New GCSE ‘pass’ lowered from grade 5 to 4 in DfE U-turn

Eleanor Busby
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Justine Greening aims to provide 'certainty' by replacing a 'good pass' with both a 'standard pass' (grade 4) and a 'strong pass' (grade 5)
Securing Success

The new 9-grade criteria demands more of students than before:

**AO1:** Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts, using textual references to support and illustrate.

**AO2:** Explain, comment and analyse how writers use language and structure to create meaning to achieve effects and influence readers, using relevant subject terminology.

**AO3:** Compare and show the relationship between the ideas, perspectives and contexts of different texts and writers.

**AO4:** Evaluate texts critically. Explore the impact and effectiveness of texts, considering intention and success.

**AO5a** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

And these are just some of the assessment objectives.
Changes to GCSE English

- All students study both English Language & Literature as separate GCSEs
- 100% of the courses will be based on external examinations in May/June 2018
- In total, there will be four separate English exams
- These exams will range from 1hr 45 minutes to 2hrs 15 minutes
- There are no higher or foundation tiers
- Greater emphasis on technical accuracy (SPaG)
GCSE English Language

**Paper 1**

**Section A: Reading**
1 unseen literature fiction text

**Section B: Writing**
Descriptive or narrative writing

**Exam:**
1 short form question (1x4 marks)
2 long form question (2x8 marks)
1 extended question (1x20 marks)

**Total exam time: 1 hour and 45 mins**
80 marks, 50% of GCSE

**Paper 2**

**Section A: Reading**
1 non-fiction & 1 literary non-fiction text

**Section B: Writing**
Writing to present a viewpoint

**Exam:**
1 short form question (1x4 marks)
2 long form question (1x8, 1x12 marks)
1 extended question (1x16 marks)

**Exam:**
1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Total exam time: 1 hour and 45 mins**
80 marks, 50% of GCSE
GCSE English Language

- All exams will be based on C19th, C20th, C21st texts
- There will be an unseen literature, literary nonfiction and nonfiction texts in each exam series
- 100% terminal assessment – two exam papers
- Assessment time of 3.5 hours over the two papers:
  - **Paper One: Explorations in Creative Reading & Writing (50%)**
    - Section A (40): One literary extract, 4 questions of graduated challenge
    - Section B (40): Creative writing based on a stimulus, choice of two tasks
  - **Paper Two: Writers’ Viewpoints and Perspectives (50%)**
    - Section A (40): One non-fiction and one literary non-fiction, 4 questions of graduated challenge
    - Section B (40): Writing to present a viewpoint
- There is an increased emphasis on analysis and evaluation
- In writing, there is increased weighting and emphasis on technical accuracy
GCSE English Literature

Paper 1

Section A: Shakespeare
(Macbeth)

Exam:
1 extract-based essay question from a choice of plays.
(30 marks + 4 SPag)

Total exam time: 1 hour and 45 mins
64 marks, 40% of GCSE

Paper 2

Section A: 19th Century Novel
(Jekyll & Hyde / A Christmas Carol)

Exam:
1 extract-based essay question from a choice of novels.
(30 marks)

Section A: Modern Texts
(An Inspector Calls)

Exam:
1 essay question from a choice of two.
(30 marks + 4 SPaG)

Section B & C: Poetry
(Conflict Cluster & Unseen)

Exam:
1 comparative question on one named poem printed on the paper and one other poem from anthology. (30 marks)
1 question on one unseen poem and 1 question comparing this poem with a second unseen poem. (24 marks + 8 marks)

Total exam time: 2 hours and 15 mins
96 marks, 60% of GCSE
English Literature

- 100% terminal assessment – two exam papers
- Assessment marks of 160 in total
- Assessment time of 4 hours in total over two papers
  - **Paper One: Shakespeare & 19th Century Novel (40%)**
    - Section A (34): One question, based on extract and wider play
    - Section B (30): One question, based on extract and wider novel
  - **Paper Two: Modern Play & Poetry (60%)**
    - Section A (34): Choice of two questions, based on whole modern play
    - Section B (30): Comparative poetry essay, based on anthology
    - Section C (32): Unseen poetry essay and comparison
- There is an increased emphasis on analysis and evaluation
- In writing, there is increased weighting and emphasis on technical accuracy
Supporting your child.

Which revision guides are the best?

Available in the LRC at a reduced price.
Dearing (1996) proposed that: "An examination is only as difficult as the question from which it is built up".

Emma Forbes argues: “The last line is very important, as it asks how many on the train to start off.

“And that means that the 19 that get off at the first stop don’t matter as that after the train started so basically 63-17=46.”
Problem # 1: Student responses are limited by their inability to fully understand the question.

**P.E.**
Using examples, explain how technological developments could help Ben to improve his performance in gymnastics.

**Geography**
With the help of case studies, explain why the effects of tropical revolving storms vary between richer and poorer parts of the world.

**French**
Read these extracts from letters to a local newspaper. What point is each writer making? Choose the correct phrase to complete each sentence and write the letter in each box.

**Media Studies**
How successful are television news programmes in doing this? Provide at least two examples taken from your research.

**Biology**
In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.

Plants respond to different environmental factors.

Describe how different environmental factors affect: the direction of growth of roots & the direction of growth of shoots. In your answer you should refer to the role of plant hormones. Do not refer to the artificial use of plant hormones by gardeners or scientists.

In short, it will be the readers that deal with all exams more effectively.
Compare the ways the poets explore ideas about power in Prelude and in one other poem you have studied.

What are the ideas about power? THIS should be your basis of comparison.

- Humanity does NOT have power over nature.
- Nature can have lasting effects.
- Nature can make us seem insignificant - and we need to appreciate this.
- It is human nature to face challenges in our lives.

Which poems share these ideas about power?

Storm on the Island
Ozymandias
Tissue

How often do you really consider and understand the questions you are asked?

Being able to effectively READ, UNDERSTAND & DECONSTRUCT questions is the starting point of any successful exam.

Now, HOW do they achieve that?
Language Techniques
Structural Methods
Types of Imagery
Emotive Language
Individual Words
Whatever you can analyse.

CLOSE-ANALYSIS IS EVERYTHING!
Problem # 2: Students are not always equipped to understand, process and extract from chunks of information required for their responses.

History
How useful is Source E for understanding Stresemann’s role in Weimar Germany? Explain your answer using Source E and your knowledge.

Food Technology
A successful product will: use a freshly made pastry, not a ready prepared standard component include two or more ingredients in the filling. It must also: offer sensory appeal show a creative use of ingredients.

Music
You will hear two excerpts.

Business Studies
Read Item B and then answer the questions that follow.
To what extent does Shakespeare present Macbeth as a changed character? [34 marks]

Why was Adolf Hitler able to become Chancellor of Germany in January, 1933? [10 marks]

French Writing [30 marks]

For many subjects, you NEED to be LITERATE in presenting and structuring your longer answers.
Supporting your child.

Be Focused.
Supporting wider reading skills.

Be Creative.
Supporting creative writing skills.

Be Critical.
Supporting critical thinking skills.

Be Ready.
Supporting exam skills.

How can I support my child at home?

There are FOUR key areas you could be supporting your child.
Wider Reading Skills

- Explicit Understanding
- Implicit Understanding
- Extraction
- Processing
- Consolidation
- Translation

Why? With extended extract analysis in every paper, wider reading skills are an integral part of a student’s success in their exams.

How can I support my child’s wider reading skills?

Development Activity

Practise extract analysis

- Pick any written stimulus; this could be a short extract from a fiction novel, a play, a poem, an autobiography, a news article, a leaflet, a letter.
- Using the wider reading card, the student should work through the roles from consolidator to linguist to architect to judge.
- This will allow them to develop and nurture their deeper reading skills.
- This should be short (15 minutes or so) and often.

Explicit Understanding

Implicit Understanding

Extraction

Processing

Consolidation

Translation
The Consolidator

Summarise

- What is the passage about?
- Which characters does it introduce, and what do we learn about them?
- Where is the text set, and what do we learn about this?
- What impression is created of the mood and atmosphere at the start of this novel?
- What hints does it give about what will follow?
- What questions does it raise for the reader?

The Linguist

Language

How and why is the writing using language?

- Consider how structure affects: narrative, character, setting, tone, focus, reader.
- Explore any important language use. This could include:
  - Vivid words/phrases
  - Emotional language
  - Uses of Imagery
  - Language Devices/Techniques
  - Use of Punctuation
  - Use of Sentence Forms
- Why is the writing making these decisions - consider the effect.

The Architect

Structure

How and why is the writing using structure?

- Consider how structure affects: narrative, character, setting, tone, focus, reader.
- Explore any important structural features.
- Focusing: Where the writer points the attention of the reader. This changes throughout the passage.
- Introducing: What is introduced here and how?
- Developing: As we are given more information, what more do we learn more about character, setting, events etc.
- Changing: What changes over the course of the extract and how does it change?
- Concluding: How does the extract conclude? What is significant about this endpoint?

The Judge

Evaluate

- Think about what the writer wants you to see from the clues they have left behind in their use of language, structure and tone.
- Think about what else you see that may not have been in the writer’s mind when they wrote the text.
- What are the effects of the extract?
- What is the function of the reader & what is the impact on them?
- What messages/values/ideologies exist within this extract?
- Why is the writer crafting their work this way?
Be Creative. Improving creative writing.

Why? With a 40-mark creative composition on Paper 1 and a constant need for insightful interpretation, creative thought is an integral part of a student’s success in their exams.

Strategies

- **Read More**
  Canonical books, films, famous quotations and works of art will inspire you, whatever the stimulus is.

- **Inspiration Journal**
  Keep a journal of inspirations in your everyday life.

- **Gather & reflect on previous compositions**
  You have produced a body of creative work already. Don’t let it decay in your folder.

Development Activity

Practise creative writing & creative thought.

- Pick a stimulus; this could be a photo, an item, a quote, a book cover, a name, anything.
- Using the creative writing planner, the student should practise developing ideas for quick, inspirational thought.
- This will allow them to develop and nurture both their creative writing style and their ability to think quick.
- This should be practised for 45 minutes at a time.

How can I support my child’s creativity?

English
### Initial Ideas

**The Item**

Stick, sketch or write your item here.

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### The Big Picture

- What will be the perspective & tense?
- What will be your descriptive focus(es)?
- How will you use language effectively?
- How will you effectively structure the piece?
- How will you convey, shape and develop setting, character, atmosphere, mood and narrative?
- How will you be unique and avoid cliche?
- How will you use symbolism and metaphor to develop deeper themes and ideas?
Be Critical. Improving critical voice.

Why? With a 40-mark argument on Paper 2 and a constant need for critical evaluation, critical thought is an integral part of a student’s success in their exams.

Strategies

- **Read More!**
  Read newspapers in the weekend, watch famous speeches on the internet, watch programmes such as Question Time - get used to the way people present their points-of-view. Social Media is not an effective example!

- **Debate More!**
  The nature of your lives may mean this is such an alien skill - argue and debate contemporary topics with your friends. Choose a topic from the news each week and have a ten minute casual discussion on it.

Development Activity

Practise POV writing & critical thought.

- Pick any topic (trivial or profound) - you could read the news.
- Using the POV writing planner, the student should practise developing ideas for quick, critical thought.
- This will allow them to develop and nurture both their critical writing style and their ability to think quick.
- This should be practised for 45 minutes at a time.

How can I support my child’s critical thinking?
The Construction

Initial Ideas

The Topic

What do you have a strong opinion on?

Tone (the way you speak)
What will be your manner?

Style (the way you write)
How will you use language?

Register (relationship with audience)
Who is your audience & how will you address them?
Be Ready. Improving exam skills.

Why? With 100% outcomes based on final exams, effective exam skills are an integral part of a student’s success.

Development Activity
Investigating exam materials.

- Pick one paper (Lang P1 or P2 / Lit P1 or P2)
- Quiz the student on that section outlining:
  - Questions
  - Marks
  - Timings
  - AO Skills
  - Sentence Starters

How can I support my child with the pressures of exams?
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 1: Extract

- All response to Section A will be based on a literary extract.
- 19th-21st Century
- No contextual knowledge is required for this.
- Questions will be AO1, AO2 & AO4.
- Most questions will specify a certain part to focus on - the extract lines will be marked to help with this.
- 15 minutes reading time
  - 5 minutes reading
  - 5 minutes highlighting
  - 5 minutes synthesis/summary
The support pack will be available on the school website, or can be emailed directly to you if you leave your email address.
Further Questions & Queries?

Any Questions?

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ENGLISH
Supporting Materials
Securing Success
The Construction

Initial Ideas

The Item

Stick, sketch or write your item here.

THE GREATEST (SHORT) STORY NEVER TOLD

Guidance

- What will be the perspective & tense?
- What will be your descriptive focus(es)?
- How will you use language effectively?
- How will you effectively structure the piece?
- How will you convey, shape and develop setting, character, atmosphere, mood and narrative?
- How will you be unique and avoid cliche?
- How will you use symbolism and metaphor to develop deeper themes and ideas?
The Construction

What do you have a strong opinion on?

Style (the way you write)
How will you use language?

Register (relationship with audience)
Who is your audience & how will you address them?

Initial Ideas

Tone (the way you speak)
What will be your manner?

DH's Universal Guide to Brilliant Structure: Long Writing Argument

1. The Hook
   Engaging opening that hooks the reader
   Create a question, use an anecdote, or a surprising fact

2. The Thorough Vantage Point
   Provide an argument or the writer's viewpoint
   Use evidence, examples, and reasoning to support the argument

3. The Framework
   Outline the structure of the essay
   Use headings, subheadings, and transitions to organize the content

4. The Counter Argument
   Antithesis or opposition to the writer's viewpoint
   Address potential objections and refute them

5. The Evidence
   Supporting evidence, such as research, statistics, or expert opinions
   Use specific examples to illustrate your points

The Big Picture

The Finer Detail
DH’s Universal Guide to Brilliant Structure: Long Writing Argument

1. **WHAT:**
The Hook.
Engaging opening that hooks the reader.
Tips: Use a question, use an enigma, be overly descriptive, be personal.

2. **WHAT:**
The Passionate Viewpoint.
Passionately and clearly establish your argument/viewpoint.
Tips: Describe one event/circumstance that has caused YOU to take this viewpoint. This could be witty, if appropriate.

3. **WHAT:**
The Anecdote.
Become more specific by imaginatively telling a tale, describing how this issue has affected one person/group.
Tips: You are trying to control the reader’s emotion here - emotive language please!

4. **WHAT:**
The Counter argument.
Show you are a broad minded individual by appreciating the other side of the argument.
Tips: End with a question/answer to reestablish your opinion (which is totally right). Some light sarcasm might work, if appropriate.

5. **WHAT:**
The Science Bit.
To strengthen your argument, offer statistical/expert factual knowledge to broaden the argument and stop it being just a rant.
Tips: It has to be believable. This evidence cannot be argued - it will stop any naysayers arguing with you.

6. **WHAT:**
The Breather.
Short paragraph to develop the argument. Offer a one sentence paragraph that allows your argument to grow.
Tips: It’s important to show control and discipline - use personal pronoun to speak directly to reader.

7. **WHAT:**
The Wider Social Problems.
Expand your argument to much wider, contextual issues that this topic exists within. This will help to emphasise and exaggerate.
Tips: Issues of representation, identity, global welfare, humanity and existentialism won’t fail you here.

8. **WHAT:**
The Prediction.
What happens if this problem continues? Here you are playing Nostradamus and foreshadowing a bleak future for humanity.
UNLESS …
Tips: Be overly creative and hyperbolise your descriptions. No tepid, weak vocabulary.

9. **WHAT:**
The Memorable Close.
Offer a short, memorable close to keep the argument alive. The audience must NEVER forget.
Tips: Use personal pronouns, rhetorical questions or bold, impactful statements. However, keep it short!
Historical

Political

Ideological

Developing thought using -cal framework.

Social
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

**Paper 1**

**Section A: Reading**
- 1 unseen literature fiction text

**Section B: Writing**
- Descriptive or narrative writing

**Exam:**
- 1 short form question (1x4 marks)
- 2 long form question (2x8 marks)
- 1 extended question (1x20 marks)

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

**Language Paper 1: Overview**
- 50% of GCSE
- 1 hour 45 minutes
- 80 marks
- **Section A: 40 marks**
  - Reading
  - Unseen Lit. Fiction
  - 4 Questions
  - Inc. reading time
- **Section B: 40 marks**
  - Descriptive/Narrative
  - Stimulus-based
  - Choice of two questions
  - 24 marks for content
  - 16 marks for accuracy

Total exam time: 1 hour and 45 mins
80 marks, 50% of GCSE
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 1: Extract

- All response to Section A will be based on a literary extract.
- 19th-21st Century
- No contextual knowledge is required for this.
- Questions will be AO1, AO2 & AO4.
- Most questions will specify a certain part to focus on - the extract lines will be marked to help with this.
- 15 minutes reading time
  - 5 minutes reading
  - 5 minutes highlighting
  - 5 minutes synthesis/summary
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 1: Overview

- List four things.
- 4 Marks
- 5 minutes (max)
- AO1: Identify and understand explicit (obvious) and implicit (hidden) information and ideas. Select and synthesize (blend) evidence from different texts.
- Extract and summarise basic level of understanding from a selected part of the text.
- Responses must be true, and drawn only from lines specified in question.
- responses that copy the whole section of the text verbatim should not be credited any marks

Q1

Read again the first part of the Source from lines 1 to 7.
List four things from this part of the text about the weather in Cornwall.

[4 marks]

1

2

3

4
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 1: Overview

- Language Analysis
- 8 Marks
- 10 minutes
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.
- Response can include words and phrases, language features and techniques & sentence forms.
- The question will have a specific focus - do not ignore it.
- Usually a specific section for focus.
- Aim to cover a range of methods used: what, how and why.
- Use subject terminology in your analysis.

Look in detail at this extract from lines 8 to 18 of the Source:

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft splattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

How does the writer use language here to describe the effects of the weather?

You could include:
- words and phrases
- language features
- sentence forms

[8 marks]
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

**Language Paper 1: Overview**

- **Structure Analysis**
- **8 Marks**
- **10 minutes**
- **AO2:** Explain, comment on and analyse how writers use **language and structure** to achieve effects and influence readers, using relevant subject terminology.
- **Bullet points will offer basis of answer, looking across whole extract.**
- **The extract will be opening, ending or key moment of development.**
- **Structural features can be:**
  - at a whole text level eg. beginnings / endings / perspective shifts;
  - at a paragraph level eg. topic change / aspects of cohesion;
  - at a sentence level when judged to contribute to whole structure.

**Example examiner’s guidance.**

- the overall structure of a journey – moving through temporal/spatial narrative.
- the change of structural focus from outside to inside, shifting tone, descriptors.
- the consistent reminder of something recapitulated through the text - a lack of change.
- narrowing down the focus to the individual characters.
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 1: Overview

- Critical Evaluation
- 20 Marks
- 20 minutes
- **AO4:** Evaluate texts critically and support this with appropriate textual references.
- The question may or may not specify a focus area for response.
- A critical response to a statement about the focus extract.
- Establish your opinion clearly, and then use analysis and evaluation to prove your judgement.
- The analysis can encompass all areas of study: language, structure, imagery, tone, character, setting and so on.
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 1: Overview

- **Descriptive/Narrative Writing**
- **45 minutes**
- **40 Marks**
  - AO5: 24 marks
  - AO6: 16 marks
- **AO5:** 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:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **Choice of two questions, based on a stimulus (e.g. an image)**
  - Description of stimulus
  - Narrative inspired by stimulus
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

**Language Paper 2: Overview**

- **50% of GCSE**
- **1 hour 45 minutes**
- **80 marks**
- **Section A: 40 marks**
  - Reading
    - 1 non-fiction & 1 literary non-fiction text
  - 4 Questions
    - Inc. reading time (2 sources)
- **Section B: 40 marks**
  - Viewpoint
    - Topic-based
    - 24 marks for content, 16 marks for technical accuracy
- **Exam:**
  - 1 short form question (1x4 marks)
  - 2 long form question (1x8, 1x12 marks)
  - 1 extended question (1x16 marks)
- **Exam:**
  - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Total exam time: 1 hour and 45 mins**
**80 marks, 50% of GCSE**
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 2: Extract

- All response to Section A will be based on two non-fiction extracts.
- 19th-21st Century
- 1 non-fiction & 1 literary non-fiction text
- These could include letters, news articles, speeches, autobiographies, journals, memoirs and so on.
- Questions will be AO1, AO2 & AO3.
- Questions will specify whether to compare sources or look at individual sources.
- 15 minutes reading time
  - 5 minutes reading
  - 5 minutes highlighting
  - 5 minutes synthesis/summary
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 2: Overview

- Choose four **true** statements
- 4 Marks
- 5 minutes (max)
- **AO1:** Identify and understand explicit (obvious) and implicit (hidden) information and ideas.
- Question will specify ONE source and specific lines to focus on.
- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements - any more will lead to being penalised.
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 2: Overview

- **Summary & Comparison**
- **8 Marks**
- **10 minutes**
- **AO1:** Identify and understand explicit (obvious) and implicit (hidden) information and ideas.
- Inference & Implicit information should be the basis of your response - not a list of verbatim facts.
- Focus on the question focus given (e.g. the differences between characters) - don’t vaguely summarise.
- Support your summaries with reference and evidence.
- Provide inference for implicit readings & interpretations.

You need to refer to Source A and Source B for this question.
Use details from both Sources. Write a summary of the differences between Eddie and Henry.

[8 marks]
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

Language Paper 2: Overview

- Language Analysis
- 12 Marks
- 14 minutes
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.
- Response can include words and phrases, language features and techniques & sentence forms.
- The question will have a specific focus (e.g. to influence) - do not ignore it.
- Will refer to one source only.
- Aim to cover a range of methods used: what, how and why.
- Use subject terminology in your analysis.
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

**Language Paper 2: Overview**

- **Comparison**
- **16 Marks**
- **18 minutes**
- **AO3:** Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Comparing the way writers achieve effects (e.g. conveying attitudes)
- The analysis can encompass all areas of study: language, structure, imagery, tone, character, setting and so on.
- This could however also include form, register, style, time period, values and so on.
- Bullet points will provide guidance.
- Uses evidence to support analysis.

For this question, you need to refer to the whole of Source A, together with Source B, the father’s letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you could:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts.

[16 marks]
Today you will learn to explore the requirements of GCSE Language and reflect on how you need to prepare for it.

**Language Paper 2: Overview**

- **Point-of-View Writing**
- **45 minutes**
- **40 Marks**
  - AO5: 24 marks
  - AO6: 16 marks

  **AO5:** 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:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

- **Single question scenario.**

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**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.

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

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

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0 5

‘Homework has no value. Some students get it done for them; some don’t do it at all. Students should be relaxing in their free time.’

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.
Today you will learn to explore the requirements of GCSE Literature and reflect on how you need to prepare for it.

**Paper 1**

**Section A:** Shakespeare
- *Macbeth*

**Section B:** 19th Century Novel
- *Jekyll & Hyde / A Christmas Carol*

**Total exam time:** 1 hour and 45 mins
- 64 marks, 40% of GCSE

**Literature Paper 1: Overview**
- 40% of GCSE
- 1 hour 45 minutes
- 64 marks
- **Section A: Shakespeare**
  - 34 Marks
  - AO1 (12), AO2 (12), AO3 (6), AO4 (4)
  - 50 minutes
  - Extract-based essay
  - Choice of plays
  - Extract & Wider Play
- **Section B: 19th Century Novel**
  - 30 Marks
  - AO1 (12), AO2 (12), AO3 (6)
  - 50 minutes
  - Extract-based essay
  - Choice of novels
  - Extract & Wider Novel
Today you will learn to explore the requirements of GCSE Literature and reflect on how you need to prepare for it.

**Paper 2**

- **Section A: Modern Texts**
  - *An Inspector Calls*

- **Section B & C: Poetry**
  - Conflict Cluster & Unseen

**Exam:**
- 1 essay question from a choice of two.
  - 30 marks + 4 SPaG

**Exam:**
- 1 comparative question on one named poem printed on the paper and one other poem from anthology. (30 marks)
- 1 question on one unseen poem and 1 question comparing this poem with a second unseen poem. (24 marks + 8 marks)

**Total exam time:** 2 hours and 15 mins
- 96 marks, 60% of GCSE

**Literature Paper 2: Overview**

- 60% of GCSE
- 2 hours 15 minutes
- 96 marks
- **Section A: Modern Texts**
  - 34 Marks
  - AO1 (12), AO2 (12), AO3 (6), AO4 (4)
  - 45 minutes
  - Choice of two questions

- **Section B: Power/Conflict Poetry**
  - 30 Marks
  - AO1 (12), AO2 (12), AO3 (6)
  - 45 minutes
  - Comparative question
  - One named, one chosen.

- **Section C: Unseen Poetry**
  - 24 Marks + 8 Marks
  - AO1 (12), AO2 (20)
  - 45 minutes
  - One question on one unseen (24)
  - Short compare question to a second unseen (AO2 - 8)
The Thing itself lay almost entirely buried in sand, amidst the scattered splinters of a fir tree it had shook to fragments in its descent. The uncovered part had the appearance of a huge cylinder, caked over by a thick scaly muddy-coloured incrustation. It had a diameter of about thirty yards. Ogilvy tentatively approached the mass, flabbergasted at the size and more so at the shape, since most meteorites are round. It was, however, still extremely hot from its flight through the air and this prevented Ogilvy from getting too close. There was a stirring noise within its cylinder he assumed to be the cooling of its surface; for at that time it had not occurred to him that it might be hollow.

He remained standing at the edge of the pit that the Thing had made for itself, transfixed by its strange appearance, astonished chiefly at its unusual shape and colour. The early morning was wonderfully still and he did not remember hearing any birds that morning, there was certainly no breeze stirring, and the only sounds were the faint movements from within the cindery cylinder. He was all alone on the common.