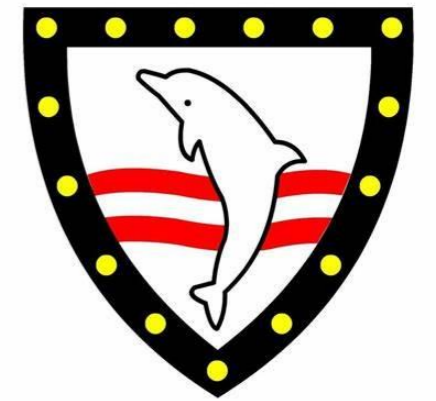




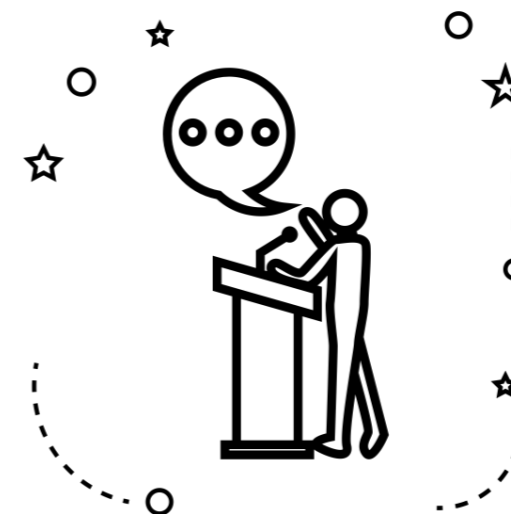
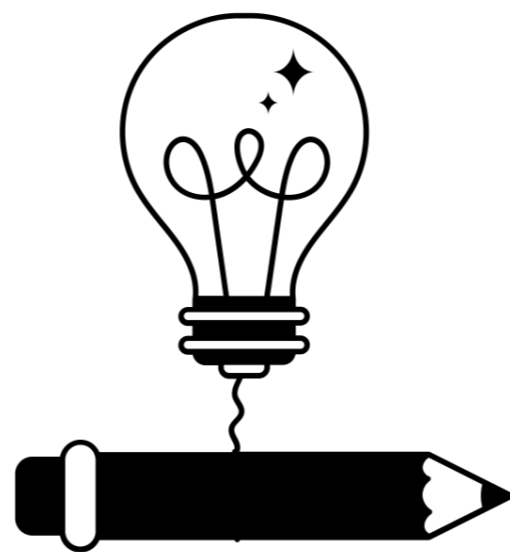
Richard Lander

English Language



AQA

Revision Guide





English Language GCSE

Paper 1: Explorations in Creative Reading and Writing

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

**Non-examination Assessment:
Spoken Language Study**

Suggested Question Order

Your teacher may suggest you answer the questions in this order to maximise your potential in the exam

Paper 1

Q5, Q1, Q2, Q4, Q3

Paper 2

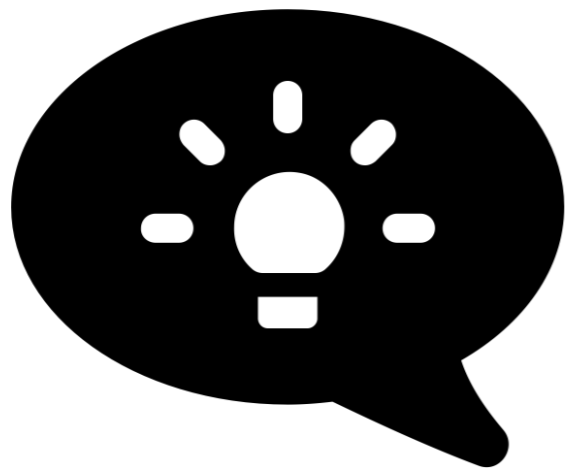
Q5, Q1, Q3, Q4, Q2



ENGLISH LANGUAGE

Paper 1

Sentence Stems and Top Tips



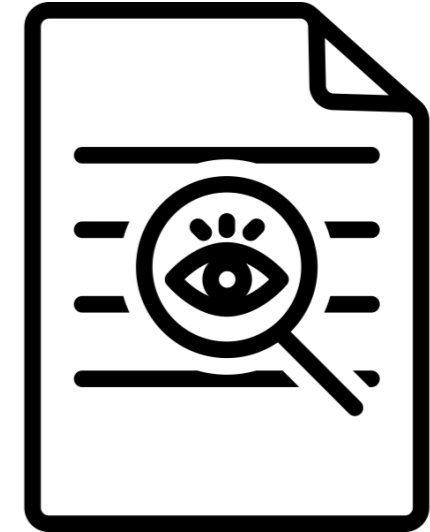
AQA





Paper 1 – Overview

Explorations in creative reading and writing 1 hr 45 minutes



Reading: you are given an extract from a 19th / 20th/ or 21st century story

Read an extract from a story

- **Q1** - read a specific section and write down **4 things you learn** [4 marks] **3 minutes**
- **Q2** – read a specific section and answer a question on **language** [8 marks] **12 minutes**
- **Q3** – read the whole text and answer a question about **structure** [8 marks] **12 minutes**
- **Q4** – read a specific section and state analytically whether you **agree with the opinion** of a student on the text using quotations and analysing language [20 marks] **25 minutes**

Writing: Given an image and an alternative creative writing question

- **Q5** - Focus on language devices, sentence starters, paragraphing, punctuation, vocabulary [40 marks] **45 minutes**
- **10 minutes reading through sources and checking**
– read through sources first before beginning Q5



Question 2: Language Analysis

8 marks
12 minutes

Thesis statement:

- Use **3 adjectives** to describe the focus of the question
- Then use the phrase **'it's almost as if the writer...'** to consider the wider effect the writer was trying to achieve.

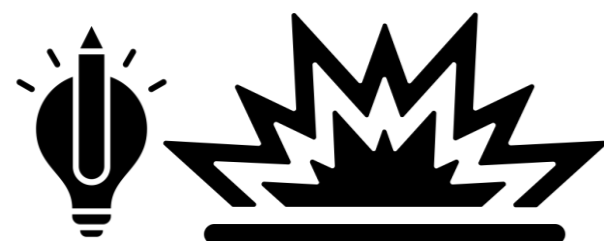
The use of '_____' portrays the _____ as...
 Cleverly, the word '_____' is repeated to suggest...
 The writer uses the words '_____' to describe....
 The word...emphasises how
 The verb/language feature... implies

This further reinforces...
 This powerfully evokes a sense of...
 To create feelings of...
 Which ultimately reinforces the idea of...
 Makes the reader understand the severity of...

1. Begin with your thesis statement
2. Make a clear point about language
3. Quote
4. Zoom in at word level focusing on the feeling or mood created in the text. You must comment on what it makes the reader think or feel.

Subject terminology

- Metaphor
- Simile
- Personification
- Oxymoron
- Alliteration
- Verb
- Adverb
- Adjective
- Juxtaposition
- Plosive language
- Sensory language
- Semantic field



Q2: Mark Scheme

Level	Skills Descriptors
Level 4: Detailed, perceptive analysis 7-8 marks	Shows detailed and Perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of <i>language</i> • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology
Level 3: Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of <i>language</i> • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology
Level 2: Some understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <ul style="list-style-type: none"> • Attempts to comment on the effect of <i>language</i> • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately
Level 1: Simple, limited comment 1-2 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> • Offers simple comment on effect of <i>language</i> • Selects simple references or textual detail • Makes simple use of subject terminology, not always appropriately



Question 3: Structure

8 marks

12 minutes

Teacher note: remember you can use Question 4 to help you answer Question 3!

Paragraph 1: What does the writer focus on at the beginning and why?

At the beginning the writer focuses on...

QUOTE

This then creates a sense of intrigue for the reader because...

Paragraph 2: How does the focus change and what does the writer zoom in on and why?

The focus then shifts to...

QUOTE

This zooming in makes the reader feel a sense of...

Paragraph 3: What does the writer focus my attention on at the end of the text and why? Does it contrast to the beginning – if so why?

Lastly, the ending of the text creates interest for the reader because...

QUOTE

Therefore, the use of (*a cliff-hanger, cyclical structure or chronological order*) makes the reader feel...



Structural features:

Hook (opening)
Shift in focus
Zooming in
Shift in perspective
Flashback
Foreshadowing
Contrast
Repetition / motif
Cyclical structure
Chronological structure

Q3: Mark Scheme

Level	Skills Descriptors
<p>Level 4 Detailed, perceptive analysis 7-8 marks</p>	<p>Shows detailed and perceptive understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> Analyses the effects of the writer's choice of <i>structural</i> features Selects a judicious range of examples Makes sophisticated and accurate use of subject terminology
<p>Level 3 Clear, relevant explanation 5-6 marks</p>	<p>Shows clear understanding of <i>structural</i> features:</p> <ul style="list-style-type: none"> Explains clearly the effects of the writer's choice of <i>structural</i> features Selects a range of relevant examples Makes clear and accurate use of subject terminology
<p>Level 2 Some understanding and comment 3-4 marks</p>	<p>Shows some understanding of <i>structure</i>:</p> <ul style="list-style-type: none"> Attempts to comment on the effect of <i>structural features</i> Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately
<p>Level 1 Simple, limited comment 1-2 marks</p>	<p>Shows simple awareness of <i>language</i>:</p> <ul style="list-style-type: none"> Offers simple comment on effect of <i>structure</i> Selects simple references or textual detail Makes simple use of subject terminology, not always appropriately



Question 4: Evaluate (agree with a statement)

20 marks
25 minutes

P

Point: identify an example in the text that proves your point

I agree with this statement because...

One of the key ideas expressed in the text is _____, therefore, I agree with the statement because...

Q

Quote:

This is suggested by...

M

Method: explain WHY it proves your point – USE SUBJECT TERMINOLOGY

The writer creates this impression through the use of...

One of the key methods the writer uses here is...

Furthermore, This idea is reinforced when...

The verb/adjective/adverb '_____' suggests...

E

Effect: why is the method effective in proving your point?

Notably, this guides the reader's response by...

It is important to note, this has the impact of encouraging the reader to consider...

Significantly, this presents the viewpoint of...

S

Sandwich your response

Therefore, this clearly suggests that...

Paragraph 1: Prove it

PQMES

The writer goes on to say...

Paragraph 2: Reinforce it

PQMES

More specifically...

Paragraph 3: Hammer it

PQMES

This is further developed...



Subject terminology

Metaphor
Simile
Personification
Oxymoron
Alliteration
Verb
Adverb
Adjective
Juxtaposition
Plosive language
Sensory language
Semantic field

Q4: Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"> Evaluates critically and in detail the effect(s) on the reader Shows perceptive understanding of writer's methods Selects a judicious range of textual detail Develops a convincing and critical response to the focus of the statement
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> Evaluates clearly the effect(s) on the reader Shows clear understanding of writer's methods Selects a range of relevant textual references Makes a clear and relevant response to the focus of the statement
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: <ul style="list-style-type: none"> Makes some evaluative comment(s) on effect(s) on the reader Shows some understanding of writer's methods Selects some appropriate textual reference(s) Makes some response to the focus of the statement
Limited Simple, limited evaluation 1-5 marks	Shows some, simple limited evaluation: Makes simple, limited evaluative comment(s) on effect(s) on reader Shows limited understanding of writer's methods Selects simple, limited textual reference(s) Makes a simple, limited response to the focus of the statement



Techniques for Paper 1: Question 5

40 marks

45 minutes

1. SINGLE SENTENCE PARAGRAPH

Consider time/date/motif



2. PANORAMIC

Weather (positive) (semi-colon)



3. ZOOM

Zoom in on an aspect on the image (draw a box)



4. SINGLE SENTENCE PARAGRAPH

Emphasise the key feeling of your description in one line, apart from the text.



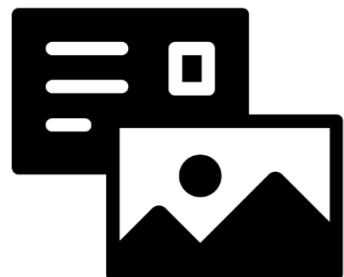
5. SHIFT

Shift your focus - negative –weather (semi-colon)



6. CYCLICAL STRUCTURE

Link back to your motif – but change slightly



Q5: Creative writing Mark Scheme

/24 Content

/16 Spelling, Punctuation and Grammar

POSITIVE WORD BANK

Tranquil
Serene
Verdant
Delicate
Abundant
Effervescent
Stretching
Reaching
reclining,
polychromatic
Illuminous
Fragrant
Saccharine
Ethereal
Psychedelic
Vivid
Overwhelming



NEGATIVE WORD BANK

Screaming
Enveloping
Slumping
Luring
Lurking
Choking
Suffocating
Corrupt
Esoteric
Parasitic
Lifeless
Sunless
Hueless
Gnarly
Ramshackle
Dilapidated
Desolate

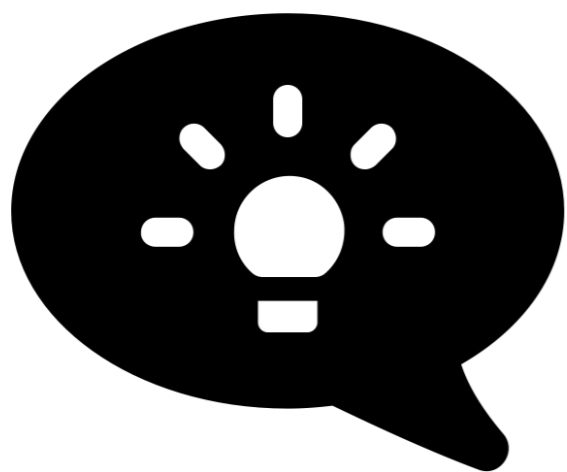




ENGLISH LANGUAGE

Paper 2

Sentence Stems and Top Tips





Paper 2 – Overview

Writers' viewpoints and perspectives
1 hr 45 minutes



Reading: you are given **two extracts – One from a 20th century **non-fiction** text and one from a 19th century non fiction text**

- Q1** - read a specific section either from Source A or B and **tick the four boxes which are true** [4 marks] **3 minutes**
- Q2** – read **both** Source A and Source B and **summarise** each source [8 marks] **12 minutes**
- Q3** – Read a particular section from either Source A or Source B and analyse **language**[12 marks] **15 minutes**
- Q4** – Read both sources and **compare the writers' ideas and perspectives** on a certain theme [16 marks] **25 minutes**

Writing: Writing to explain, argue or persuade

Q5 - Focus on language devices, sentence starters, paragraphing, punctuation, vocabulary [40 marks] **45 minutes**

5 minutes reading through sources and checking



Question 2: Summary

8 marks

12 minutes

Single sentence introduction that focuses on the points of comparison you're going to make.

Whilst in Source A, _____ is _____ and _____, in Source B the _____ is _____ and _____.

S

Statement

Firstly, the author from Source A suggests ...
The writer emphasises the fact that ...

Q

Quotation

This is demonstrated through

I

Inference

This might suggest to the reader

I

We can also infer from this that . . .

I

Furthermore, we learn from this idea that . . .

CC

Comparative Connective. . .

1. Make a clear point about Source A
2. Quote
3. You must comment on what you can infer
4. Use a comparative connective and repeat for source B

Use comparative connectives to link the two sources together:

On the other hand
Conversely
On the contrary
In opposition
Opposingly
On the contrary



Q2: Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive Summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: *Makes perceptive inferences from both texts *Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts
Level 3 Clear, relevant Summary 5-6 marks	Shows clear synthesis and interpretation of both texts: *Makes clear inferences from both texts *Selects clear references/textual detail relevant to the focus of the question *Statements show clear differences between
Level 2 Some attempts at summary 3-4 marks	Shows some interpretation from one/both texts: *Attempts some inference(s) from one/both texts *Selects some appropriate references/textual detail from one/both texts *Statements show some difference(s) between texts
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: * Offers paraphrase rather than inference *Makes simple reference/textual details from one/both texts * Statement(s) show a simple difference between texts



Question 3: Language Analysis

12 marks
15 minutes

Thesis statement:

- Use **3 adjectives** to describe the focus of the question
- Then use the phrase **'it's almost as if the writer...'** to consider the wider effect the writer was trying to achieve.

The use of '_____' portrays the _____ as...
 Cleverly, the word '_____' is repeated to suggest...
 The writer uses the words '_____' to describe....
 The word...emphasises how
 The verb/language feature... implies

This further reinforces...
 This powerfully evokes a sense of...
 To create feelings of...
 Which ultimately reinforces the idea of...
 Makes the reader understand the severity of...

1. Begin with your thesis statement
2. Make a clear point about language
3. Quote
4. Zoom in at word level focusing on the feeling or mood created in the text. You must comment on what it makes the reader think or feel.

Subject terminology

Metaphor
 Simile
 Personification
 Oxymoron
 Alliteration
 Verb
 Adverb
 Adjective
 Juxtaposition
 Plosive language
 Sensory language
 Semantic field



Q2: Mark Scheme

Level	Skills Descriptors
Level 4: Detailed, perceptive analysis 7-8 marks	Shows detailed and Perceptive understanding of <i>language</i> : <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of <i>language</i> • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology
Level 3: Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of <i>language</i> • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology
Level 2: Some understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <ul style="list-style-type: none"> • Attempts to comment on the effect of <i>language</i> • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately
Level 1: Simple, limited comment 1-2 marks	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> • Offers simple comment on effect of <i>language</i> • Selects simple references or textual detail • Makes simple use of subject terminology, not always appropriately



Q4: Comparing writers' thoughts and feelings

16 marks
25 minutes

Write a mini thesis for each source:

A big idea that links to the focus of the question for each source (they don't have to be the same)

Clear point linked to question:

Source [?] is centred around the idea that...

The writer's feelings about [link to question] centre around...

Quotation

This is demonstrated through

We learn this through the quotation '...'

Analysis of method:

The use of '_____' portrays the _____ as...

Cleverly, the word '_____' is repeated to suggest...

The writer uses the words '_____' to describe....

The word...emphasises how

The verb/language feature... implies

Explanation of writers ideas:

This implies the writer thinks/feels/believes...

Therefore writer may be feeling...

1. Make a clear point about Source A
2. Quote
3. You must analyse the language in relation to the writers' thoughts and feelings
4. Explain the writers' thoughts and feelings – linking back to the question
5. Use a comparative connective and repeat for source B

Use comparison connectives to link the two sources together:

On the other hand
Conversely
In opposition
Oppositely
On the contrary



Q4: Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive, detailed evaluation 13-16 marks	<ul style="list-style-type: none"> Compares ideas and perspectives in a perceptive way Analyses how writers' methods are used Selects a range of judicious supporting detail from both texts Shows a detailed understanding of the different ideas and perspectives in both texts
Level 3 Clear, relevant evaluation 9-12 marks	<ul style="list-style-type: none"> Compares ideas and perspectives in a clear and relevant way Explains clearly how writers' methods are used Selects relevant detail to support from both texts Shows a clear understanding of the different ideas and perspectives in both texts
Level 2 Some attempts 5-8 marks	<ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used Selects some appropriate textual detail/references, not always supporting from one or both texts Identifies some different ideas and perspectives
Level 1 Simple, limited evaluation 1-4 marks	<ul style="list-style-type: none"> Makes simple cross reference of ideas and perspectives Makes simple identification of writers' methods Makes simple references/textual details from one or both texts Shows simple awareness of ideas and/or perspectives



The Technique for Paper 2: Question 5

40 marks
45 minutes

1. Introduction. Introduce your main idea referencing those found in the statement

Consider using short sentences, rhetorical questions, alliteration



2. Anecdote (a short story to support your argument).

Use emotive language, similes, metaphors, vocabulary. Start with: *Imagine this / picture this/ There was a time when...* (semi-colon)



3. Support your opinions (because) (you'll aim to do this twice before introducing your counter argument)

Consider using: Imperative verbs, facts, statistics



4. Challenge the other side of the argument (but) (this is your counter argument; you will sandwich this between your points)



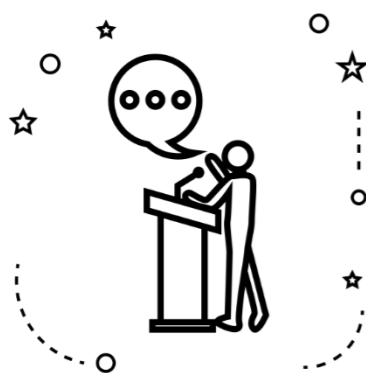
5. Talk about a way forward, a solution (so) (introduce your final point)

Consider using: direct address, emotive language, triplets



6. Cyclical Structure

End by going back to your BIG IDEA and why it is so important



Q5: Persuasive Writing Mark Scheme

/24 Content

/16 Spelling, Punctuation
and Grammar

Article: Headline, subheadings

Speech: salutation, sign off

Letter: salutation, sign off

Leaflet: Headline, subheadings, *writing only*

Essay: clear structure

Discourse markers:

Firstly,

Secondly,

Thirdly,

Furthermore,

Moreover,

To develop this idea,

In conjunction with this point,

Expanding on this further,

Cleverly,

Interestingly,

This illustrates to us...

This could exemplify...

Thus is insinuating...

This can teach/warn the public about...

Language Devices:

Direct address

Alliteration /
anecdote

Facts

Opinions

Rhetorical
questions

Emotive language

Statistics

Triples

Stylistic devices:

Paragraphs

Simple sentences

Compound sentences

Complex sentences

., ? !

" " , ; :

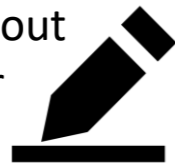
() –



Revision Techniques for English Language

Revision Technique: Blurting

Here you 'blurt' (write down) everything you remember about the topic from memory. Then once you've finished you look at your notes and books to fill in any parts you missed out. This is great for finding gaps in your knowledge to help you figure out which sections need more revision. This process can be repeated throughout your revision to test your growing knowledge.



Revision Technique: Pomodoro

This simple technique uses a combination of short revision bursts and breaks to make the most of your attention span. It's easy – revise for 25 minutes then have a 5 minute break! Do this cycle 4 times, then have a longer 25 minute break. Once refreshed you can begin the cycle again!



Revision Technique: Test Yourself

Here you can either create questions or look at past papers to test yourself. Alternatively, you can ask friends and family to ask questions that you can then answer. This is also a great technique if you have organised a revision session with a friend who is studying the same subject, as you can take it in turns.



Revision Technique: Dual Coding

Do you like the way this revision pack has used a combination of text and linking images? If so, that's dual coding! Some students find adding imagery or doodles into their notes helps them to remember certain facts better. Using highlighters and other colour can also be a great way to make key facts stand out.



Revision Technique: Teach Someone Else

Explaining what you have learnt to someone else is a brilliant way to make sure you understand the topic – it can also help you to identify areas where there are gaps in your knowledge that you need to fill. You can start off by teaching someone using your notes, then as you get more confident you can do it completely from memory.



Revision Technique: Record Yourself

Sometimes our eyes need a break from reading, but we still want to revise – that's where recordings of revision notes become useful. Using your phones voice-notes or another device, record yourself reading your revision notes calmly and clearly. These can then be listened to on a walk, while you're doing a hobby, on the bus or even while exercising.



Revision Technique: Rewrite & Condense Your Notes

Repetition is key to revising, but alternating how it is done can keep things fresh and engaging. Creating mind maps is one great visual way of reformatting information into bitesize chunks. Other tested methods include: writing facts/quotes onto post-it notes, creating your own subject posters and making flash cards!



Most importantly: LOOK AFTER YOURSELF...

- Take regular breaks – rest helps your brain process what it's just learnt.
- Stay hydrated – studies show even mild dehydration can affect memory, mood and concentration.
- Ask for help if you need to and lean on your support network (either at home or in school).
- Eat nutritional food.
- Try to get enough sleep.



If you have any queries about how best to revise for English – please contact your English teacher.



You can use these questions at home to prompt discussion around the English Language exams...

English Language Papers

- Can you tell me what the timings are for each question of the Language papers?

Paper 1

- Q1: 3 mins
- Q2: 12 mins
- Q3: 12 mins
- Q4: 25 mins
- Q5: 45 mins

Paper 2

- Q1: 3 mins
- Q2: 12 mins
- Q3: 15 mins
- Q4: 20 mins
- Q5: 45 mins

- How can you revise for these papers?
- Why is planning your Q5 response so important?
- What are some of the main ingredients for a successful Q5? Refer to Paper 1 and Paper 2.

Some suggested discussion topics for Paper 2

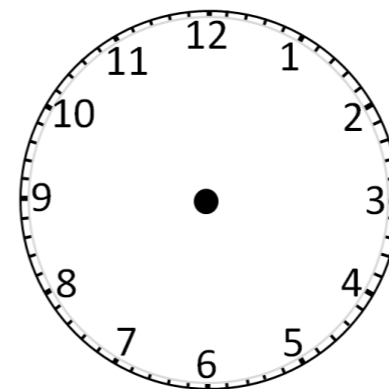
(Viewpoints and Perspectives)

- Climate Change
- Homelessness
- Food / Fuel Poverty – Heat or Eat?
- Football Industry
- The Education System
- Emotional Well-being
- The impact of social media and gaming
- Social Media
- Festivals
- School Holidays
- Phones in Schools
- Voting Age

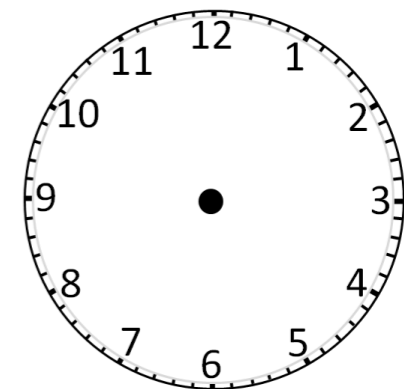
Any other topical issues you can debate with your child...

Use the clocks below to map out how much time to spend on each paper.

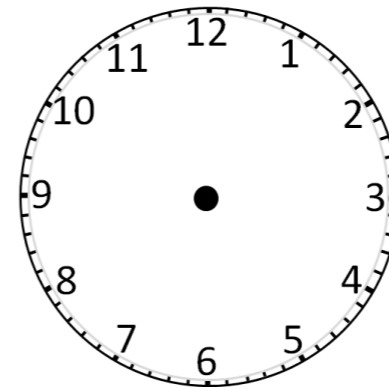
Paper 1



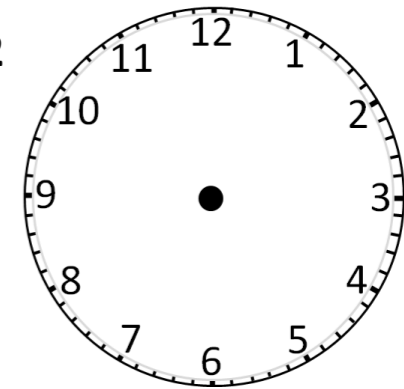
Paper 1



Paper 2



Paper 2



Useful Websites and links

MrBruff.com (You can also find him on YouTube)

[GCSE Eng Lang –](https://www.bbc.co.uk/bitesize/examspecs/zcbchv4)

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

[Mr Salles Teaches English – YouTube](https://www.cliffsnotes.com/)

<https://www.cliffsnotes.com/>

