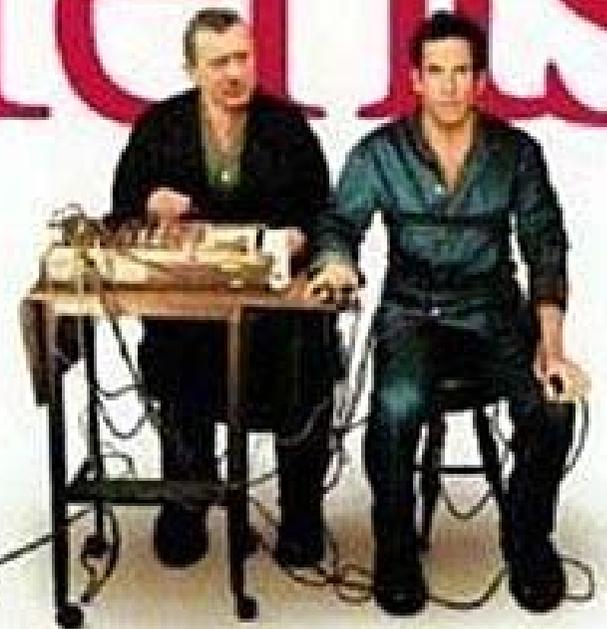


Parent
Workshops:
English

ORIGINAL MOTION PICTURE SOUNDTRACK

Meet the Parents

Music by
RANDY NEWMAN



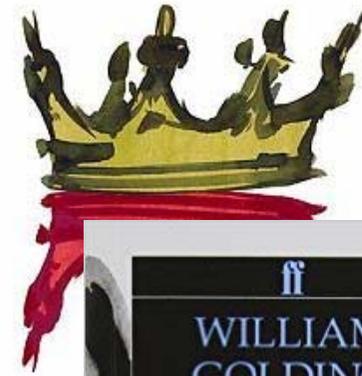
OXFORD SCHOOL SHAKESPEARE

MACBETH



OXFORD SCHOOL SHAKESPEARE

MACBETH



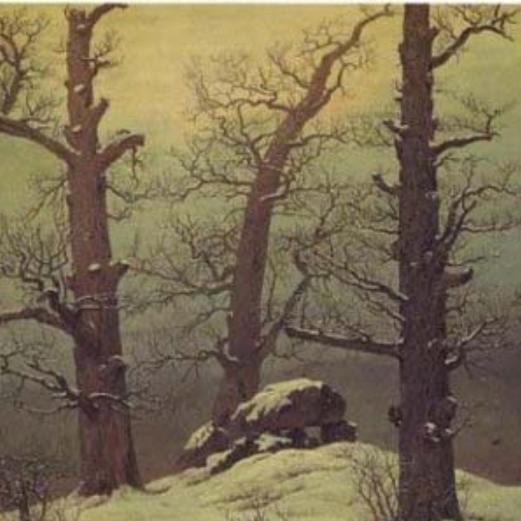
Literature

SECOND EDITION

FRANKENSTEIN

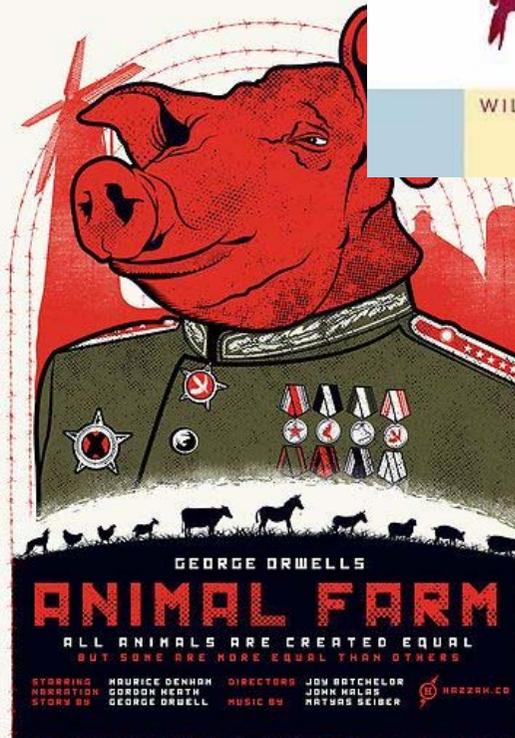
Mary Shelley

EDITED BY JOHANNA M. SMITH



A Christmas Carol

CHARLES DICKENS

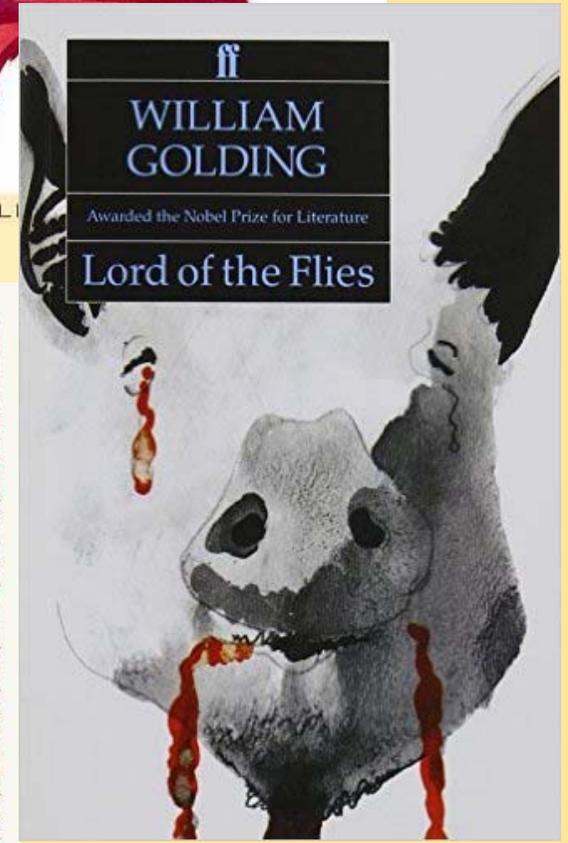


WILLI

ff
WILLIAM GOLDING

Awarded the Nobel Prize for Literature

Lord of the Flies



Literature

Literature

sjflynn
LEVEL 1

0 words learned | 257 points

A Christmas Carol Quotes

Set a daily goal

0 / 9 words learned

People to follow

CallumMcWhinnie
Evolution Level 6
15,300 points

0 Following | 0 Followers

GCSE

ENGLISH LANGUAGE AO_s SYMMETRY GRID

Paper 1	Q1	Q2	Q3	Q4	Q5: Writing
	A01 List 4 things... Identify explicit information Identify explicit ideas 4 marks	A02 How does the writer's use of language... Explain, comment on, analyse 8 marks	A02 How does the writer structure... Explain, comment on, analyse 8 marks	A04 To what extent do you agree? Evaluate texts critically 20 marks	AO5/AO6 Descriptive or narrative writing <ul style="list-style-type: none"> Communicate clearly Organise information Use a range of vocab and sentences Accurate spelling and punctuation 40 marks
Paper 2	A01 True/false statements... Identify and interpret explicit and implicit information and ideas 4 marks	A01 Write a summary... Synthesis of explicit and implicit ideas and information 8 marks	A02 How does the writer's use of language... Explain, comment on, analyse 12 marks	A03 How the writers present... Compare writers' ideas and perspectives, and how they are conveyed 16 marks	AO5/AO6 Students write about their own views As above 40 marks
Assessment journey: Two equal demand papers which balance progression through the papers.	Reading AO1: P1 Q1 begins with explicit retrieval. This is mirrored in P2 Q1 through true/false statements and culminates in a summary task of both implicit and explicit reference as a pointer to P2 Q4.	Reading AO2: P1 Q2 provides a specific example for analysis. P2 Q3 requires students to select examples of their own.	Reading AO4/3: Evaluation of a section of text on P1 Q4 leads to comparison of two whole texts in P2 Q4.	Writing AO5/6: P1 reading source acts as stimulus for descriptive, app or narrative writing. P2 reading sources support students to write their own views.	

English Language Paper 1: Q1: four things about the weather in Cornwall

It was a cold grey day in late November. The weather had changed overnight, when a backing wind brought a granite sky and a mizzling rain with it, and although it was now only a little after two o'clock in the afternoon the pallor of a winter evening seemed to have closed upon the hills, cloaking them in mist. It would be dark by four. The air was clammy cold, and for all the tightly closed windows it penetrated the interior of the coach. The leather seats felt damp to the hands, and there must have been a small crack in the roof, because now and again little drips of rain fell softly through, smudging the leather and leaving a dark blue stain like a splodge of ink.

English Language Paper 2: True or false?

Read again **source A**, from lines 1 to 15.

Choose **four** statements below which are TRUE.

- A Jay Rayner has good memories of his time in school.
- B Jay Rayner was happy to help his son with his homework.
- C As a boy, Jay Rayner worried about handing in his homework on Monday mornings.
- D Jay Rayner could not think of a food metaphor to help his son.
- E Jay Rayner was very able in school.
- F As a boy, Jay Rayner did not enjoy doing homework.
- G Jay Rayner looked forward to receiving feedback from his teachers.
- H Jay Rayner makes a joke to cover up his own real exam results.

What can you do?

- Encourage your children to read quality newspapers. Vast majority of examination extracts come from:
 - The [Guardian](#)
 - The Independent
 - The Times
- Focus on the **opinion/comment** articles.
- Talk to them about the viewpoint. Do they agree / disagree?
- Talk to them about the **language**. How is language being used to effect their response? Which words? Which techniques? E.g. Formal or informal? Short sentences.

The 'language' question on Paper 1:

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat, in a faint endeavour to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank onto the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured

A typical Point Evidence Technique Explanation Reader's response paragraph

The writer uses language here to make the effects of the weather seem quite threatening. **She describes how the “coach trembled and swayed”.** **The writers choice of verbs personify the coach and convey the idea that it is at risk of overturning.** This makes the reader feel concern for the passengers who are inside the coach.

The 'language' question on Paper 2 is more demanding:

- It could be from a pre-1900 text.
- Unlike Paper 1, students will need to choose their own examples.
- They'll need to read the question carefully...

Paper 2 Q3: Language Question:

- You now need to refer only to **source B**, the letter by Henry written to his father.
- How does Henry use language to try to influence his father?

Paper 1: Question 4: 20 marks

Focus this part of your answer on the second half of the source, **from line 18 to the end.**

A student, having read this section of the text said: “The writer brings the very different characters to life for the reader. It is as if you are insider the coach with them.”

To what extent do you agree?

In your response, you could:

- write about your own impression of the characters
- evaluate how the writer has created these impressions
- support your opinions