



# ENGLISH LANGUAGE SKILLS

20<sup>th</sup> September 2016



# Lesson Plan

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- 6pm Starter Introduction – Overview of English Language
  - 6.05 Q1 skills
  - 6.20 Q2 skills
  - 6.45 Q3 skills
  - 6.55 Q4 Paper 1 skills
  - 7.05 Section B skills
- 
- All resources from today's session will be on the website following this evening.

# Specification – the texts will be from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century across the 2 papers – page 1 of your booklet

## Paper 1: Explorations in Creative Reading and Writing

### What's assessed

#### Section A: Reading

- one literature fiction text

#### Section B: Writing

- descriptive or narrative writing

### How it's assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions

#### Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

#### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## Paper 2: Writers' Viewpoints and Perspectives

### How it's assessed

#### Section A: Reading

- one non-fiction text and one literary non-fiction text

#### Section B: Writing

- writing to present a viewpoint

### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions

#### Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

#### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## Non-examination Assessment: Spoken Language

### What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

# Paper 1 Section A – pupils should spend an hour on this section

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- 📖 All the questions for section A are based around an extract from a 20<sup>th</sup> or 21<sup>st</sup> century text.
- 📖 The genre of the source will be **literature prose fiction** such as extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character developments, atmospheric descriptions and other appropriate narrative and descriptive approaches.
- 📖 The extract will be unseen with no pre-release.
- 📖 Now – please read your copy of the extract that the students were assessed on last year.



# Retrieving Skills – Question 1

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- 📖 Question 1 requires students to *retrieve* information from a part of the text
- 📖 The mark scheme has very specific answers to the questions.
- 📖 The question carries 4 marks.
- 📖 So – now it is your turn!!
- 📖 Read the extract again in terms of lines 1-7 on page 2 of your handout – the short story
- 📖 Now answer this question on page 3, you have 4 minutes:
  - 📖 Read again the first part of the source, lines 1 to 7.
  - 📖 List four things from this part of the source about the boy.





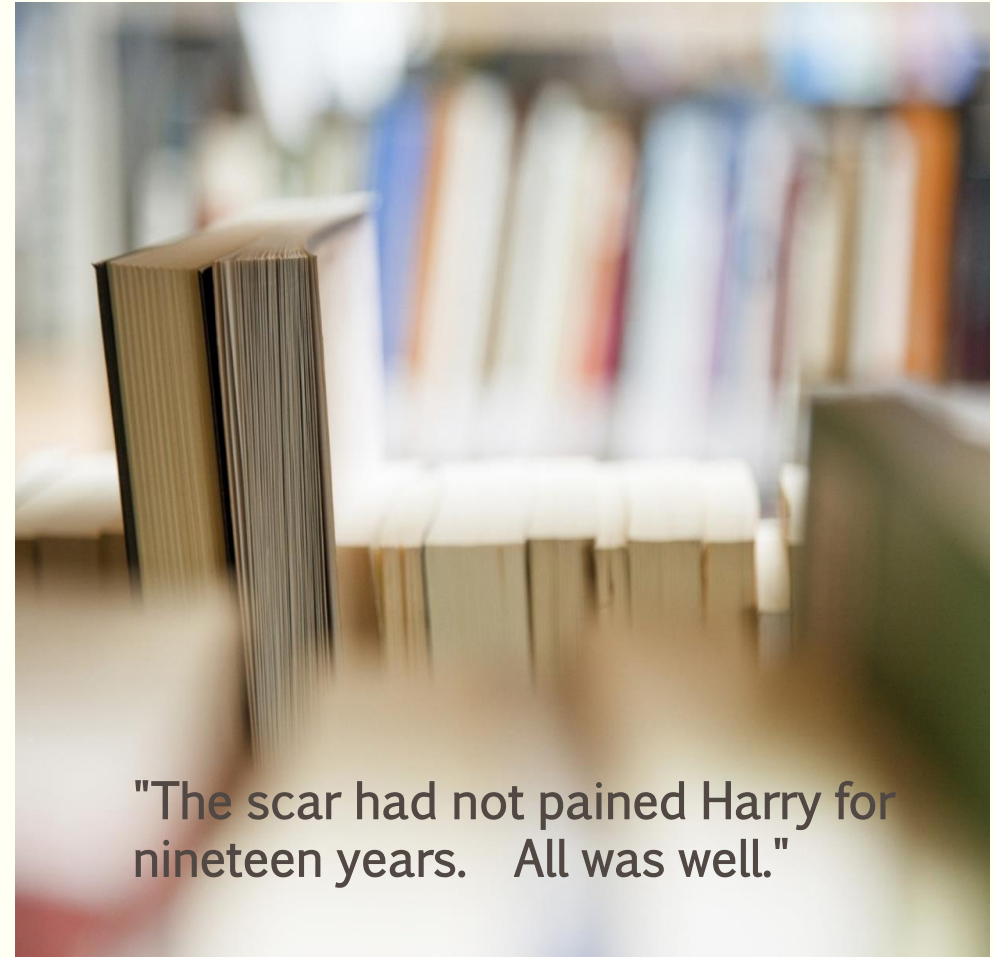
# Check your answers

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How many did you get right?

- he liked evening time the best
- he felt able to slow time down
- he felt in charge at the top of the mound
- he didn't want to go home/to bed
- he collected pieces of broken green glass
- he collected broken brown bottle necks
- he played with the pieces of broken glass
- he built little houses from the pieces of broken glass

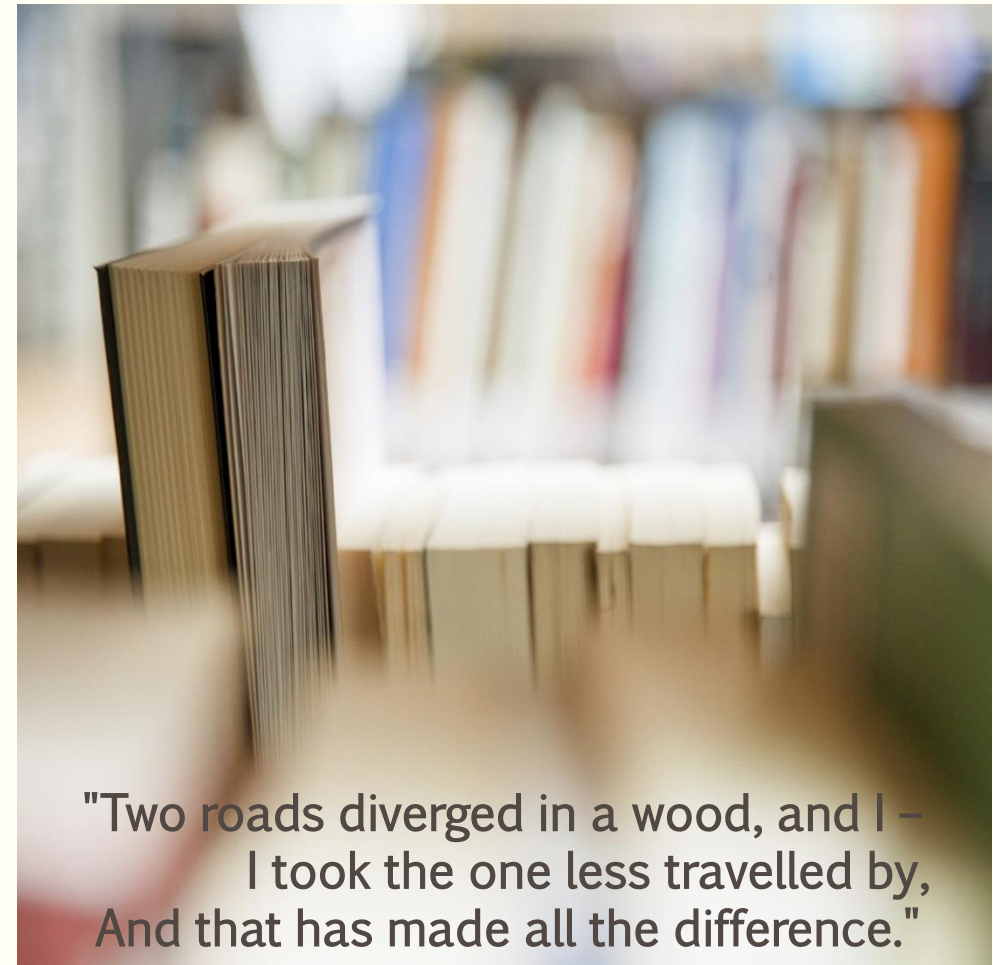
There are only 4 marks, so you only needed 4 points. There is no need to write a paragraph – a list is what is needed.



# Analysing Language Skills – Question 2 – more challenging








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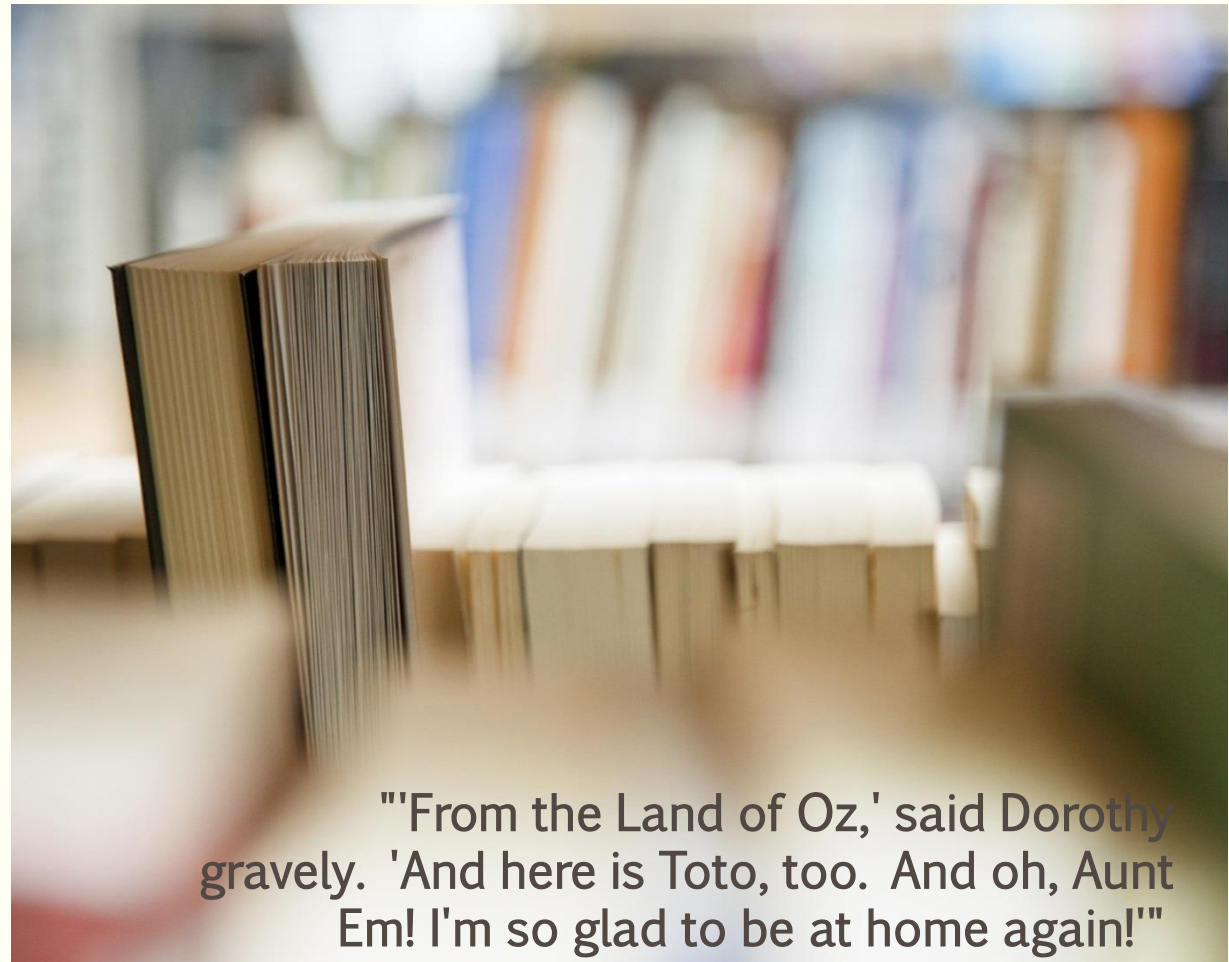
- 📖 Question 2 asks the students to consider the use of language in part of the extract.
- 📖 It is asking them to consider WHY the writer chose specific words and phrases AND the effect that this choice has on the reader.
- 📖 The question carries 8 marks.
- 📖 The students need to recognise that the writer has tried to create a picture of the story that they want to tell.
- 📖 They are also being asked to find and identify language devices correctly and to understand the purpose of the devices.
- 📖 For example, which of the following phrases creates a better picture?
  - 📖 He played with bits of broken glass.
  - 📖 He tumbled fragments of old window in his hands like shattered marbles.



# Analysing Language Skills – Question 2

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-  Now it is your turn.
-  Answer question 2 – try to find one specific use of language. You have 8 minutes:
-  How does the writer use language here to describe the boy playing in the evening?
  -  You could include the writer's choice of:
    -  · words and phrases
    -  · language features and techniques
    -  · sentence forms.

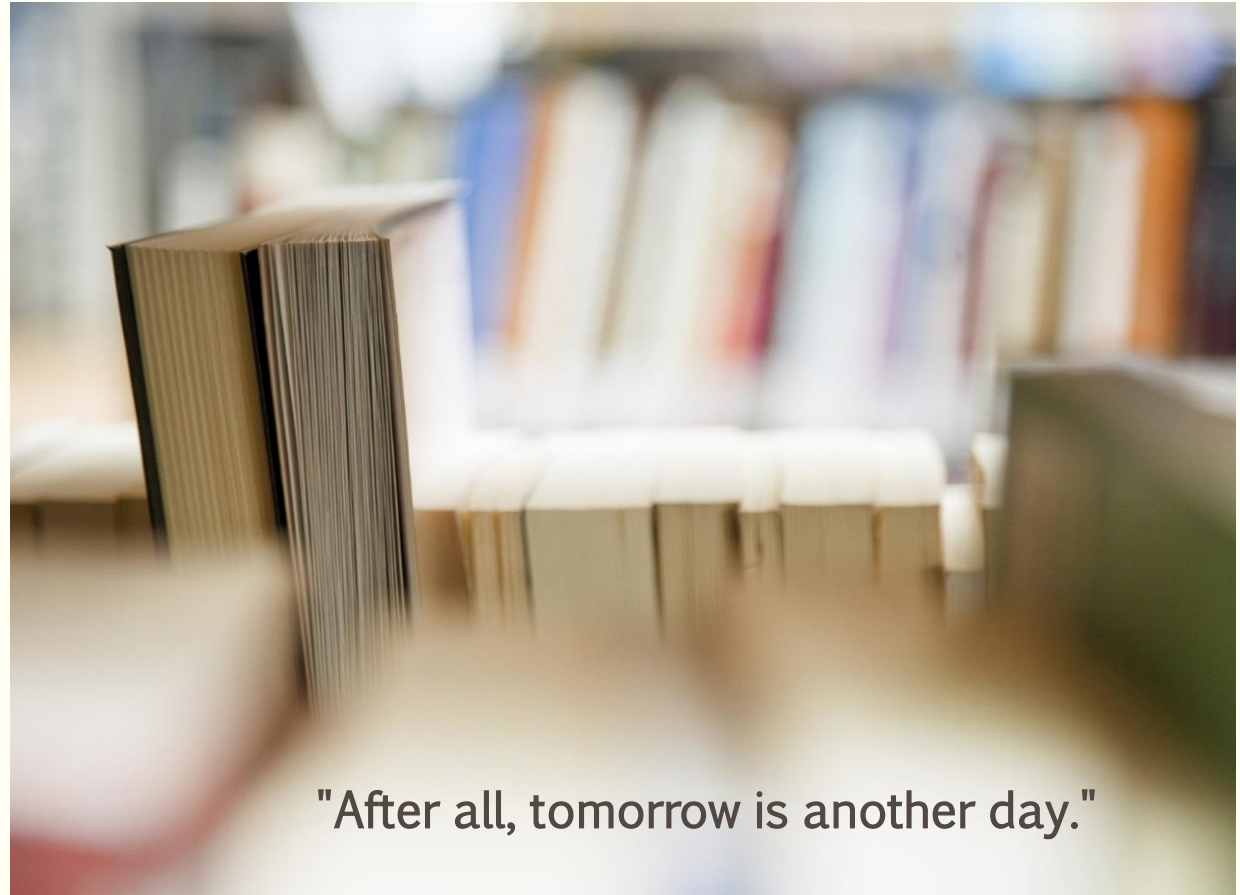




# Easy?

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- 📖 Did you find a good use of language by the writer?
- 📖 Did you identify what the devices were using specific terminology?
- 📖 Did you understand WHY the writer had chosen this feature and how it added meaning to the text?
- 📖 So not easy!! Your student has to do this 3 times in 10 minutes, so it is all about practice.
- 📖 This is why we teach our pupils active reading strategies in order that they are ready to answer the questions – please look at the next slide...



# Model example

The first part of Skellig starts off mysteriously.. he finds a “thing” in a dark place.. a bit like Stig of the dump

When I’m reading about animals in danger, I try to keep what I know about this topic in my mind .It helps me make connections between the book and what I know and I enjoy it better

## Book to book



Fotolia.com

## Book to world



Used with permission Microsoft

The girl in this story wants to change her name. I’d like to change mine because people say it’s funny. I understand how she feels

## Book to self

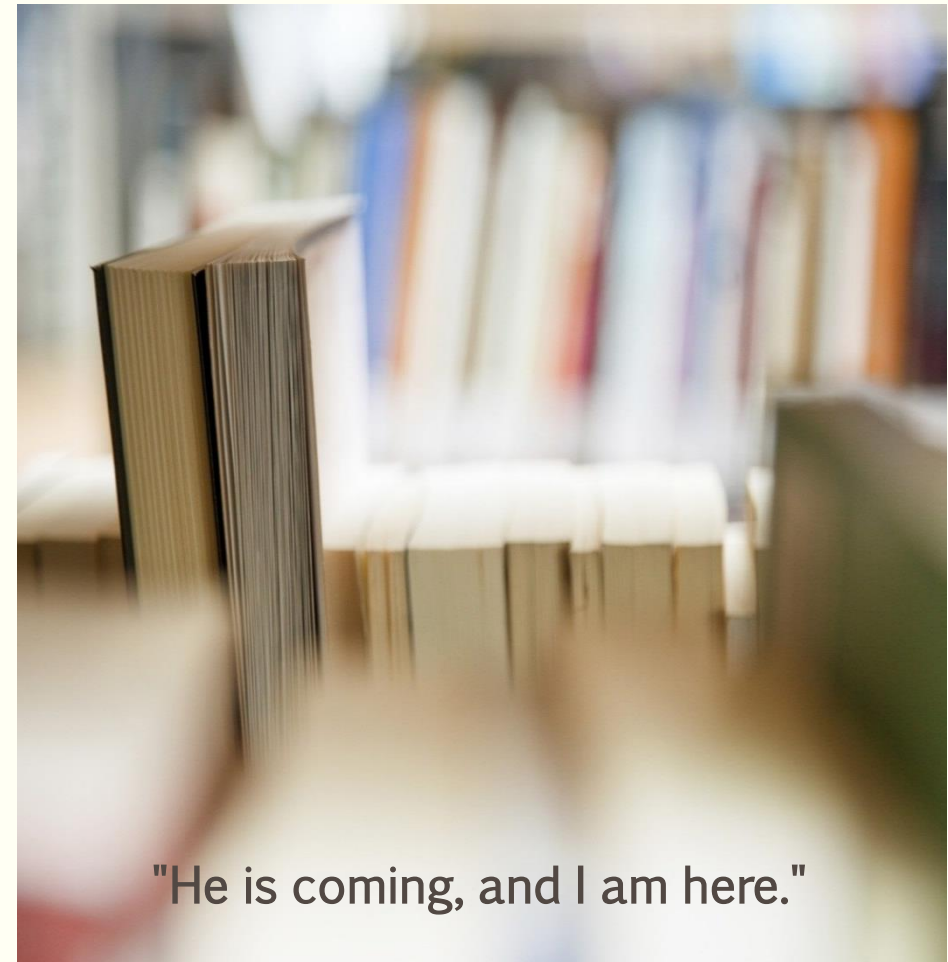


Adapted from TWhatmuff/LBeauchamp2015

# Analysing Structure Skills – Question 3

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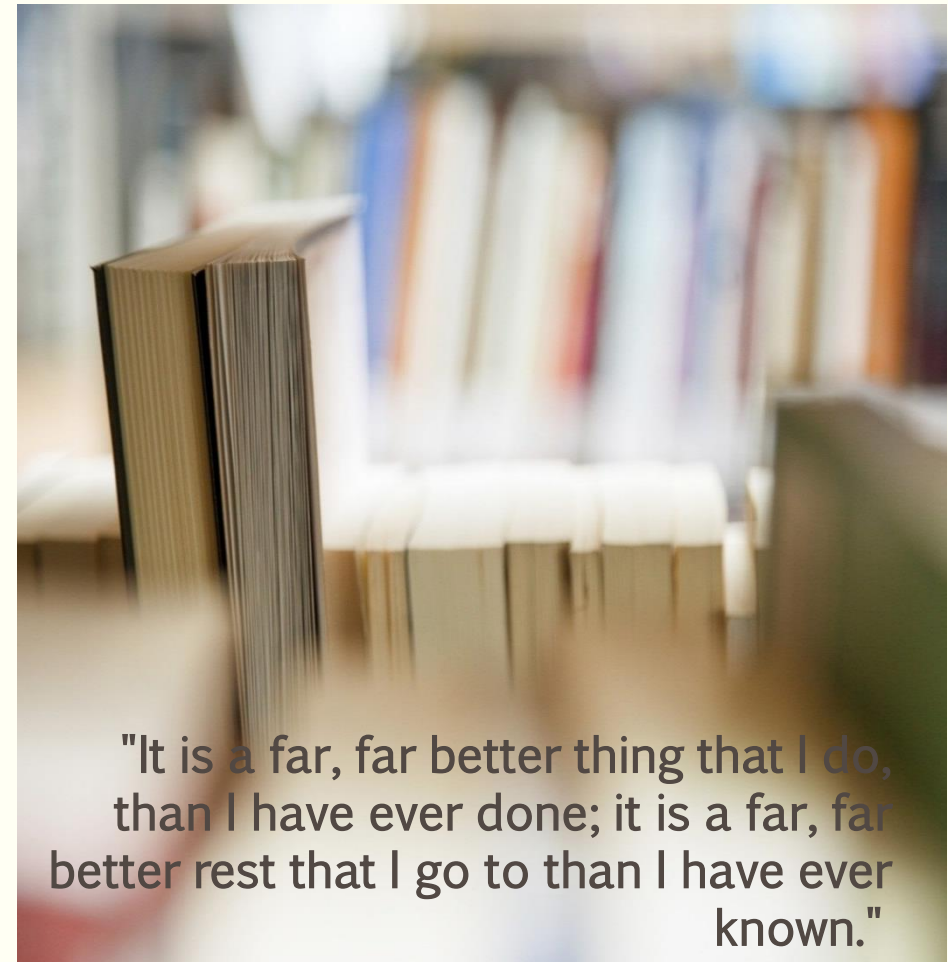
- 📖 Question 3 asks the students to consider the use of structure in the whole of the extract.
- 📖 It is asking them to consider WHY the writer has structured the text and what the effect is
- 📖 The question carries 8 marks.
- 📖 The students need to recognise that the writer has tried to tell their story in a specific way to achieve an effect, sometimes to fit into a genre
- 📖 So what is structure? It can be:
  - 📖 The use of time and time phrases
  - 📖 The settings and change in settings
  - 📖 The perspective of the writing – first person or third person and any changes between them
  - 📖 The use of patterns or repeated images
  - 📖 The ending of the extract – is it dramatic or a cliffhanger?
  - 📖 Character developments



# Analysing Structure Skills – Question 3

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- 📖 So now your turn. In the exam students have 15 minutes to identify 3 features, so try for just one!!
- 📖 Identify it and try to explain the purpose of the feature. Why has the writer structured their text in this way.
- 📖 Sometimes it helps to try to identify the genre of the text, as this leads to a certain structure that we expect – for example a mystery or horror will have features that create suspense.
  - 📖 You now need to think about the whole of the source.
  - 📖 This text is from the middle of a short story.
  - 📖 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 source develops
    - 📖 any other structural features that interest you.

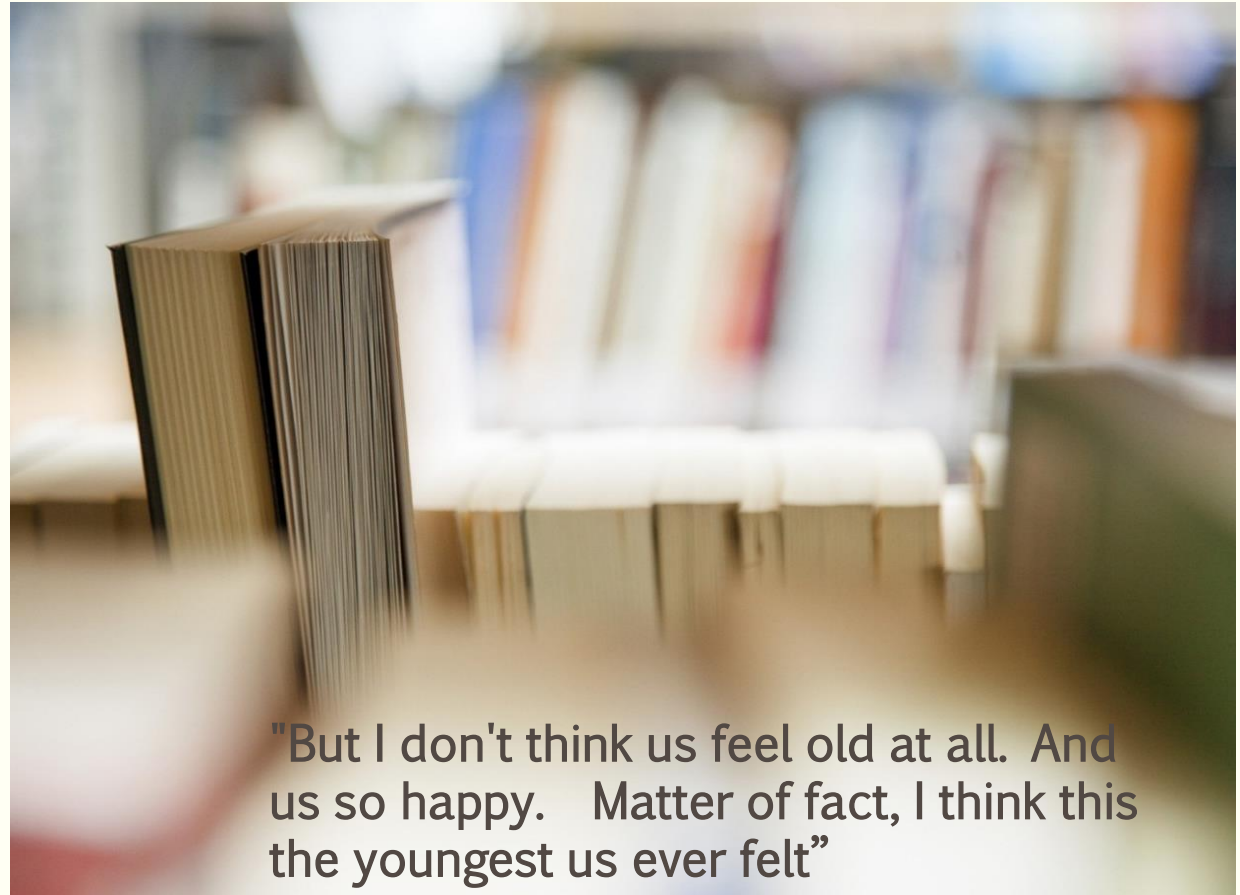




# Easy?

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- 📖 Did you find a good example of a use of structure?
- 📖 Did you identify what the effect of the structural device was?
- 📖 Did you understand WHY the writer had chosen this feature and how it added meaning to the text?
- 📖 So not easy!! Your student has to do this 3 times in 10 minutes, so it is all about practice.
- 📖 Now look at the model example.

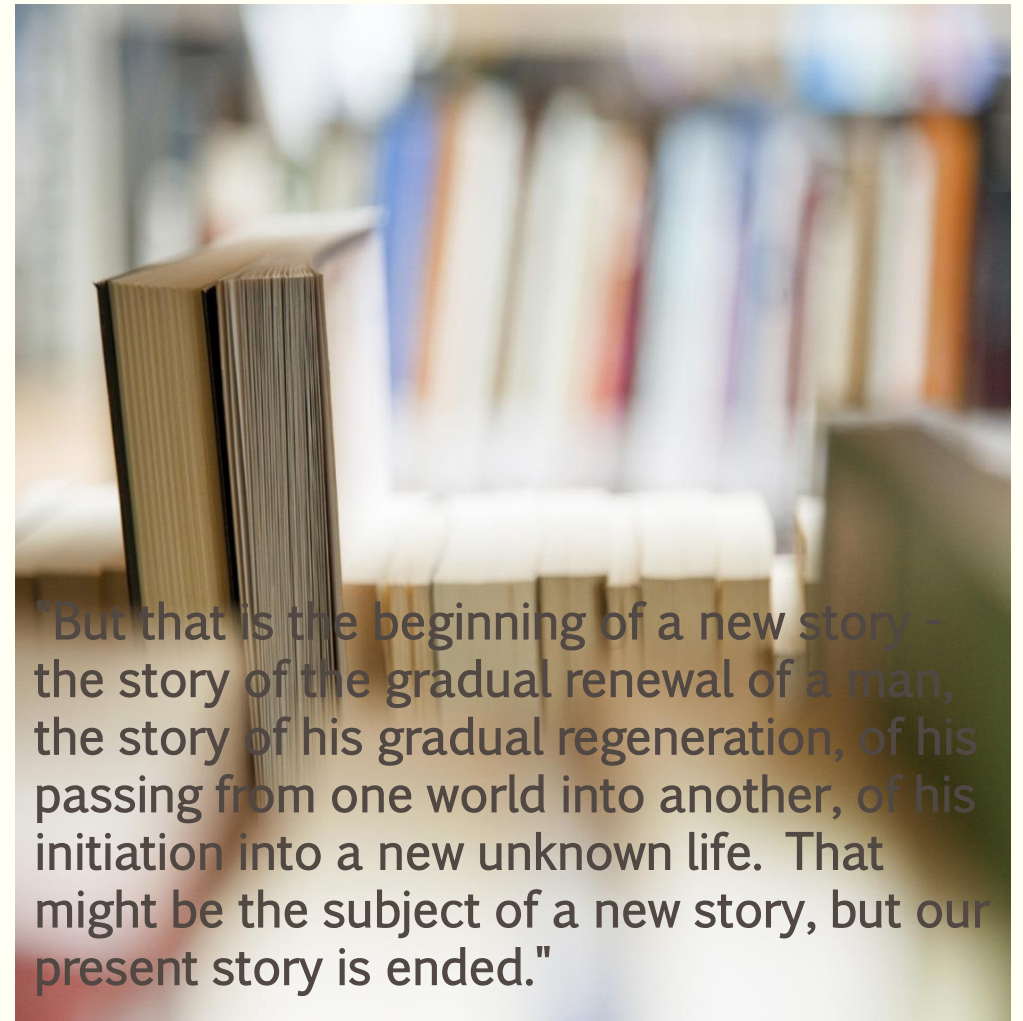


# Model example

# Personal Opinion Skills – Question 4 – the BIG ONE

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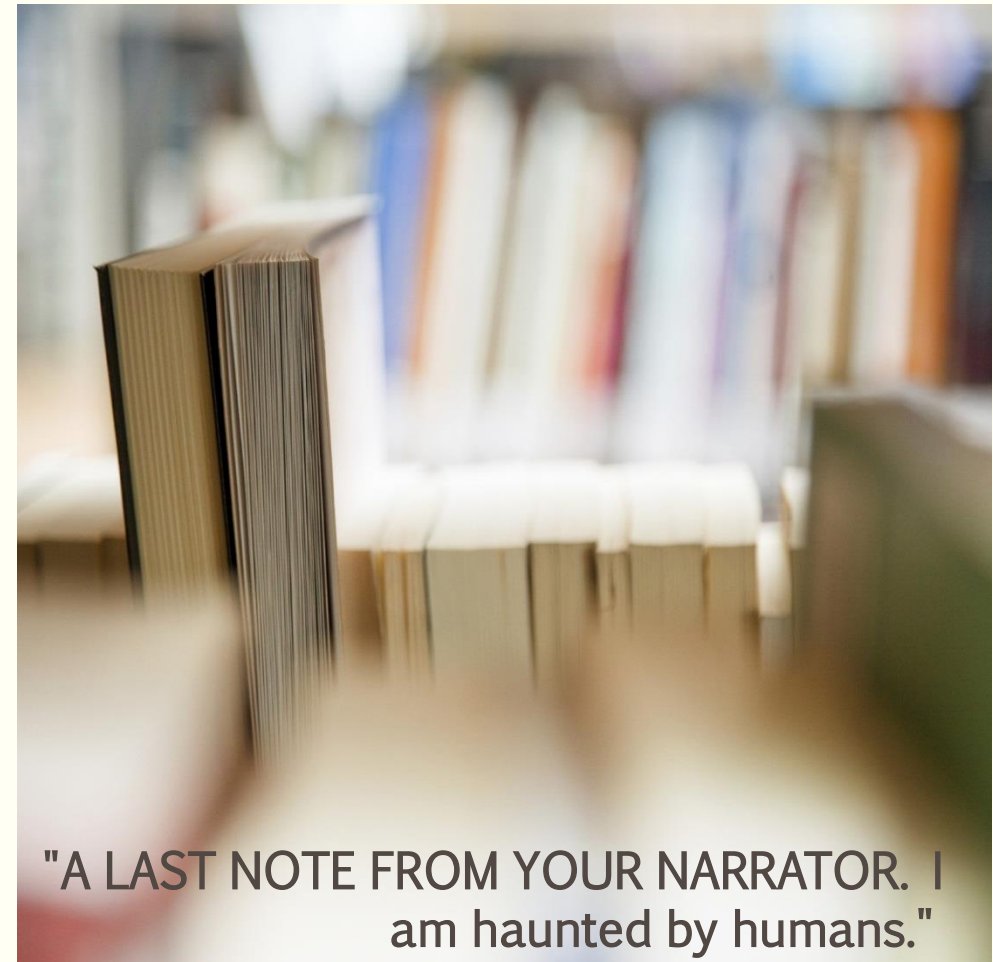
- 📖 This question requires the student to have a personal response to the text.
- 📖 They will usually be given someone else's personal response and ask how much they agree with it.
- 📖 They need to engage with what the response says and consider their reaction to the text.
- 📖 This question is worth **20** marks (as much as Q1, Q2, Q3 together) so should be addressed in detail and they should spend 25 minutes on it
- 📖 This is not easy – this will be an 'open' question and is directly related to the A Level requirement for a personal reaction to a text.
- 📖 They will need to understand what they have read, and consolidate the skills they have used in questions 1,2 and 3 for a successful answer.



# Personal Opinion Skills – Question 4 – the BIG ONE

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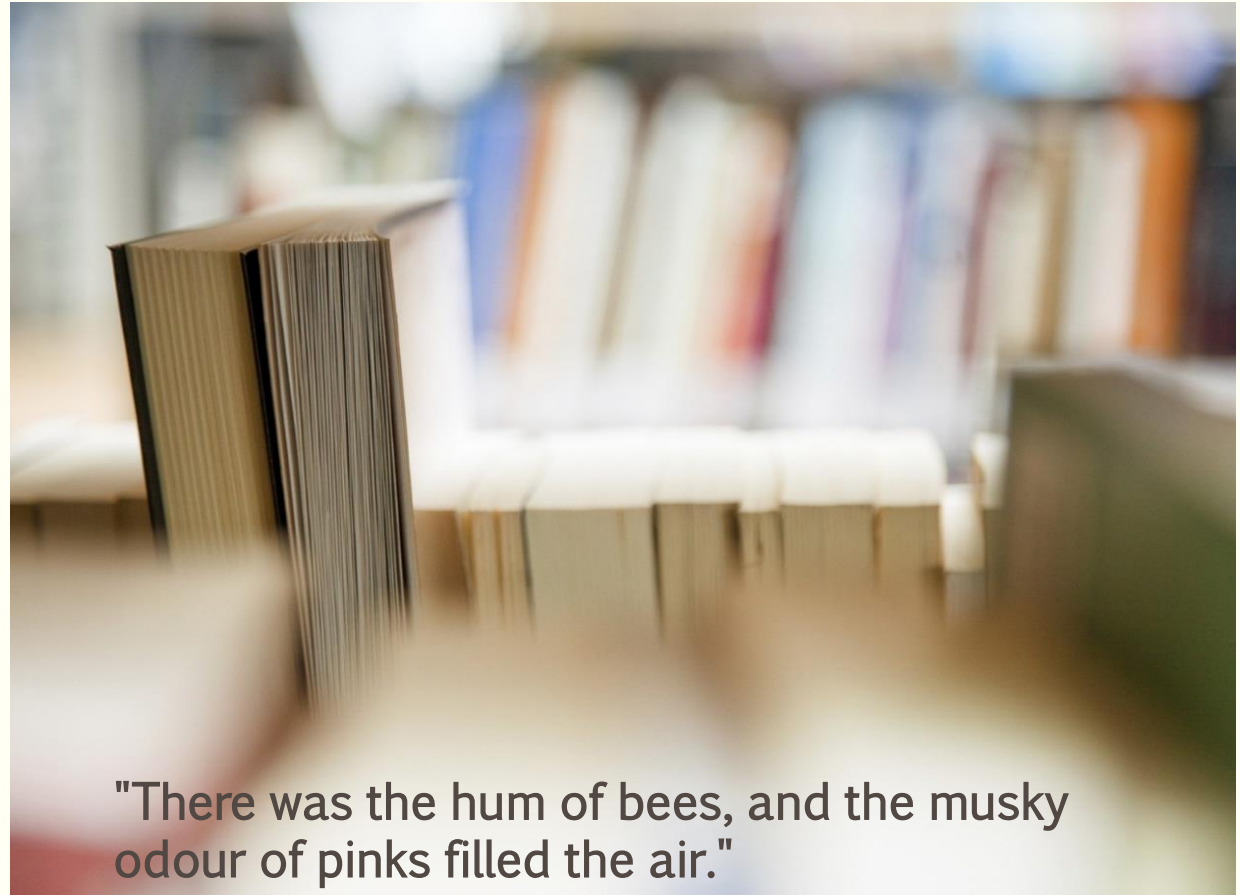
- 📖 They need to develop evaluative skills and consider how successful the writer has been.
- 📖 This is where wider reading is of benefit; if students are able to place a text within a genre, they are automatically able to evaluate the success of the writer.
- 📖 They do not need to come to any conclusion but are required to give a **personal** response.
- 📖 So now your turn: Consider the question and how you might respond. Take 5 minutes.
  - 📖 Focus this part of your answer on the second part of the source from line 16 to the end.
  - 📖 A reviewer wrote: ‘This end part of the extract where the boy’s game comes to life takes a darker and more chilling tone.’
  - 📖 To what extent do you agree?
  - 📖 In your response, you could:
    - 📖 consider your own impressions of the boy’s game
    - 📖 evaluate how the writer creates a dark and chilling tone
    - 📖 support your response with references to the text



# Easy?

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- 📖 Did you find a good example of where the tone could be considered chilling?
- 📖 Did you give a clear opinion as to whether you agreed or not?
- 📖 Did you provide evidence to support your answer? Remember that it is about combining the skills for the previous 3 questions.
- 📖 So not easy!! Your student has to do this 3 to 4 times in 30 minutes, so it is all about practice.
- 📖 Now look at the model example.



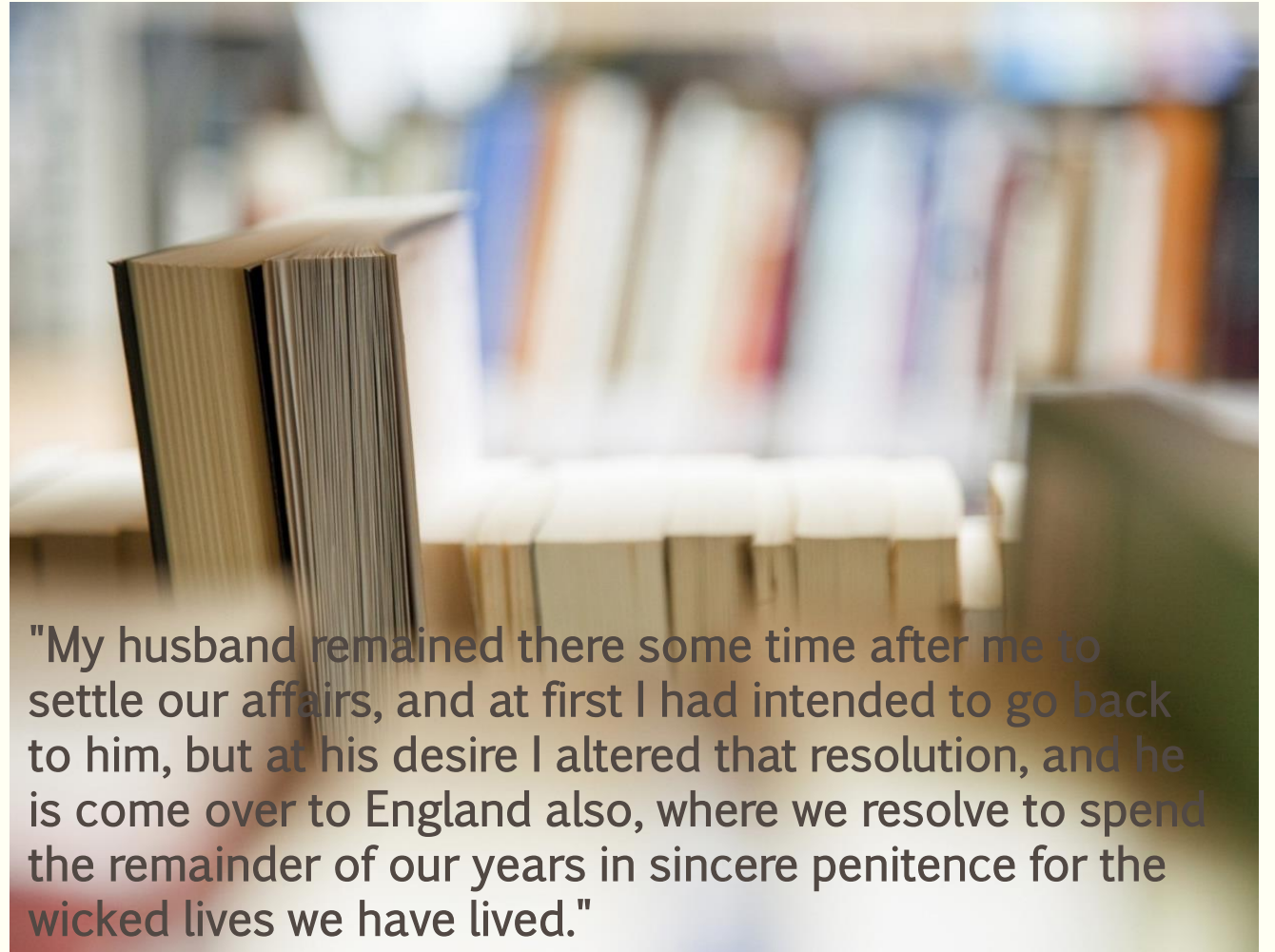


# Model example

# Application of the skills – now to Section B

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- 📖 For the second part of their exam, students are now required to use the language and structural devices that they have identified and analysed in section A for their own piece of creative writing.
- 📖 This section is worth the same amount of marks as section A in total – 40 marks, so 25% of their entire Language GCSE.
- 📖 The difficult part – 24 marks are for **WHAT** they write and 16 marks are for their use of **SPELLING, PUNCTUATION, GRAMMAR**.
- 📖 So – sorry to be repetitive – reading is essential!!

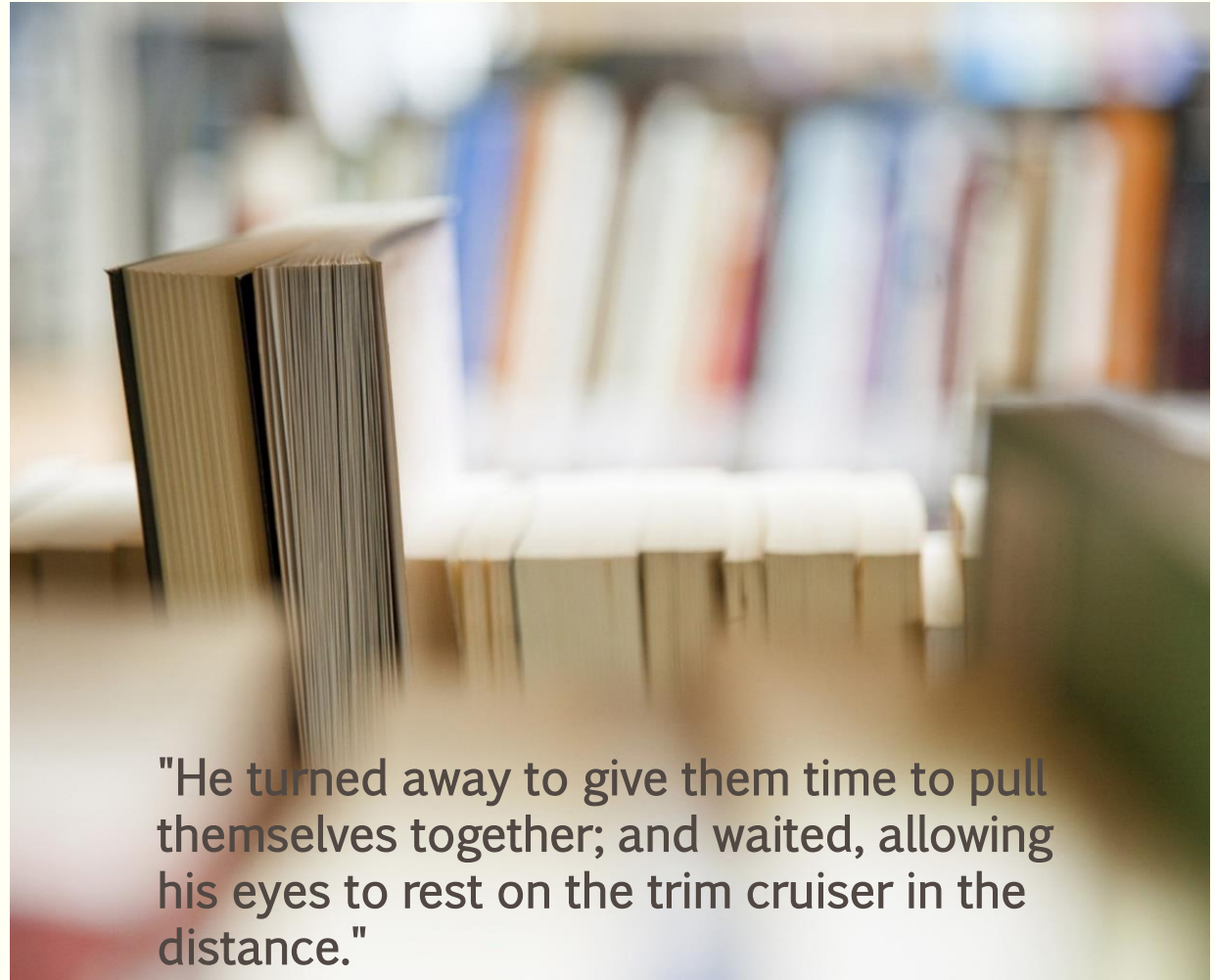


"My husband remained there some time after me to settle our affairs, and at first I had intended to go back to him, but at his desire I altered that resolution, and he is come over to England also, where we resolve to spend the remainder of our years in sincere penitence for the wicked lives we have lived."

# Application of the skills – now to Section B

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- 📖 So reading – students that read extensively inherently recognize when something is spelt wrong, is grammatically incorrect or just plain boring!!
- 📖 They need to vary sentences, structure, use vocabulary for effect – in a nutshell, all the devices that they have analysed already.
- 📖 So an example of what they have to do: they will be given a visual stimulus and asked to create a piece of original writing.
- 📖 It will look something like this.



# Application – now to Section B

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📖 You have been invited to produce a piece of creative writing about how children play imaginatively.

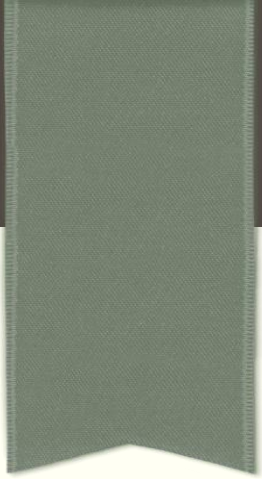
📖 Either:

📖 Write a story set on a dark night as suggested by this picture

📖 Or:

📖 Write a story about a game that goes badly wrong.





# HOW TO HELP MOST

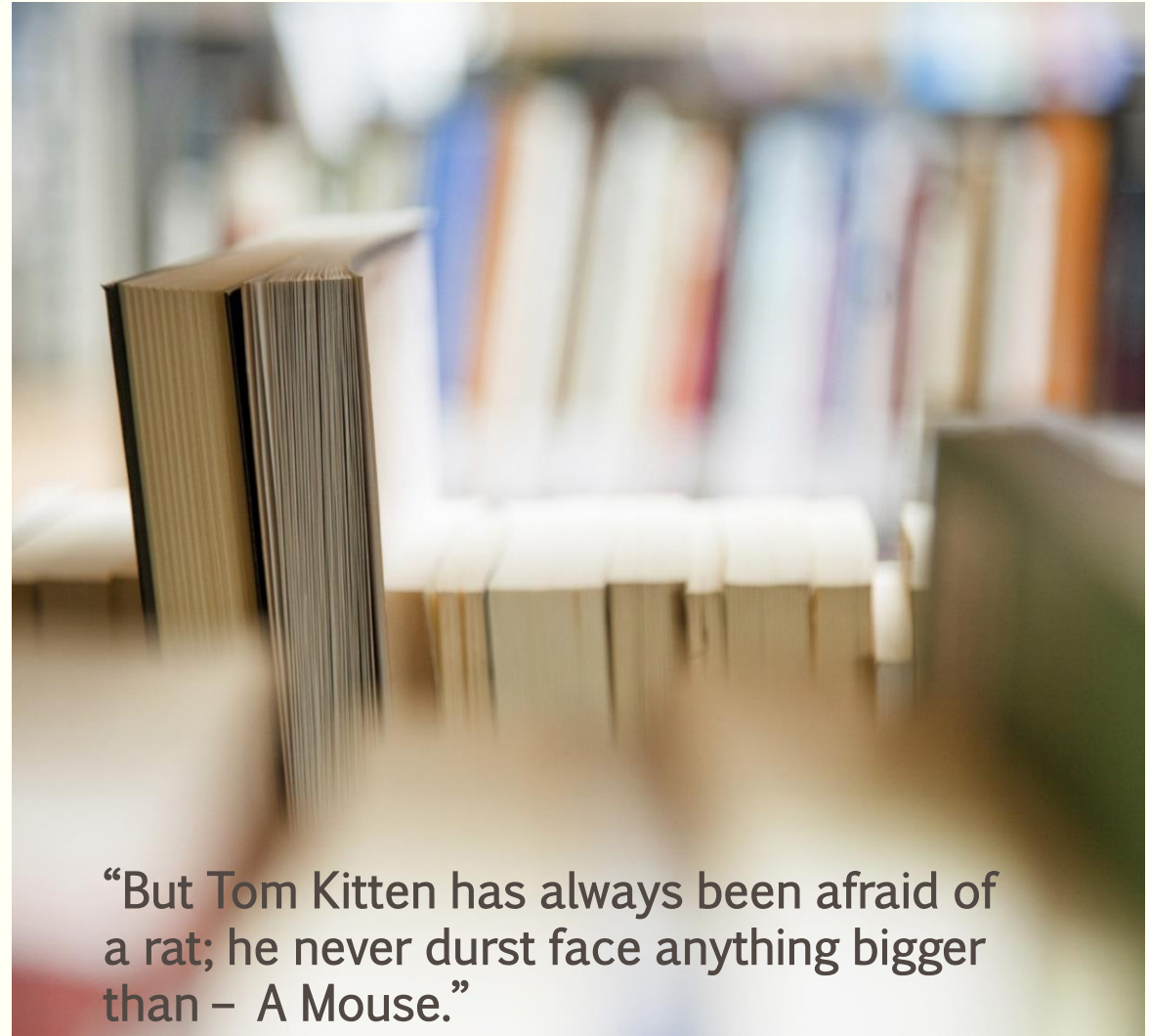
The way forward.



# READING

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- 📖 So reading – students that read extensively will have an advantage in the exam as the text could be from the 20<sup>th</sup> or 21<sup>st</sup> century and for paper 2 this will be the 19<sup>th</sup> century.
- 📖 They need to reading a wide variety of genres and time periods to enable them to access anything that AQA throw at them.
- 📖 Reading in year 11 will be part of their curriculum and reading lists will be issued and monitored.
- 📖 The good news is that most of these ‘classic’ texts are free to download.





# QUOTATION SPOTTING

How many of the classic quotations on this presentation were you able to identify?

