GCSE English language: Paper 1

Total time for paper: **1 hour 45 mins (Section A: 1 hour. Section B: 45 minutes)** **(25% extra time: 2 hours 11 minutes: Section A: 75 minutes, Section B: 56 minutes)**

One Source: **Fiction**

Reading time for Section A: **10 minutes** **(Extra time: 12 minutes)**

Q1 - Assessment objective 1: • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.	**What is the question focus?** **Multiple choice** Select and retrieve.	**How do I structure my answer?** **Tick the correct box** (three options given for each question).	**How many marks is Q1 worth?** **4**	**How much time do I have for Q1?** **5 minutes** **Extra time: 6 minutes**
Q2 - Assessment objective 2: • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	**What is the question focus?** **How does the writer use language … ?** (Given section of the text.) Looking for: Adjectives, verbs, semantic fields etc. Connotations of words. Metaphors, similes, personification – effect.	**How do I structure my answer?** **What? How? Why? Link** **What?** Make your point/inference (answer the question). **How?** *Through* which method is this done? Evidence from text (quote). **Why?** Explain effect/word connotations. **Link** to next point using a connective.	**How many marks is Q2 worth?** **8**	**How much time do I have for Q2?** **10 minutes** **Extra time: 13 minutes**
Q3 – Assessment objective 2: • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	**What is the question focus?** **How has the writer structured the text to create an effect?** Looking for: Move through the text from top to bottom. What are the key plot points? Is there a climax? Key shifts or contrasts. Changes in mood/tension. Withholding of information followed by a 'reveal'. Foreshadowing or hints. Flashback. Cyclical structures – effect.	**How do I structure my answer?** **Use language such as:** At the beginning, the mood is X as the writer focuses our attention on… Tension or suspense builds when the focus shifts to… The writer creates suspense by initially withholding information about… The introduction of X builds tension by… **Evidence (Quote)** **Effect – how do the plot shifts affect the reader?**	**How many marks is Q3 worth?** **8**	**How much time do I have for Q3?** **10 minutes** **Extra time: 13 minutes**

Q4 – Assessment objective 4: • Evaluate texts critically and support this with appropriate textual references	**What is the question focus?** **Statement.** **To what extent do you agree?** (Check line numbers.) Usually given a statement which is true. Find the evidence: can re-use earlier points e.g. language or structural choices if relevant.	**How do I structure my answer?** The question usually has **two parts** – ensure you address them both. **I agree …** What? How? Why?	**How many marks is Q4 worth?** **20** Total marks for Section A: **40**	**How much time do I have for Q4?** **25 minutes** **Extra time: 31 minutes**
Q5 – Assessment objectives 5 and 6: • Content and organisation • Technical accuracy	**What is the task?** **Creative writing** Choice between two tasks (usually narrative or descriptive). Note: for the image, it is a stimulus only ('as suggested by') you are not confined to what is shown in the picture.	**How do I structure my answer?** **The exam board only wants *a moment in time*, not a complete story. Imagine you have a camera and use this format:** **Drop:** 'Drop' your reader into the scene. Describe the big picture. **Shift:** 'Shift' to a different scene OR use a flashback. **Zoom:** Return to the present. Zoom in and describe a character or part of the setting in detail. **Leave:** Conclude your piece. Refer to the cobblestones (magenta suitcase) extract below as a model example. Ensure you include: - Paragraphs and topic sentences. - A range of sentence types – fronted adverbials, embedded clauses, single word - A range of punctuation – dashes, inverted commas, brackets, question mark, exclamation mark, semicolon/colon. - A snippet of correctly punctuated speech. - Carefully chosen vocabulary. - Some reference to the senses.	**How many marks is Q5 worth in total?** Marks for A05: **24** Marks for A06: **16** Total marks for Section B: **40** Total marks for the paper: **80**	**How much time do I have for Q5?** **45 minutes – to include planning time.** **Extra time: 56 minutes – to include planning time.**

Paper 1, Section B: *Drop, Shift, Zoom, Leave* example.

The cobblestones stretch out like wet dragon scales, reflecting back the lights from the flickering streetlamps above. The frosty winter wind nips at every centimetre of exposed flesh it can find: nose, forehead, neck. As I weave my way through the back streets – left, left, right, left again – I watch my breath fog in front of me, forming a temporary cloud before dissipating into the night air. My left wrist feels numb with the cold and ache of dragging behind me the laden magenta suitcase, which bumps and rattles noisily over the cobblestones, the wheels groaning frequently in protest. I keep my eyes down – avoiding the gaze of anyone who passes – and pay close attention instead to the sounds around me, listening for anyone approaching me, listening for anyone getting too close. Every now and then, I whip round in a panic, my breath hitching in my throat, before sighing with a combination of relief and annoyance at my own paranoia.

I remember passing through these same streets just a few months ago: the autumn sun hanging low in the sky, the leaves creating a crunchy carpet beneath my feet. I remember the weight of her hand in my mine – the electricity of our connection, even with the fleecy material of our gloves separating us. Her other hand dragged along the magenta suitcase, filled with her clothes and belongings and hope. I remember staring admiringly up at her as a passionate stream tumbled from her tongue, dripping one topic after another – art, literature, world news. I couldn't comprehend how a woman like her could give up everything, move away from everything, to start a life with me. I remember catching the questioning glances of other pedestrians whose eyes lingered just a fraction of a moment too long, digesting her hand in mine, our intimate stares. I had to make a conscious effort to shake their momentary judgement from my mind, deciding not to care.

Now, I only wish that the disapproval of strangers could be my biggest concern.

I notice the train station – partially disguised by fog – appear in front of me, just a few hundred yards away. It rises up like a beast as I continue to wind my way over the cobbles. The flat roof, the crumbling brick, the graffitied shutters of a coffee shop with a sign with letters missing. The station and surrounding streets are entirely deserted: only a scruffy looking cat dares to sit in the abandoned darkness outside, licking each of its paws in turn. It glances up at me suspiciously when it hears the rumbling of the suitcase on the cobbles. The tracks stretch from the side of the grey, decrepit building far out into the distance – only one way. This is the end of a line.

Making my way inside the station, I stop at the ticket machine, tap away at the screen, and then yank my ticket impatiently out of the mouth of the machine. I make my way through the barrier and onto the only platform – again, entirely deserted – and wait anxiously for the train to arrive. I bounce the heel of my right foot up and down, glancing nervously every now and then at the suitcase. Eventually, the train approaches, quickly at first and then more slowly as the brakes are slammed on and it comes grinding to a halt, releasing a metallic screech. I wait a few seconds for the automatic doors to slide open, and then glance around one last time. I can see no one else on the platform. No one at all on the train. So I lift the magenta suitcase up in front of me, grunting with the dead weight of it, and push it to the left of the train doors, into the bottom of the storage shelves where commuters leave their cases and bags on a busy day. Then I step backwards, my feet firmly on the platform, and watch as the doors slide closed once more.

And then I watch as the train slides away into the fog, and the magenta suitcase disappears out of sight.

GCSE English language: Paper 2

Total time for paper: **1 hour 45 mins (Section A: 1 hour, Section B: 45 minutes)** **(25% extra time: 2 hours 11 minutes: Section A: 75 minutes, Section B: 56 minutes)**

Two Sources: **Non-fiction, linked by theme**

Reading time for Section A: **10 minutes** **(Extra time: 12 minutes)**

Q1 - Assessment objective 1: • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.	**What is the question focus?** Source A. **Choose four true statements**	**How do I structure my answer?** **Shade in the oval inside the box** Put a cross through the whole box for incorrect answers.	**How many marks is Q1 worth?** **4**	**How much time do I have for Q1?** **5 minutes** **Extra time: 6 minutes**
Q2 - Assessment objective 2: • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	**What is the question focus?** Both Sources. **What can you infer? (similarities or differences)**	**How do I structure my answer?** **Quote and inference** E.g. In Source A it says [quote] which suggests [inference]. This is similar/different to Source B which says [quote] which implies [inference]. x2	**How many marks is Q2 worth?** **8**	**How much time do I have for Q2?** **10 minutes** **Extra time: 13 minutes**
Q3 – Assessment objective 2: • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	**What is the question focus?** One Source – check which. **How does the writer use language … ?** Looking for: Adjectives, verbs, semantic fields etc. Connotations of words. Metaphors, similes, personification – effect.	**How do I structure my answer?** **What? How? Why? Link** **What?** Make your point/inference (answer the question). **How?** *Through* which method is this done? Evidence from text (quote). **Why?** Explain effect/word connotations. **Link** to next point using a connective.	**How many marks is Q3 worth?** **12**	**How much time do I have for Q3?** **15 minutes** **Extra time: 19 minutes**

<table>
<tr>
<td>Q4 – Assessment objective 4:
• Evaluate texts critically and support this with appropriate textual references</td>
<td>What is the question focus?

Whole of Source A and B.
Compare how the writers convey their different (or similar) attitudes/feelings/ perspectives about …

Looking to comment on methods.
This could be language choices and connotations, use of figurative language, tone (e.g. use of sarcasm or humour), use of facts/statistics/experts to back up opinion etc.

Again, you can re-use points made for earlier questions if relevant.</td>
<td>How do I structure my answer?

What? How? Why? Link (Source A)

Whereas / Similarly …

What? How? Why? Link (Source B)

What? Make your point/inference (answer the question).
How? Through which method is this done? Evidence from text (quote).
Why? Explain effect/word connotations.
Link to next point using a connective.
E.g.
In Source A, the writer’s attitude is X which is shown through the phrase [quote]. Analyse the effect of the language used.</td>
<td>How many marks is Q4 worth?

16

Total marks for Section A: 40</td>
<td>How much time do I have for Q4?

20 minutes

Extra time: 25 minutes</td>
</tr>
<tr>
<td>Q5 – Assessment objectives 5 and 6:
• Content and organisation
• Technical accuracy</td>
<td>What is the task?

Transactional writing
One given task:

Article
Speech/talk
Letter
Leaflet
Report
Blog
Review</td>
<td>What are important things to showcase?

Awareness of PAF: Purpose, Audience, Format.
Appropriate tone e.g. formal or informal.
Use of persuasive devices if trying to persuade or argue.
Paragraphing and topic sentences.
Range of sentence types – fronted adverbials, embedded clauses, complex, single word sentences.
Range of punctuation – dashes, inverted commas, brackets, question mark, exclamation mark, semicolon or colon.
Carefully chosen vocabulary.</td>
<td>How many marks is Q5 worth in total?

Marks for A05: 24

Marks for A06: 16

Total marks for Section B: 40

Total marks for the paper: 80</td>
<td>How much time do I have for Q5?

45 minutes – to include planning time.

Extra time: 56 minutes – to include planning time.</td>
</tr>
</table>