

## Year 11 GCSE English Language

*The 3 units consist of:*

1. Oracy – Non- Examination Assessment (20%) - completed
  - ▶ Task 1 (10%) – Individual Presentation (July 2023)
  - ▶ Task 2 (10%) – Group Interaction (November 2023)
2. Unit 2 examination (40%) – *Thursday 23rd May 2024* (2 hours)
  - ▶ Reading and Writing – Description, Narration and Exposition
3. Unit 3 examination (40%) – *Thursday 6<sup>th</sup> June* (2 hours)
  - ▶ Reading and Writing – Argumentation and Persuasion

In order to prepare you for the upcoming exams, we are conducting a variety of assessments, including timed classroom assessments and a Walking Talking mocks in USH before both exams. Please make a note of the dates and content below:

Date	Type of Assessment	Content
22nd May 2024	Walking Talking Mock - USH Lesson 3	Unit 2 - Teacher delivery of how to work through full exam paper.
23rd May 2024	Exam	Unit 2 Paper
5 <sup>th</sup> June 2024	Walking Talking Mock - USH Lessons 3	Unit 3 - Teacher delivery of how to work through full exam paper.
6 <sup>th</sup> June 2024	Exam	Unit 3 Paper

We will also be conducting English revision sessions on some targeted reading and writing skills on Wednesday evenings, in Room 333 from March onwards:

Wednesday 10<sup>th</sup> April – **Comparison**

Wednesday 17<sup>th</sup> April – **Synthesis**

Wednesday 24<sup>th</sup> April – **Explain**

Wednesday 1<sup>st</sup> May – **Impressions**

Wednesday 8<sup>th</sup> May – **Essay Writing**

There are a range of revision materials on your Google Classroom on each exam skill to accompany your revision notes in your exercise books. This includes our '77 Days to Success' suggested daily revision tasks.

### Useful revision websites:

WJEC Website	<a href="#">GCSE English Language WJEC resources</a>
Blended Learning	<a href="#">GCSE English Language Blended learning</a>
Past papers	<a href="#">GCSE English Language past papers</a>
BBC Bitesize	<a href="#">GCSE English Language Bitesize</a>

# Unit 2 and 3 exam - Reading Skills

## LOCATION QUESTIONS / RETRIEVAL QUESTIONS

**Find and copy** one thing...

According to the bar chart, **what would be your percentage** if...

**On average, how many days** of school are missed a year?

**Which** crop is expected to see the largest decrease in growth rates by 2020?

**What percentage** of all food bought is wasted?

• Skim and scan the text to find relevant information  
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**KEY FOCUS:**

- Be precise in your response!

**KEY WORDS IN ANSWER:**

- How many = number
- What percentage = %
- Approximately = around
- Copy = the exact words and spelling

## VERBAL REASONING QUESTIONS

- What** does the word '**resilient**' mean?
- a) An effort that is valiant or brave
  - b) Able to recover quickly or cope with
  - c) Something that is sustainable over time
  - d) To be able to resist temptation

**What** is meant by the word '**doggy bag**'?

- What** is meant when the writer says '**the men muzzle their frustration**'?
- a) The men mutter about Jenny under their breaths
  - b) The men do not say what they really think.
  - c) The men feel angry towards Jenny.
  - d) The men do not feel they will get the job done.

## VERBAL REASONING QUESTIONS:

- Meaning of words **in context** (in the extract)  
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**KEY FOCUS:**

- Contextual meaning of word

**What you need to do:**

- Find the word in the extract before working out meaning.
- Avoid distractors!

## WHAT QUESTIONS

**What impression** do you have of Jenny from this extract?

**What** are Bill Bryson's **thoughts and feelings** about junk food in this extract?

**What** do you learn about Lewis Hamilton from this extract?

**What** are your **thoughts and feelings** about Tristram Stuart?

**WHAT QUESTIONS:**

- Evidence
- Inference
- Focus on language / word choices  
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**KEY FOCUS:**

- Highlight key words
- Track text

**KEY WORDS IN ANSWER:**

- showing...
- suggesting...
- emphasising...
- highlighting...

## WHAT + HOW QUESTIONS

**What impression** do you get of London in this extract? Explore what we are told about London and **how we are told it**. [10 marks]

**What impressions** do we get of Gobseck? Explore **what the writer says** about Gobseck and **how he says it**. [10 marks]

**What impression** do you get of Blackpool. Explore **what the writer says** about Blackpool and **how he says it**. [10 marks]

**WHAT + HOW QUESTIONS:**

- Evidence
- Inference
- Writer's technique  
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**KEY FOCUS:**

- Point – evidence-explore

**KEY WORDS IN ANSWER:**

- shows...
- suggests...
- The use of the word, '...' emphasises...
- The [technique] highlights...

## HOW does the writer..? QUESTIONS

**How does the writer** try to persuade British people to ask for a 'doggy bag'? [10 marks]

**How does the** Dog Rescue Centre persuade you to support them? [10 marks]

- Some techniques that may be used:
- First person / a personal account
- Second person – addressing the reader
- Anecdotes
- Repetition
- Similes/metaphors/adjectives/adverbs
- Use of experts
- Listing
- Rhetorical questions
- Facts/Statistics
- Specific examples
- Exaggeration/hyperbole
- Repetition of positive/negative words
- Use of humour
- Sarcasm
- Tone – derogatory/sarcastic/ humorous, etc.

**HOW QUESTIONS:**

- Technique
- Evidence
- Explain effect!  
\*\*\*\*\*

**KEY FOCUS:**

- Highlight key words in question
- Track through WHOLE text

**KEY WORDS IN ANSWER:**

- By using...

## EXPLAIN QUESTIONS

**Explain why** India Knight has become a dog person. [5 marks]

**Explain how** the AGRA programme has helped farmers in Africa. [10 marks]

**Explain** the reasons for children becoming overweight, according to the article [10 marks]

**Explain** the relationship between household income and obesity in boys and girls [2 marks]



**You will need to use connectives such as: because, as a result, due to, so when explaining the reasons why!**

- Give reasons why something happened
- Give reasons how something happened
- Consider the cause and effect  
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**KEY FOCUS:**

- Reasons why

**KEY WORDS IN ANSWER:**

- [This happened] because of [this]

## SUMMARISING QUESTIONS

In your own words, **summarise five reasons** that make catching sheep exhausting, according to the writer.

**Summarise** how Tristram would solve the problem of waste food. [2 marks]

**Summarise** the challenges faced by Andrew Dilger when he first became a dog owner. [5 marks]

**SUMMARISING QUESTIONS:**

- Key ideas from text
- Own words
- No quotes
- No opinions  
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**KEY FOCUS:**

- Key ideas in own words

**KEY STRATEGIES TO ANSWER:**

- Read extract
- Highlight key points
- Avoid repetition
- Number or marks is linked to number of points

## SYNTHESISING QUESTIONS

Using information from Texts B, D and E, **synthesise** the possible benefits gained from reducing our waste plans to reduce waste further. [10 marks]

**Thinking about the information in Text B and C**, explain how some farms in Africa have doubled their yield. [2 marks]

Look at Texts C, D and E. **Synthesise** what these texts say about payday loans. [5 marks]

**SYNTHESISING QUESTIONS:**

- Key points from question
- Short points
- Short quotes
- No comparison  
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**KEY FOCUS:**

- Bringing information together from two or more sources

**KEY WORDS IN ANSWER:**

- Text A says ..... and .....
- Text B says ..... and ....
- Text C says.....

## COMPARISON QUESTIONS

Compare the similarities and differences in farming and attitudes to the animals in Text D and E. [5 marks]

Both Texts B and E are about animals in Video Games. Compare how animals are treated in video games according to PETA in both texts. [10 marks]

Text D and E are both written by new dog owners. Compare and contrast their experiences of bringing a new dog into their lives. [10 marks]

**You will need to use connectives such as: However, similarly, equally, alternatively, etc.**

**COMPARISON QUESTIONS:**

- How things are similar
- How things are different
- Support with evidence from the text  
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**KEY FOCUS:**

- Comparing what is required in question
- Be specific about writer/text
- Include specific examples

**KEY WORDS IN ANSWER:**

- Text A says ".....", also, Text B says ".....".
- Text A says ".....", however, Text B says ".....".

## SEQUENCING QUESTIONS

Text B has four suggestions of what you should do before getting a dog. **Put these in order**. The first one has been done for you. [3 marks]

Put these instructions **in the order** that they would best be completed to recalibrate the Wii Remote. The last one has been done for you. [3 marks]

**SEQUENCING QUESTIONS:**

- Put the text in order
- One will be filled in – complete the rest
- Not a summary, just an order.  
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**KEY FOCUS:**

- Putting the information in order

**KEY WORDS IN ANSWER:**

Look at how the example has been set out and follow suit.

## TEXT PURPOSES

**Personal** – written for personal interests but also texts that connect with other people – personal letters, fiction, biography, information texts, personal e-mails and blogs. Would be read during leisure or recreational time as they are written to satisfy a personal interest.

**Occupational** – one that is linked to action. It will relate to achieving a goal or task. Occupational texts are described as 'reading to do' and include: job advertisements, HR policies and health and safety notices.

**What is the purpose of this text?** [1 mark]

- Educational
- Occupational
- Personal
- Public

**Public** – produced for people and relate to public activities/issues/concerns. These texts assume anonymous contact with readers. Texts include: official documents, information about public events, discussion-style blogs, news websites and public notices.

**Educational** – these texts aim to instruct. Educational reading normally requires acquiring information as part of a larger learning task – materials are not always chosen but assigned by an instructor. Printed text books and interactive learning software are typical examples.

# Unit 2 and 3 exam - Writing Skills

## Possible Writing Task: Unit 2

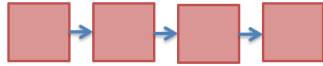
### Descriptive Writing

- **20 marks** are awarded for content, communication and organisation
- **15 marks** are awarded for writing accurately
- You should aim to write **350-500** words
- Spend **five minutes** planning your work carefully before you begin
- Spend **forty minutes** writing your description

#### Think about:

- Show, not tell
- Lots of details
- Zooming in on particular details
- Vocabulary choices
- Effective adjectives, adverbs, similes, metaphors, etc.

- **Example Question** – "Describe an occasion when someone unexpectedly comes into money." [35 marks]



## Possible Writing Task: Unit 2

### Expositional Writing

- **20 marks** are awarded for content, communication and organisation
- **15 marks** are awarded for writing accurately
- You should aim to write **350-500** words
- Spend **five minutes** planning your work carefully before you begin
- Spend **forty minutes** writing your explanation

- **Example Question** – Write an essay explaining why money is important to teenagers. [35 marks]



- **Think about:**
  - Plan carefully to avoid repetition
  - Link similar ideas together
  - Avoid use of first person
  - Give lots of reasons to support point
  - Don't be distracted by quote – focus on question

## Possible Writing Task: Unit 3

### Formal letter

- 10 marks are awarded for content, communication and organisation
- 10 marks are awarded for writing accurately
- You should aim to write 200-300 words
- Spend five minutes planning your work carefully before you begin
- Spend **twenty five minutes** writing your formal letter

- **Example Question** – The Government is considering raising the driving age to 21. Write a letter to a newspaper giving your opinion on this matter. [20 marks]



- Remember:
- Form
- Audience
- Purpose
- Tone

- A formal letter will include:
  - Address of person reading the letter
  - Address of person writing the letter
  - A date
  - A clear greeting that is suitable
  - Opening paragraph giving reasons for writing
  - Middle part of letter giving the main arguments and details
  - Final paragraphs to state the actions expected as a result of the letter
  - Signing off
  - Name of writer printed

## Possible Writing Task: Unit 3

### Informal letter

- 10 marks are awarded for content, communication and organisation
- 10 marks are awarded for writing accurately
- You should aim to write 200-300 words
- Spend five minutes planning your work carefully before you begin
- Spend **twenty five minutes** writing your letter

- **Example Question** – You have heard about a sponsored challenge in which participants will do a 20-mile walk across hills and rugged country. Money will be raised for charity but the challenge will be physically tough. [20 marks]



- Remember:
- Form
- Audience
- Purpose
- Tone

- An informal letter will include:
  - Your address
  - The date
  - Greeting / salutation
  - Short introductory paragraph making the purpose of the letter clear
  - 3-4 middle paragraphs
  - Final paragraph to round off and reinforce the purpose of the letter
  - Informal closure
  - Your first name

## Possible Writing Task: Unit 3

### Article

- 10 marks are awarded for content, communication and organisation
- 10 marks are awarded for writing accurately
- You should aim to write 200-300 words
- Spend five minutes planning your work carefully before you begin
- Spend **twenty five minutes** writing your article

- **Example Question** – Write an informative article about being a teenager. [20 marks]
- Write an entertaining article about things teenagers find embarrassing.



- Remember:
- Form
- Audience
- Purpose
- Tone

- An article may have:
  - An engaging heading to grab the reader's attention
  - Viewpoint made clear in a short, sharp introductory paragraph
  - Middle paragraphs expanding on details linked to topic
  - May use humorous or persuasive devices (depending on task)
  - Anecdotes or examples to illustrate points
  - A range of language features to engage
  - A conclusion drawing points together and giving a final opinion

## Possible Writing Task: Unit 3

### Speech

- 10 marks are awarded for content, communication and organisation
- 10 marks are awarded for writing accurately
- You should aim to write 200-300 words
- Spend five minutes planning your work carefully before you begin
- Spend **twenty five minutes** writing your speech

- **Example Question** – Write a speech to your peers persuading them to take part in a sport or hobby of your choice. [20 marks]



- Remember:
- Form
- Audience
- Purpose
- Tone

- A speech may include:
  - A clear awareness of audience
  - Facts and statistics
  - Emphasising key message
  - Clear viewpoint
  - Careful linking of ideas
  - Anecdotal evidence
  - Humour
  - Controversial statements

## Possible Writing Task: Unit 3

### Review

- 10 marks are awarded for content, communication and organisation
- 10 marks are awarded for writing accurately
- You should aim to write 200-300 words
- Spend five minutes planning your work carefully before you begin
- Spend **twenty minutes** writing your review

- **Example Question** – Write a review on one aspect of the 21<sup>st</sup> century. This may relate to sport, music, film or novels. [20 marks]



- Remember:
- Form
- Audience
- Purpose
- Tone

- A review may include:
  - A heading, often the name of the book, film, television programme, etc.
  - An introductory paragraph which may give some background information
  - Middle paragraphs that discuss the book/film without giving too much away
  - A clear ending giving a recommendation to the reader

## Possible Writing Task: Unit 3

### Formal Report

- **10 marks** are awarded for content, communication and organisation
- **10 marks** are awarded for writing accurately
- You should aim to write **200-300** words
- Spend **five minutes** planning your work carefully before you begin
- Spend **twenty five minutes** writing your report

- **Example Question** – As Secretary of your youth club, you have been asked to write a report on facilities for young children and teenagers in your area. Write what you would say. [20 marks]



- Remember:
- Form
- Audience
- Purpose
- Tone

- A report may include:
  - A clear title establishing audience and purpose
  - A brief introduction showing why you are writing the report
  - Sub-headings to structure report
  - Paragraphs containing different ideas
  - A concluding paragraph giving recommendations about what should happen next
  - Signature / title of the person writing the report and the date of the report
  - Clear, formal language