

# GCSE English Language and Literature

English Literature (8702)



English Language (8700)



All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>• one literature fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>• descriptive or narrative writing</li></ul>
<b>Assessed</b> <ul style="list-style-type: none"><li>• written exam: 1 hour 45 minutes</li><li>• 80 marks</li><li>• 50% of GCSE</li></ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"><li>• 1 short form question (1 x 4 marks)</li><li>• 2 longer form questions (2 x 8 marks)</li><li>• 1 extended question (1 x 20 marks)</li></ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"><li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>

Paper 2: Writers' Viewpoints and Perspectives
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>• one non-fiction text and one literary non-fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>• writing to present a viewpoint</li></ul>
<b>Assessed</b> <ul style="list-style-type: none"><li>• written exam: 1 hour 45 minutes</li><li>• 80 marks</li><li>• 50% of GCSE</li></ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – two linked texts <ul style="list-style-type: none"><li>• 1 short form question (1 x 4 marks)</li><li>• 2 longer form questions (1 x 8, 1 x 12 marks)</li><li>• 1 extended question (1 x 16 marks)</li></ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"><li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>



Non-examination Assessment: Spoken Language
<b>What's assessed</b> (AO7–AO9) <ul style="list-style-type: none"><li>• presenting</li><li>• responding to questions and feedback</li><li>• use of Standard English</li></ul>
<b>Assessed</b> <ul style="list-style-type: none"><li>• teacher set throughout course</li><li>• marked by teacher</li><li>• separate endorsement (0% weighting of GCSE)</li></ul>

# Language:



# Literature:

## Paper 1: Shakespeare and the 19th-century novel

### What's assessed

- [Shakespeare plays](#) (page 11)
- [The 19th-century novel](#) (page 11)

### How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

## Paper 2: Modern texts and poetry

### What's assessed

- [Modern prose or drama texts](#) (page 11)
- [The poetry anthology](#) (page 12)
- [Unseen poetry](#) (page 13)

### How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



# Year 11 Plan: Autumn Term

**English Language:**

**Mini-mocks**

**English Literature:**

**An Inspector Calls**





## Year 11 Pre Mock English Revision

Every Wednesday in the classrooms indicated

3:00pm to 4:00pm

Week	Date	Topic	Revision	Masterclass
B	10/09/25	Paper 2 LANG: Q3	Mrs Cant 103 Mrs Hockley 100	Mrs Ludlow 003
A	17/09/2025	Paper 2 LIT: AIC	Mr Williams 105 Mrs Cant 103	Miss Niles 101 Mrs Power 100
B	24/09/2025	Paper 2 LANG: Q4	Mrs Hockley 100 Mrs Thomas 110a	Mrs Ludlow 003 Mrs Slater-Jones 005
A	01/10/2025	Paper 2 LIT: P&C – Exposure / Storm on the Island	Mrs Ambridge 004 Miss Niles 101	Mr Howcroft 104 Mrs Cant 103
B	08/10/2025	Paper 2 LANG: Q5 – Help with Planning	Mrs Haskins 106 Mrs Slater-Jones 005	Mrs Ludlow 003 Mr Williams 105
A	15/10/2025	Paper 2 LIT: P&C – The Prelude / Ozymandias	Mrs Cant 103 Mr Howcroft 104	Miss Niles 101 Mrs Ambridge 004
B	22/10/2025	Paper 2 LANG: Mark up and Q4	Mrs Thomas 110a Mr Howcroft 104	Mrs Power 100 Mrs Ludlow 003



# The Booklets

**Richard Lander School**

**English Literature**

**AQA**

**Revision Guide**

(2025-2026)



Unseen Poetry



**Richard Lander**  
**English Language**

**AQA**

**2025-26**



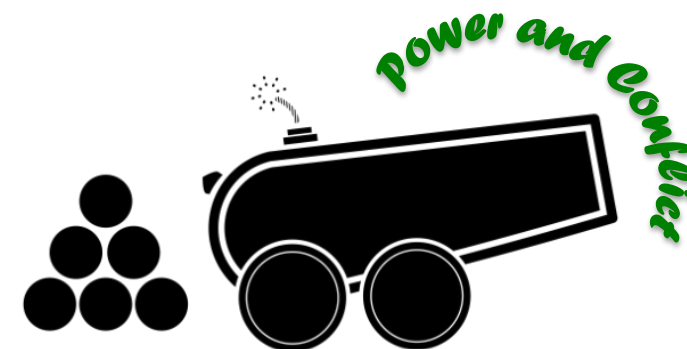
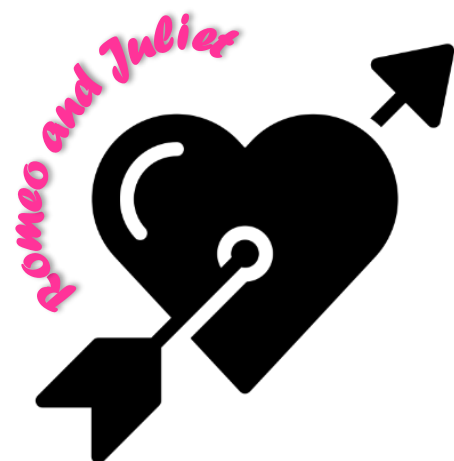
# ***Richard Lander School***

## ***English Literature***

### **AQA**

## ***Revision Guide***

**(2025-2026)**







# English Literature GCSE



## Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel

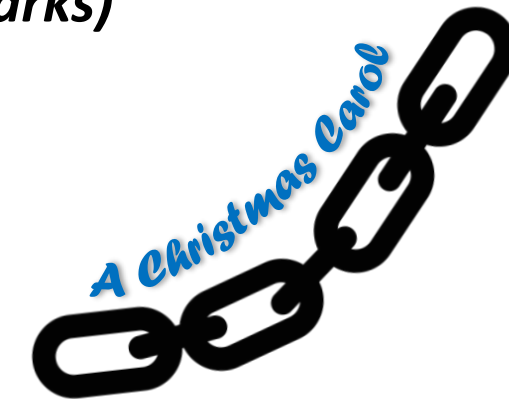
**Section A: Romeo and Juliet (30 marks + 4 SPaG marks)**

**Section B: A Christmas Carol (30 marks)**

- 1 hour and 45 minutes
- 64 marks
- 40% of GCSE

Extract and whole text.

Closed book exam



*An Inspector Calls*

## Paper 2: Modern Texts and Poetry

**Section A: An Inspector Calls (30 marks + 4 SPaG marks)**

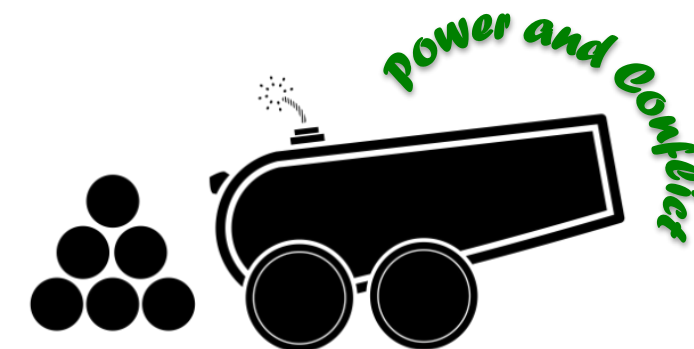
**Section B: Conflict Poetry (30 marks)**

**Section C: Unseen Poetry: (24 marks)**

**Section C: Unseen Comparison (8 marks)**

- 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Closed book exam







AO1  
12 Marks

- Make an insightful point – relate back to the question in your opening line, consider writing about a **clever or complex idea**, that may be unusual.
- Choose a **relevant quotation** that will support your point – but will also show a understanding of the text. For a Grade 7-9 response you would also need to embed smaller, relevant quotations in the body of your answer.

AO2  
12 Marks

- **Analyse language/structure at word level**, relating back to your point and the question.
- To be exploratory in your analysis, you **MUST offer an alternative viewpoint**. Ensure you have developed your response.
- You need to comment on what the language makes the reader think or consider.

AO3  
6 Marks

- Embed relevant contextual information. This could be referencing the author's/ poet's views and why you think he/she may have presented an idea in a certain way or it could relate to relevant historical detail.

AO1: Point and Quote	<p><b>1. Explore the question focus</b> [The author] explores [ref question] through ...</p> <p><b>2. Add Detail to Your Idea</b> This is shown in/at [location in text] when...</p> <p><b>3. Explain why quote is important</b> This is demonstrated by [QUOTE] which is so important because...</p>
A02: Exploded analysis	<p>Firstly, the [language feature] implies...</p> <p>Expertly, [the author] uses the [language feature] to represent...</p> <p>Moreover, the use of...</p> <p>Furthermore, <b>perhaps</b> this idea could be developed by...</p> <p><b>This could make the reader consider...</b></p>
A03: Context	<p>Contextually, this is significant as [the author] is clearly trying to teach/warn/celebrate/criticise/reveal the importance of...</p> <p>OR</p> <p>This could be of historical importance as it links to...</p>
AO1: link back to question	<p>Therefore, [ref question] is [epitomised/typified/accentuated] at this moment because...</p>

<p><u>Verbs of Inference</u> suggests/implies/indicates conveys/depicts/signifies illustrates/exemplifies/highlights alludes to/insinuates/intimates</p>
<p><u>Analytical Verbs</u> accentuates/intensifies enhances/heightens creates/establishes/builds encapsulates/epitomises/typifies reinforces/strengthens symbolises/represents evokes</p>
<p><u>Reader's Response</u> shocks/horrifies/disgusts surprises/astonishes/amazes intrigues/entices confuses/perplexes/bewilders alienates/isolates overwhelms frustrates/angers/infuriates inspires/emboldens/empowers</p>
<p><u>Adverbs of Affirmation</u> definitely/surely/certainly deliberately/cleverly frequently/regularly unquestionably/indubitably characteristically/typically</p>
<p><u>Modal Verbs</u> could might may</p>





# ♥ Romeo and Juliet ♥

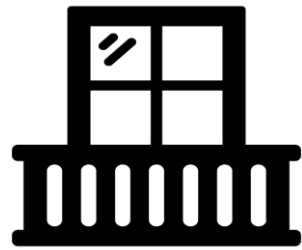
Paper 1

After the Montagues and the Capulets brawl, Capulet announces he will host a ball.



1:1

Act 1



Beneath Juliet's balcony, Romeo overhears Juliet's declaration of love for him.

2:1

Act 2

Mercutio is killed by Tybalt. Romeo kills Tybalt and is banished by the Prince



3:1

Act 3

Romeo flees to Mantua, and Juliet's wedding to Paris is arranged.



3:5

Act 4



Juliet takes the drug and is found apparently dead in her bed.

4:3  
4:4

Lying next to Juliet's body, Romeo takes poison and dies.



5:3

Act 5



Horried by the discovery of the dead lovers, the Montagues and Capulets end their feud.

5:3

At the ball, masked Romeo Montague is overwhelmed by Juliet's beauty.



1:5



Romeo and Juliet are secretly married by Friar Lawrence.

2:6

Romeo and Juliet spend their wedding night together.



3:5

Juliet is persuaded by Friar Lawrence to drug herself to escape her wedding to Paris.



4:1

Returning to Verona, Romeo sneaks into Juliet's tomb but meets Paris and kills him in a fight.



5:3


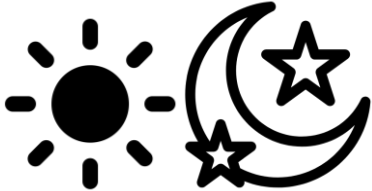



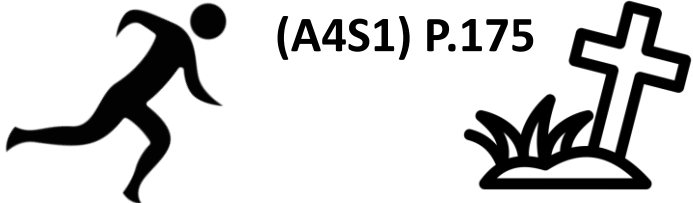


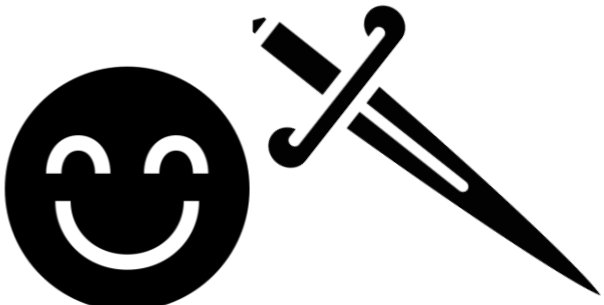



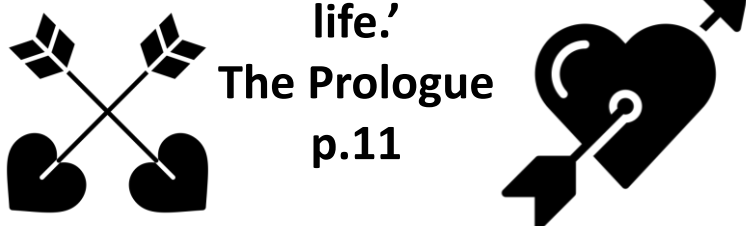


Juliet wakes to find Romeo dead and stabs herself in despair.



5:3



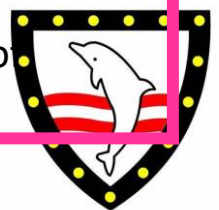
# Romeo and Juliet

Romeo	<p>Love is a smoke made with the fumes of sighs.' Romeo (A1S1) p.25</p> 	<p>'It is the east, and Juliet is the sun. / Arise, fair sun, and kill the envious moon.' Romeo (A2S2)</p> 	<p>'And fire-eyed fury be my conduct now!' 'O, I am fortune's fool.' Romeo (A3S1)</p> 
Juliet	<p>'My bounty is as boundless as the sea, my love as deep.' (Juliet A2S2) P.79</p> 	<p>'You have comforted me marvellous much.' 'Ancient damnation, O most wicked fiend.' Juliet (A3S5) P.169</p> 	<p>'O bid me leap into a new-made grave...without fear or doubt to live an unstained wife to my sweet love.' Juliet (A4S1) P.175</p> 
Conflict	<p>"..talk of peace! I hate the word, As I hate hell, all Montagues, and thee." (Tybalt A1S1) p.17 'My only love sprung from my only hate.' Juliet (A1S5) P.63</p> 	<p>'O Calm, dishonourable, vile submission' 'A plague on both your houses.' Mercutio (A3S1) P.121</p> 	<p>'O happy dagger!' Juliet (A5S3) P.223</p> 
Age Vs Youth	<p>'My child is yet a stranger in the world.' Lord Capulet (A1S2) p.29</p> 	<p>'Hang thee young baggage disobedient wretch.' Capulet (A3S5) p.165</p> 	<p>'Death lies on her like an untimely frost / Upon the sweetest flower of all the field.' (Lord Capulet) p.193</p> 
Fate	<p>'A pair of star-crossed lovers take their life.' The Prologue p.11</p> 	<p>'These violent delights have violent ends, And in their triumph die like fire and powder which as they kiss consume.' The Friar (A2S6) p.111.∴</p> 	<p>'shake the yoke of inauspicious stars from this world-wearied flesh.' Romeo (A5S3)</p> 



# A03 Context: Romeo and Juliet

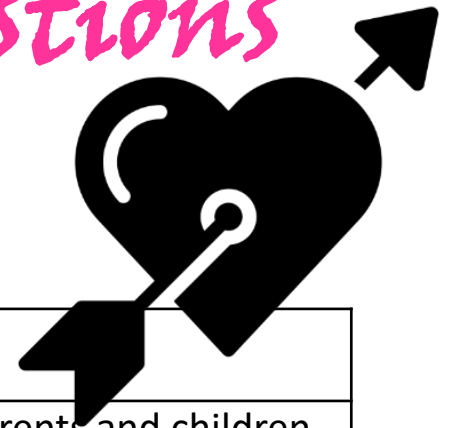
Romeo	<ul style="list-style-type: none"> <li>• <b>Exposes</b> the tension between Romeo's emotional vulnerability and societal expectations of male strength, showing how sensitivity was often seen as weakness.</li> <li>• <b>Explores</b> the destructive pressure on young men to defend honour with violence, as Romeo feels compelled to kill Tybalt to prove his masculinity.</li> <li>• <b>Contrasts</b> Romeo's poetic, idealistic love with Mercutio's crude, mocking attitude, revealing a spectrum of masculine behaviour in Shakespeare's world.</li> <li>• <b>Suggests</b> that toxic masculinity contributes to tragedy, as Romeo's desire to be seen as honourable leads him to make rash, irreversible decisions.</li> <li>• <b>Questions</b> the idea that masculinity must be expressed through aggression, portraying Romeo as both a lover and a fighter, caught between opposing identities.</li> </ul>
Juliet	<ul style="list-style-type: none"> <li>• <b>Reinforces</b> the idea that women were expected to be obedient daughters, as Juliet initially submits to her parents' will, showing the restrictive expectations placed on girls.</li> <li>• <b>Challenges</b> traditional gender roles by allowing Juliet to defy her father and choose love over duty, suggesting Shakespeare's sympathy for individual agency within a patriarchal system.</li> <li>• <b>Highlights</b> how Juliet's sexual and emotional independence (especially in the balcony and wedding scenes) subverts the Elizabethan ideal of silent, passive femininity.</li> <li>• <b>Reflects</b> the limited autonomy of women, as Juliet is ultimately trapped by decisions made by the men around her — father, husband, Friar — underlining the dangers of a male-dominated society.</li> <li>• <b>Criticises</b> a culture in which women are commodified in marriage negotiations, as seen in Capulet's treatment of Juliet as his property to trade for social advantage.</li> </ul>
Conflict	<ul style="list-style-type: none"> <li>• <b>Illustrates</b> how honour culture demands violence to defend reputation, as seen in Tybalt's obsession with duelling and Romeo's eventual participation.</li> <li>• <b>Demonstrates</b> that pride often overrides reason, particularly when Romeo kills Tybalt, transforming personal grief into social revenge.</li> <li>• <b>Critiques</b> the generational perpetuation of conflict, with older men like Capulet and Montague failing to end a feud that consumes their children.</li> <li>• <b>Reveals</b> that the pursuit of honour and revenge leads to a cycle of escalation, turning personal grievances into collective tragedy.</li> <li>• <b>Warns</b> against allowing pride to dictate action, as Shakespeare shows how male ego and status lead directly to loss and death.</li> </ul>
Age Vs Youth	<ul style="list-style-type: none"> <li>• <b>Depicts</b> the older generation as out of touch, with Capulet and the Nurse misunderstanding or dismissing the emotional depth of young love.</li> <li>• <b>Emphasises</b> the impulsiveness and intensity of youth, contrasting it with the caution or stubbornness of adults like Friar Lawrence and Capulet.</li> <li>• <b>Reinforces</b> patriarchal dominance through Capulet's fury when Juliet disobeys him, showing how daughters were expected to be submissive and silent.</li> <li>• <b>Undermines</b> the wisdom of the old, as their advice and decisions (e.g., Friar's plan, the Nurse's betrayal) contribute to the lovers' downfall.</li> <li>• <b>Highlights</b> the rigid structure of social hierarchy and family authority, suggesting that young people are often powerless against systems designed to control them.</li> </ul>
Fate	<ul style="list-style-type: none"> <li>• <b>Foreshadows</b> inevitable tragedy with the Prologue's "star-cross'd lovers", suggesting from the outset that fate governs the characters' lives.</li> <li>• <b>Blames</b> Romeo's hamartia — his impulsiveness — for accelerating the tragic events, aligning him with the classical model of a flawed tragic hero.</li> <li>• <b>Blurs</b> the boundary between fate and free will, as characters frequently make poor choices that seem driven by both destiny and emotion.</li> <li>• <b>Strengthens</b> the theme of fatal miscommunication, portraying fate as an invisible force working through coincidence and timing.</li> <li>• <b>Reflects</b> Elizabethan beliefs in astrology and divine will, using fate not just as a plot device but as a commentary on human helplessness in the face of destiny.</li> </ul>



# AQA Literature Paper 1: Past Paper Questions

## SECTION A: Romeo and Juliet

30 marks

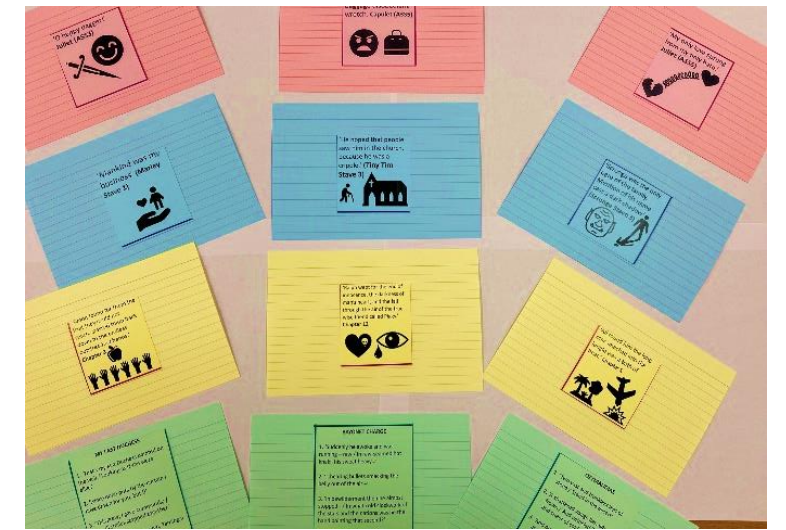


Text	Exam	Extract	Question
	June 2025	Act 3, Scene 5	Starting with this moment in the play, explore how Shakespeare presents relationships between parents and children
Romeo and Juliet	June 2024	Act 2 Scene 5	Starting with this speech, explore how Shakespeare presents the difficulties faced by Juliet in Romeo and Juliet.
	June 2023	Act 3 Scene 2	Starting with this speech, explore how Shakespeare presents Juliet's feelings towards Romeo.
	June 2022	Act 2 Scene 2	Starting with this speech, explore how Shakespeare presents Romeo's feelings towards Juliet.
	Nov 2021	Act 3 Scene 2	Starting with this conversation, explore how far Shakespeare presents Juliet as a female character with strong emotions.
	June 2021	Act 3 Scene 2	Starting with this conversation, explore how far Shakespeare presents Juliet as a female character with strong emotions.
	Nov 2020	Act 1 Scene 1	Starting with this speech, explore how Shakespeare presents the effects of the conflict between the Capulet and Montague families. (Prince speech)
	June 2020	Act 1 Scene 1	Starting with this speech, explore how Shakespeare presents the effects of the conflict between the Capulet and Montague families. (Prince speech)
	June 2019	Act 1 Scene 5	Starting with this conversation, explore how Shakespeare presents the relationship between Romeo and Juliet.
	June 2018	Act 3 Scene 5	Starting with this moment in the play, explore how Shakespeare presents relationships between adults and young people in Romeo and Juliet.
	June 2017	Act 1 Scene 1	Starting with this conversation, explore how Shakespeare presents aggressive male behaviour in Romeo and Juliet.
	SAMS3	Act 2 Scene 2	Starting with this moment in the play, how does Shakespeare present Romeo's attitudes to love?
	SAMS2	Act 3 Scene 2	Starting with this speech, explore how Shakespeare presents attitudes towards love in Romeo and Juliet.
	SAMS1	Act 1 Scene 2	Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as a good father.



# Intro to Literature Revision:

For every flashcard complete the following:



## AO1:

- What **characters or themes** does your quotation link to? Why is it a **significant** quotation? Write these ideas across the top of your flashcard.

## AO2:

- Explode the **language/structure** within the quote x3 (*implies/suggests/denotes*)


## AO3:

- Contextually, the [author/poet] is clearly trying ***to criticise/ to warn/ to reveal the importance of/ to celebrate/ to teach...***
- **OR**
- Historically, these ideas are significant as they are linked with...







**'O happy dagger!'**  
Juliet (A553)



**'Mankind was my business'** (Marley Stave 1)



**'Simon found for them the fruit they could not reach...passed them back down to the endless outstretched hands.'**  
Chapter 3



**MY LAST DUCHESS**


1. 'That's my last Duchess painted on the wall / Looking as if she were alive.'
2. '(since none puts by the curtain I have drawn for you, but I)'
3. 'This grew; I gave commands; / how all smiles stopped together; / Taming a

**Romeo, Love, Juliet**

**AO1:** Romeo, Rosaline, love, fickle nature

**AO2:** 'O brawling love, O loving hate!' (Romeo A151)

**AO3:** Oxymoron - demonstrates his pain felt at his rejection - ironic as he is about to meet Juliet - fickle nature of teenagers dictated by the patriarchy

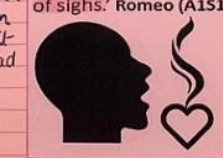


**Romeo, Love, Juliet**

**AO1:** 'gumes' - connotes poison, gumes can affect clear thinking - F/S how although love intoxicates him at the beginning, it will ultimately lead to his death

**AO2:** 'Love is a smoke made with the fumes of sighs' (Romeo A151)

**AO3:** metaphor - love is blinding Romeo's passion causes him to lose his senses - his vision is altered by his love - F/S the foolish decisions he will make - he can't see clearly




**Juliet Death Destiny AO1**

**AO2:** Oxymoron - Stabbing was considered the most noble form of death - More masculine than Romeo's physical - Dying in battle of love

**AO3:** 'O happy dagger!' Juliet (A553)

**Female empowerment** - the only thing she can take control of is her death - As Shakespeare was quite liberal, he may have thought that women should have more power - Exclamation showing Juliet declaring her final act in the name of love

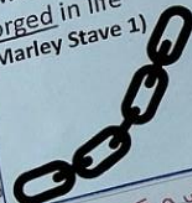


**AO1:** Marley, Scrooge, karma, redemption, punishment, sins, purgatory

**AO2:** noun 'chain' implies entrapment, imprisonment, torture, punishment

**AO3:** 'I wear the chain I forged in life' (Marley Stave 1)

**AO3:** Charles Dickens wanted to warn society of their arrogance. He does this by suggesting punishment after life, which alludes to the idea of hell - To a very religious Elizabethan audience, this would be awakening

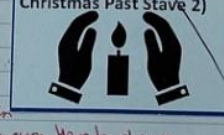


**Redemption, memory, Scrooge, karma, Scrooge, Change**

**AO1:** 'Would you so soon put out with worldly hands the light I give?' (Ghost of Christmas Past Stave 2)

**AO2:** metaphor - light represents hope, redemption - Scrooge is not yet ready to change - but with hope


**AO3:** Dickens writing Capitalist leaders in the Industrial Revolution - hard work he causes them to change



**AO1:** Tiny Tim, Religion, Society, Hope

**AO2:** 'He hoped that people saw him in the church, cripple.' (Tiny Tim Stave 3)

**AO3:** Dickens showing the importance of society's need to help the poor




**Jack, the boys changing, descent into savagery**

**AO1:** 'For hunting. Like in the war. You know - dazzle paint.' 'charcoal stick between the patches of red and white' 'awesome stranger' 'The mask compelled them.' Chapter 4

**AO2:** Jack's imagery - colour imagery - the boys are true to his nature - Jack is based on a hunter - presents him as tyrannical - noun - Jack is the one who changes - verb - Jack is the one who changes - verb - Jack is the one who changes


**AO3:** 'The mask compelled them.' Chapter 4



**AO1: Ralph, Piggy, Loss of Innocence**

**AO2:** 'Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true wise friend called Piggy.' Chapter 12


**AO3:** Represents the evil in everyone that William Golding believed existed and where society can crumble too



**Jack - Missed kill - Humanity**

**AO1:** 'Because of the enormity of the knife descending and cutting into living flesh; because of the unbearable blood.' Chapter 1

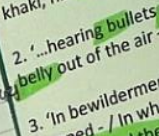
**AO2:** 'Golding showing that it is civilisation and social pressure that hold savagery from coming out.'



**AO1: Unpredictability of war, emotional conflict, vulnerability, emotional torment**

**AO2:** 'Suddenly he awoke and was running - raw / In raw-seamed hot khaki, his sweat heavy...' 'hearing bullets smacking the belly out of the air' 'In bewilderment then he almost stopped - / In what cold clockwork of the stars and the nations was he the hand pointing that second?' Chapter 2

**AO3:** 'Suddenly he awoke and was running - raw / In raw-seamed hot khaki, his sweat heavy...' 'hearing bullets smacking the belly out of the air' 'In bewilderment then he almost stopped - / In what cold clockwork of the stars and the nations was he the hand pointing that second?' Chapter 2

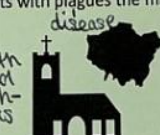


**Power of Humans, Misuse of power**

**AO1:** 'In every voice, in every ban / the mind-forged manacles I hear' 'Every blackening church appals' 'How the youthful harlot's curse / Blasts the new-born infant's tear' 'Blights with plagues the marriage-hearse'

**AO2:** 'In every voice, in every ban / the mind-forged manacles I hear' 'Every blackening church appals' 'How the youthful harlot's curse / Blasts the new-born infant's tear' 'Blights with plagues the marriage-hearse'

**AO3:** 'In every voice, in every ban / the mind-forged manacles I hear' 'Every blackening church appals' 'How the youthful harlot's curse / Blasts the new-born infant's tear' 'Blights with plagues the marriage-hearse'

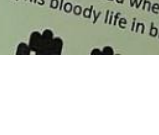


**Memory, guilt, conflict**

**AO1:** 'I see every round as it rips through his life -' 'his blood shadow stays on the street and I walk right over it week after week' 'End of story, except not really' 'he's here in my head when I close my eyes.../his bloody life in bloody hands.'

**AO2:** 'I see every round as it rips through his life -' 'his blood shadow stays on the street and I walk right over it week after week' 'End of story, except not really' 'he's here in my head when I close my eyes.../his bloody life in bloody hands.'

**AO3:** 'I see every round as it rips through his life -' 'his blood shadow stays on the street and I walk right over it week after week' 'End of story, except not really' 'he's here in my head when I close my eyes.../his bloody life in bloody hands.'







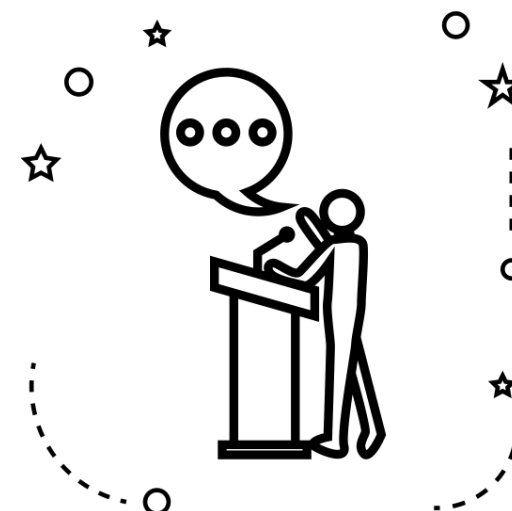
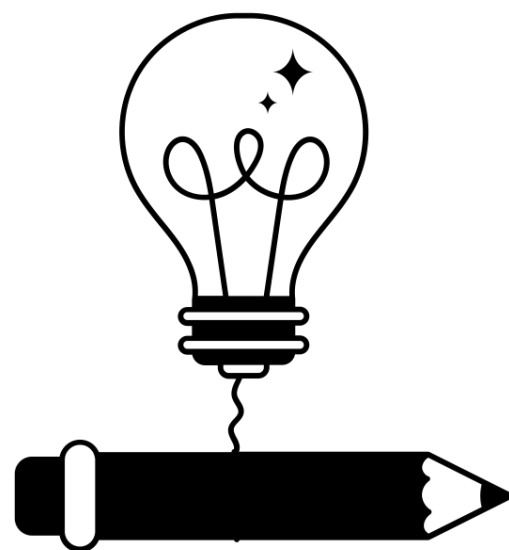

# **Richard Lander**

## **English Language**



### **AQA**

### **2025-26**





# 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

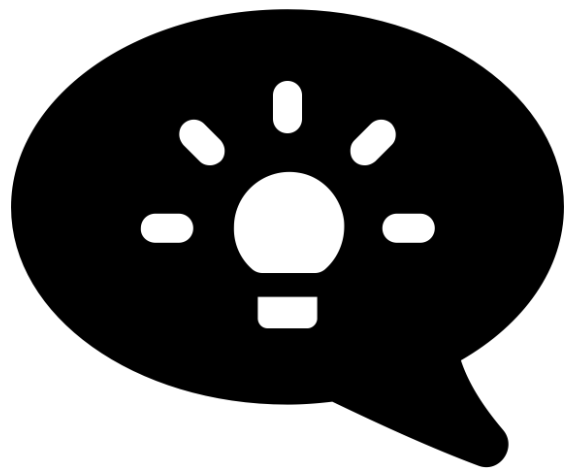






# ENGLISH LANGUAGE

## Paper 1 Sentence Stems and Top Tips



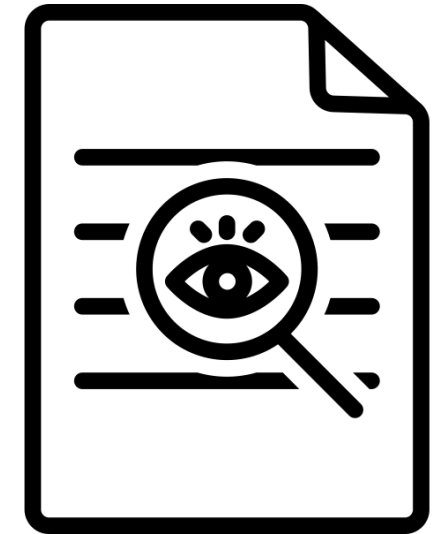
AQA





# Paper 1 – Overview

## Explorations in creative reading and writing *1 hr 45 minutes*



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

Read an extract from a story

- **Q1** - read a specific section and respond to **multiple choice** questions [4 marks] **3 minutes**
- **Q2** – read a specific section and answer a question on **language** [8 marks] **10 minutes**
- **Q3** – read the whole text and answer a question about **structure** [8 marks] **10 minutes**
- **Q4** – read a specific section and state analytically whether you **agree with a statement** 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

10 minutes

2 x dev paragraphs

- 1. The writer explores the idea of [ref question] when...
- 2. This is shown in 'QUOTE'
- 3. Firstly, the [language feature] implies...
- 4. Furthermore, the writer uses the [language feature] to present...
- 5. Moreover, the use of [language feature] makes the reader consider/feel...
- 6. Therefore, it is clear [ref question] is presented as...

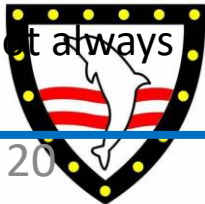
Language Features:

- |               |                             |
|---------------|-----------------------------|
| Word          | Metaphor                    |
| Phrase        | Simile                      |
| Imagery       | Sensory language            |
|               | Personification             |
|               | Oxymoron                    |
| Abstract noun | Alliteration                |
| Verb          |                             |
| Adverb        | Juxtaposition               |
| Adjective     | Plosive/fricative/sibilance |
|               | Semantic field              |



# Q2: Mark Scheme

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







**Question 3: Structure**  
**8 marks**  
**10 minutes**  
**2 x dev paragraphs**

Choose your two best moments from the text to write about.

Beginning

- 1. At the beginning of the text the writer creates a feeling of [ref question] when...
- 2. This is shown by 'QUOTE'
- 3. The use of the [structural feature] could suggest...

Shift

- 1. The writer then shifts the focus to...which heightens the feeling of [ref question]...
- 2. This is shown by 'QUOTE'
- 3. The use of [structural feature] creates a feeling [ref question] because...

Ending

- 1. The writer creates a really interesting feeling of [ref question] at the end of the text when...
- 2. This is shown by 'QUOTE'
- 3. Therefore, the use of [structural feature] makes the reader feel...

Beginning

- Structural features:
- Hook
  - Motif
  - Zooming in
  - Foreshadowing

Shift

- Shift in focus
- Shift in perspective
- Flashback
- Contrast

Ending

- Repetition
- Motif
- Cyclical structure
- Cliffhanger

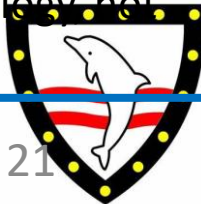
Possible Question Foci:

- Tension
- Anxiety
- Unease
- Suspense
- Intrigue
- Confusion



**Q3: Mark Scheme**

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





Question 4: Evaluate

20 marks

25 minutes

3 x dev paragraphs

P

1. Point:

I agree/partially agree with the statement when it says ‘\_\_\_\_\_’ because [identify a moment in the text that proves your point].

Q

2. Quote:

This is suggested by...

M

3. Method:

Firstly, the [language feature] could imply...

Furthermore, the writer uses the [language feature] suggest...

E

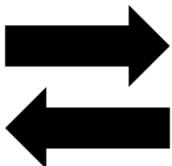
4. Effect:

This is so effective in guiding the reader’s response because it makes them feel...

S

5. Sandwich

Therefore, this clearly suggests that...



Language Features:

- Word
- Phrase
- Imagery
- Abstract noun
- Verb
- Adverb
- Adjective
- Metaphor
- Simile
- Sensory language
- Personification
- Oxymoron
- Alliteration
- Juxtaposition
- Plosive/fricative/sibilance
- Semantic field

Structural features:

- Hook
- Motif
- Zooming in
- Foreshadowing
- Shift in focus
- Shift in perspective
- Flashback
- Contrast
- Repetition
- Motif
- Cyclical structure
- Cliffhanger

Q4: Mark Scheme

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



# Paper 1: Question 5

40 marks

45 minutes

6 x paragraph structure

## 1. SINGLE SENTENCE PARAGRAPH

Time of day/ motif / use a semi-colon



## 2. PANORAMIC

Positive. Move from the top to bottom of the picture.



## 3. ZOOM

Zoom in on one aspect of the image – use sensory language



## 4. SINGLE SENTENCE PARAGRAPH

Emphasise the key feeling of your description in one line



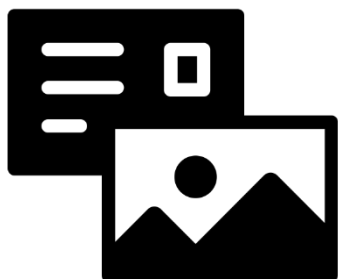
## 5. SHIFT

Negative – reference the passing of time, corrupt images used in paragraph 2.



## 6. CYCLICAL STRUCTURE

Revisit your motif and image used in the opening paragraph, but change slightly



### Language Features:

Metaphor  
Simile  
Sensory language  
Personification  
Oxymoron  
Alliteration  
Juxtaposition  
Plosive/fricative/sibilance  
Semantic field



### Possible Motifs:

1. Light / dark
2. Time/ decay
3. Eyes / vision



### Light / Dark

Incandescent (emitting light)  
Halcyon (golden, idealised, nostalgic)  
Luminous  
Saccharine (sweet, sentimental)  
Coruscating (flash or sparkle)  
Translucent

### Time / Decay

Ephemeral  
Transitory  
Nostalgic  
Permanence  
Languid  
Sedate

### Eyes / Vision

Penetrating  
Lucid  
Beaming  
Epiphanic (relating to a sudden realisation)  
Perceptive  
Revelatory

### Light / Dark

In the gloaming (in the twilight)  
Tenebrous (dark/ shadowy)  
Stygian (very dark)  
Shrouded  
Cimmerian  
Obscurity

### Time / Decay

Tarnished  
Corroded  
Festering  
Scabrous  
Desiccated  
Eroded

### Eyes / Vision

Myopic  
Distorted  
Vacant  
Glazed  
Skewed  
Occluded (blocked or obstructed view)

### Possible sentence structures:

#### 1. Antithesis

Example: *Quietly, she was full of hope, yet burdened by despair.*

#### 2. Anaphora

Example: *She saw the broken windows. She saw the shattered glass. She saw the silence that followed.*

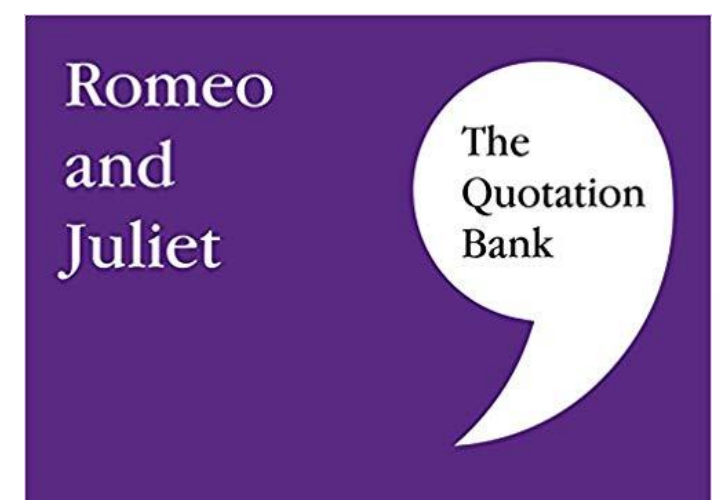
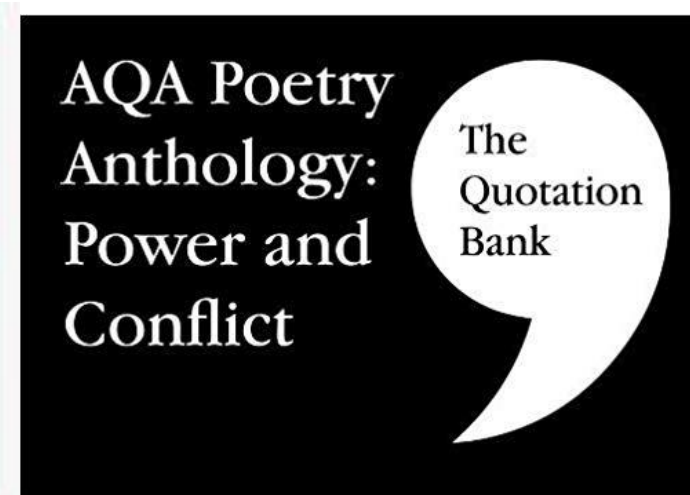
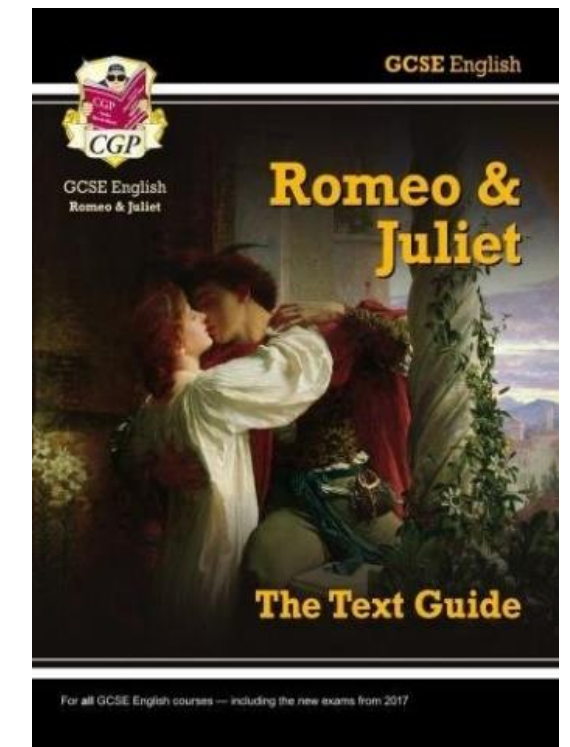
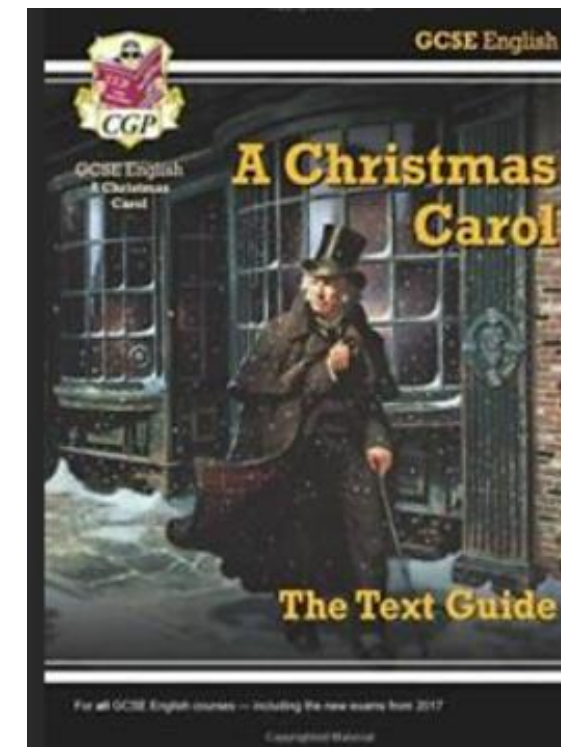
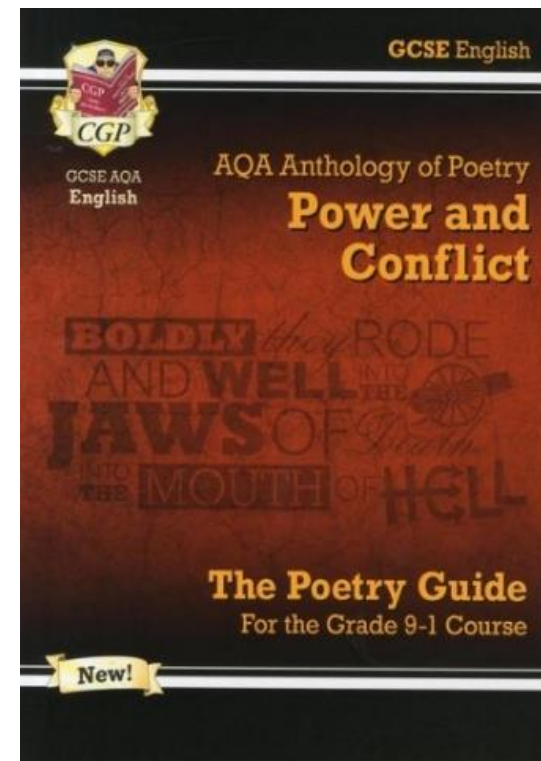
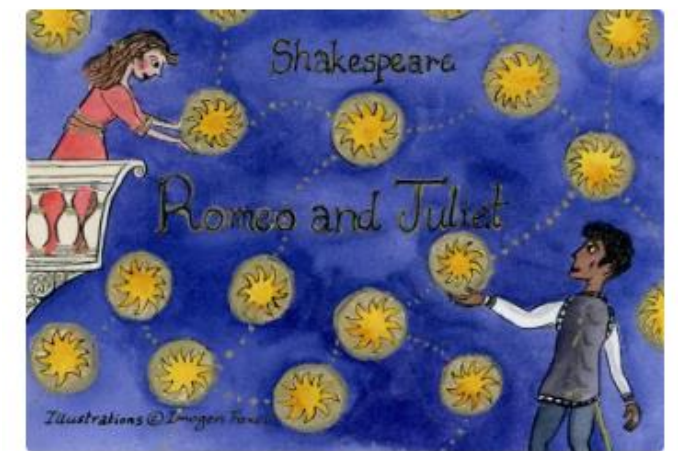
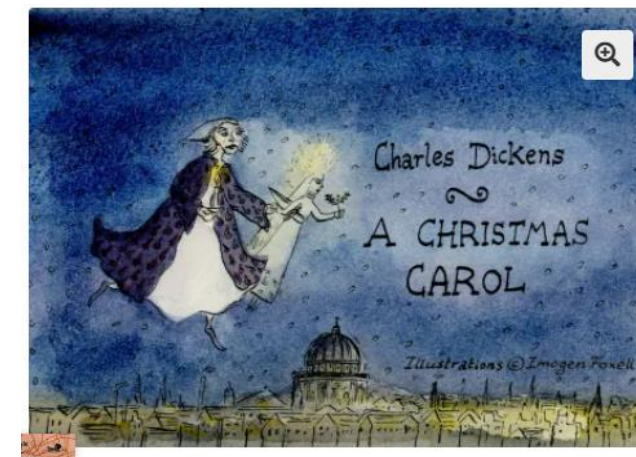
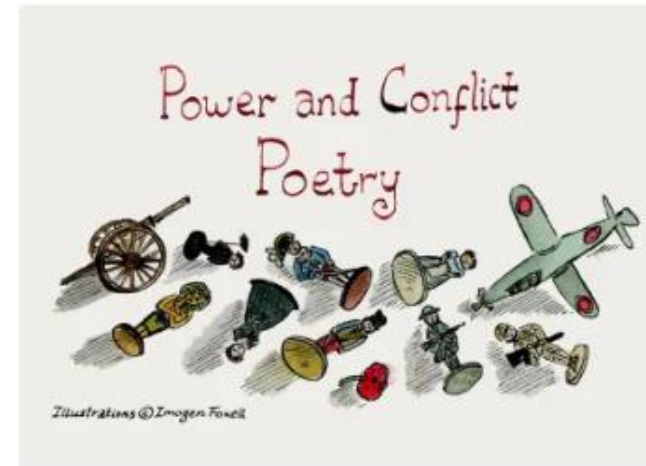
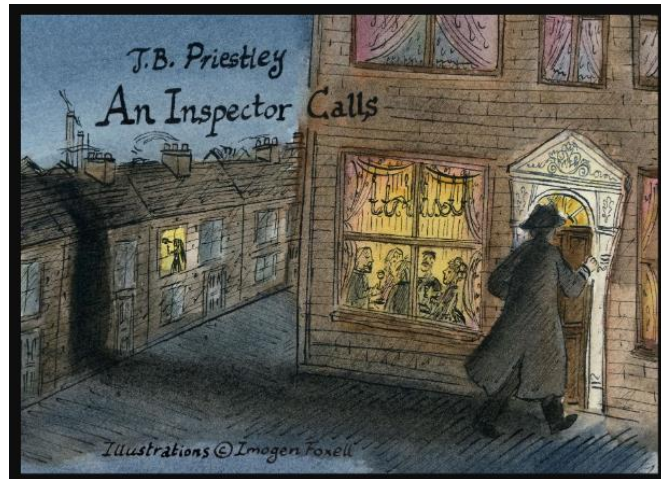
#### 3. Minor sentence

Example: *Silence.*



# Revision Guides

[www.flipsocards.com](http://www.flipsocards.com) (£2.99)





# Homework

Weekly Homework: Language & Literature

**Two homework tasks each week:** one for **Language** and one for **Literature**.

- The **PowerPoints** on Satchel explain exactly what to do for each task.

Language (Paper 2, Question 5). They will follow a **two-week cycle**:

- **Week B: Plan** a response to **Paper 2, Question 5**.
- **Week A: Write** the full response.

Literature (Poetry) Create **four flashcards** for the **specified poems**.

- **Remember:** one of these will be the **named poem in the exam**, so they should **learn** their flashcards thoroughly.

