

Year 11

GCSE English Language and GCSE English Literature

Mrs Mann
Curriculum Area Leader for English





Reminders - English Language

Each exam is equally weighted

Paper 1: Explorations in creative reading and writing

Fiction

(1 hour 45 minutes)

Section A (50%):

- Read <u>one</u> extract of fiction, from either the 20th or 21st century.
- 4 questions which build up in difficulty

Section B (50%):

Descriptive or narrative writing.

Paper 2: Writers' viewpoints and perspectives

Non-fiction

(1 hour 45 minutes)

Section A (50%):

- Read <u>two</u> extracts, one non-fiction and one literary non-fiction. One will be from the 19th century, the other from the 20th or 21st.
- 4 questions which build up in difficulty.

Section B (50%):

Writing to present a viewpoint.





English Language

Spoken Language Assessment

- It is a requirement from all exam boards that students <u>must</u> complete a Spoken Language assessment.
- This is a **presentation** that students need to deliver to an audience (their classmates).
- It assesses their ability to communicate clearly and appropriately, to listen to and respond to questions and to use Standard English.
- It is assessed by the classroom teacher and moderated by the exam board.





Reminders - English Literature

Paper 1: Shakespeare & 19th Century Novel

Section A:

Shakespeare - Macbeth 30 marks + 4 marks for SPaG

Section B:

19th Century novel – Frankenstein 30 marks

1 hour 45 mins

Paper 2: Modern Drama & Poetry

Section A:

Modern Drama – An Inspector Calls 30 marks + 4 marks for SPaG

Section B:

Anthology Poetry – Power & Conflict 30 marks

Section C:

Unseen Poetry 32 marks

2 hours 15 mins





What can you do to help your child?

- If they tell you they 'cannot revise for English' they are wrong!
- For Literature, encourage students to re-read the texts we have studied. They **MUST** be confident with the plot of these texts.
- Help them to know these texts even better by watching adaptions of them on stage, film or TV. Ask them to tell you what they know. They will only be confident writing about these texts if they know them well.
- Check that they are completing their home learning tasks these will help them to consolidate their knowledge of all aspects of the course.
- Remembering quotations is helpful but it is what students can say about the language in the quotations that will make them successful. Ask them to tell you a quotation and explain what it shows about a character or a theme in a text.





The BIG ideas

- To be successful in Literature, students are going to be asked to have an opinion on characters, themes and ideas.
- Believe it or not, having an opinion on literature is what students struggle with most! They worry that their opinion is not 'right'. Students must be able to articulate their viewpoint by using examples from the texts to help them. For example:

'How far would you agree that Victor Frankenstein is an evil man?'
'To what extent is Lady Macbeth responsible for the tragic events that occur in Macbeth?'

 The great thing about these types of questions is that they are open to multiple interpretations. There is not one way to answer, so all valid arguments are right.





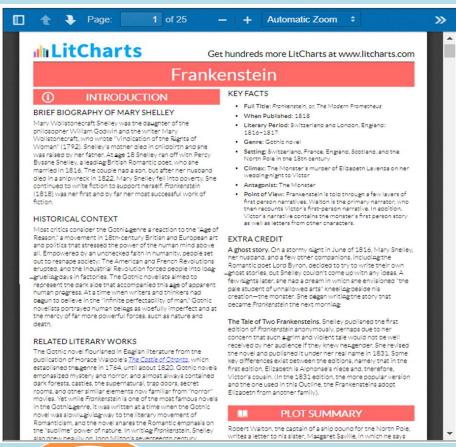
What can students do to help themselves?

- Start revision early now is a good time to begin looking back over the work that was done in Year 10.
- Start with the texts/topics that they feel less confident with. Things that may help:
 - Re-read the text look for simplified versions of the plot to help consolidate understanding.
 - Make mind maps for key characters and themes in the novel/play. Add quotations to these to help develop understanding.
 - Practise analysing the effect of the language in key quotations why has the writer chosen a particular description? What does it make us think of the character or setting?
 - Use practice papers as a starting point for planning and writing responses. Hand these in to teachers for feedback.





Useful Resources



Lit charts:

Great for summarising plot, characters and themes. Promotes higher level discussion about texts.





Useful Resources



British Library Frankenstein

Links to articles and wider contextual information

BBC Documentary 'Birth of a Monster'

Documentary about Shelley's life and creation of the novel



Monstrosity and Humanity

Article on the boundaries between 'monsters' and humanity



'The Other' in Frankenstein

Academic article on the concept of 'the Other'



Pennsylvania University articles

209 articles covering a range of aspects in Frankenstein

10 Possible meanings

BBC article exploring Shelley's intentions

Independent article on Mary Shelley

Article about Shelley's life and writing Frankenstein

Wider reading:

Range of articles to help students to develop their wider knowledge of a text.





Revision Guides







Support

Home Learning and Revision:

Each week, students are set a home learning revision task which covers the more challenging questions for Language and Literature. These are excellent for consolidating skills and knowledge.

After school revision sessions – please support your child in attending these.





Support

smann@penistone-gs.uk

