

Year 11 Parent and Child Workshop Welcome!

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The objectives of this workshop:

- ▶ To inform you of the content of the new English Language exam (Paper 1)
- ▶ To equip you with an understanding of exactly how you can help your child revise for this at home
- ▶ To provide you with some extra resources which you and your child can use at home

Misconceptions

- ▶ The Language paper is entirely unseen, meaning that they will be presented with texts that they have probably never read before.
- ▶ Students often believe that they cannot revise for this exam.
- ▶ However, they CAN practise the skills at home and become extra familiar with the requirements of the exam paper - today aims to give you the tools with which to properly assist in that!

Language Paper 1:

- ▶ Is worth 50% of the whole English Language GCSE grade
- ▶ Is 1 hour 45 mins
- ▶ Will consist of 5 questions
- ▶ Tests both reading and writing skills
- ▶ Uses an unseen fiction text (think along the lines of Oliver Twist, Jane Eyre, Wuthering Heights, Great Expectations - highly complex texts)

For this session, each pair will need:

- ▶ An enlarged copy of an unseen text (as well as a smaller copy if you prefer to work from that)
- ▶ A variety of highlighters and writing pens
- ▶ A terminology sheet
- ▶ A willing child (preferably your own!)

Question 1!

- ▶ Will ask your child to read just a few lines of the text and identify 4 things from those lines - they should only use about 5 minutes of exam time
- ▶ Allows your child to answer in bullet point form
- ▶ Allows your child to use direct quotations
- ▶ Is worth 4 marks

For example:

Read lines 1 - 8 of the text. What 4 things do we learn about what happens at the neighbours house?

Pupil tip:

Draw a box around the lines which the question gives you - this will ensure that you do not write about anything irrelevant.

Parent tip:

This is a question that can very easily be practised at home - use any short paragraphs from newspapers, magazines, the internet or books that you have at home and ask your child to identify 4 pieces of information based on any question you make up!

Question 2

- ▶ Will also designate the lines from which information should be taken
- ▶ Will ask your child to analyse the way that language has been used. (It will specify what they should be looking for, so how it has been used to describe a scene, a setting, a character etc.)
- ▶ Will require your child to select suitable quotations
- ▶ Will require your child to focus on individual words and explain the effect of them (in depth) on the reader
- ▶ Will require your child to use varied and accurate literary terminology
- ▶ Is worth 8 marks
- ▶ Should use a maximum of 10 minutes of exam time

Question 2:

For example:

Read lines 1 -18

How has the writer used language to describe the extravagant parties?

Pupil tip:

- Draw a line to show where you can read up to
- Decide first of all what overall impression you get of the parties (wealthy, luxurious)
- Now highlight a minimum of 4 quotations that best show this
- Look for similes, metaphors, personification
- Have at least one individual word that you can focus on

Parent tip:

- At home, select short pieces of writing (from magazines, books, the internet) and ask your child to highlight the most interesting words or phrases. Ask them to first talk, then write about the effects that these have.
- Ask them to identify word classes and techniques!
- Encourage them to revise word classes and techniques through the use of post it notes around the house

Question 3

- ▶ Will ask your child to look at the entire piece of text
- ▶ Will require them to identify ways that the writer has structured the text to interest the reader
- ▶ Will require your child to select suitable ideas and quotations
- ▶ Will require your child to use terminology
- ▶ Will require your child to write in depth about how these techniques are effective
- ▶ Is worth 8 marks
- ▶ Should take up no more than 10 minutes of exam time

Question 3

For example:

Now you must read the whole of the text. How has the writer structured the text to interest the reader?

Pupil tip:

Highlight structural techniques such as the following:

- Unusually short sentences
- Exclamation marks or questions
- Dialogue (speech)
- What happens at the start, in the middle and at the end
- Repetition of any words
- Lexical fields (lots of words which have the same theme)
- Lists

Parent tip:

Practise with your child so that they memorise these 7 key structural techniques: this is a difficult question but it can be easily tackled if students have a checklist of structural features to refer to.

Question 4:

- ▶ This is perhaps the most difficult question.
- ▶ It will require your child to refer to a section of the text again.
- ▶ It will require your child to respond to a statement made by ‘another pupil’
- ▶ It will require child to use quotations
- ▶ Your child will have to explain the effect of these selected quotations in depth
- ▶ Your child will need to use a range of accurate terminology
- ▶ Your child will have to agree to the statement to some extent!
- ▶ Your child will have to sound confident in their ideas
- ▶ Your child should try to write in a sophisticated style (although this is the least important of all of the requirements)
- ▶ Is worth 20 marks
- ▶ Should take about 25 minutes

Question 4:

For example:

A student, having read the extract, said, “The writer brings the parties to life. It is as if you are there.” How far do you agree with this statement?

Pupil tips:

- First, underline the key words on the question - this will show you what quotations you need to choose.
- Next, select approximately 5 quotations to write about. (Make sure some are similes or metaphors)
- Explain *why* they prove that the parties have been brought to life
- Use words like “surely, clearly, definitely and indeed” to show that you are positive about your ideas

Parent tip:

At home, as well as on the practice papers that we will give you, read short extracts with your child from different texts.

Make a statement about the characters or scene described and ask your child to find evidence in the extract that proves this.

Question 5: The writing question

- ▶ Tests your child's writing skills
- ▶ Is marked out of 40
- ▶ 16 of these marks are based on spelling, punctuation and grammar (SPAG)
- ▶ 24 marks are based on content
- ▶ Should use no more than 1 hour of exam time
- ▶ Is the last question on the paper but carries the highest marks - this means that if pupils time their other responses wrongly, they could very well not leave enough time for this question.

Your child will be given a question which looks something like this:

‘Using the image as stimulus, write the opening to a short story which includes a frightening encounter.’



Over to you... The parents

- ▶ Using the image (that I will leave on the screen) I want you to come up with as many different and interesting vocabulary choices as you can to describe the scene... you can work in pairs, ideally - cover the paper with them
- ▶ You may use some whole sentences
- ▶ You may include similes and metaphors, personification etc (you have 10 minutes)

In the pupil room, they will be constructing a 'slow writing' list of their own to use, which will ensure that they will cover all elements required by the mark scheme.

They will also be coming up with some vocabulary of their own to use.

When they return, you will be working with your child to create the best possible paragraphs, using both sets of ideas together.

This session has been 2 hours long - minus 15 minutes for breaktime...

This is exactly the amount of time that your child will have in the exam to write up all of these responses... without a break in the middle.