

GCSE English Language



Paper 1 Section A Reading

Q1	4 marks	List	AO1
Q2	8 marks	Language	AO2
Q3	8 marks	Structure	AO2
Q4	20 marks	Evaluate	AO4

Paper 2 Section A Reading

Q1	4 marks	True False	AO1
Q2	8 marks	Summary	AO1
Q3	12 marks	Language	AO2
Q4	16 marks	Compare	AO3

Paper 1 Section B Writing

Q5 40 marks Describe Narrate

Paper 2 Section B Writing

Q5 40 marks Speech Letter
Article Leaflet
Essay

P1 Strategy: Answer the writing question first.

P2 Strategy: Answer the writing question first.
Answer the reading Q1+Q3 **THEN** Q2+Q4.

AO2 The Structure Question

Paper 1 Q3 8 marks 3 bullet points, 3 paras , 15 mins



Typical Question: **How** does the writer **structure** the text to show...

<p>Phrases</p> <p>The extract begins with... At the beginning... ...perspective shifts... As the extract develops... The tone changes to show... The use of dialogue reflects... Here we learn that... The ending reminds the reader of... In the final paragraph...</p>	<p>Subject Terminology</p> <p>S Semantic field T Tone, Tension R Repetition U strUcture of sentence C Change of focus T Time U pUunctuation R foReshadowing E Ending & beginnings D Dialogue</p>	<p>Phrases for Specific Effects</p> <table border="1"> <thead> <tr> <th colspan="3">Inference verbs about Effects</th> <th colspan="2">Inference verbs about effect on reader</th> </tr> </thead> <tbody> <tr> <td>shows</td> <td>portrays</td> <td>indicates</td> <td>sympathy empathy understanding</td> <td>sadness regret sorrow melancholic</td> </tr> <tr> <td>creates</td> <td>suggests</td> <td>signifies</td> <td>compassion concern tolerance</td> <td>isolation gloom misery despondent</td> </tr> <tr> <td>build</td> <td>alludes</td> <td>represents</td> <td>support agreement acceptance</td> <td>shock fear alarm surprise disbelief</td> </tr> <tr> <td>begins</td> <td>illustrates</td> <td>reveals</td> <td>delight enjoyment joy amusement</td> <td>anger frustration disgust fury</td> </tr> <tr> <td>establishes</td> <td>implies</td> <td>demonstrates</td> <td>restored included</td> <td>rejection denial excluded</td> </tr> <tr> <td>signifies</td> <td>ascertains</td> <td>develops</td> <td></td> <td></td> </tr> </tbody> </table>	Inference verbs about Effects			Inference verbs about effect on reader		shows	portrays	indicates	sympathy empathy understanding	sadness regret sorrow melancholic	creates	suggests	signifies	compassion concern tolerance	isolation gloom misery despondent	build	alludes	represents	support agreement acceptance	shock fear alarm surprise disbelief	begins	illustrates	reveals	delight enjoyment joy amusement	anger frustration disgust fury	establishes	implies	demonstrates	restored included	rejection denial excluded	signifies	ascertains	develops		
Inference verbs about Effects			Inference verbs about effect on reader																																		
shows	portrays	indicates	sympathy empathy understanding	sadness regret sorrow melancholic																																	
creates	suggests	signifies	compassion concern tolerance	isolation gloom misery despondent																																	
build	alludes	represents	support agreement acceptance	shock fear alarm surprise disbelief																																	
begins	illustrates	reveals	delight enjoyment joy amusement	anger frustration disgust fury																																	
establishes	implies	demonstrates	restored included	rejection denial excluded																																	
signifies	ascertains	develops																																			
<p>Grade 1-3 Get The Basics</p>	<p>Grade 4-5 Hitting the Middle</p>	<p>Grade 6+ Going for the Top</p>																																			
<p>Point + Evidence + General Effects</p> <p><i>At the beginning</i> the writer focuses on the weather saying “the wind came in gusts”. This makes the reader think that something bad is going to happen next.</p>	<p>Subject Terminology + Embedded Evidence + Effects</p> <p><i>At the beginning</i> the writer focuses on the weather to foreshadow danger as “the wind came in gusts”, which indicates to the reader that the storm represents danger or a hazard for the character.</p>	<p>Subject Terminology + Embedded Evidence + Specific Effects</p> <p><i>At the beginning</i> the writer focuses on the weather to foreshadow danger as “the wind came in gusts” suggesting that the storm represents a potential threat. This is further reinforced by the semantic field of verbs across the opening paragraph that “smash, pummel and bombard” the house to reinforce the threat the storm brings both literally and metaphorically.</p>																																			

Sentence Frame : The writer uses Subject Terminology “ Embedded Evidence ” Specific Effects

AO1 The Summary Question

Paper 2 Q2, 8 marks, 2 paras, 10 mins



Typical Question: Use details from **both** sources. Write a **summary** of the **differences** between...

Phrases

In text A...In text B...

This

No requirement to refer to the writer.

No requirement to use subject terminology.

Compare	Contrast
Similarly As with	Alternatively
Likewise Equally Correspondingly	Nevertheless Whereas
In the same way	However Unlike
Emphasis	Addition
Above all	Furthermore
Especially Indeed	In addition As well as
In particular	Moreover

Grade 1-3 Get The Basics

Statement about Text A + **Comparison** + Statement about Text B.

McMillan's journey takes place in Scotland **whereas** Dixie's is in South America.

Grade 4-5 Hitting the Middle

Statements about Both Texts + **Evidence** + **Explicit** + **Implicit Inference**.

McMillan's journey is dangerous; he describes having to 'create grip out of nothing.' **In contrast**, Dixie's journey is less physically demanding as she recalls being 'in the best of spirits'.

Grade 6+ Going for the Top

Statements about Both Texts + **Evidence** + **Explicit** + **More Implicit Inference**

McMillan's journey is strenuous and dangerous; he describes having to 'create grip out of nothing.' **In contrast**, Dixie's journey is less physically demanding. She recalls being 'in the best of spirits' and has opportunities to relax during the journey, enjoying the hospitality of local people.

Sentence Frame : In Text A / In Text B Statement " Evidence " Inference





AO3 The Comparison Question

Paper 2 Q4, 16 marks, 4 paras, 20 mins

Typical Question: Compare how the two writers convey their different attitudes to...

Phrases

The writer uses....

The writer's attitude to...is represented through the way...

The method.....creates....

The reader can infer from this that...

This is in direct contrast to the second text...

This is indeed different from Text B because...

Subject Terminology
Or
Writer's Methods
Language Structure

adjective, adverb, verb, noun, pronoun, conjunction	S Semantic field
metaphor simile imagery	T Tone, Tension
personification juxtaposition	R Repetition
rhetorical question superlatives	U strUcture of sentence
imperative command emotive language	C Change of focus
hyperbole oxymoron	T Time
alliteration Repetition	U pUunctuation
	R foreshadowing
	E Ending & beginnings
	D Dialogue

Compare	Contrast
Similarly As with	Alternatively
Likewise Equally Correspondingly	Nevertheless Whereas
In the same way	However Unlike
Emphasis	Addition
Above all	Furthermore
Especially Indeed	In addition As well as
In particular	Moreover

Grade 1-3 Get The Basics

Grade 4-5 Hitting the Middle

Grade 6+ Going for the Top

Both Texts + Evidence + Effect + Comparison

Jay Rayner *seems like a laid back father* who doesn't mind his son taking the mickey, 'remorselessly taking the mickey'. Whereas, the other father is not that nice and does not even write to his son. It's like he doesn't care.

Both Texts + Methods + Evidence + Effects + Comparison

Jay Rayner is a cool parent who has a good *sense of humour* around his son. *He is quite impressed with his son's education*. We know this when it says, 'He got 20 out of 25, or 80%' whereas Henry's father is not impressed, 'In Henry's letter I see several words wrong spelt,'

Both Texts + Methods + Evidence + Specific Effects + Comparison

Jay Rayner uses *humour* to good effect in his article and uses it both in *his attitudes to parenting*, 'too busy killing things on Skype' – showing his warm, relaxed attitude to his son and in his attitudes to education. He refers to his own education using *self-deprecating humour* however, using the *simile*, 'like a line of Pac- Men doing a conga' to refer to his own grades. This is in direct contrast to

Sentence Frame : In Text A Statement Methods " Evidence " Effects Comparison Text B

gocompare



AO4 The Evaluate Question

Paper 1 Q4, 20 marks, 4 paras, 20 mins

Typical Question: Focus this part of your answer on the second part of the Source from line 19 to the end. A student, having read this section of the text said...To what extent do you agree?

I agree with the statement because...

The statement is evidently true because...

Clearly the...

This conveys that...

Overall, the writer creates...

Writer's Methods Language Structure

adjective, adverb, verb, noun, pronoun, conjunction	S Semantic field
metaphor simile imagery	T Tone, Tension
personification juxtaposition	R Repetition
rhetorical question superlatives	U strUcture of sentence
imperative command emotive language	C Change of focus
hyperbole oxymoron	T Time
alliteration Repetition	U pUunctuation
	R foReshadowing
	E Ending & beginnings
	D Dialogue

Frontal Adverbial Phrases

Arguably	Indisputably
Certainly	Perhaps
Clearly	Plausibly
Notably	Possibly
Surely	Conceivably
Consequently	Probably
Obviously	Evidently

Grade 1-3 Get The Basics

Evaluative Statement + Evidence + Effects

Clearly, the characters are good because the writer includes detail to make them seem different. The 'old fellow' makes us laugh because he is so angry that he is 'fumbling' with the window sash and so gets everybody wet. The writer makes us understand that he is also grumpy by telling us that he had 'kept up a constant complaint ever since he joined the coach from Truro'.

Grade 4-5 Hitting the Middle

Evaluative Statements + Evidence + Methods + Effects

Certainly, the writer brings the characters alive by making them behave and react differently. The 'old fellow' from Truro loses his temper with the driver but makes things worse for everybody by opening the window and 'bringing a shower of rain on himself and his fellow-passengers'. This amuses the reader because the man is angry and foolish. We also understand the irony of his actions and how pointless it is cursing the driver, who the reader knows is doing his best. The writer makes the man seem unreasonable and out of control by the use of excessive, almost violent words like 'rogue' and 'murderer'

Grade 6+ Going for the Top

Evaluative Statements throughout answer + Evidence + Methods + Specific Effects

Plausibly, the passengers are a unified group because the writer refers to them collectively: 'The few passengers huddled together for warmth', but their actions suggest how different they are. The 'old fellow' is short tempered and pompous with a sense of his own importance, but also ridiculous in his actions. The writer's choice of the word 'petulant' shows how his behaviour was childish. He also makes rash statements – that he would 'never travel by coach again' which the reader knows is of no interest to the driver he is swearing at. Overall, he is reduced to...

Sentence Frame : Clearly, the writer Evaluative Statement "Evidence" Methods Effects

EVALUATE