

# Year 11 Information Evening

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ENGLISH LANGUAGE AND ENGLISH LITERATURE



# Structure of the exams

English Language:  
No changes to  
exams in 2023.

## Paper 1: Explorations in Creative Reading and Writing

### What's assessed

#### Section A: Reading

- one literature fiction text

#### Section B: Writing

- descriptive or narrative writing

### How it's assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions

#### Reading (40 marks) (25%)

– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

#### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

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## Paper 2: Writers' Viewpoints and Perspectives

### How it's assessed

#### Section A: Reading

- one non-fiction text and one literary non-fiction text

#### Section B: Writing

- writing to present a viewpoint

### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions

#### Reading (40 marks) (25%)

– two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

#### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)



Language Paper 1  
Explorations in Creative Reading and Writing

Section A: Reading

Q1: List four things (5 mins)

⇒ These 'things' may be explicit (obvious) or implicit (hidden, hinted at)

Q2: Analyse language (10 mins)

⇒ Write about words, phrases and literary techniques

Q3: How does the writer use structure (15 mins)

⇒ Write about how things change from the beginning, to the middle, to the end and why.

Q4: To what extent do you agree? (20 mins)

⇒ Prove / explain / demonstrate the given statement with evidence from the source, examining language / structure / tone / implicit and explicit meaning.

Section B: Writing

Q5: Descriptive / narrative writing (50 mins: 5 mins planning + 40 mins writing + 5 mins checking)

⇒ Write a description / narrative using the picture as your stimulus.

Language Paper 2  
Writers' Viewpoints and Perspectives

Section A: Reading

Q1: True / False statements (5 mins)

⇒ Shade in the four correct statements

Q2: Write a summary... (10 mins)

⇒ Compare the sources, summarising the explicit and implicit ideas

Q3: How does the writer use language (15 mins)

⇒ Comment on the writer's language and methods, explaining how they want to make the reader **Feel**, **Imagine** or **Think** (F.I.T.)

Q4: Compare different perspectives / viewpoints (20 mins)

⇒ How do their viewpoints / perspectives compare / contrast? Why? What methods do the writers use to convey their viewpoint / perspective?

Section B: Writing

Q5: Write about your own views (50 mins: 5 mins planning + 40 mins writing + 5 mins checking)

⇒ You will be asked to write your own views on a given subject.

⇒ You will have to express your views in the form of a newspaper article, a speech, a letter, or another genre.

Student Myth #1:

*"You can't  
revise for  
English  
Language."*



# Structure of the exams

English Literature:  
a change to exams  
in 2023.

Paper 1
What's assessed?
<u>Section A</u>  <i>Romeo and Juliet</i>  (30 marks + 4 marks SPaG)
<u>Section B</u>  <i>A Christmas Carol</i>  (30 marks)

+

Paper 2
What's assessed?
<u>Section A</u>  <i>An Inspector Calls</i>  (30 marks + 4 marks SPaG)
<u>Section B</u>  Poetry of Power and Conflict  (30 marks)
<u>Section C</u>  Part 1: unseen poem (24 marks + 4 marks SPaG)  Part 2: unseen poetry comparison  (8 marks)





Student Myth #2:

*“I’m better  
at English  
Language  
than English  
Literature.”*



# Key Dates

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## **November Mock exams:**

English Language Paper 1	(1 hour 45 mins)
English Language Paper 2	(1 hour 45 mins)
English Literature Paper 1	(1 hour 45 mins)

## **March Mock Exams:**

English Language Paper 1	(1 hour 45 mins)
English Language Paper 2	(1 hour 45 mins)



Student Myth #3:

*“There’s no point in revising now. By Year 11 it’s too late”*



# How to revise

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Although the texts on the paper are 'unseen', the questions are always the same, and the examiners will expect a high level of knowledge about how to answer each question. This comes from understanding the skills being tested in each question.

Practise exam technique in a very focused way, by concentrating on one question at a time.

Read the mark schemes so that they understand clearly what the examiner is looking for.

Re-read exemplar work so that they know what a good answer looks like (from recalled scripts, the textbook, the mark scheme etc)

Time themselves so that they can meet the assessment objectives to the level required in the time allowed

Using their tracking sheet, they can gauge how well they are progressing, question by question.

Every year, students make significant progress from their mock exams by revising and attending revision classes. Most Year 11 students improve by an average of one number grade between their mock exams and real exams. Practice makes perfect!





# POVERTY AND THE WORKING CLASSES IN VICTORIAN

**VICTORIAN**  
ON the rich people  
of the town centres  
suburbs

In **1826** the process  
of improvements began as  
they converted dirty alleys,  
dingy courts into **STATELY  
STREETS, PALACES  
AND MANSIONS** for the rich.

Much of the **HOUSING  
FOR POOR** was the  
first to be demolished for  
social space or railway  
stations and lines.

There were many  
**"OCCUPATIONS"**  
of the poor such as  
rag-gatherers, bone  
gatherers, cigar-end  
finders, costermongers  
and street scavengers

In **1870**, The Housing of  
the Working Classes Act  
set standards for  
new houses.

Electoral reform meant that many working-class  
men got the vote in **1867** or **1834**.

In **1870**, the Housing of  
the Working Classes Act set  
standards for new houses.

In the late **1830s**, after  
a series of strikes including the  
Match Girls Strike of **1833**, and  
the Dockers' Strike of **1834**, trade  
unions were set up for unskilled workers.

Three acts of Parliament were  
passed to make working life  
easier for the Victorian  
working-class.

The **1871** Bank Holiday Act  
made paid bank holidays compulsory.

In **1832**, the Factory  
Children under the age of 10

At the start  
of the year, people  
Education Act  
schools, called  
compulsory.

# Poverty and the Working Class

**Malthusian Beliefs:**

Dickens was trying  
to abolish this  
way of thinking.

- The poor were poor because they were idle & lazy
- So they were put to work
- They worked on the tread-mills - almost torture
- Lots of people would end up dying of exhaustion
- Malthus thought this was correct because the surplus population should be eradicated by culling the poor

Tiny Tim      Scrooge

**Children in Factories**

- until the 1880 Education Act hardly any lower class children got a schooling
- Children would therefore work in factories from as young as 6 years old
- It was long hours and very little pay
- This was changed when a few new laws were introduced:
  - 1) 1832 children under 9 aren't allowed to work in factories
  - 2) 1842 girls and boys under 10 not allowed in mines

**Differences between upper and lower classes**

- due to a densely populated city and lack of health care disease would spread like wildfire through the poor
- The upper class society would poorly pay and abuse their factory workers

**Medical care for the poor:**

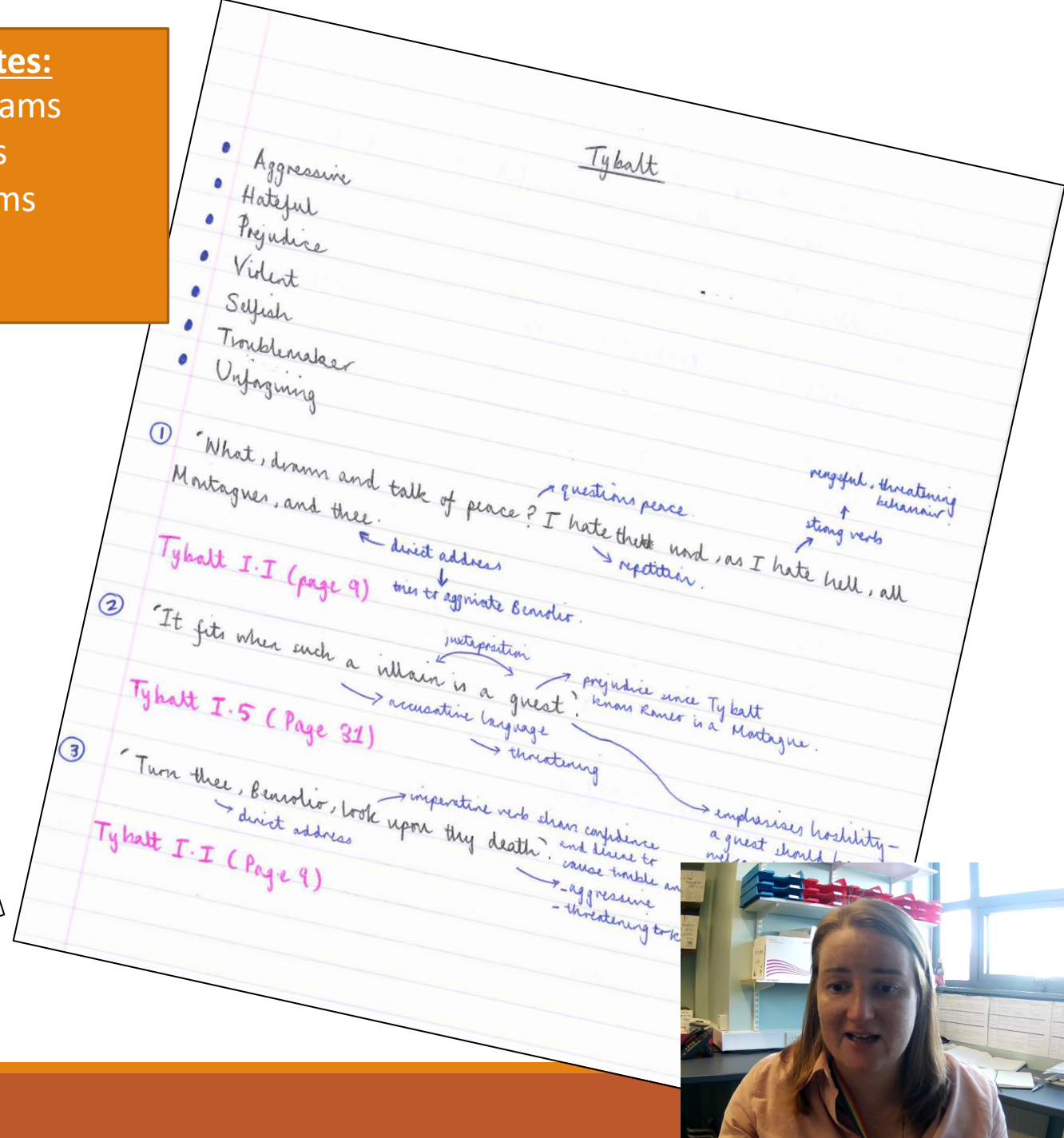
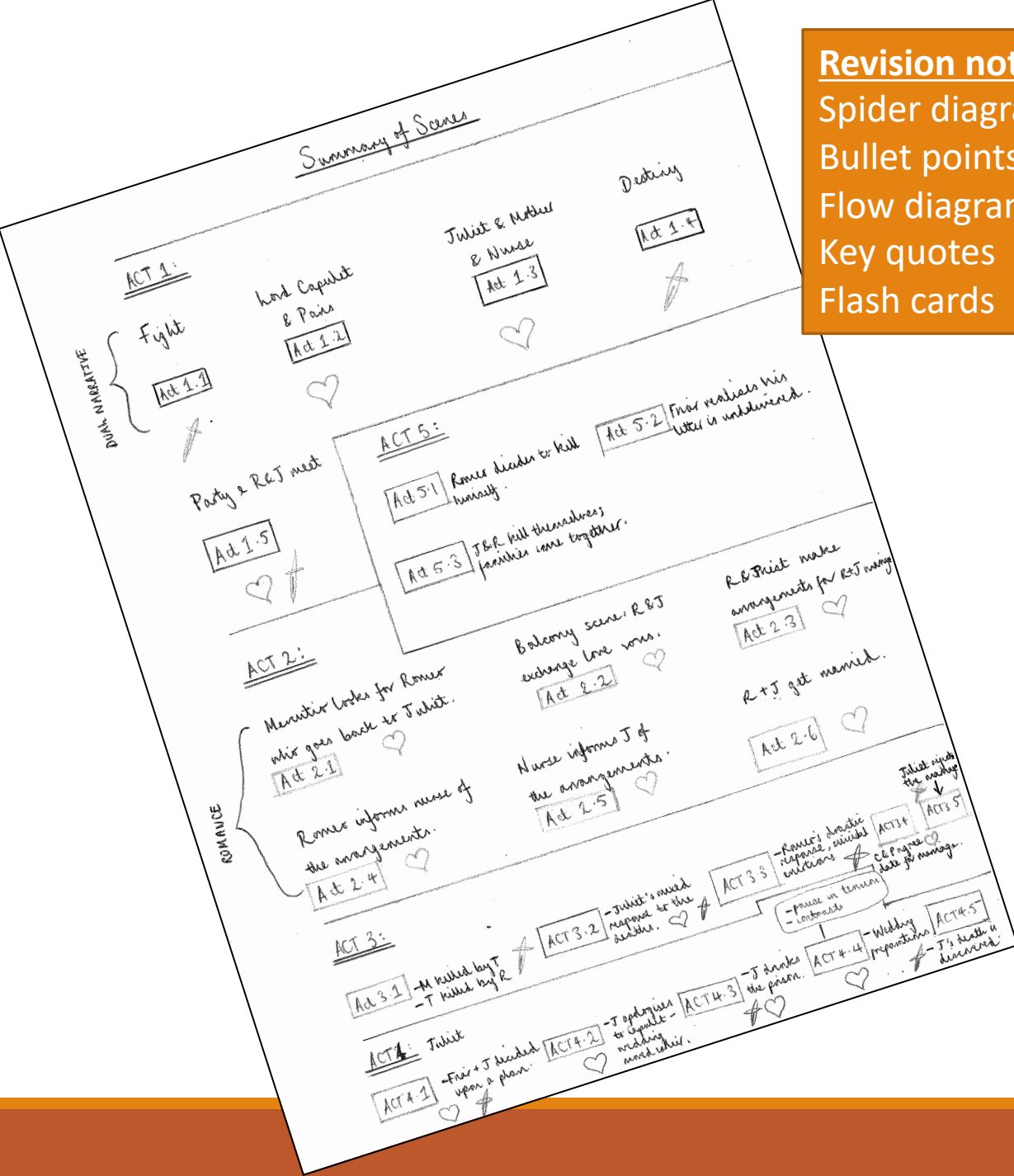
Poor people could not afford the available health care

Water Sources were contaminated

Used lead



**Revision notes:**  
 Spider diagrams  
 Bullet points  
 Flow diagrams  
 Key quotes  
 Flash cards



# What help is available

Revision resources on the school VLE, organised by priority:

Study, Revise or Practise

<https://vle.fulford.york.sch.uk/course/view.php?id=618>

Revision sessions starting after half term.

Targeted intervention.

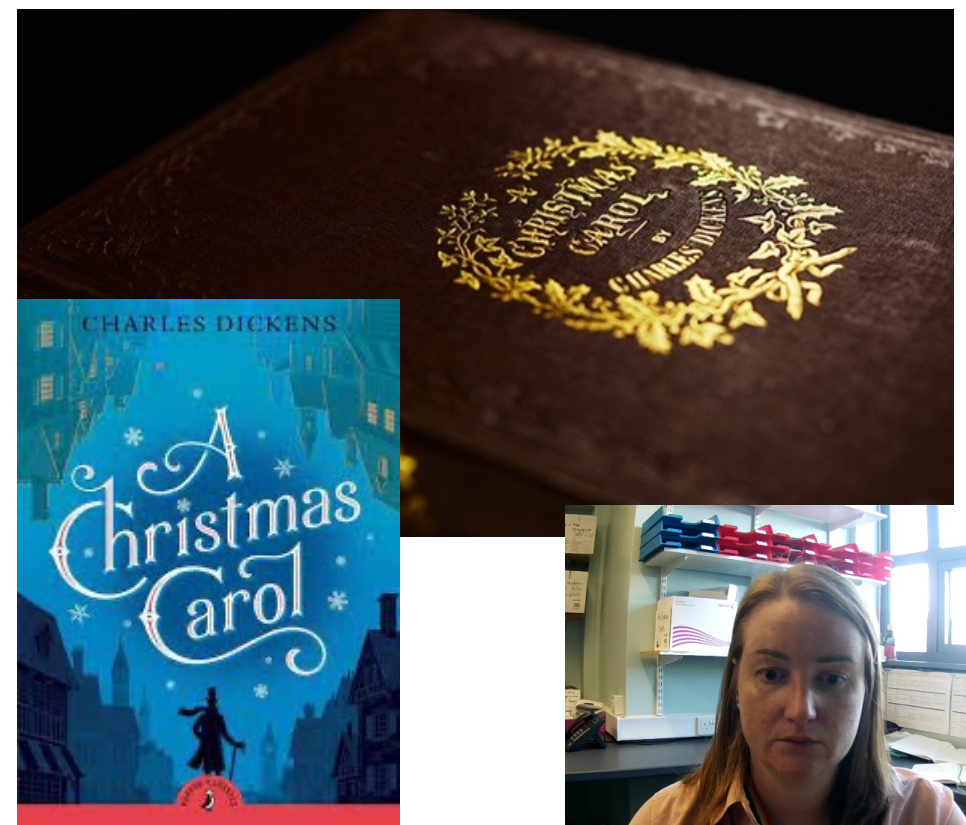




# Alternative Curriculum Day – 20<sup>st</sup> October 2022

Enriching our knowledge of

## **A CHRISTMAS**



# Student feedback

"We felt connected and in it together"

"Felt prepared for English Literature and English Language because we've been learning the content since Year 9"

"We has lots of time to revise"

"We knew what a good answer looked like. We wrote lots of answers to questions."

"We knew how to answer all the questions really well. There was big emphasis on answering questions correctly"

"After school revision classes are good"

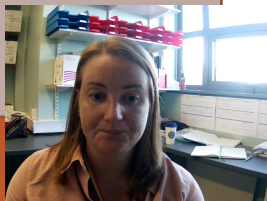
"Practising reading pages of text for the English Language exam is really helpful"

"Additional exams were really useful for timing, exam conditions and exam structure"

"It's useful to have conversations with parents about our learning"

Revision strategies that we used:

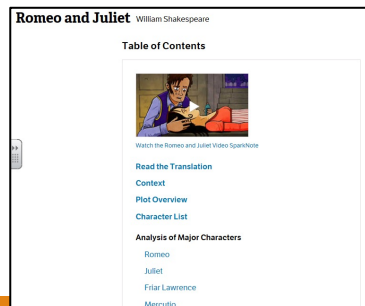
- Mind maps
- Target circles
- Learning quotes using quizzes and flashcards
- Exam practice
- Learn the Assessment Objectives
- Revision guides/ websites
- Youtube videos
- Films of the set texts





# How your child's learning can be furthered at home

- Discuss the texts and tasks
- Use suggested revision guides
- Useful websites:
  - BBC Bitesize
  - Sparknotes



## Learning quotes

1. Go through your exercise book and gather quotes
2. Little and often
3. Keep them short
4. Choose quotes for the most important characters and themes
5. Pick quotes that work hard twist them to fit as much as you can
6. Visualize
7. Use index cards in a variety of different ways
8. Read, cover, say and write
9. Analyse each quote
10. Remember the importance of form and structure

