



GCSE

English Language

Revision Book





English – paper 1 - 1hr 45 mins (50%)

Section A: Reading fiction (1 hour including reading time)	Section B: Writing fiction (45 mins)
<p>Reading response to unseen fiction texts (answer all parts of question)</p> <p>1. List 4 pieces of information</p> <p>AO1 – IDENTIFY & INTERPRET EXPLICIT AND IMPLICIT INFORMATION & IDEAS SELECT & SYNTHESIS EVIDENCE FROM DIFFERENT TEXTS</p> <p>2. Language identification</p> <p>AO2 – EXPLAIN, COMMENT ON & ANALYSE HOW WRITERS USE LANGUAGE & STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</p> <p>3. Structure</p> <p>AO2 – EXPLAIN, COMMENT ON & ANALYSE HOW WRITERS USE LANGUAGE & STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</p> <p>4. Personal response (impression)</p> <p>AO4 – EVALUATE TEXTS CRITICALLY & SUPPORT THIS WITH APPROPRIATE TEXTUAL REFERENCES</p>	<p>1 Question out of a choice of 2</p> <p>5. Writing to describe OR Writing to narrate</p> <p>AO5 – CONTENT AND ORGANISATION & AO6 – TECHNICAL ACCURACY</p>

English – paper 2 - 1hr 45 mins (50%)

Section A: Reading non-fiction (1 hour including reading time)	Section B: Writing a viewpoint (45 mins)
<p>Reading response to unseen non-fiction texts (answer all parts of question)</p> <p>1. True statement identification</p> <p>AO1 – IDENTIFY & INTERPRET EXPLICIT AND IMPLICIT INFORMATION & IDEAS SELECT & SYNTHESIS EVIDENCE FROM DIFFERENT TEXTS</p> <p>2. Summary of differences between 2 texts</p> <p>AO1 – IDENTIFY & INTERPRET EXPLICIT AND IMPLICIT INFORMATION & IDEAS SELECT & SYNTHESIS EVIDENCE FROM DIFFERENT TEXTS</p> <p>3. Language</p> <p>AO2 – EXPLAIN, COMMENT ON & ANALYSE HOW WRITERS USE LANGUAGE & STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</p> <p>4. Comparison of viewpoints/attitudes in 2 texts</p> <p>AO3 – COMPARE WRITERS' IDEAS AND PERSPECTIVES, AS WELL AS HOW THESE ARE CONVEYED ACROSS TWO OR MORE TEXTS.</p>	<p>1 Question – no choice</p> <p>5. Writing to present a viewpoint</p> <p>AO5 – CONTENT AND ORGANISATION & AO6 – TECHNICAL ACCURACY</p>



Language Paper 1 - fiction

Q1 (4 marks) – **List** 4 things that you learn

Q2 (8 marks) – **Language analysis** = Subject terminology (verb, adjective, noun etc)

- Refer to the Q all the time.
- Semantic field – group of words that imply the same idea/emotion
- Verbs (tense) 'participle' = past or present
- Adjectives – superlatives = 'est' adjectives – implies the best of something
- Nouns – Objects – Do they imply a size?
- Connotations – hidden meanings e.g black = death, white = innocence, red = love/danger
- Figurative language (similes, metaphors, personification)
- Sentence types for effect.

Basic structure:

State what is used,

use a quotation to back it up,

explain why it has been used (the effect on the reader)

Q3 (8 marks) – **Structure** =

Who is talking/whose perspective (view) is it from & how do you know? DOES THIS CHANGE AS THE TEXT DEVELOPS? IF SO, TO WHAT/WHO?

Does it say what time it takes place? If so, how do you know? DOES THIS CHANGE AS THE TEXT DEVELOPS? IF SO, TO WHAT/WHEN?

Where does the extract take place & how do I know? DOES THIS CHANGE AS THE TEXT DEVELOPS? IF SO, TO WHAT/WHERE?

What does the text zoom in to focus on?

Is anything foreshadowed?

Does the writer use juxtapositions? (contrast)

How is the pace? (how quickly are ideas presented?)

Does the writer present a tone? (viewpoint)

Is there a mood/atmosphere created?

Is there any dialogue to draw us in to share deeper thoughts/feelings?

Are there any flashbacks (internal/external analepsis)

or flash-forward (prolepsis)

Is there an extended metaphor?

Are prepositions used to direct the reader to different focus points?

Anything else? Small paragraphs, ellipsis, Circular structure etc?



Q4 (20 marks) – **Personal response** (impression)

Basic structure:

Link back to the statement at the end of every paragraph

What impression do you get? Positive or negative?

Quotation

Key word analysis that creates that impression

Paper 1 – Describe or Narrate –

Variety of sentences – Short sentences = tension, complex = description/detail.

Paragraphs – (TiPToP) change your time, person, topic or place, change your paragraph.

Pattern of 3 – three adjectives used to describe a person, place or object

Similes – when you compare one object to another with the words ‘as’ or ‘like’

Metaphors – says an object IS something else that it clearly isn’t

Personification – when you make an object do a human action/have a human feeling

Pathetic Fallacy – when the weather is used to support the character or mood & events about to happen

5 Senses – write about what you can see, feel, hear, smell and taste

5 Ws & How – who, what, where, when, why and how?

Adverbs – How do you do the action? (slowly, quickly, loudly)

Apostrophe – when missing letters out of words OR when something belongs to someone

Capital letters – start of sentences and on names of people and places

Speech = new line for a new speaker & punctuation inside the speech mark.



Language Paper 2 – Non fiction (one pre 1900)

Q1 (4 marks) – **Identify** 4 true statements (shade in the circle)

Q2 (8 marks) – **Summarise** the differences in the 2 texts (they will tell you what element to summarise) e.g one is factual and one is opinion based

Basic Structure:

The writer of source A shows the reader _____

Quote

Showing the reader that _____

Whereas, the writer of source B shows the reader _____

Quote

Showing the reader that _____

KEEP DOING THIS FOR THE ALLOTTED TIME

Q3 (12 marks) – **Language analysis** = Subject terminology (verb, adjective, noun etc)

- Refer to the Q all the time.
- Semantic field – group of words that imply the same idea/emotion
- Verbs (tense) 'participle' = past or present
- Adjectives – superlatives = 'est' adjectives – implies the best of something
- Nouns – Objects – Do they imply a size?
- Connotations – hidden meanings e.g black = death, white = innocence, red = love/danger
- Persuasive language (Rhetorical question, pronouns, imperatives, opinion)
- Sentence types for effect.

Basic structure:

State what is used,

use a quotation to back it up,

explain why it has been used (the effect on the reader)

Q4 – **Comparing** the **writers' viewpoints**. – (16 marks)

Are the writers subjective (influencing the reader in positive or negative way) about the topic, or objective (just presenting information) and how do you know? (phrases, sarcasm, adjectives etc)

Basic structure:

The writer of source A is being subjective in a positive/negative way because _____. Quote. They do this by using the feature of _____. (objective = there aren't any positive/negative views)

In comparison (if the same view) OR in contrast (if different view), the writer of source B is being subjective in a positive/negative way because _____. Quote They do this by using the feature of _____. (objective = there aren't any positive/negative views)

KEEP DOING THIS FOR THE ALLOTTED TIME



Paper 2 - Writing to present a viewpoint

Target Audience – who is it written for?

Emotive Language – words that are used to make the reader feel a certain way (happy/sad)

Rhetorical Questions – Make the reader think (how would you feel/like it if ...?)

Facts – something that is true and can be proven

False Facts – something made up but sounds real (30 –45%)

Opinions – what a person thinks/feels about something

Alliteration – more than one word starting with the same letter or sound in the same sentence

Pattern of 3 – three adjectives used to describe a person, place or object

Pronouns – ‘we, you, our, us’ used to make the reader feel included

Repetition – saying the most important sentence again at the end

Exaggeration / Humour – funny or exaggerated

Punctuation – use an exclamation mark (!) rather than a full stop (.) when the sentence is important

Imperatives – these are orders and have an exclamation mark (Get out!)

Persuasive words / phrases – obviously, without a doubt

Similes – compare one object to another with the word ‘as’ or ‘like’;

Variety of sentences – Short sentences = tension, complex = description/detail.

Paragraphs – (TiPToP) change your time, person, topic or place, change your paragraph.



Writing a speech

Intro

Welcome the audience & thank them for their time

Make it clear what you're going to be talking about

Establish the right tone for the audience

Middle

Make sure you have 4 or 5 main points which make up the basis of the paragraphs

Start each paragraph with a topic sentence or rhetorical question

Use lots of connectives so the audience can follow

Use a full range of features - if appropriate use examples, humour, etc

Ending

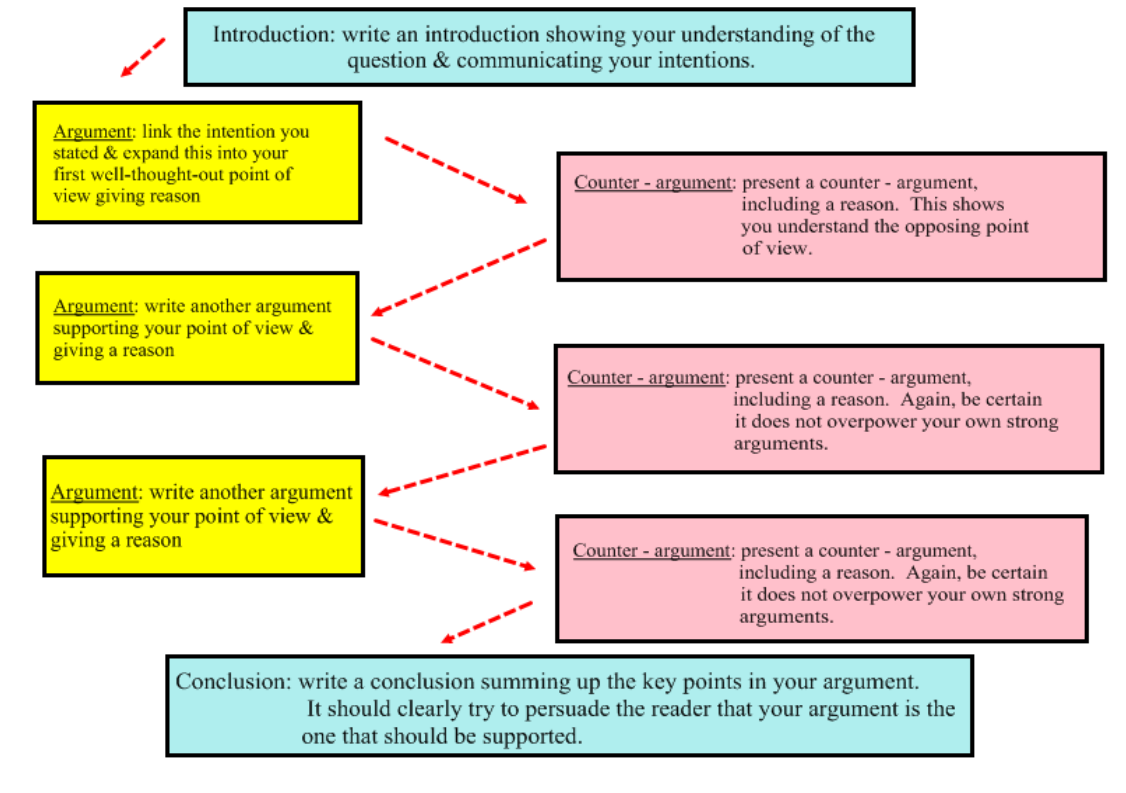
Briefly sum up your main points

End paragraph - tells the audience what you ideally want / what action you want to be taken

Thank the audience for their time

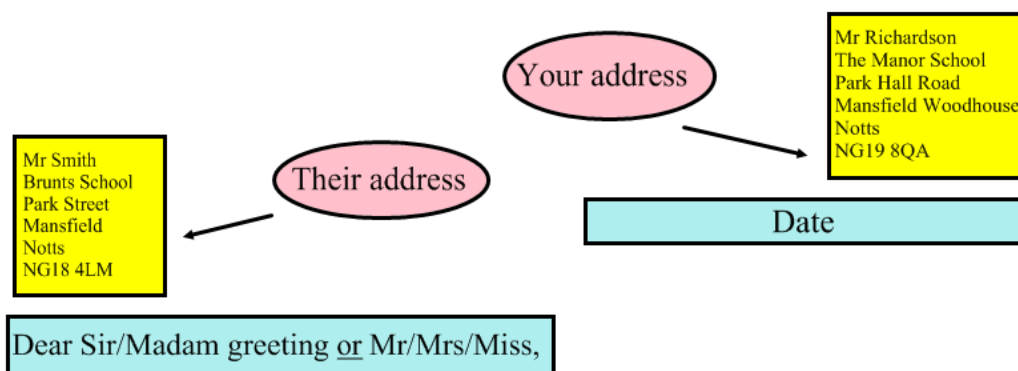


Writing to argue



Writing a formal letter

Someone you usually don't know



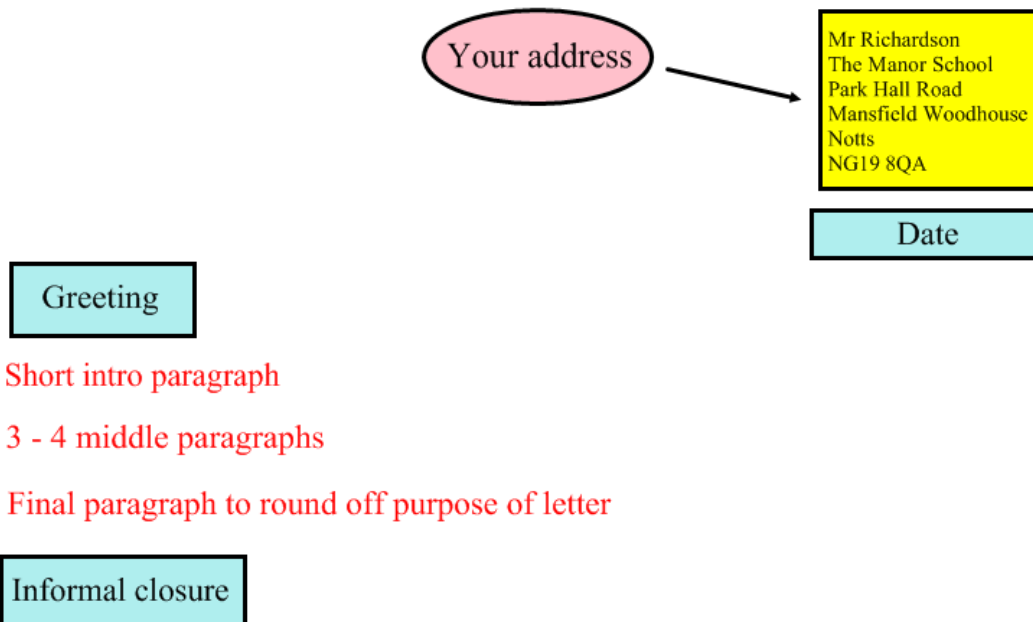
Short intro paragraph
 3 - 4 middle paragraphs
 Final paragraph to round off purpose of letter

Sir/Madam = faithfully
 Mr/Mrs/Miss = sincerely



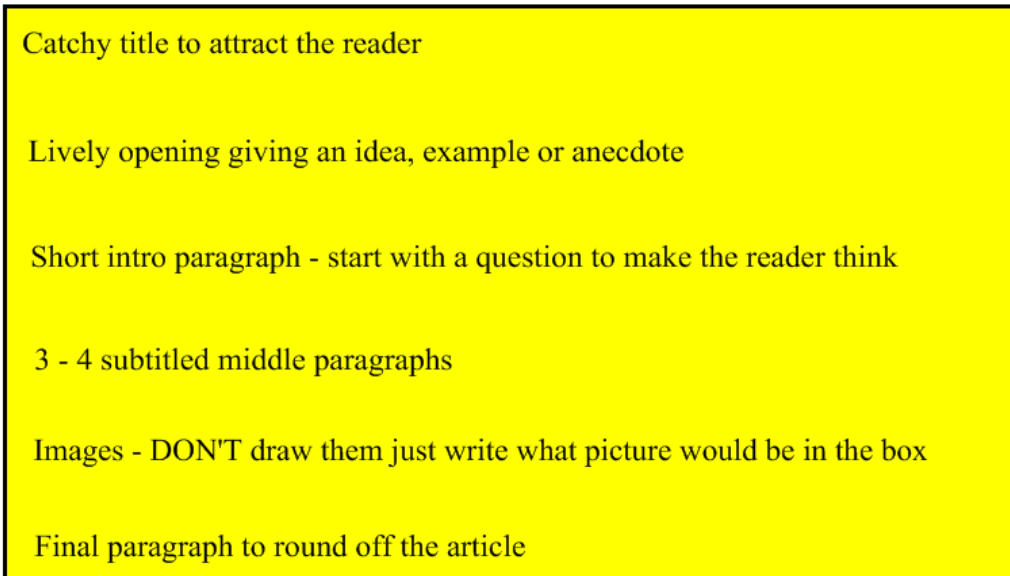
Writing an informal letter

Someone you know



Writing an article

A piece of writing included in a newspaper or magazine. It is not the headline news but a discussion on a topic from a particular point of view





Writing a leaflet

Title so the reader knows what it's about

Short intro paragraph - appealing to the reader

Paragraphs can have sub-headings to divide up the leaflet

Bullet points & text boxes can be used to advise / instruct

Illustrations used to make leaflet appealing to the reader - Draw a box and write in what the picture will be as it's an English exam not an art exam!