

GCSE English Language and English Literature LCHS



Student Guide

Name:

Form:

English teacher:

Studying English Language *and* English Literature in Year10 and Y11

A New Challenge

This is the start of an exciting two years for you. You have everything to work for: achieving the best English Language and Literature GCSE grades you possibly can is an excellent target. Remember your English lessons prepare you for **two** completely separate GCSEs. These GCSEs will be with you for life and will allow you to make more choices at the end of Y11. It makes sense to achieve your target grade or beyond, and **NOW** is the time to start training for that goal.

This course requires you to work hard; organise your notes; think for yourself and take responsibility for your own learning. It should be enjoyable too!

Your English teacher is here to help you progress and fulfil your potential in both your English Language and English Literature examinations. **Talk** to them if you have concerns; they want to help you. Remember though: **you** are responsible for ensuring that you are an expert on your literature texts; have taken every opportunity you have been given and understand what the examination will require you to do. There are no controlled assessments. This two year course will prepare you for the examinations you will take in May of Y11. Everything you do during Y10 and Y11 will be looking forward to those examinations. The reason English Language and English Literature GCSE grades are so highly regarded, is that they show the world your ability to think, make connections and communicate clearly. These skills do not develop overnight. They will develop as you read a range of texts, listen to the news, join in with discussions, look at the world beyond your own experiences, think about what matters to human beings.

- **You** need to be clear about the fact that you need to make the most of every English lesson.
- **You** need to complete all homework tasks to the highest standard possible.
- **You** need to consciously work at getting involved in class and group discussions.
- **You** need to use a dictionary regularly - checking definitions and assimilating new words into your own vocabulary.
- **You** need to know what to expect in the examinations and be aware of the assessment criteria which are being used to mark your work.
- **You** need to be responsible for catching up on any work missed due to absence.
- **You** need to bring all necessary equipment to every lesson.

Looking forward to the Examinations - Summary of Assessment

English Language:

Component 1: 1 hour 45 minutes 40% of total grade

Section A: Reading comprehension of one 20th century fiction extract. 40 marks

Section B: 1 writing task: short story or autobiographical. 4 options available. 40 marks

Component 2: 2 hours 60% of total grade

Section A: Reading comprehension of two nonfiction texts, one 21st century and one 19th century. 40 marks

Section B: 2 writing tasks: transactional / persuasive 40 marks

Component 3: Non-examination Not weighted

One presentation / speech, including responses to questions and feedback.

English Literature:

Component 1: 2 hours 40% of total grade

Shakespeare and Poetry

Section A: Romeo and Juliet: one extract based question and one essay question. 40 marks

Section B: Poetry from 1789 to the present day (anthology): 2 questions. 40 marks

Component 2: 2 hours and 30 minutes 60 % of total grade

Post 1914 prose/ drama, 19th century prose and unseen poetry

Section A: Either 'Lord of the Flies' or 'An Inspector Calls': One question which starts with an extract and asks students to also write about the entire text. 40 marks
(20%)

Section B: 19th Century Prose text: Either 'A Christmas Carol' or 'War of the Worlds' or 'Pride and Prejudice' or 'The Strange Case of Dr Jekyll and Mr Hyde'
(20%) One question which starts with an extract and asks students to also write about the entire text. 40 marks

Section C: Unseen Poetry: two questions. One requires a response to a previously unseen poem, the other requires students to compare the poem with another unseen poem. 40 marks
(20%)

We are taking EDUQAS examinations. You can look at the specifications in more detail
Online at: <http://eduqas.co.uk/qualifications/english-language/gcse/> and
<http://eduqas.co.uk/qualifications/english-literature/gcse/>

Programme of Study in Y10 and Y11

| | Autumn 1 8 weeks | Autumn 2 8 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 7 weeks | Summer 2 4 weeks |
|--|---|---|--|--|--|---|
| Year 10 English Language and English literature focus | Reading / Writing Prose: Short stories and autobiographical writing PLUS 'Lord of the Flies' or 'An Inspector Calls' | Reading / Writing Prose: Short stories and autobiographical writing PLUS 'Lord of the Flies' or 'An Inspector Calls' | Reading / Writing non- fiction: media articles 19/20/21 st century PLUS 'Romeo and Juliet' | Reading / Writing non- fiction: media articles 19/20/21 st century PLUS 'Romeo and Juliet' | Reading / Writing Prose: Short stories and autobiographical writing PLUS Poetry anthology and unseen poetry | Reading / Writing non- fiction: media articles 19/20/21 st century PLUS Poetry anthology and unseen poetry |
| Year 11 English Language and English literature focus | Reading / Writing Prose: Short stories and autobiographical writing PLUS 19 th century prose | Reading / Writing non- fiction: media articles 19/20/21 st century PLUS 19 th century prose | Examination preparation and revision for Language and Literature | Examination preparation and revision for Language and Literature | Examination preparation and revision for Language and Literature | Examination preparation and revision for Language and Literature |

Great ways of improving your English GCSE grades

- Read. Read articles in newspapers and magazines. Look at the way the journalists engage you and make you smile, or get angry or surprise you. You can do that too. Magpie their style; some of their words: spot the sparkly techniques and have a go at them yourself!
- Read fiction. You will be expected to read as part of the course. We will ask you to read books that are not part of the examination, to help develop your thinking and language skills.
- Spend enough time on your homework. Sit somewhere quiet. Don't sit near a computer or your phone. Practise thinking.
- Write notes on every character in the books you are studying. Pick out key quotations (short ones) and start learning them. You will not have the book with you in the examination.
- How do characters change from the beginning of your text, throughout the middle of it, and towards the end? This is the development of the character. Do they learn anything?
- Write practice essays and ask your teacher to mark them.
- Go on the EDUQAS website; find the English Language and English Literature GCSE sections. Know what to expect in the examinations.
- Use sites like <http://www.bigissue.com/> and <http://www.theguardian.com/uk> to read reviews and articles. This is how you will become familiar with style and content for when you have to write a transactional piece in your English Language examination.
- Attend any extra classes that occur. We will always be happy to see you.
- Look after all of your notes: these will be essential when it comes to revision time.
- Practise using your new words in other lessons. Try to make your writing sound sophisticated all the time. If you just make an effort in English you will fail. Your writing needs to be crafted and structured all the time.
- Learn that pesky spelling that always trips you up. Look at it. Which bit of it is the problem? Do something to remember it. Do it now. Sort it out.
- Try to make every piece of writing count: be accurate, be purposeful and really have an impact on your reader.
- Get into the habit of using connectives to link sentences together.
- Get into the habit of using a colon to show you are going to explain what you just said: they make you develop your point.
- Sleep. If you don't get enough sleep you are going to struggle to concentrate on anything.
- Hydrate yourself. Give yourself the best possible chance of success.
- Believe in yourself. Don't give up because something is difficult or you feel like you keep making mistakes. Make lots of mistakes - and learn from them.
- See your teacher as your ally: someone who cares and wants to help you make progress.
- ASK someone for help if you don't understand something. Just make sure you have thought about it for a bit first!
- ABOVE ALL ELSE make the best possible use of your English lessons.

Writing a Literature Essay

Ask yourself: ‘What exactly am I being asked?’

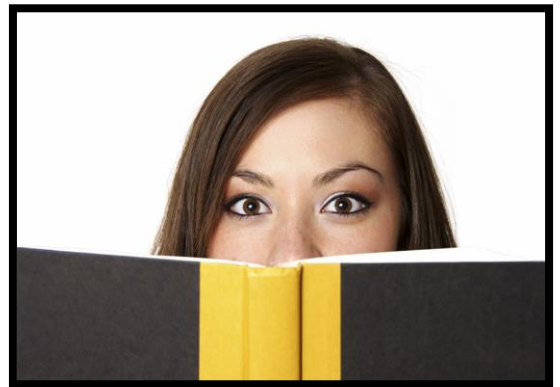
- Start by working out what the question is asking you. Break it down.
- Try and establish several strands to the question - these will help your paragraphing.
- Decide what the core of the matter is for you - this will supply your conclusion and give coherence and integrity to your argument.

Get a rough idea.

- Develop a rough plan outlining the sections of your essay, and a general idea of how you wish to conclude. Make sure you think about the BEGINNING, MIDDLE and END of the text.
- Start with a direct approach.
- Avoid lengthy introductions. Don’t repeat the title. Don’t drone on about ‘first I’m going to do this, then I’m going to do that’ - get in there and do it.
- Try and make at least one main point in your introduction.
- Don’t just waffle around the subject.

Take it personally.

- Always, always approach the question from a personal viewpoint - show your own thoughts, opinions and analysis, not your teacher’s or something you’ve filched from the net, or a study guide.
- Use first person pronouns occasionally, by all means, but don’t gush! You are writing a formal essay, not a feature for ‘Look’ magazine.
- If you are asked to respond to a critical opinion, it is useful to start from an objective response and move to a personal angle. Remember, you are not expected to know the answer.
- There is never only one answer to the question. *Your* response needs to be convincing: use statements and evidence to support your points of view.



Use the present tense.

- Write in the present tense, even when writing about autobiography. This helps your essay to sound analytical rather than narrative. Even though Orwell published *Animal Farm* in 1945, the book *describes* the animals’ seizure of Manor Farm. Similarly, Macbeth always *murders* Duncan, despite the passage of time.

Assume your reader is in the know.

- Remember, **your reader knows the texts very well**, so doesn’t need you to tell them what happens.
- However, he or she does need your analyses of events, characters and their interactions, supported by evidence and quotations from the text.

Quote!

- You **must** use quotations.

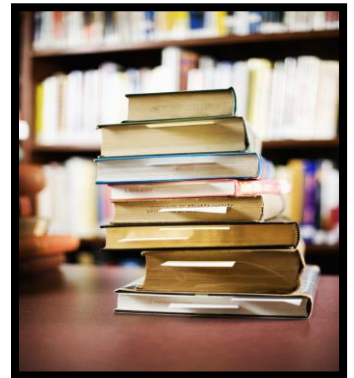
- Here you need to think like a Lawyer. Your quotations are evidence. Just as you would not throw a physical piece of evidence on the exhibits table and claim your case is proven, so you should not just lump your quotations into the text. You have to make **connections**. Put your quotation into context. Lead into the quotation. Quote. Then move smoothly on from the quotation with an explanation of what it proves.
- Avoid overlong quotations. Keep them short and pithy. You should always be able to justify your use of the quotation.
- The hot marks are on attention to language. Are there images in the quotation which occur elsewhere? Make a cross-reference? Are there language features (alliteration, assonance, simile, metaphor) which enhance the meaning? Draw attention to them and explain how they work.
- However, DO NOT GO IN FOR FEATURE SPOTTING, e.g. 'This is an example of onomatopoeia.' Who cares? Say what effect it is having; why it was used; what the writer might have been wanting to achieve...

Micro and macro

- Your study should look at the language of the text in detail as detailed above. This constitutes a micro-analysis.
- A successful essay will also deal with themes and issues - the holistic picture, the macro-analysis.
- The perfect essay will use both approaches.

And finally...

- Don't use your conclusion to summarise what you have already said - try to take the discussion forward somewhere...
- Save something for the end.
- Conclude not with a whimper but a bang.



Homophones

Homophones are words that sound the same but are spelled differently. If you get the wrong spelling, your writing will not make sense and you will lose marks for your overall response.

1. They're, there and their

"they're" is perhaps the easiest to remember. It is the shortened form of "they are".

For example: They're catching a flight at 11.45.

"their" means "belonging to them"

For example: Their house is in Broad Street.

"there" is used in 2 ways:

1) to mean a place

For example: The post office is over there.

2) with the verb "to be" (in phrases like "there is", "there are" etc)

For example: There are 26 letters in the alphabet.

See if you can choose the correct words to fill the gaps in the following sentences. For each example can you explain why your chosen word is correct?

1. They always take dog with them on holiday.
2. Let's wait alongside the exit.
3. Ask them if coming tomorrow.
4. building an extension to our school.
5. are over 1200 students at our school.
6. We'll call in at Mcdonalds if 's time.
7. football team is at the top of the league.
8. Sam is always in good time.
9. Dad was pleased that they had done so well in exams.
10. I'm afraid going to find the move very stressful.
11. My parents won't be coming as both working on Saturday.
12. The teacher told them to leave books on her desk.

To, too and two

"Two" is always a number - the number 2

For example: The two boys shivered in the cold.

"Too" can be used in 2 ways:

to mean "excessively" e.g. too far, too expensive

to mean "also" or "as well" e.g. Will you be skating too?

"To" is used in 2 ways:

to show direction e.g. He passed the ball to his brother

as part of a verb e.g. He wanted to read the new Harry Potter book.

See if you can choose the correct words to fill the gaps in the following sentences. For each example can you explain why your chosen word is correct?

1. There were trains standing in the station.
2. I usually go the swimming pool on Saturdays.
3. The question was hard for me.
4. My best subject is Geography but I'm quite good at English
5. Maisie tries train at least four times a week.
6. The music was far loud for Joe's parents.
7. Twice is four.
8. Jack's ambition is become an actor.
9. heads are better than one!
10. "I'd like a cookie please," said Emma. "Me !" shouted Mick.
11. I wouldn't bother much about what to wear at the party.
12. "Remember bring a change of clothes in case we get wet.

Where, wear, were and we're

"Wear" means to have on the body.

"Where" means in what place or to what place or from what place.

"Were" is used in when talking about actions in the past.

"We're" is used as a contracted form of "we are."

See if you can choose the correct words to fill the gaps in the following sentences. For each example can you explain why your chosen word is correct?

1. I ____ warm clothes in Winter.
2. I do not know ____ Mr Banks lives.
3. We ____ at the game yesterday.
4. ____ are you going this evening?
5. Have you decided where ____going?
6. Susan had to ____ a bandage on her arm.
7. When we ____ at the seaside we swam.
8. People ____ sandals in warm countries.
9. ____ Ryan and David at the library.
10. ____ did the new pupil come from?
11. We decided that ____ meeting at 6pm.
12. Clothes to ____ for Summer are in the shops.
13. ____ can she be?
14. ____ you here last night when we ____ visiting?

Commonly Misspelled Words

| | |
|-----------------|---------------------|
| accommodation | knowledge |
| actually | listening |
| although | lonely |
| argument | meanwhile |
| audience | mischief |
| autumn | modern |
| beautiful | moreover |
| beginning | necessary |
| believe | nervous |
| beneath | original |
| buried | outrageous |
| business | parallel |
| caught | participation |
| climb | pattern |
| column | peaceful |
| concentration | people |
| conclusion | performance |
| conscience | permanent |
| conscious | persuade/persuasion |
| consequence | physical |
| continuous | possession |
| decide/decision | process |
| definite | proportion |
| development | queue |
| disappear | |
| disappoint | receive |
| embarrass | reference |
| environment | remember |
| evaluation | safety |
| evidence | secondary |
| explanation | separate |
| February | sincerely |
| fierce | skilful |
| forty | soldier |
| fulfil | stomach |
| furthermore | straight |
| guard | strategy |
| happened | success |
| health | surely |
| height | surprise |
| imaginary | technique |
| interesting | tomorrow |
| interrupt | unfortunately |
| issue | weight |
| jealous | weird |

women

Useful Connectives

Instruct / Recount / Sequence (Temporal Connectives)

- | | | |
|-----------------------------|-----------------------|----------------|
| • first (second third etc.) | • finally | • then |
| • when | • next | • here |
| • now | • lastly | • hitherto |
| • at this point | • at this moment | • until then |
| • meanwhile | • next time | • soon |
| • after a while | • at once | • straightaway |
| • in the end | • afterwards | • previously |
| • before that | • on another occasion | • whenever |
| • since | • while | • later on |

Compare / Discuss / Argue (Comparative Connectives)

To show a similarity or add a point

- | | | |
|-------------|----------------|---------------|
| • also | • in addition | • furthermore |
| • moreover | • additionally | • even |
| • let alone | • as well | • indeed |
| • not only | | |

To show difference or opposition to a point

- | | | |
|---------------|--------------------|---------------------|
| • however | • nevertheless | • on the other hand |
| • in contrast | • though | • in fact |
| • by contrast | • alternatively | • even so |
| • yet | • anyway | • differs from |
| • whereas | • on the contrary | • in other respects |
| • instead | • rather | • elsewhere |
| • but | • in spite of this | • in that respect |

To reinforce a point

- | | | |
|------------|----------|-------------|
| • besides | • anyway | • after all |
| • moreover | | |

Explain

- | | | |
|------------------|----------------|------------------|
| • for example | • for instance | • in other words |
| • that is to say | • besides | • e.g. |
| • in that | • i.e. | |

List

- | | | |
|---------------|----------------------|-----------------|
| • first(ly) | • second(ly) etc. | • first of all |
| • finally | • lastly | • for one thing |
| • for another | • in the first place | • to begin with |
| • next | • in summation | • to conclude |

Useful Language Features

Adjectives
 Adverbs
 Alliteration
 Anecdote
 Expert views
 Hyperbole
 Imagery
 Imperative verbs
 Lists
 Metaphor
 Nouns
 Opinions
 Personification
 Pun
 Question
 Rhetorical question
 Rhyme
 Rhythm
 Senses
 Simile
 Sentences: Simple, compound, complex
 Statistics
 Tone
 Triplet/Rule of three
 Verbs

Help is at hand

While it is important that, more and more, you become responsible for your own learning, you should never feel that you are on your own.

Ask questions in class. Be part of the discussion. Don't be afraid of looking foolish. It is quite likely that your classmates will be grateful to you for raising the issue.

Declaration:

I have read this guide to the English Language and English Literature GCSEs carefully. I have also shown it to an adult who cares about me.

We have talked about what I need to do to achieve my target grade in English this year. I will take every opportunity to improve my knowledge and skills this year.

I will speak to my English teacher about any concerns I have.

Signed: _____ Date: _____

Signature of parent/ guardian:

_____ Date: _____

