Mark Scheme

Again, we're aiming for Level 3 in this task. If we achieve a Level 3 in every question, we're guaranteed at least a Grade 5 on results day!

Turn the mark scheme into a success criteria that makes perfect sense to you. Write it in your own words.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

- 6) _____

AO5: Mark Scheme

Content

- Tone and style is matched to the given genre, audience and purpose
- Effective vocabulary
- Range of suitable language techniques

Organisation

- Range of suitable structural techniques
- Writing interests the reader
- Range of clear paragraphs with discourse markers

AO6: Mark Scheme

- Accurately punctuated sentences
- Wide range of punctuation marks
- Wide range of sentence types and lengths
- Grammatically correct Standard English
- Accurate spelling
- Sophisticated vocabulary

Exam Style Questions

The exam question (Q5) will give you a statement. It will then set you a task based on this. They will provide you with the **text type**, **audience** and **purpose** (TAP).

Hundreds of thousands of animals are abandoned by their owners every year. The RSPCA wants the government to make it illegal to abandon any pet in any way, other than taking it to a re-homing or charity centre.

Write a **letter** to the **Secretary of State for Rural Affairs** asking her to support the RSPCA's request.

There have been a number of serious traffic accidents involving children on a busy road in your area.

Write a **letter** to your **local Council**, suggesting ways in which such accidents could be avoided.

Young people today are too vain, always taking "selfies" and worrying about their appearance. This is a sign that society is becoming more self-obsessed and shallow and that people no longer pay attention to what is going on around them.

Write an **article** for a **national newspaper** in which **you** express your views on this topic.

(24 marks for content and organisation,
16 marks for technical accuracy)

[40 marks]

Techniques

Just like we used imagery (similes, personification and metaphors) in paper one, we need to use techniques in paper 2, Q5 to make our writing sound convincing and persuasive. This is where A POSH CRAPI FOREST comes in to use.

The FOREST has grown

A Anecdote

P Punctuation

O Other viewpoints

S Sentence starters

H Hyperbole

C Connectives

R Rhetorical Questions

A Alliteration

P Personal Pronouns

I Imperative Verbs

F Facts/statistics

O Opinions

R Repetition

E Emotive Language

S Superlatives

T Triplets (rule of 3)

What is the most effective technique and why?

Question 5

Reasons for
lax gun
control laws.

Reasons for
more gun
control laws.

Do you
agree?
Why/why
not?

What can be
done about
this?

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Q5: "Guns are responsible for a large amount of deaths in the United States; more gun control laws need to be introduced."

Write a formal letter to the editor or a magazine in which you persuade him/her of your point of view on this statement.

Step One: Plan (7 mins)

Step Two: Write (30 mins)

Step Three: Edit (8 mins)

(24 marks for content and organisation,
16 marks for technical accuracy)
[40 marks]

Remember: The examiner isn't going to check
if your facts and statistics are accurate!

Model Paragraph

Where could this extract be improved?
And how?

So, you've worked hard your entire life to be able to afford the things you've dreamed of since you were a child. You have a luxurious house in a great neighbourhood. A beautiful car. A lovely family. And great friends. Naturally, you want to protect these things. I get it. Honestly, I do. But do you, in good conscience, need a military grade, semi-automatic assault rifle with an infra-red scope and a one-hundred round magazine to defend your home?

Excuse the pun, but it seems a little like overkill.

Are you aware of the sheer number of deaths that these deadly killing machines cause? In the USA alone, 318 people are shot per day. *Per day*. 96 of these people do not survive. They do not see their families again. The children never get to grow up and see out their dreams; never get to buy their luxury house.

It is worth noting that these are not mere statistics, they are not just numbers on a page: these are people. Think of your children and imagine the weight in your stomach when you get the call from the emergency services...

This is the world that we live in now. One where we are inundated, brainwashed and indoctrinated with the creed of the gun. We have the power to stop it. We need to act now. Before it's too late.

AO5: Mark Scheme

Content

- Tone and style is matched to the given genre, audience and purpose
- Effective vocabulary
- Range of suitable language techniques

Organisation

- Range of suitable structural techniques
- Writing interests the reader
- Range of clear paragraphs with discourse markers

AO6: Mark Scheme

- Accurately punctuated sentences
- Wide range of punctuation marks
- Wide range of sentence types and lengths
- Grammatically correct Standard English
- Accurate spelling
- Sophisticated vocabulary

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Continue at the back of your booklet if necessary.

Editing

The last 8 minutes should be spent editing your work. Read back through your work with a careful eye and make sure that you have all of the features below in abundance.

Do not be so self-confident as to think that you have 40/40 on your first attempt! If it isn't full marks, it can be improved!

Question 5: At least two sides: 7 mins planning, 30 mins writing, 8 mins editing

<u>AO5</u>	<u>AO6</u>
<ul style="list-style-type: none"><input type="checkbox"/> Match the GAP<input type="checkbox"/> Sophisticated vocabulary<input type="checkbox"/> USE LANGUAGE TECHNIQUES – the same things that make a good Q2!<input type="checkbox"/> USE STRUCTURAL TECHNIQUES – the same things that make a good Q3!<input type="checkbox"/> Make it interesting and engaging – use characters or hooks<input type="checkbox"/> Range of paragraph lengths with discourse markers	<ul style="list-style-type: none"><input type="checkbox"/> Mark sentences properly<input type="checkbox"/> Wide range of punctuation (8 types)<input type="checkbox"/> Range of sentence lengths<input type="checkbox"/> Use Standard English and grammar<input type="checkbox"/> Spell things correctly<input type="checkbox"/> Sophisticated vocabulary

Self Assessment

WWW – what went well	EBI – Even better If
Used a range of literary techniques.	Try using a wider range of techniques.
Written in paragraphs, one idea developed.	You need to paragraph one developed idea at a time.
Used a level of formality suited to the audience.	You need to write for the correct audience, with the right level of formality.
Used a range of vocabulary.	Try using a thesaurus and find stronger vocabulary
Used a range of sentence structures.	Vary your sentence structure for effect.
Most spelling is correct.	Check unfamiliar spellings or ask.
Pick at least one WWW and one EBI	

Extension Task

Paper One

Use this page to write a set of tips that will help you in the examination. I would advise that you contain the essential information such as timings, marks and what is required of you for a Level 3 answer in each question.

Paper Two

Carried on from Paper:

Question:

Carried on from Paper:

Question:

Carried on from Paper:

Question: