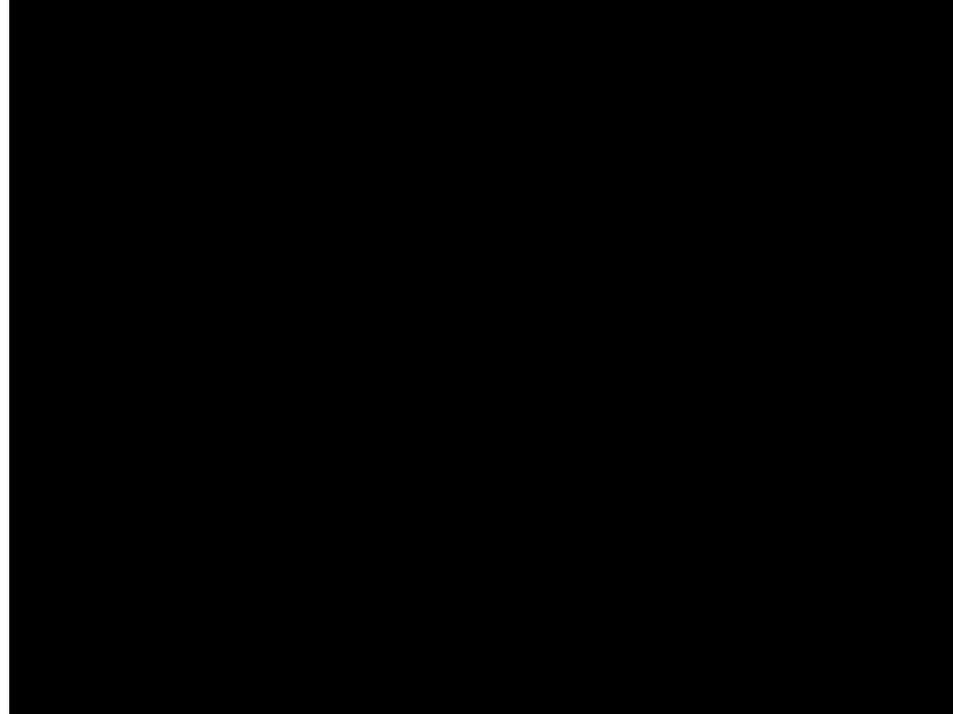


ENGLISH LANGUAGE GCSE



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All students will study GCSE English Language and GCSE English Literature. These are two separate GCSEs.

(Four exams in total - 2 for Literature and 2 for Language).

Both subjects are now treated equally: they are as important as each other and there are no coursework or controlled assessment components.

All students sit the same exams – regardless of English set.

AQA GCSE English Language - The Content



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

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 – Writer's viewpoints and perspectives

What'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)

In English Language students are assessed on these Assessment Objectives:



A01

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

A02

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.

A03

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

A04

Evaluate texts critically and support this with appropriate textual references.

A05

- 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.

A06

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

ENGLISH LANGUAGE AOs SYMMETRY GRID

AO is an Assessment Objective

	Q1	Q2	Q3	Q4	Q5: Writing
Paper 1	<p>AO1 List 4 things... Identify explicit information Identify explicit ideas</p> <p>4 marks</p>	<p>AO2 How does the writer's use of language... Explain, comment on, analyse</p> <p>8 marks</p>	<p>AO2 How does the writer structure... Explain, comment on, analyse</p> <p>8 marks</p>	<p>AO4 To what extent do you agree? Evaluate texts critically</p> <p>20 marks</p>	<p>AO5/AO6 Descriptive or narrative writing</p> <ul style="list-style-type: none"> Communicate clearly Organise information Use a range of vocab and sentences Accurate spelling and punctuation <p>40 marks</p>
Paper 2	<p>AO1 True/false statements... Identify and interpret explicit and implicit information and ideas</p> <p>4 marks</p>	<p>AO1 Write a summary... Synthesis of explicit and implicit ideas and information</p> <p>8 marks</p>	<p>AO2 How does the writer's use of language... Explain, comment on, analyse</p> <p>12 marks</p>	<p>AO3 How the writers present... Compare writers' ideas and perspectives, and how they are conveyed</p> <p>16 marks</p>	<p>AO5/AO6 Students write about their own views As above</p> <p>40 marks</p>

Assessment journey:
Two equal demand papers which balance progression through the papers.

Reading AO1: P1 Q1 begins with explicit retrieval. This is mirrored in P2 Q1 through true/false statements and culminates in a summary task of both implicit and explicit reference as a pointer to P2 Q4.

Reading AO2: P1 Q2 provides a specific example for analysis. P2 Q3 requires students to select examples of their own.

Reading AO4/3: Evaluation of a section of text on P1 Q4 leads to comparison of two whole texts in P2 Q4.

Writing AO5/6: P1 reading source acts as stimulus for descriptive, and or narrative writing. P2 reading sources support students to write their own views.

Language Exam – What does your child have to be able to do?



- Infer
- Analyse language, techniques, structure and form.
- Understand how writers implicitly present their viewpoint.
- Recognise how the writer's choices affect the readers
- Be able to produce both Fiction and non – fiction texts showing:
 - An awareness of purpose and audience
 - A clear and coherent structure
 - Accuracy of SPAG
 - A variety of techniques to engage their reader.

Non- Examination Assessment Speaking and Listening.



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)
- most Year 11 students have already completed this assessment.



What your child can do to succeed



- Students need to **listen carefully** in lessons and ensure their **notes are comprehensive** - 'every minute counts'
- Completing their **homework is essential**.
- Stick **post it notes** on their bedroom wall -**language and structural terminology. Methods.**
- Make **cue cards** for language and structural devices and methods
- **Past papers** - At home they should practise the skills regularly **in timed conditions**.
- Attend the after school **Exam Success Preparations sessions** - you will need to sign them up for these.
- **Read.**

Find out further information through the following:

- Specifications and texts, which will be available as an AQA digital anthology for home use: aqa.org.uk
- Spelling: spellzone.com
- General writing skills: <http://www.englishbiz.co.uk/>
- New GCSE BBC Bitesize - interactive revision: <http://www.bbc.co.uk/education/subjects/zckw2hv>
- English resources by the late Andrew Moore (ignore the legacy Specification details) <http://www.universalteacher.org.uk/>

What can you do to help?



Writing support

Encourage them to read

1. Read the BBC News.
2. Read magazines or extracts from books.
3. Read to them.

Encourage them to analyse

1. Chat about films/books – characters, setting, action, likes/dislikes.
2. Chat about the news, politics, current affairs...

1. Be a sounding board for them to develop or try out ideas.
2. Read it out loud.
3. Give advice - start with the strengths.
4. Ask questions about their work.
5. Ask if you can help.
6. Set some timed conditions questions - Be the timer!
7. Talk to them about their revision plan and help them to manage their time

Also...

- Organisation – folders/dividers/revision cards/ post it notes/highlighters.
- Time Management - an exam revision plan
- Space to work quietly
- Your encouragement and support
- Make them aware of when they need 'down time'