

Year 11 Information Evening

Tuesday 10th October 2023

English

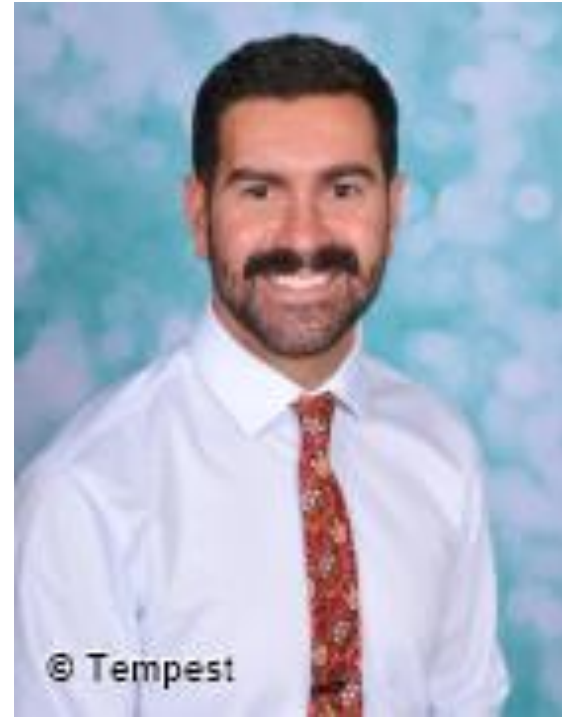


HECKMONDWIKE
GRAMMAR SCHOOL

The English Department



Miss Smith
Subject Leader



Mr McLaughlan
Assistant Subject Leader



Mrs Dye



Ms Khatun



Ms Gledhill



Mrs Ellis



Miss Wilkinson



Mrs Dare



Results 2023

- English progress score: +0.4
- On average, students performed almost half a grade higher than expected based on their target grade.



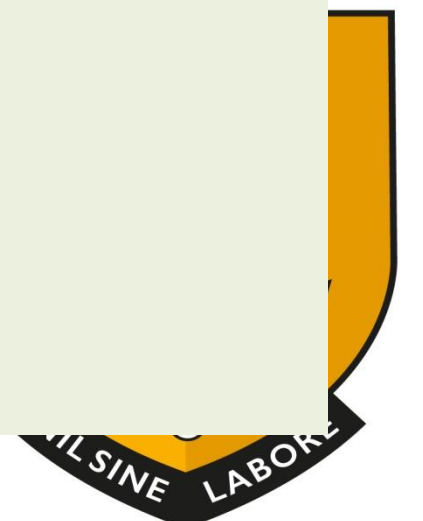
Overview

- What is the difference between the Language and Literature GCSEs?
- How do we encourage students to aspire to get the highest marks?
- What skills will students be assessed on in each part of the examination?
- What does a high-level responses look like?
- How do you revise for English?
- How can I support my child with revision?



What is the difference between the Language and Literature GCSEs?

| Language | Literature |
|---|---|
| <ul style="list-style-type: none">• Students:<ul style="list-style-type: none">○ read and engage with short, unseen extracts – fiction and nonfiction;○ respond to focused questions looking at particular sections of the extract/s;○ explore different types and forms of texts;○ conduct close, detailed analysis;○ demonstrate their ability to write a piece of fiction and non-fiction. | <ul style="list-style-type: none">• Students:<ul style="list-style-type: none">• show clear knowledge and understanding of set texts (two plays, one novel and an anthology of poetry);• understand the bigger ideas that may have influenced the writing of the texts they are studying;• write full essays with a focus on character or theme;• analyse a key extract as a part of their essay (Literature Paper 1).• understand how the methods used within a text to create meanings and effects. |



Teaching to the Top

- We ensure that every student is given access to examples of level 4 (Language) or level 6 (Literature) answers.
- In your handout, you will find some examples of these taken from the writing section of Language Paper 1 and the Shakespeare section of Literature Paper 1.
- Teachers use live modelling in the classroom to demonstrate how to craft these answers – beginning with effective planning methods and then introducing the drafting process.
- We refer to the mark scheme and ensure that descriptors are accessible to all students, identifying where high-level responses have achieved the expectations of the mark-scheme.
- Teachers provide live marking of student responses in class.
- The above approaches are used for all questions/sections across the Language and Literature exams.



GCSE English Language Overview

| English Language | | | |
|--|--|---|--|
| Paper 1 (1hr45) - fiction reading & writing | | Paper 2 (1hr45) - nonfiction reading & writing | |
| Section A (1 hr) | Section B (45 mins) | Section A (1hr) | Section B (45 mins) |
| Q1-4 (reading) | Q5 (writing) | Q1-4 (reading) | Q5 (writing) |
| Q1: 4 marks (identify) Q2: 8 marks (analyse language) Q3: 8 marks (analyse structure) Q4: 20 marks (evaluate & analyse) | Content & Organisation: 24 marks Technical Accuracy: 16 marks | Q1: 4 marks (identify) Q2: 8 marks (synthesise & summarise) Q3: 12 marks (analyse language) Q4: 16 marks (synthesise & analyse) | Content & Organisation: 24 marks Technical Accuracy: 16 marks |
| 40 marks | 40 marks | 40 marks | 40 marks |
| 80 marks | | 80 marks | |
| <p>The aim of this paper is to engage you in a creative text and inspire you to write creatively by yourselves through:</p> <p>Section A: reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.</p> <p>Section B: writing your own creative text, inspired by the topic that you have responded to in section A to demonstrate your narrative and descriptive skills in response to a written prompt, scenario or visual image.</p> | | <p>The aim of this paper is to develop your insight into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage you to demonstrate your skills by:</p> <p>Section A: reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.</p> <p>Section B: producing a written text to a specified audience, purpose, and form in which you give your own perspective on the theme that has been introduced in section A.</p> | |
| 160 marks | | | |

How do you revise for English Language?

- Complete practice questions for Section A using directed sources, in timed conditions.
- Complete plans and drafts for Section B descriptive and narrative tasks using a variety of prompts from directed sources. These prompts include:
 - an image or picture;
 - a brief providing instructions on what you should write about;
 - a heading on which you should base your piece;
 - an opening or ending which should be incorporated into your piece.
- Complete plans and drafts for Section B non-fiction writing tasks (letter, speech, article) following instructions from directed sources.
- Where possible, all writing practice should be completed in timed conditions.
- Directed sources will be provided by subject teachers – either in hard-copy, or electronically on Teams.



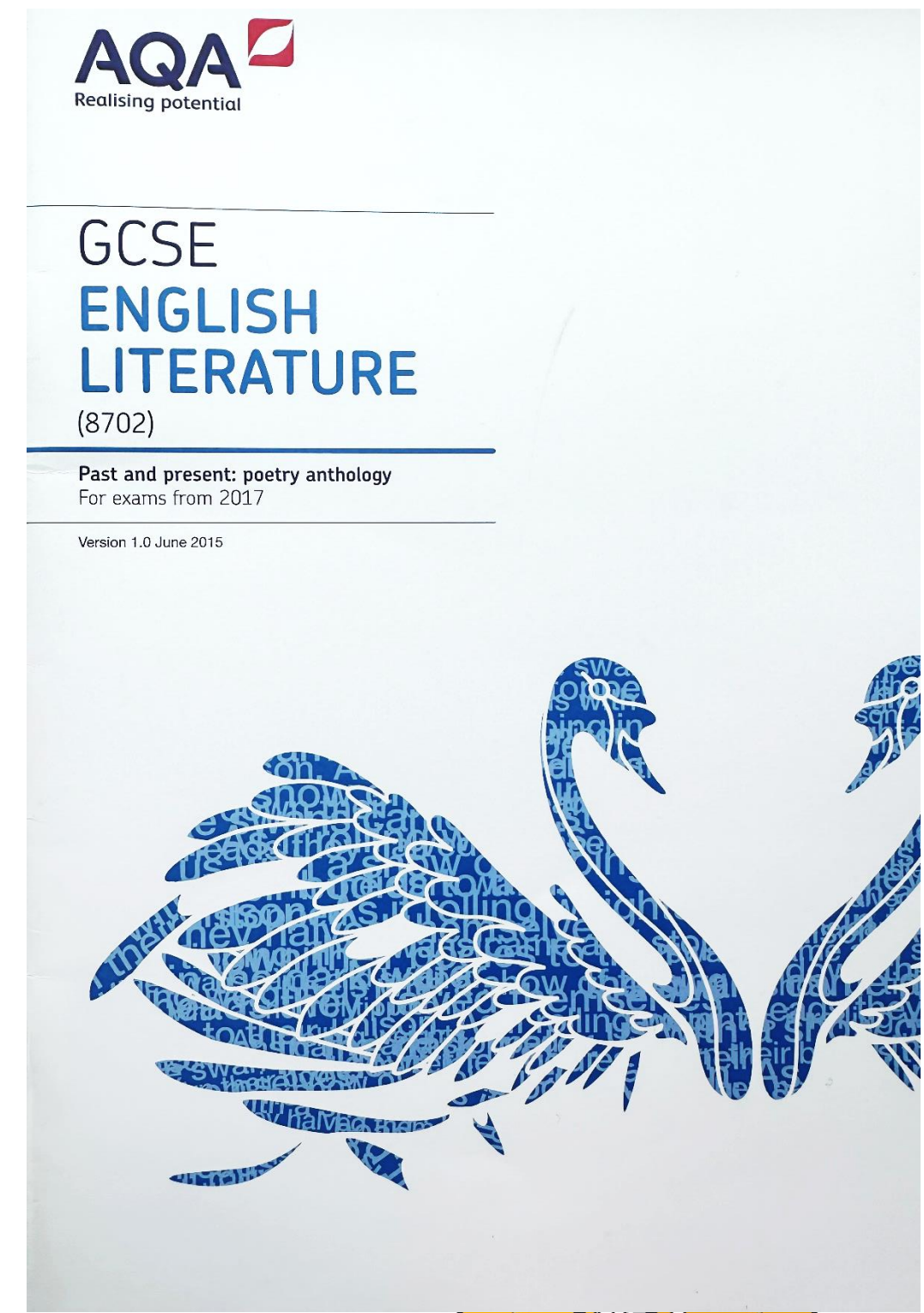
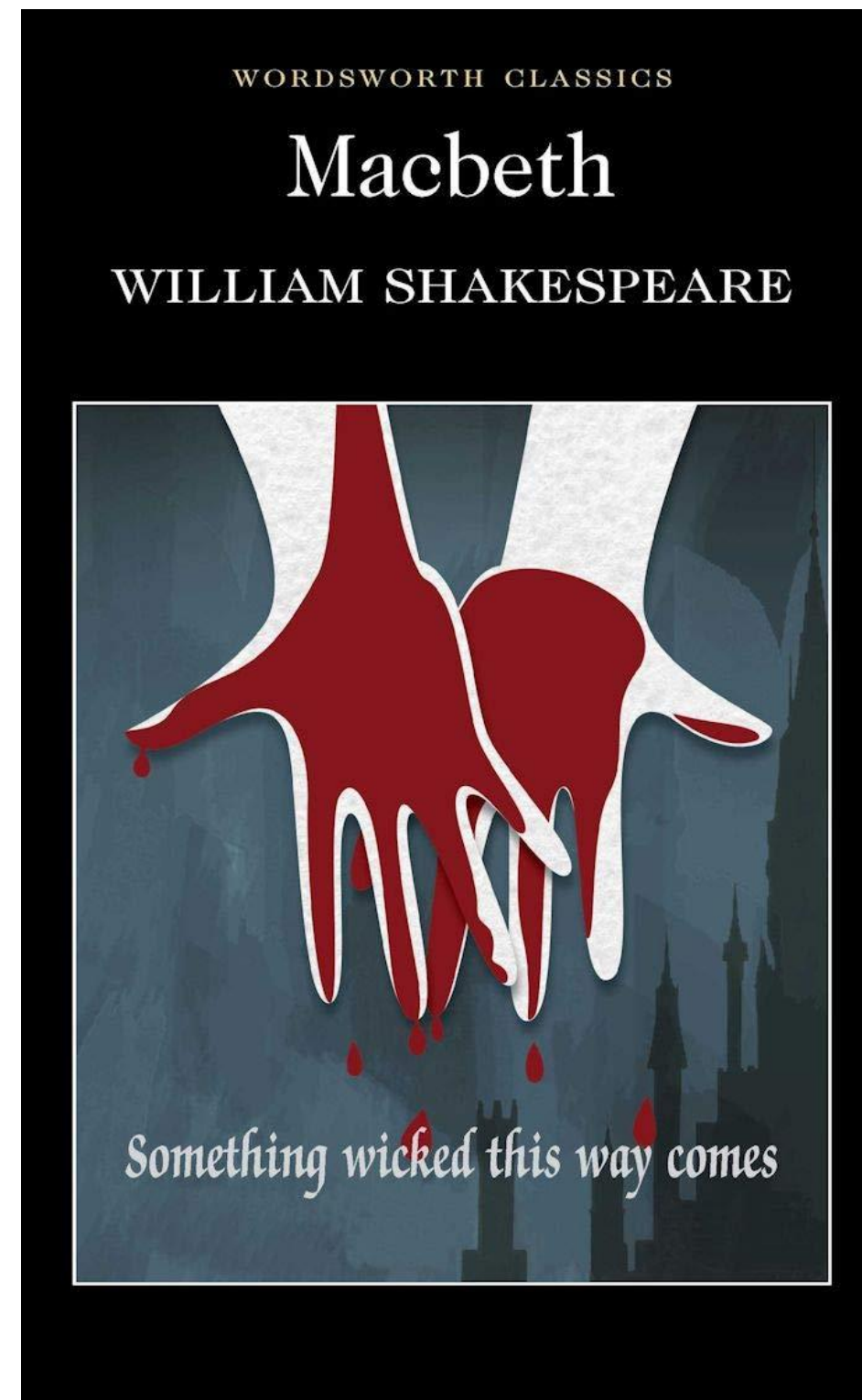
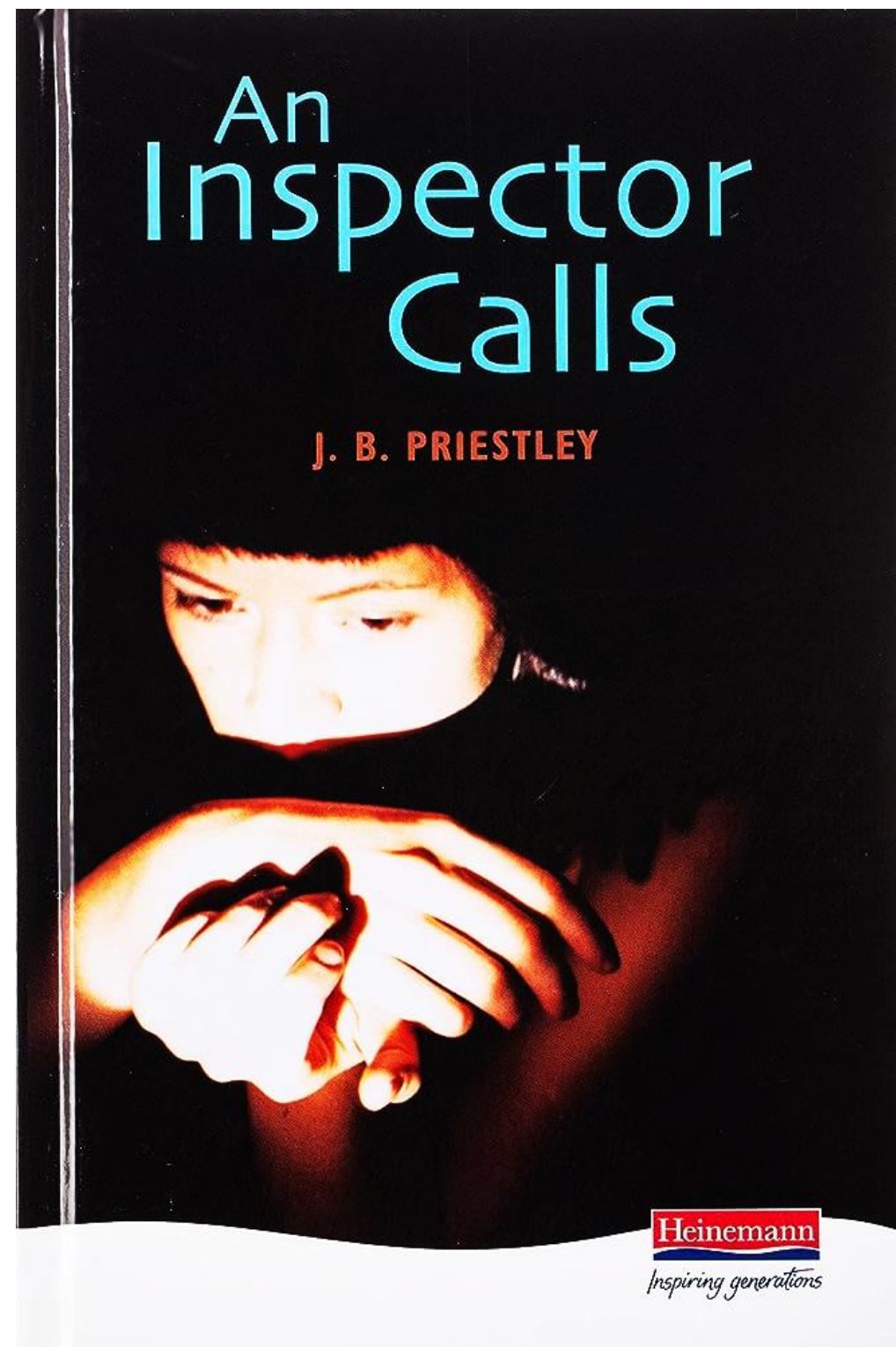
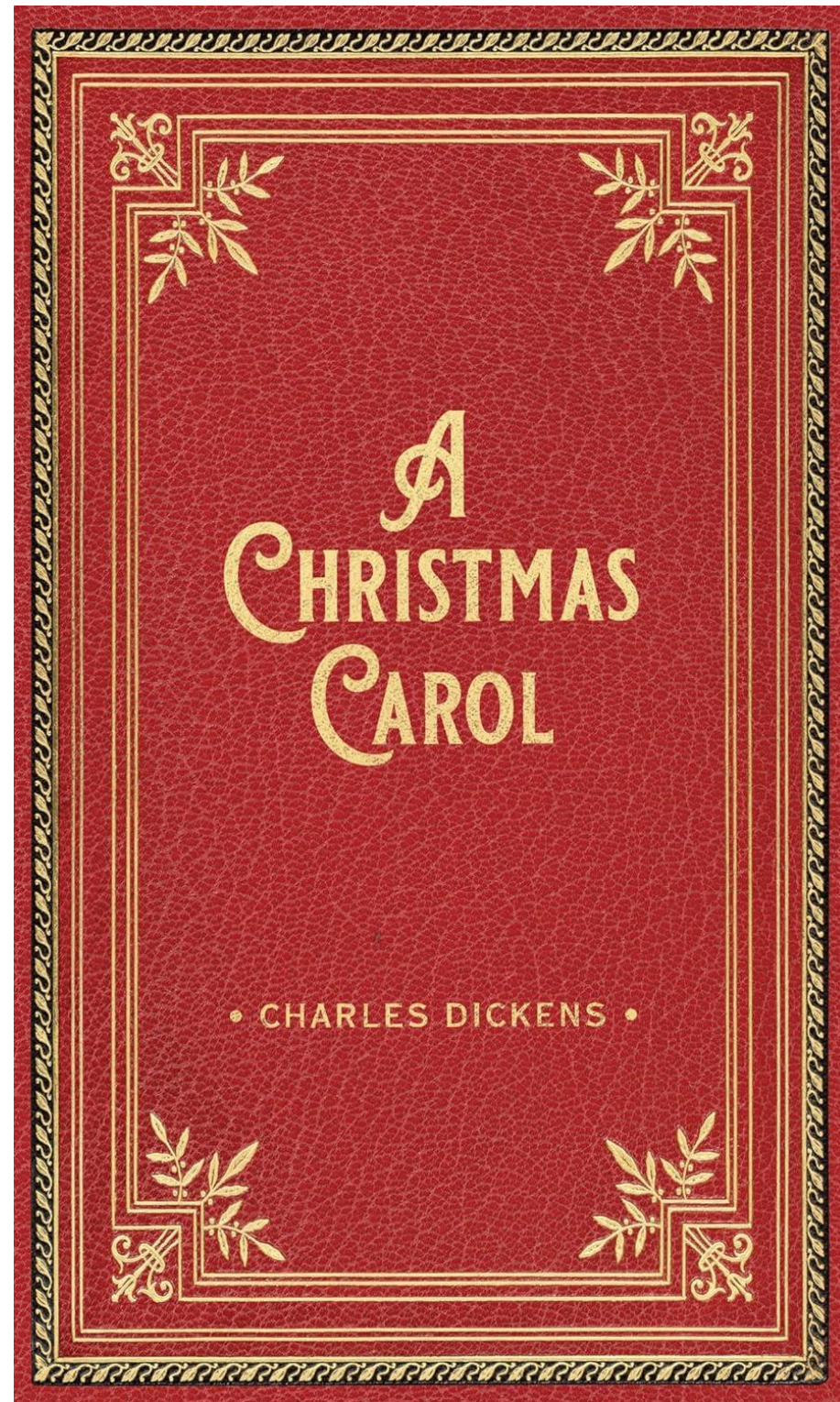
What does a high-level descriptive response look like?

I once stood on the forest floor: a towering scaffold of skeletal limbs, each branch gnarled and contorted, navigating its way through the knotted canopy far above my base. My base was my stronghold. I stood firm, anchored and resilient against the most turbulent of climates – the **inexorable** winds that pierced through the gaps in my limbs, the salvo of rain that fired down from above, the unyielding frost with its **tenacious** grip on my skin – for I have conquered them all. I had conquered them, until that one almost-fatal night. The wind had screamed with such abject cruelty - a **penetrating wind consumed** with anger, a **remorseless** wind intent on tearing down whatever unprepared victim it could. It worked in unison with the billowing and churning darkness that came from far out on the horizon: a maddening tempest. **A thunderous army could be heard, feet stamping, voices roaring, followed by blinding flashes of light hungry to strike and sever and slaughter.** In perfect harmony, creating perfect discord. And then hell itself arrived.

Some of top skills demonstrated here: interesting ideas, ideas structured in an effective way, use of complex punctuation, use of a variety of sentence forms, use of literary method, use of ambitious vocabulary.



GCSE English Literature Core Texts



GCSE English Literature Overview

| English Literature | | | | |
|---|---|--|---|---|
| Paper 1 (1hr45) | | Paper 2 (2hr30) | | |
| Section A | Section B | Section A | Section B | Section C |
| Shakespeare: <i>Macbeth</i> | 19 th Century: <i>A Christmas Carol</i> | Modern: <i>An Inspector Calls</i> | Poetry: Power and Conflict | Unseen Poetry Part 1 & Part 2 |
| You will answer one question about <i>Macbeth</i> . You will be required to write in detail about an extract from the play and then to write about the play as a whole. | You will answer one question about <i>A Christmas Carol</i> . You will be required to write in detail about an extract from the novel and then to write about the novel as a whole. | You will answer one essay question from a choice of two on <i>An Inspector Calls</i> . | You will answer one comparative question on a named poem from the Power and Conflict anthology (printed in the paper) and compare to a second of your choice (from memory). | You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. |
| 30 marks + 4 marks (AO4) | 30 marks | 30 marks + 4 marks (AO4) | 30 marks | 24 marks (Part 1) + 8 marks (Part 2) |
| 64 marks | | 96 marks | | |
| 160 marks | | | | |

How do you revise for English Literature?

- Re-read the text/s.
- Research or recap the context of the text/s.
- Create mind-maps for key scenes/characters/themes, detailing ideas and quotations.
- Create quotation mats for key characters and themes.
- Create flashcards with key quotations and accompanying analysis.
- Create knowledge organisers, consolidating all key information about the text/s.
- Using directed resources, devise essay plans for past paper questions.
- Complete practice questions in timed conditions.



What does a high-level Literature response look like?

In this extract, Macbeth is thinking about Banquo, considering Fleance as being obstacles to his sovereign rule. His fear lies with Banquo's suspicion of his interference with the prophecy, afraid that his evil deeds of regicide will be exposed and Fleance will overthrow him as King. Shakespeare presents Macbeth's fear of losing his own as a plaguing issue of the mind that 'sticks deep'. The verb 'stick' highlights how the fear is rooted at the centre of all his problems, solidified and unwavering as he is scared that light will be shone upon his treacherous acts. Macbeth is aware of his moral unscrupulousness, as it was common belief in the Jacobean era that killing the King was the ultimate offence against God, who was believed to have personally appointed the King. Though Macbeth is aware of this, he is less afraid of God's judgement, and more afraid of Banquo's suspicion and potential exposure. Shakespeare presents Macbeth's fear of being exposed as an issue that corrupts his judgement to criticise his greed to remain in power, but also to warn the audience of the dangerous consequences of committing sinful deeds – fear.

The assessment objectives used to mark this piece: AO1.1 (quality of the line of argument), AO1.2 (choice and use of quotations), AO2.1 (analytical depth), AO2.2 (consideration of the intended effects), AO3 (embedding of contextual insight).



Where to find exam preparation files on Teams

The screenshot shows the Microsoft Teams interface. At the top, there is a search bar. Below it, the 'General' channel is selected, with the 'Files' tab highlighted by a red circle. The breadcrumb trail 'Documents > General > Class Materials > Year 11 Revision Materials' is highlighted with a red box. Below the breadcrumb trail is a table of files and folders.

| Name | Modified | Modified By |
|---------|-------------------|---------------|
| ACC | October 13, 2021 | Miss R. Smith |
| AIC | December 10, 2021 | Miss R. Smith |
| LP1 | October 13, 2021 | Miss R. Smith |
| LP2 | December 10, 2021 | Miss R. Smith |
| Macbeth | October 13, 2021 | Miss R. Smith |



Targeted Small Group Sessions and Revision

- In term 3 of Year 10 and term 1 of Year 11, a small group of students will be asked to attend lunchtime and afterschool sessions based upon the marks in their end of Year 10 exam. These sessions will focus on particular skills that students have struggled with.
- It is important that these sessions are kept to a small number of students to achieve the best outcome and so these sessions only be for those students that are asked to attend. Students chosen for these sessions are usually a minimum of 2 grades away from their target.



Targeted Small Group Sessions and Revision

- In Year 11, class teachers will provide revision sessions at a time convenient to them and the class. This will usually be on a lunchtime but could also be before or after school.
- These sessions are aimed at all students and will revise key characters, themes and skills needed across the two subjects.
- There will also be revision sessions for students achieving grade 9 in the mock exams to provide them with further challenge.



Year 10 Reports

Term 1 – reporting home primarily on English Literature as this is the main topic studied

Term 2 – reporting home primarily on English Language as this is the main topic studied

Term 3 – reporting home on English Language and English Literature.



How can I support my child with revision?

- Have an understanding of the key texts they study in English Literature.
- Quiz your child on the key texts: characters, themes, quotations and context.
- Share interesting articles with them.
- Encouraging extra reading where possible.
- Watch documentaries and discuss the views and opinions presented within them.
- Remind them to use the resources made available to them by their teachers.
- Ask them to explain the feedback they have been given within assessments.



English@heckgrammar.co.uk

Please use the above email address, or contact your child's teacher, if you require any further information.

Thank you

