

# **Welcome to the English Engagement Evening**

12<sup>th</sup> February 2024



# Why have we invited you here this evening?

- To enable you to have clarity on what the two English Language papers look like.
- For you and your child to have a focused hour on a section of the paper where they might feel less confident.
- To help you to feel equipped to assist your child with their revision of English Language at home.
- To help you to understand the process your child goes through when addressing questions on the exam.
- To answer any questions you might have.

English Language GCSE Paper 1 Explorations in Creative Reading and Writing 80 Marks  
50% of English GCSE 1 Hour and 45 Minutes

Part A: Reading 40 Marks  
25% of English GCSE

Part B: Writing 40 Marks  
25% of English GCSE

**Question 1: List four things. AO1**

You need to be able to retrieve information.

- 4 marks
- 5 minutes

**Question 2: How the writer uses language for effect. AO2**

You need to be able to analyse language and select examples to support your points.

- 8 marks
- 10 minutes

**Question 3: How the writer uses structure for effect. AO2**

You need to be able to analyse structure and select examples to support your points.

- 8 marks
- 10 minutes

**Question 4: To what extent do you agree? AO4**

You need to be able to evaluate texts critically and select evidence to support your points.

- 20 marks
- 20 minutes

**Question 5: Descriptive/narrative writing AO5/AO6**

You will need to read a source and create a piece of descriptive or narrative writing

- 40 marks
- 45 minutes
  - 5 minute plan
  - 35 minute response
  - 5 minute checking

English Language GCSE Paper 2 Writers' Viewpoints and Perspectives 80 Marks 50% of English GCSE  
1 Hour and 45 Minutes

Part A: Reading 40 Marks  
25% of English GCSE

Part B: Writing 40 Marks  
25% of English GCSE

**Question 1: True/False statements AO1**

You need to be able to retrieve information

- 4 marks
- 5 minutes

**Question 2: Write a summary of information from reading. AO1**

You need to be able to retrieve and interpret information.

- 8 marks
- 8 minutes

**Question 3: How the writer uses language for effect. AO2**

You need to be able to analyse structure and select examples to support your points.

- 12 marks
- 12 minutes

**Question 4: How the writers present ideas. AO3**

You need to be able to compare ideas and perspectives across two or more texts.

- 16 marks
- 20 minutes
  - 5 minute plan
  - 15 minute response

**Question 5 Writing to persuade/argue/explain AO5/6**

You will produce a written text for a specified audience, purpose and form. You will give your own perspective on the theme introduced in Part A.

- 40 marks
- 45 minutes
  - 5 minute plan
  - 35 minute response
  - 5 minute checking

# What are some of the main priorities between now and May?

1. **Building writing stamina.** By this we mean writing effectively in timed conditions. This is important for both the reading and writing sections of the exam and for literature.
2. **Planning.** This is again a really important factor when it comes to the writing questions and practising what we call 'fast planning' (5-10 minutes) is crucial.
3. **Connecting and developing ideas in writing.** Again this links to **planning**. Encourage your child to plan for the longer questions.
4. **Commenting on the writer's methods.** Feedback from the exam board tells us '*Too often, students prioritise the identification, exemplification and naming of methods over the explanation of their effects.*' **This is a skill that is needed across all English language and literature papers.**



# Break out groups

ROOM 1: Mrs Nethersell-Webb-**English Language Paper 1 Section A**  
(answering questions on one fiction text)

ROOM 2: Mrs Halls-**English Language Paper 2 Section A** (answering  
questions on two non fiction texts)

ROOM 5: Mrs Barber-**English Language Paper 1 Section B**  
(descriptive/narrative writing)

ROOM 6: Mrs Hanner-**English Language Paper 2 Section B**  
(transactional writing)

# Overview

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- On both papers, students are expected to comment on methods used by writers to create particular effects.
- Methods can include language features, structural features, narrative perspective, tone, diction or any other crafting device.
- Effects can be to create imagery, shift our attention, emphasise certain actions or views, establish or change a mood, widen our perspective, respond emotively, build tension, develop an argument or almost any effect you can think of – except making the reader want to read on!
- Too often, students prioritise the identification, exemplification and naming of methods over the explanation of their effects.

# Areas for improvement across the assessment

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1. Commenting effectively on writer's methods
2. Making meaningful links between texts
3. Combining skills effectively in synoptic tasks
4. Connecting and developing ideas in writing