

Students will sit three exams.

DECEMBER MOCKS		The AOs [How to get the marks]																								
<b>ENGLISH LANGUAGE</b> <b>PAPER 1 Fiction and Imaginative Writing</b> <b>1hr 45min</b>	<b>LANGUAGE</b> <b>Paper 1:</b> 64 marks [24 read 40 write] 1hr 45min Fiction and Imaginative Writing 40%. Section A] <b>Reading unseen</b> fiction 19thC [approx. 650 words]. (AO1, AO2, AO4) Section B] <b>Writing</b> 1 x imaginative piece [from 2qs] using creative writing techniques, planning and proofreading. (AO5, AO6)	<table border="1"> <thead> <tr> <th colspan="2">Students must:</th> <th>% in GCSE</th> </tr> </thead> <tbody> <tr> <td rowspan="4"><b>READING</b></td> <td><b>AO1</b></td> <td> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul> </td> <td>9.4</td> </tr> <tr> <td><b>AO2</b></td> <td>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</td> <td>13.1</td> </tr> <tr> <td><b>AO3</b></td> <td>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</td> <td>8.8</td> </tr> <tr> <td><b>AO4</b></td> <td>Evaluate texts critically and support this with appropriate textual references</td> <td>18.8</td> </tr> <tr> <td rowspan="2"><b>WRITING</b></td> <td><b>AO5</b></td> <td> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> </td> <td>30</td> </tr> <tr> <td><b>AO6</b></td> <td>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</td> <td>20</td> </tr> </tbody> </table>		Students must:		% in GCSE	<b>READING</b>	<b>AO1</b>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>	9.4	<b>AO2</b>	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	13.1	<b>AO3</b>	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	8.8	<b>AO4</b>	Evaluate texts critically and support this with appropriate textual references	18.8	<b>WRITING</b>	<b>AO5</b>	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	30	<b>AO6</b>	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20
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<b>ENGLISH LIT Poetry</b> <b>1hr 20min</b>	<b>LITERATURE</b> <b>Paper 2:</b> <u>Poetry Section B] Part 1]</u> Conflict Poetry 35min. Comparison of named [printed] poem with one poem of choice (AO2, AO3). <b>Part 2]</b> Two unseen poems 45min. Compare the poets' portrayals of the theme (AO1 and AO2).	<table border="1"> <thead> <tr> <th colspan="2">Students must:</th> <th>% in GCSE</th> </tr> </thead> <tbody> <tr> <td><b>AO1</b></td> <td>                     Read, understand and respond to texts                      Students should be able to:                     <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> </td> <td>37</td> </tr> <tr> <td><b>AO2</b></td> <td>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</td> <td>42</td> </tr> <tr> <td><b>AO3</b></td> <td>Show understanding of the relationships between texts and the contexts in which they were written</td> <td>16</td> </tr> <tr> <td><b>AO4</b></td> <td>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</td> <td>5</td> </tr> <tr> <td colspan="2"><b>Total</b></td> <td><b>100%</b></td> </tr> </tbody> </table>		Students must:		% in GCSE	<b>AO1</b>	Read, understand and respond to texts Students should be able to: <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul>	37	<b>AO2</b>	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	42	<b>AO3</b>	Show understanding of the relationships between texts and the contexts in which they were written	16	<b>AO4</b>	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	5	<b>Total</b>		<b>100%</b>					
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<u><b>PART B ONLY</b></u> <b>ENGLISH LIT PAPER 1 Post-1914 Literature (Lord of the Flies)</b> <b>50min</b>	<b>LITERATURE</b> <b>Paper 1: Section B] The Lord of the Flies</b> 50min 25% of the whole Lit GCSE. One question from two: focus plot, setting(s), character(s) and theme(s) in relation to the context (AO1, AO3, AO4)																									

The guide below outlines a basic approach to revising for the exams.

Students should talk to their English teacher if they want past papers or if they have any questions or concerns.

Subject	What will the Mock Examination Involve?	What can a Student do to prepare?	How can a Parent/Carer help a Student Prepare?
<p><b>ENGLISH LANGUAGE PAPER 1 Fiction and Imaginative Writing</b></p> <p>1hr 45min</p>	<p>Two sections of equal weighting: the first assessed for reading [24 marks] and the second for writing [40marks].</p> <p><b>Section A: Reading:</b> questions on an unseen 19th-century fiction extract. 1hr</p>	<p>Work through past papers that are found on the Edexcel website.</p> <p>Learn the exam structure, timings, answer formats etc.</p> <p>Know what AOs are being assessed so that you know how to get the marks [see p1].</p> <p>Revise key terminology for question 3 – words types, names of devices etc.</p> <p>Pick an extract from any 19<sup>th</sup> century fiction book. If you don't have one at home, ask your teacher. A page is enough to use as an extract. Read it. Summarise it. Pick out interesting language and structural features in the writing and explore their effect. Decide what the author was aiming to do in the extract e.g. create tension, provoke fear, cause sympathy. Evaluate how successful they were in doing this, using the question 4 format. Basically, you can write your own exam paper!</p> <p>Ask your teachers for 19<sup>th</sup> fiction extracts so that you can practise at home</p> <p>Give your teachers practice exam answers so that we can mark them and feedback ideas to you.</p>	<p>Join in with the reading of the opening pages of the 19<sup>th</sup> century novels listed, and offer your ideas on the success of the text.</p> <p>Have a go at the exam paper.</p>

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<p><b>ENGLISH LANGUAGE PAPER 1 Fiction and Imaginative Writing</b></p> <p>1hr 45min</p>	<p><b>Section B: Writing:</b> a choice of two creative writing tasks, narrative or descriptive. The tasks are linked by a theme to the reading extract. 45 min</p>	<p>Know what AOs are being assessed so that you know how to get the marks [see p1].</p> <p>Go back through your exercise books and learn any spellings identified as a concern.</p> <p>Consider the different sentence structures below and practise writing the same information in the three different ways. Evaluate the success of each:</p> <ul style="list-style-type: none"> <li>* SIMPLE SENTENCES</li> <li>* COMPOUND SENTENCES: Connecting two main clauses using a conjunction [and, but, because etc]. <i>Separates the two clauses but make them both of equal importance.</i></li> <li>* Connecting two main clauses using a semi colon. <i>Connects the clauses and gives them both equal importance.</i></li> <li>* COMPLEX SENTENCES: Connecting one main and one subordinate clause. <i>Connects the clauses but makes one less important.</i></li> </ul> <p>Practise using similes, metaphors, personification, pathetic fallacy and onomatopoeia to describe the following places: a classroom; your bedroom; a beach at night; your ideal place; an awful place; somewhere from your childhood.</p> <p>Revise the three part camera/ zoom method – start off with a big picture of the scene, zoom into something in the scene, zoom in even closer for a detailed close up.</p> <p>Work through the example exam paper on Show My Homework, under the assignment heading – “Exam Practice”</p>	<p>Listen to the imaginative writing being read aloud.</p> <p>Offer to mark written work and correct errors in spelling, punctuation and grammar.</p> <p>Have a go at the exam paper.</p> <p>Write some descriptive pieces yourself and hand them over to be marked.</p>

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<p><b>ENGLISH LIT PAPER 2 Poetry</b></p> <p><b>1hr 20min</b></p>	<p><b>Section B: Conflict poems:</b> two questions. One question comparing a named (and printed) poem from the Anthology to another poem in the Anthology. One question comparing two unseen poems.</p>	<p>Reread all the poems. Again and again. Think about key uses of language and structure.</p> <p>Know what AOs are being assessed so that you know how to get the marks [see p1].</p> <p>Work through past papers. [Found on the Edexcel website or ask your teacher].</p> <p>Ask your teachers for Walking Talking scripts and use them to answer exam papers.</p> <p>Write key quotations out on post-its and stick them all over the place until you learn them.</p> <p>Go through your notes in your exercise books and your anthology.</p> <p>Decide what poems work well together by creating Venn diagrams or tables. Either general comparisons or focusing on particular themes.</p> <p>Learn comparative words (in contrast, however, in a similar way etc).</p> <p>Revise poetry terms and meanings.</p> <p>Create revision posters for each poem, comment on key structural points in one colour and language points in another.</p> <p>Write your own exam question for each of the poems and follow the format of the exam paper.</p>	<p>Copy all the poems and stick them up around the house.</p> <p>Read the poems out loud as often as possible.</p>

<p><b>ENGLISH LIT PAPER 1 SECTION B Post-1914 Literature (Lord of the Flies)</b></p> <p><b>50 min mock</b></p>	<p><b>Section B: 'Lord of the Flies':</b> one essay question on the whole novel.</p>	<p>REREAD THE NOVEL. Nothing you do to prepare will beat this.</p> <p>Know what AOs are being assessed so that you know how to get the marks [see p1].</p> <p>Write chapter summaries offering insightful observations about the link between the title of the chapter and the events that occur.</p> <p>For each chapter, interpret Golding's message. What is he using the characters to say about the real world? What is he saying about humanity?</p> <p>Learn key quotations for every chapter – the title always being one of them.</p> <p>Learn the chapter titles in order.</p> <p>Create character studies if you haven't already done so.</p> <p>Work through your own exercise book and highlight key ideas. Make mind maps of everything you know about the novel.</p> <p>Make notes on the following themes/ ideas:</p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Death</li> <li>The importance of the Beast</li> <li>Civilization and savagery</li> <li>The importance of the island in the novel</li> <li>The importance of the ocean in the novel</li> <li>Golding's use of symbols.</li> </ul> <p>Revise biographical and historical contextual details – it is worth 25% of the marks for this question.</p>	<p>Read "Lord of the Flies" and discuss your interpretations.</p> <p>Have debates about the characters. Which are the most civilised and why? The most savage? What is Golding telling us about the world we live in? What would happen if we found ourselves separated from the rest of the world?</p> <p>Learn the chapter titles in order and test each other on them.</p>
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