

Year 11 ENGLISH AND
LITERACY booklet:

Preparation for the GCSE English/Language
Examinations

Landau Forte College, Derby





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Why is literacy important?

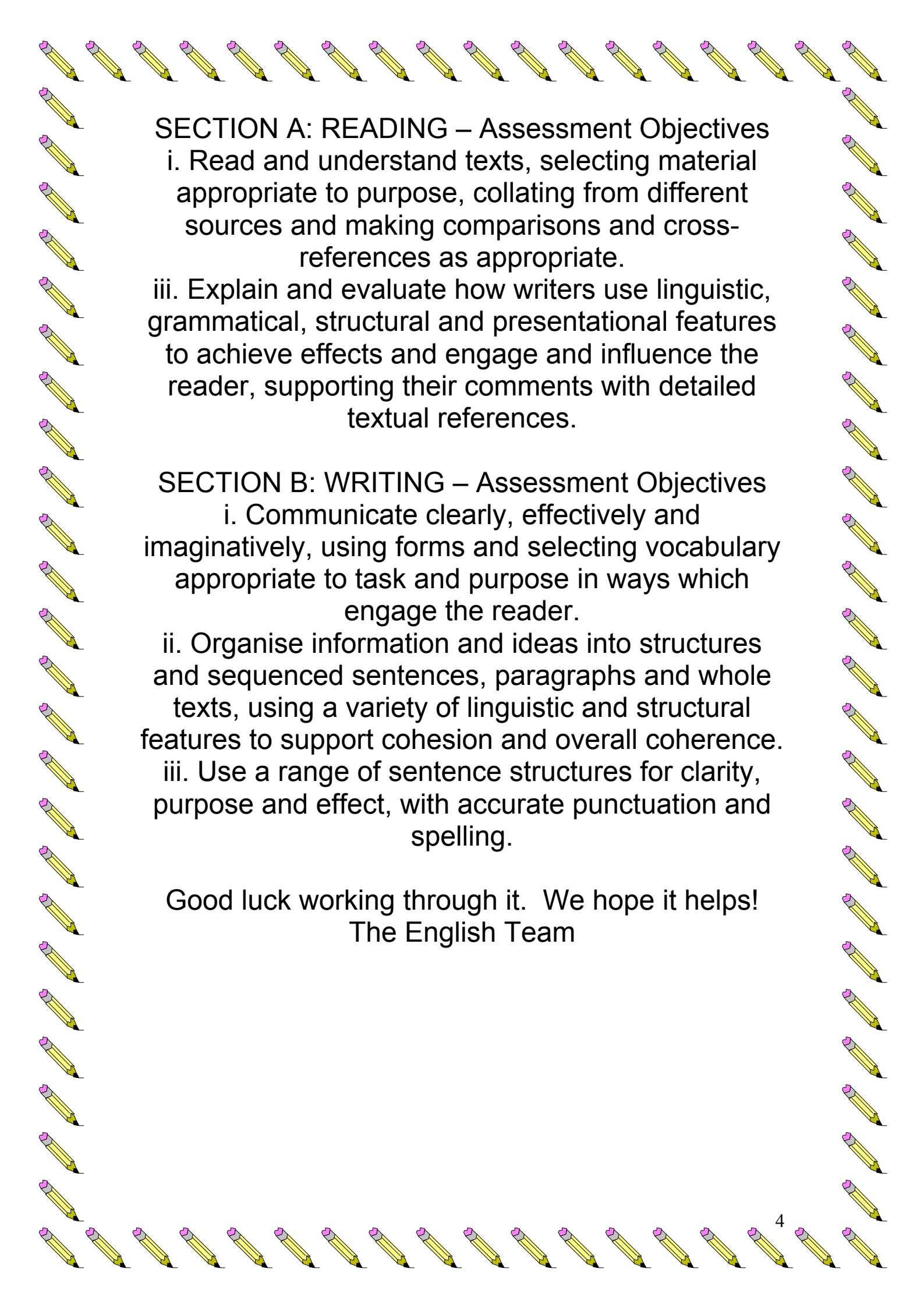
Literacy is all around us and is a very important part of how we present ourselves.

You may recognise these words from Roald Dahl: "So please, oh PLEASE, we beg, we pray, Go throw your TV set away, And in its place you can install, A lovely bookshelf on the wall."

We know that you have many things distracting some of you from books, but it is really important to keep reading, as this is the key to improving your literacy skills. The Information Centre caters for all tastes and abilities, so go along and borrow something different.

Why is it important for my English grade?

The examination is worth 60% of the GCSE English/ Language grade. It will examine your ability to read and write, so this is where you can show off your literacy skills. Here is what you are being examined on:



SECTION A: READING – Assessment Objectives

- i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
- iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references.

SECTION B: WRITING – Assessment Objectives

- i. Communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader.
- ii. Organise information and ideas into structures and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Good luck working through it. We hope it helps!
The English Team



Contents

Full stops(.)

Full stops are used:

- At the end of a sentence.

E.g. I went to the park.

Your example:

.....

- At the end of an abbreviation.

E.g. Sept. instead of September

Your example:

.....

.....

- To mark the end of a group of words that is complete in itself (not necessarily a full sentence).

E.g. Again and again.

Your example:

.....

.....



Commas(,)

Commas are used to:

1) Separate items in a list.

E.g. I went to the shop to buy: apples, oranges, bananas and plums.

Your example:

.....

2) Mark out the less important part of a sentence.

E.g. The park, located in Derby, is a great place to go.

Your example:

.....

3) Before certain conjunctions.

E.g. The kitten was cute, but I'm allergic to cats!

Your example:

.....

.....



Semi colons(;)

A semi-colon is a punctuation mark that looks like this ; It is used to:

-To separate two clauses of a sentence when they are closely related.

E.g. Technology at Bath High School is a real success; the computers are of top quality.

Try to complete one yourself:

Elephants live in hot countries. They cool off by bathing.

-To separate items in a list when the items are long phrases and to use a comma might lead to confusion.

Bath High School is great for many things: the quality of the teaching; the excellence of the buildings; the wonderful cafeterias; the intelligence and helpfulness of the pupils.

Your example:

.....

.....

.....



Colons(:)

A colon is a punctuation mark that looks like this - :

It is used to:

-To introduce a quotation or list.

E.g. I am going to:

-To add emphasis to a point by putting it on its own.

E.g: There is one word to describe your performance: super!

Try to come up with your own examples below:

1.....

.....

2.....

.....

.....



Exclamation marks(!)

Exclamation marks usually indicate strong feeling.

E.g. “I hate you!” or “Stop!”

Be aware, they are usually used in informal writing, usually speech, and should not be over-used.

Please add an exclamation mark to the sentences that require them below:

1) Will you marry me

2) Help

3) Ouch

4) This shows that Macbeth is a very sinister character

Please add the correct punctuation to the remaining sentences.



Parenthesis

Parentheses (or round brackets) are usually used to separate information that is not vital in a sentence.

E.g. He couldn't do his work (but he hadn't really tried).

Your example:

.....

.....

.....

Square brackets are usually used to clarify meaning in words not used by the original writer. E.g:
She [the author] continued to write masterpieces.

If any of these are used at the end of a sentence, the full stop should go after the bracket.



Apostrophes(')

Apostrophes are used to:

1) Show possession.

E.g. Ben's book

Have a go at inserting the apostrophes in the correct places below:

Kellys party was on Saturday night. Connor was worried because his mums car had broken down and he had no way to get there.

2) To replace a missing letter.

E.g. 'It's' is short for 'It is', so the apostrophe has replaced the 'i' in 'is'.

Try to insert the apostrophes in the correct places below:

I shoudnt have got in trouble because it wasn't my fault to begin with. Its all her fault.

Remember: If you are talking about more than one thing, the apostrophe goes at the end. E.g. The players' boots = more than one player.



Ellipsis(...)

Ellipsis is used to show part of a text is missing.
E.g. 'We shall fight on the beaches...we shall never
surrender...'

It is also used to trail off a thought or create a
cliffhanger. E.g. Perhaps we could...

You may also use an ellipsis to create a pause for
effect. E.g. You don't have to do your work... but it
would help!

Have a think about some examples of your own:

.....

.....

.....

.....



Question marks(?)

One should be used at the end of a question.

E.g. Are you going to the party?

Put a tick next to the correct use of question marks below:

Are you being serious?

He is annoying?

It's good there, isn't it?

Hyphens and Dashes(-)

A hyphen links words.

E.g: Ice-cream

Hyphens also indicate what words should be read together. E.g. five-year-old girl.

Dashes can be used in a similar way to brackets or comma.

E.g. When we pass – if we pass – we can celebrate.

A dash can also show interruption.

E.g. "When can I-"

"What now?" interrupted Mr Bulmer.



Inverted commas (‘)(“)

Inverted commas (also known as speech marks or quotation marks) can be used with a single(‘) or double(“) inverted comma.

We usually use double marks to indicate a quotation within a quotation. E.g. ‘Is “supercallafradulisticexpialidocious” really a word?’ she asked.

Insert the inverted commas in the example below:

Have you done your homework? Sophie asked. I said I didn’t know what I had to do. I think Romeo asks is love a tender thing but I can’t really remember, as I wasn’t listening. Me neither, Sophie said.



Sentence Types

Simple sentences

A sentence must contain a subject and a verb.

e.g. The dog barked.

This type of sentence is a simple sentence.

This type of sentence is also known as a main clause. It makes complete sense.

Simple sentences are used frequently in children's books because they are easy to understand. They are also used to create tension by adding little bits of information to the story.

Compound Sentences

A compound sentence is made from two main clauses. The clauses are often linked by a conjunction or relevant punctuation.

e.g. The dog barked and he wagged his tail.

Each clause can make sense on its own.

Compound sentences are used to add more information to a text.

Complex sentences

A complex sentence is made out of one main clause and one or more subordinate clauses.

e.g. The dog barked loudly, because he was lonely.

The main clause makes sense on its own. However, the subordinate clause does not make sense on its own. The subordinate clause needs the main clause to make complete sense.

Complex sentences are used to add detail to a text. They are often used in descriptions.



Language

Try to match the language technique to the example. List as many others you can think of. This will help you with question 4 of the reading section of the exam and both writing questions.

Alliteration

It's really pretty.

Modal verbs

Appetising apples.

Comparative adjectives

You must complete the form.

Facts

You could if you wanted to.

Opinions

You are funnier than your brother.

Imperative tone

The stars stared down on me.

Personification

The car is blue.

Challenge:

What does AFOREST and CHUBBFISH stand for?

AFOREST are the things you should include in a persuasive or argumentative piece. CHUBBFISH will help with your presentational features question.

Understanding Non-fiction Texts

Source 1

What Danny Boyle's Olympics opening ceremony said about Britain's cultural landscape

Serious and silly, subversive and mainstream, high and low: Danny Boyle's bonkers Olympics opening ceremony could only have been made by a British artist



The Olympic rings are assembled above the stadium in a scene depicting the Industrial Revolution during the Opening Ceremony of the London 2012 Olympic Games at the Olympic Stadium Photograph: Laurence Griffiths/Getty Images

The NHS, gay kisses; the Sex Pistols, Ken Loach; the Windrush, the Suffragette movement. As Danny Boyle's extraordinarily bonkers Olympic opening ceremony progressed, you could feel left-of-centre Britain gradually giving into its curious and often unintentionally hilarious charms, while Tory Britain little by little grew more enraged. It was bewildering enough, at times, to its domestic audience; abroad it must frequently have been plain incomprehensible. But we, in Britain, knew what it added up to, despite its baffling moments: it was Boyle's impassioned poem of praise to the country he would most like to believe in. One that is tolerant, multicultural, fair and gay friendly and holds the principles of the welfare state stoutly at its heart. One that is simultaneously silly and earnest, mainstream and subversive, "high" and "low" in its culture.

So what was projected, through this ceremony, of British artistic achievement? At the outset, it was all about the density of British literary brilliance. There was Shakespeare, of course, though it's hard to say how many viewers across the globe will have untangled that Kenneth Branagh was playing Caliban dressed as Isambard Kingdom Brunel. There was Blake. Tolkien was invoked through the manner in which that bucolic landscape gave way to industrial gloom, even if he was never explicitly referred to. Ian Fleming had a double hit, with references to both James Bond and Chitty Chitty Bang Bang. Carroll, JK Rowling and Barrie were there, the last

ushering in the great celebration of free healthcare at the heart of the ceremony.

The ceremony showcased Britain's dance landscape, with Akram Khan's choreographic sequences, and TV and film got a look-in – aside from Boyle's slightly cheeky references to his own back catalogue, there were clips of those decidedly nonconformist British classics, Ken Loach's *Kes* and Gregory's *Girl*. Apart from the vaguely Samuel Palmerish landscape of the opening scene, though, there was no visual art: no shades of JMW Turner (and perhaps thankfully no Hirst or Emin). In fact the whole thing might be said to have owed a greater debt to the continental surrealist tradition.

Music, of course, was the other great element: the soundtrack triumphantly smacked down one classic British track after another, from Bowie to the Sex Pistols. Classical music got fairly short shrift: *Nimrod*, from Elgar's *Enigma Variations*, had its moment, and there was Parry's *Jerusalem* and Handel's *Water Music*, and several nods to Britain's choral tradition. The fact that Sir Simon Rattle was called upon to play a junior role to Rowan Atkinson's comic turn as he conducted the theme for *Chariots of Fire* seemed an eloquent enough remark on how marginal classical music really is in Britain today.

It was also, however, part of the wit and comedy: this was the surely the most joke-filled Olympics opening ceremony ever staged. After all, what else can a former imperial power do in its more or less dignified decline than have the good grace to laugh at itself? The Queen herself colluded in the national sport of humorous self-deprecation, and not even the most hardened republican could deny that she did it beautifully.

<http://www.guardian.co.uk/culture/charlottehigginsblog/2012/jul/28/olympics-2012-danny-boyle>

Source 2





Source 3

'It was my big Olympic moment... and Blake was on the phone to his mum': Tom Daley recounts the highs and lows of the Beijing Games

PUBLISHED: 22:24, 19 May 2012 | UPDATED: 10:04, 20 May 2012

Arriving in Beijing for the 2008 Olympics was mind-blowing. Everywhere you looked, there were high-rise buildings, giant cinemas and 24-hour cafes. The athletes' village was like a mini-city; the food hall was the size of four football pitches.

The bedrooms were like very basic student accommodation. In a way it was good, because we could make them feel more homely and put up our own posters.

The opening ceremony at the Beijing National Stadium – the Bird's Nest – was incredible. It all kicked off at 8pm on August 8: eight is considered a lucky number to the Chinese.

We were all waiting in a holding area for hours. Tonia and I played cards with tennis players Andy and Jamie Murray, which helped pass the time. We were wearing our Team GB suits, with blue shirts and white jackets and, after standing up for about three hours waiting to go, were all so hot and sweaty we looked as if we had been diving.

When we finally reached the tunnel to go into the stadium, the noise was unreal. The crowd was roaring: nothing could have prepared me for the assault on my senses. The stadium was huge and packed, and despite the fact that I was boiling, I felt goose pimples up my arms and shivers going up my spine. My heart was hammering.


It felt as if all the hard work was worth it and knowing I was there to represent the country was awesome. I flopped into bed at 2am. Whenever anyone in the GB team was competing we would blow up our inflatable Union Jack hands and cheer them on.

It was the night before my synchro competition and I felt so upbeat. I just wanted to have fun and could not wait to see everyone waving their flags for Blake and me. We went through our list of dives in the warm-up, but then it got serious as we put on our tracksuits and paraded around the pool. I was buzzing with adrenaline. The Chinese called me 'Baby Daley' and the audience were shouting 'Daley, Daley' at me and taking loads of pictures. I'm not sure why they didn't call me Tom.

Standing on the edge of the board and seeing the Olympic rings staring back at me from the bottom of the pool was unbelievable. My heart was beating hard and I had to keep wiping sweat from my face. Our first two dives went well and, after the third, we were in about fourth or fifth position. We followed this with a 'back three-and-a-half'. The synchro was OK but, while Blake did a perfect entry, I went over.

Then, on our fifth dive, Blake landed on his back and that's when he started to get angry.

'For God's sake, why can't we do this?' he said.



In the end he walked up for our final dive – the back two-and-a-half somersaults with one-and-a-half twists – with a defeated expression. It was a good effort but wasn't enough to push us up the board.

We finished eighth. The Chinese who won gold were 60 points ahead of us. It was disappointing but I didn't feel awful; I knew we could have done better but I was determined to learn from the experience.

The only reason our disagreement got into the media was because, while I was talking to the Chinese press, the English media beckoned Blake over. I guess they had spotted our body language on the poolside. I could hear him saying: 'He had a pop at me before the last dive, when we were sitting down . . . That's just Thomas – he's over-nervous. Thomas should not be worrying about what I'm doing, but he was worrying about everyone and everything and that's the sole reason he didn't perform.'

Obviously I was annoyed but I didn't really think we'd had a big falling-out. We were sharing a room, after all. The next day it was all over the papers. I was really annoyed that headlines were taken by us and not Rebecca Adlington and Joanne Jackson, who had won gold and bronze in the women's freestyle a few hours before our event.

Around this time Team GB had a real rush of gold medals in the cycling, sailing and pool so there was a great buzz around the Olympic Village. It was such a fantastic atmosphere and I felt so honoured to be part of it.

For Team GB's journey home, we had a plane to ourselves. British Airways gave the aircraft a gold nose cone and renamed it 'Pride'. When we landed at Heathrow, loads of people were waiting for us, including Prime Minister Gordon Brown and Olympics Minister Tessa Jowell. Everyone was clapping and cheering. Tessa gave me a massive hug. It was quite surreal.

I was exhausted and relieved as a group of us sped along the motorway back to Plymouth. We were quiet and thoughtful.

I promised myself I would come back stronger, more focused and more consistent in four years' time with a harder list of dives. I would throw every last bit of energy and determination I had into London 2012.

I intend to keep that promise.



Higher Questions:

1) Read Source 1. What do you learn about Danny Boyle's opening of the Olympic ceremony? (8 marks)

2) Look at Source 2. What effect do the presentational features have? (8 marks)

3) Read Source 3. What are Tom Daley's thoughts and feelings in the extract? (8 marks)

4) Now compare Sources 1 and 3. What effect do the language features have in each of the texts? (16 marks)

5) Create a leaflet informing Year 7 of Sports Day at Landau Forte College. (16 marks)

6) Write a letter to your local councillor persuading him / her to fund more sports events / facilities in your local area. (24 marks)

Foundation Questions:

1a) Read Source 1. List four things you learn about the opening of the London 2012 Olympics. (4 marks)

1b) What are the opinions of Boyle's creation? (4 marks)

2) Now look at Source 3. Explain what you learn about Tom Daley's challenge. Remember to:

- Show your understanding by explaining in your own words
- Support your ideas using the text (8 marks)

3) Now go back to Source 1. How does the writer use language features in the extract? Remember to:

- Give some examples of language features
- Explain the effects (12 marks)

4) Look again at Source 1 and Source 2 and compare the way that both texts use presentational features for effect. Remember to:

- Write about the way the sources are presented
- Explain the effect of the presentational features
- Compare the way they look (12 marks)

5) Your local newspaper is running a weekly column called *Sport for All*. Write an article for the column explaining which physical pursuit is your favourite and why. Remember to:

- Write an article
- Use language to explain. (16 marks)

6) Write a speech for a class debate arguing for or against investing time and money into potential sporting stars from an early age. Write about two pages. Remember to write a speech and use language to argue.



Student mark schemes

Please highlight the things you have included in your work. You need the majority of items highlighted in one band in order to achieve it. For each question, give yourself a target at the end. You will know what these are as they will be the things you haven't highlighted. You can use this for higher and foundation but please be aware that Question one is split into two parts for foundation and the mark scheme only goes up to band 3 on foundation questions.

Question 1

Band 4- perceptive and detailed

7 - 8 marks

- I show I have understood the text and I use words from the text alongside my own
- I use detail from the text
- I connect ideas in the text and write what is implied
- I use a variety of quotes from the text

Band 3- clear and relevant

5 - 6 marks

- I show that I understand the text in my answer
- I begin to make connections with the text and interpret what is being said
- I use some quotes from the text

Band 2 – some attempts

3 - 4 marks

- I sometimes show the text is understood
- I try to look at what the text is suggesting
- I use some quotes from the text but could add more

Band 1- limited

1 - 2 marks

- I don't really understand the text but have tried to make some comments.

I was unable to use quotes.

Band 0

I didn't write anything related to the question.

What is my Question 1 target?

.....

.....

.....

How will I achieve it?

.....

.....

Question 2

Band 4- perceptive and detailed

7 - 8 marks

- I am able to identify a range of presentational features and comment on the effect of these in detail
- I make links between the presentational features and any text
- I offer appropriate quotations (for words) or references (to pictures, etc) to support comments

Band 3 – clear and relevant

5 - 6 marks

- I am able to identify some presentational features, such as colour, font, photographs, etc, and comment on their effect
- I talk about what the feature is trying to show and I support this with links to other features or words sometimes

Mark Band 2- some attempt

3 - 4 marks

- In my writing I show what the impact of the presentational feature is. I use more than one example.
- I try to link up some of the presentational features.

Band 1 - limited

1 - 2 marks

- I am able to mention what pictures or colours show but I don't talk about the effect. I don't talk about the features in much detail.

Band 0

I didn't write anything related to the question.

What is my Question 2 target?

.....

.....

.....

How will I achieve it?

.....

.....

.....

Question 3

Mark Band 4- perceptive and detailed

7 - 8 marks

- I know the detail of events in the whole text

- I can pick up on how the characters feel at various points of the text
- I pick quotes that link to the points I've made

Mark Band 3- clear and relevant

5 - 6 Marks

- I show a clear understanding of the events described in the text
- I think about the thoughts and feelings of those in the text
- I show I've understood using relevant quotes

Mark Band 2- some attempts

3 - 4 marks

- I'm aware of the events described
- I try to explain thoughts and feelings but could mention how these change
- I use quotes but they could be linked more clearly to my points

Mark Band 1- limited

1 - 2 marks

- I know what the text is about and I have tried to comment on a thought or feeling
- I found using quotes difficult or I copied too much of the text out.

Band 0

I didn't write anything linked to the question.

What is my Question 3 target?

.....

.....

.....

How will I achieve it?

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.....

Question 4

Mark Band 4- perceptive and detailed

13 -16 marks

- I am able to spot a range of language features or words of interest
- I show how the writers have used language to achieve their effects in the different contexts
- I offer appropriate quotations in support of ideas with comments about what they reveal
- I refer to the varied similarities and differences between the language features in the texts. I use connectives to make this clear.

Mark Band 3- clear and relevant

9 -12 marks

- I use the language to help me understand what the text is about.
- I know and write about the effect of certain words and phrases

- I offer some relevant quotations or references to support ideas
- I comment on some similarities and differences between the language in the texts.

Mark Band 2- some attempts

5 - 8 marks

- I show I understand the text through the language
- I talk about the effect of some words and phrases, but not many
- I use quotes. Most of them are relevant. Some don't have explanation.
- I make an attempt to look at the similarities and differences between the language used but I'm not very clear or detailed.

Mark Band 1- limited

1 - 4 marks

- I haven't really understood the text
- I tried to pick out some words but I didn't really know why they were important
- I give examples but I don't know how to explain them
- I wasn't sure what to compare

Band 0

I didn't write anything linked to the question.

What is my Question 4 target?

.....

.....

.....

How will I achieve it?

.....

.....

.....

Question 5

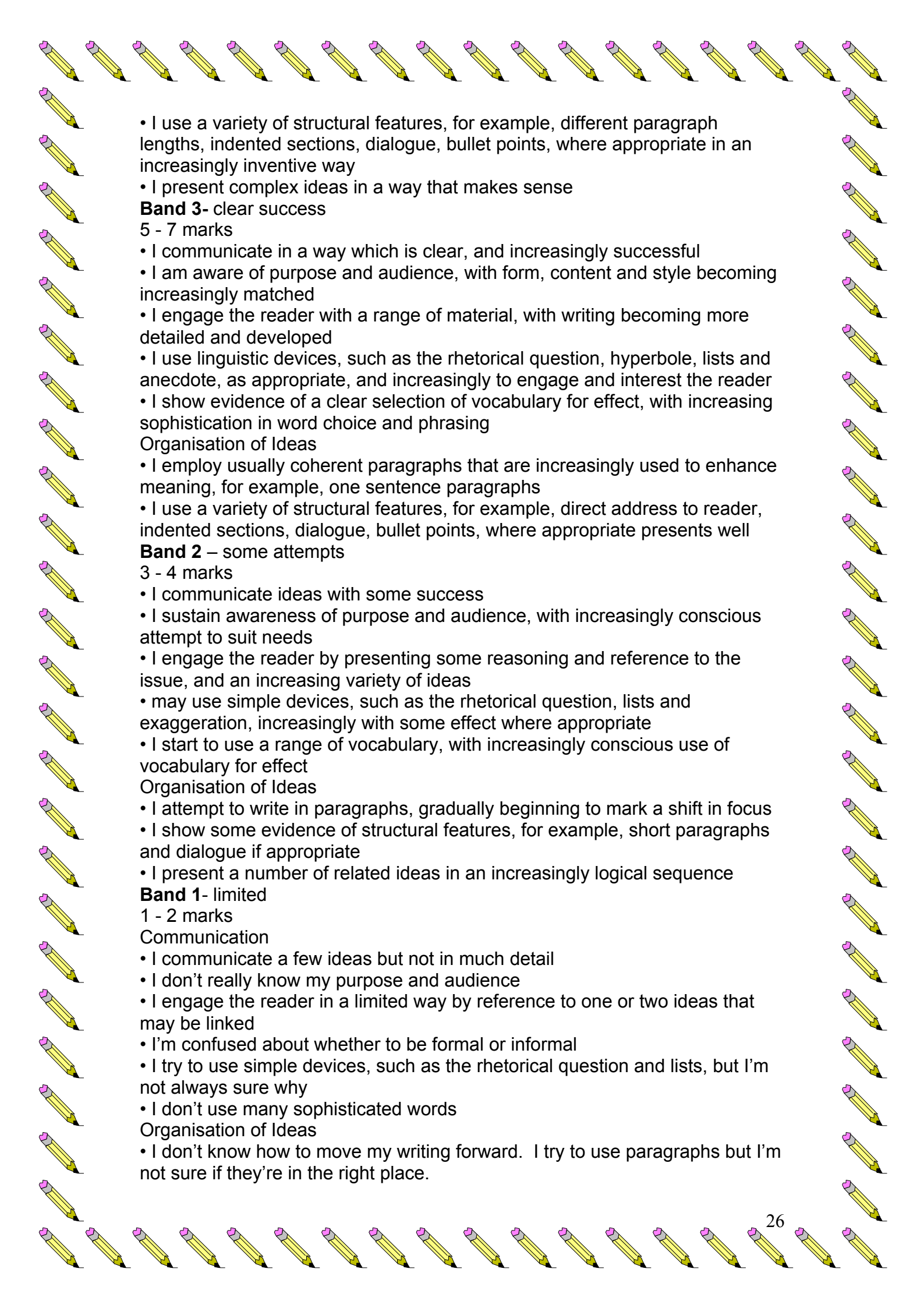
Band 4 – convincing and compelling

8 - 10 marks

- I communicate in a way which is convincing, and increasingly compelling
- form, content and style are consistently matched to purpose and audience, and becoming assuredly matched
- I engage the reader with structured and developed writing, with an increasingly wide range of integrated and complex details
- I write with a suitable tone
- I use linguistic devices appropriate to the form
- I show control of extensive vocabulary, with word choices becoming increasingly ambitious

Organisation of Ideas

- I employ fluently linked paragraphs and use connectives



- I use a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, where appropriate in an increasingly inventive way

- I present complex ideas in a way that makes sense

Band 3- clear success

5 - 7 marks

- I communicate in a way which is clear, and increasingly successful
- I am aware of purpose and audience, with form, content and style becoming increasingly matched
- I engage the reader with a range of material, with writing becoming more detailed and developed
- I use linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader
- I show evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing

Organisation of Ideas

- I employ usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs
- I use a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, where appropriate presents well

Band 2 – some attempts

3 - 4 marks

- I communicate ideas with some success
- I sustain awareness of purpose and audience, with increasingly conscious attempt to suit needs
- I engage the reader by presenting some reasoning and reference to the issue, and an increasing variety of ideas
- may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect where appropriate
- I start to use a range of vocabulary, with increasingly conscious use of vocabulary for effect

Organisation of Ideas

- I attempt to write in paragraphs, gradually beginning to mark a shift in focus
- I show some evidence of structural features, for example, short paragraphs and dialogue if appropriate
- I present a number of related ideas in an increasingly logical sequence

Band 1- limited

1 - 2 marks

Communication

- I communicate a few ideas but not in much detail
- I don't really know my purpose and audience
- I engage the reader in a limited way by reference to one or two ideas that may be linked
- I'm confused about whether to be formal or informal
- I try to use simple devices, such as the rhetorical question and lists, but I'm not always sure why
- I don't use many sophisticated words

Organisation of Ideas

- I don't know how to move my writing forward. I try to use paragraphs but I'm not sure if they're in the right place.



Band 0

I didn't write anything linked to the question.

Question 5 – Spelling, grammar and punctuation

Band 3

5 - 6 marks

- I use complex grammatical structures and varied punctuation with success
- I organise writing clearly
- I employ a variety of sentence forms to good effect including short sentences
- I show accuracy in the spelling of words from an ambitious vocabulary
- I use standard English consistently

Band 2

3 - 4 marks

- My sentences and punctuation are controlled
- I organise my writing
- I employ a variety of sentence forms
- I show accuracy in the spelling of words in common use in an increasingly developed vocabulary
- I use standard English usually

Band 1

1 - 2 marks

- I have control of some of my sentences and punctuation
- I write simple and some complex sentences
- I show accuracy in the spelling of some words in common use
- I sometimes use standard English

Band 0

I didn't write anything that would gain marks here

What is my Question 5 target?

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.....

.....

How will I achieve it?

.....

.....

.....

Question 6

Band 4 – convincing and compelling

13 - 16 marks

- I communicate in a way which is convincing, and increasingly compelling
- form, content and style are consistently matched to purpose and audience, and becoming assuredly matched

- I engage the reader with structured and developed writing, with an increasingly wide range of integrated and complex details
- uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire where appropriate, in a consciously crafted way that is increasingly sustained

- I show control of extensive vocabulary, with word choices becoming increasingly ambitious

Organisation of Ideas

- I employ fluently linked paragraphs and use words such as 'however' to link ideas.

- I use a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, etc, where appropriate in an increasingly inventive way presents complex ideas in a coherent way

Band 3- clear success

9 - 12 marks

Communication

- I communicate in a way which is clear, and increasingly successful
- I have a clear identification with purpose and audience, with form, content and style becoming increasingly matched
- I engage the reader with a range of material, with writing becoming more detailed and developed

- I write in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response

- I use linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader

- I show evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing

Organisation of Ideas

- I use paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and words such as 'however'

- I use a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively

- I present well thought out ideas in sentences

Band 2 – some attempts

5 - 8 marks

- I communicate ideas with some success

- I have a sustained awareness of purpose and audience, with an increasingly conscious attempt to suit needs

- I engage the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas

- I use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect

- I try to use a range of vocabulary

Organisation of Ideas

- I make some attempt to write in paragraphs, gradually beginning to mark a shift in focus

- I show some evidence of structural features, for example, short paragraphs and dialogue if appropriate

- I present a number of related ideas in a way that makes sense

Band 1- limited

1 - 4 marks

- I communicate a few ideas
- I'm not sure about my purpose and audience
- I engage the reader in a limited way by reference to one or two ideas that may be linked
- I may use simple devices, such as the rhetorical question and lists, but not always appropriately
- My words are quite simple or repetitive

Organisation of Ideas

- I try to use paragraphs but I'm not sure if they're in the right place

Band 0

I haven't written anything to gain marks in this area

Q6 – Spelling, grammar and punctuation

Band 3

6 - 8 marks

- I use complex grammatical structures and punctuation with success
- I organise writing using sentence demarcation (words such as 'however') accurately
- I employ a variety of sentence forms to good effect including short sentences
- I show accuracy in the spelling of words from an ambitious vocabulary
- I use standard English consistently

Band 2

3 - 5 marks

- I write with control of agreement, punctuation and sentence construction
- I use a variety of sentences
- I spell simple words correctly
- I use standard English usually

Band 1

1 - 2 marks

- I use some punctuation in sentences
- I use simple and some complex sentences
- I spell some words correctly
- I use standard English sometimes

Band 0

I haven't written anything to gain marks here

What is my Question 6 target?

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How will I achieve it?

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Practice Writing Questions

Some resources and questions taken from AQA papers, Collins GCSE English Revision Guide, englishbiz.co.uk or other accessible resources available on the internet.

- Write a letter to a relative explaining why they should visit a place you think is very special. (16 marks)
- Most of us have a mixture of good and bad memories from our past. Choose a memory of an event in your past and explain why it is significant to you. (16 marks)
- Write an article for a school magazine informing them on the importance of exercise. (16 marks)
- Write a brief article for a website of your choice telling your readers about an interesting or unusual journey or travel experience you have had. Explain why it was memorable. (16 marks)
- Focusing on the people, the atmosphere and your emotions, describe how you felt during a visit to one of the following: a pop concert, a sport's match, the doctor's, a dentist's, a school play. (16 marks)
- Write a letter to an elderly relative, persuading them to install security equipment around their home. (24 marks)
- You are an agony aunt. A reader has written to you asking for advice on how to make sure her teenage son or daughter does not get into trouble. Reply to their letter, advising them what to do. (24 marks)
- Many people believe it is our duty to cut back on our use of the world's resources, and that we must invest in greener forms of energy for the future – whatever the cost. Write an article for an environmental website which argues for or against this idea. (24 marks)
- Your school or college is inviting entries for a writing competition. The topic is 'Dangerous sports activities and pastimes are selfish, often put others at risk and should be discouraged.' Write your argument for or against this view. (24 marks)
- Some people believe there should be a curfew from 10pm-8am for young people to help stop vandalism. Write a letter to a newspaper arguing either for or against this view. (24 marks)



Writing Skills

Writing to Describe

What is description?

- When we are asked to describe something we are giving a personal description of how we visualise something, someone, or some place
- To do this we have to rely heavily on our own senses and a variety of language techniques.

How should I approach writing to describe?

- You are taking the reader on a journey of discovery about the thing you are describing.
- You are giving a 'bird's eye view' of something.
- You are the lens of a camera describing every detail about your subject.
- You may be asked to describe a person/place, emotion or experience.
- You are not being asked to write a story.

Write a Quick Plan

Beginning – Describe first impressions or experiences. The background to the situation.

Middle - Your descriptive 'journey' through this place or event or feelings

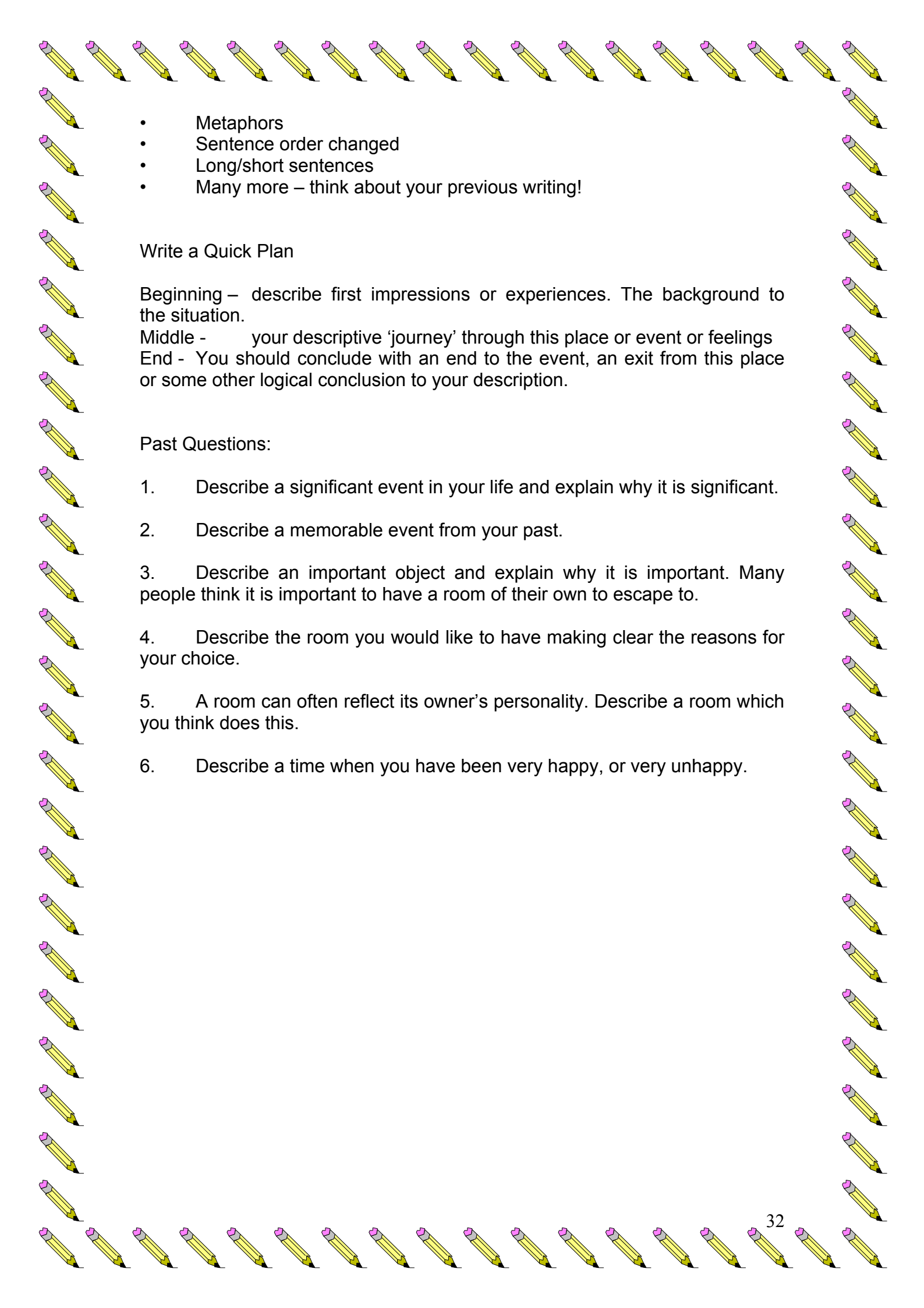
End - You should conclude with an end to the event, an exit from this place or some other logical conclusion to your description.

When describing, you should...

- Describe settings, people and events.
- Convey emotions about this place or event.
- Explore and convey all of your senses in relation to this description – touch, taste, smell, hearing, sight
- Use a variety of language techniques to make your description visual to the reader.
- Use your imagination! If the subject you are given is not very stimulating then – make it up – exaggerate.

Language Techniques

- Powerful verbs
- Adjectives
- Adverbs
- Alliteration
- Similes

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- Metaphors
 - Sentence order changed
 - Long/short sentences
 - Many more – think about your previous writing!

Write a Quick Plan

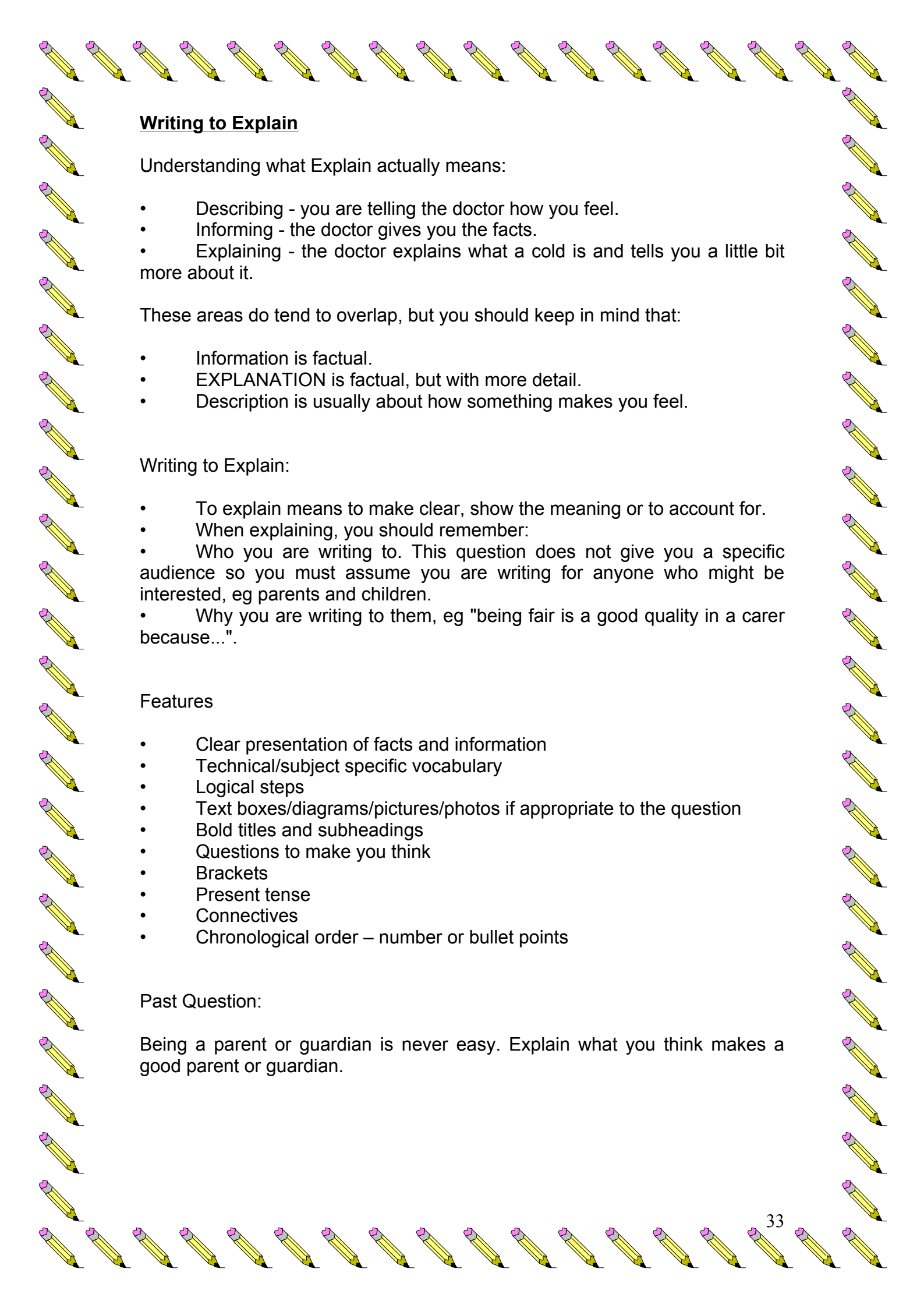
Beginning – describe first impressions or experiences. The background to the situation.

Middle - your descriptive 'journey' through this place or event or feelings

End - You should conclude with an end to the event, an exit from this place or some other logical conclusion to your description.

Past Questions:

1. Describe a significant event in your life and explain why it is significant.
2. Describe a memorable event from your past.
3. Describe an important object and explain why it is important. Many people think it is important to have a room of their own to escape to.
4. Describe the room you would like to have making clear the reasons for your choice.
5. A room can often reflect its owner's personality. Describe a room which you think does this.
6. Describe a time when you have been very happy, or very unhappy.



Writing to Explain

Understanding what Explain actually means:

- Describing - you are telling the doctor how you feel.
- Informing - the doctor gives you the facts.
- Explaining - the doctor explains what a cold is and tells you a little bit more about it.

These areas do tend to overlap, but you should keep in mind that:

- Information is factual.
- EXPLANATION is factual, but with more detail.
- Description is usually about how something makes you feel.

Writing to Explain:

- To explain means to make clear, show the meaning or to account for.
- When explaining, you should remember:
- Who you are writing to. This question does not give you a specific audience so you must assume you are writing for anyone who might be interested, eg parents and children.
- Why you are writing to them, eg "being fair is a good quality in a carer because...".

Features

- Clear presentation of facts and information
- Technical/subject specific vocabulary
- Logical steps
- Text boxes/diagrams/pictures/photos if appropriate to the question
- Bold titles and subheadings
- Questions to make you think
- Brackets
- Present tense
- Connectives
- Chronological order – number or bullet points

Past Question:

Being a parent or guardian is never easy. Explain what you think makes a good parent or guardian.



Writing to Inform

Provide information in a way which...

- Is what they need or want to know – the right amount of info at the right level for the reader - match the audience requirements
- Is relevant to the questions 'who what why when where how'.
- Is fair and balanced with a range of facts and worthwhile opinions (we aren't writing to persuade or producing propaganda!)
- Is engaging, lively and interesting to the reader

Make your information relevant

Ask yourself if you have answered the questions 'who what why when where how'

Think what the reader expects from your information:

- Newspaper - clear, interesting and honest.
- Letter - tell them something interesting.
- Encyclopaedia - lively, clear and factual.
- Leaflet - easy to follow, useful and interesting.
- Biography - interesting, truthful, confiding and lively.

Layout

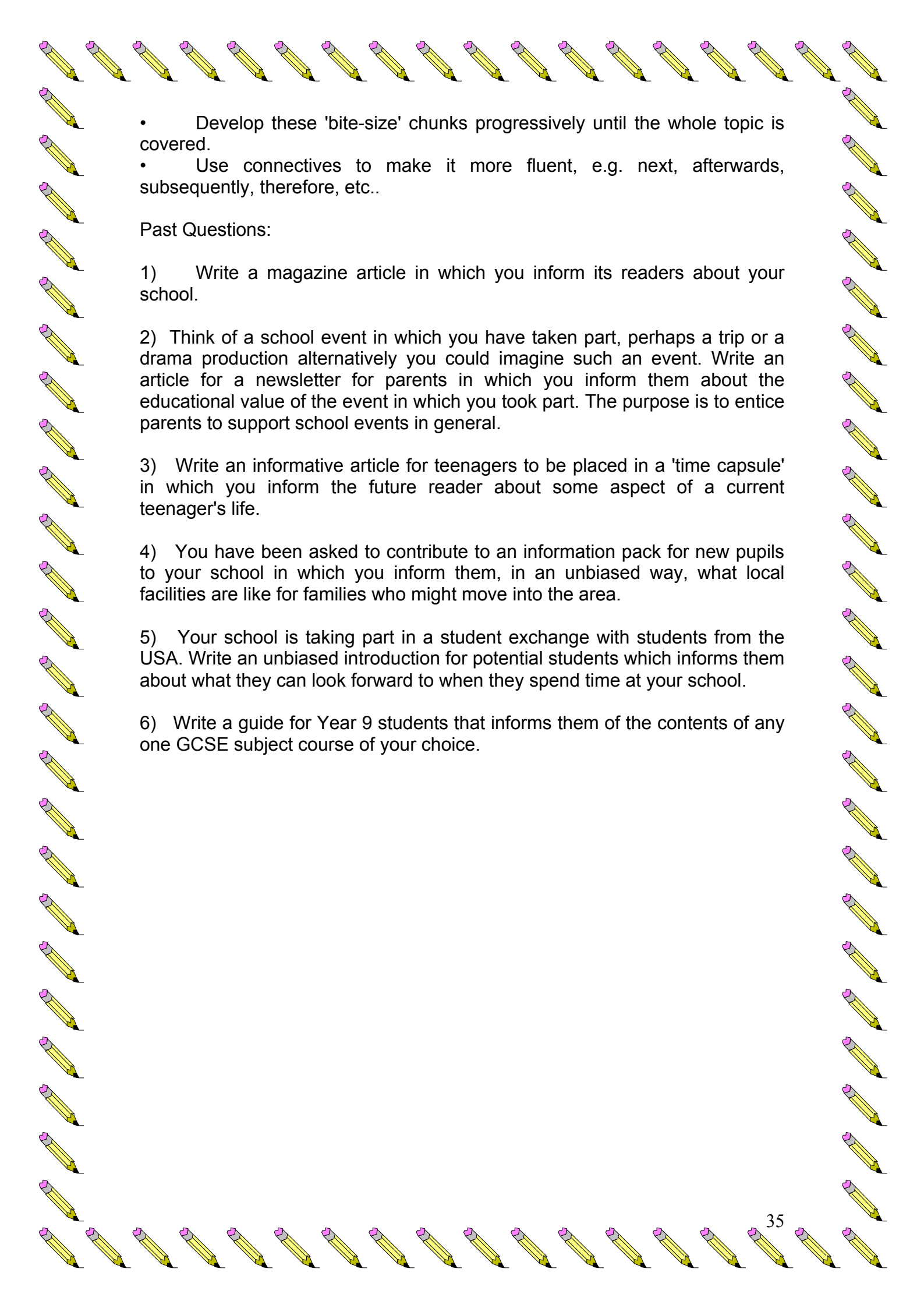
When appropriate, presentational devices make information clearer, more interesting and more easily absorbed:

- Bulleted lists,
- Bold heading
- Subheadings
- Clear sections/paragraphs
- Text boxes
- Diagrams
- Photos

Never waste time drawing these - just draw a box and indicate what the diagram/photo/etc. could be.

Write a Quick Plan

- You need to give information in a way which helps the reader follow and absorb it easily:
- Introduce the topic in a lively and clear way in your opening paragraph.
- Follow on with a series of well-structured paragraphs that provide only 'bite size' chunks of information.

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- Develop these 'bite-size' chunks progressively until the whole topic is covered.
 - Use connectives to make it more fluent, e.g. next, afterwards, subsequently, therefore, etc..

Past Questions:

- 1) Write a magazine article in which you inform its readers about your school.
- 2) Think of a school event in which you have taken part, perhaps a trip or a drama production alternatively you could imagine such an event. Write an article for a newsletter for parents in which you inform them about the educational value of the event in which you took part. The purpose is to entice parents to support school events in general.
- 3) Write an informative article for teenagers to be placed in a 'time capsule' in which you inform the future reader about some aspect of a current teenager's life.
- 4) You have been asked to contribute to an information pack for new pupils to your school in which you inform them, in an unbiased way, what local facilities are like for families who might move into the area.
- 5) Your school is taking part in a student exchange with students from the USA. Write an unbiased introduction for potential students which informs them about what they can look forward to when they spend time at your school.
- 6) Write a guide for Year 9 students that informs them of the contents of any one GCSE subject course of your choice.



Writing to Persuade

Writing to persuade is very similar to writing to argue, but is less well-balanced and formal in approach. Instead you can be more:

- One-sided
- Personal
- Passionate
- Emotional

Really Useful Techniques

Many of the techniques already covered in writing to argue can be used. There are two additional ways of writing that are really useful:

Emotional Anecdote

- An anecdote is a brief and fascinating tale, often a story taken from personal experience. Its purpose is to create a powerful and emotional illustration of why your view is the right view to hold.
- Although anecdotes are based on real events, for your coursework and exam, you can make up the story, so long as it is realistic and reasonable.

Common Ground

- Forge common ground between you and the reader: a goal that both you and your opponent share. This reduces the differences between the two of you to something much more manageable and achievable: a common goal.

Create a Quick Plan

Taking the time to make a quick plan will ensure your answer is structured effectively:

- Introduce the issue and your point of view in the first paragraph
- Make a series of passionate and emotional points that support your argument in the next 2/3 paragraphs.
- Use anecdotes sparingly and appeal to the reader's emotions and try to create common ground
- Final summary paragraph with the main arguments summarised. End on a sentence with impact.

Exam Practice

1. Young people are often stereotyped and given a bad reputation. Write an article for a local magazine which explains what it's like to be a young person and explores the effect of bad press in the media on young people.
2. Write a fund-raising leaflet for a local animal charity to inform them about the charity and persuade them to donate money to support their work.



Writing to Argue

What's the difference?

Many people get confused about the difference between writing to Argue and Persuade. When writing to argue, you are writing with one point of view. However, you should be well-reasoned and reasonably disagree with the other viewpoints that exist.

Features

- Impersonal language
- Formal tone
- Passive voice
- Connectives
- Rhetorical questions
- Present tense

See your blue book for many other examples

Create a Quick Plan

Taking the time to make a quick plan will ensure your answer is structured effectively:

- Introduce the issue and your point of view in the first paragraph
- Make a series of points that support your argument in the next 2/3 paragraphs – use examples to support them
- Mention the other points of view and argue against them
- Final summary paragraph with the main arguments summarised. End on a sentence with impact.

Exam Practice

- Can the deliberate killing of defenceless creatures justifiably be considered a pleasurable sport?
- Write an article for a magazine arguing that global warming is affecting the planet and their lives.



Writing to Advise

Features:

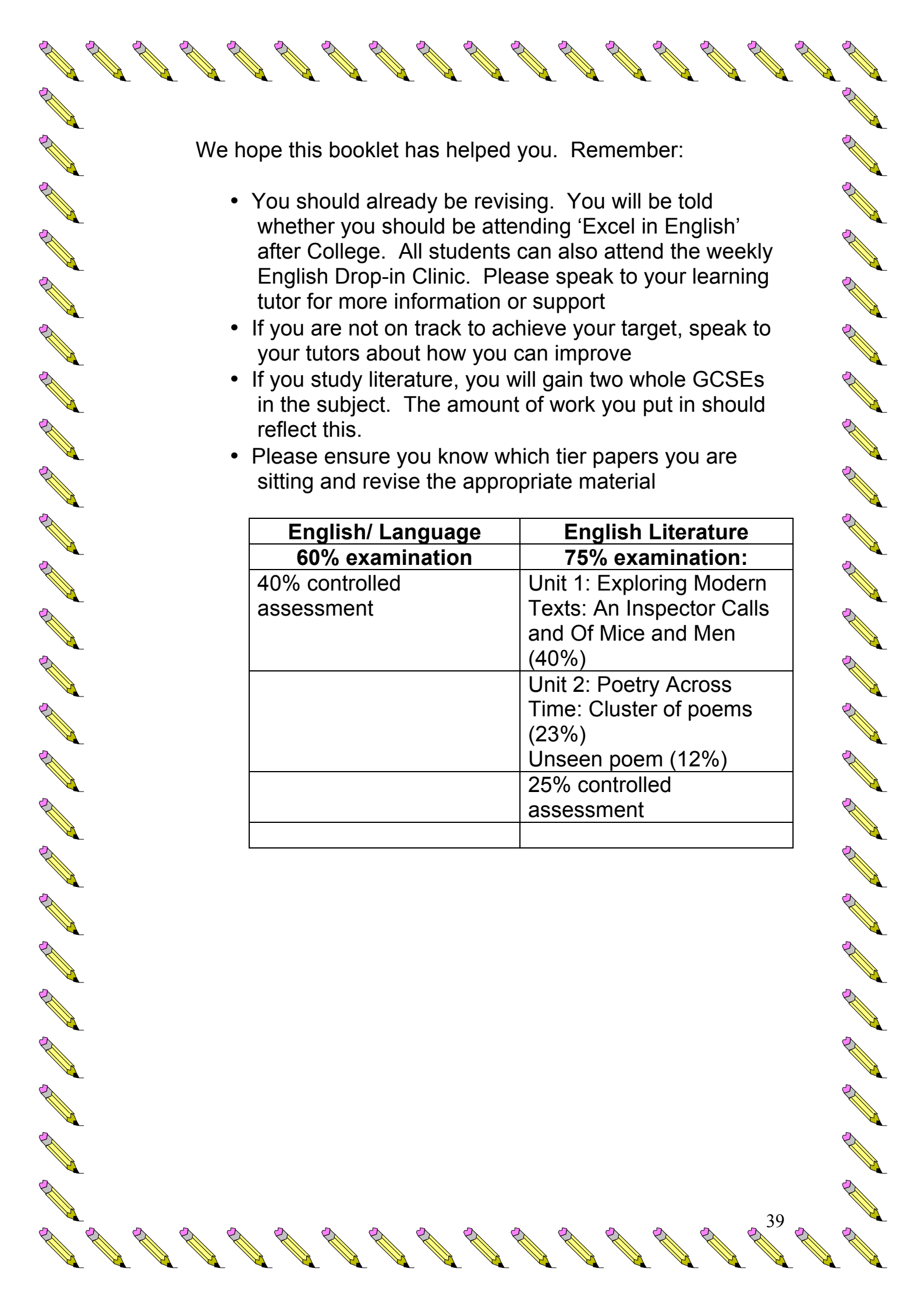
- Formal language
- Close relationship with audience
- Empathy and a reassuring tone to help audience deal with something
- Reasons and suggestions for a course of action
- Second person
- Modal verbs (should, would, could)
- Imperatives
- Raise questions
- Clear conclusion
- Use bullet points if appropriate

Create a quick plan:

- Introduce the main problem
- Use an anecdote for a solution
- Address another problem and use emotive language in the solution
- Address another problem
- Use humour in the solution
- Link conclusion to introduction

Exam Practice:

- 1) Create a sheet aimed at Year 9 students, advising them how to cope with the pressures of Key Stage 4.
- 2) A friend has won the lottery. Write an e-mail to your friend, advising them of how to spend the money.



We hope this booklet has helped you. Remember:

- You should already be revising. You will be told whether you should be attending 'Excel in English' after College. All students can also attend the weekly English Drop-in Clinic. Please speak to your learning tutor for more information or support
- If you are not on track to achieve your target, speak to your tutors about how you can improve
- If you study literature, you will gain two whole GCSEs in the subject. The amount of work you put in should reflect this.
- Please ensure you know which tier papers you are sitting and revise the appropriate material

English/ Language	English Literature
60% examination	75% examination:
40% controlled assessment	Unit 1: Exploring Modern Texts: An Inspector Calls and Of Mice and Men (40%)
	Unit 2: Poetry Across Time: Cluster of poems (23%) Unseen poem (12%)
	25% controlled assessment



"Never judge a book by its movie."

- J.W. Eagan

"Not all readers are leaders, but
all leaders are readers."

- Harry S.

"Children are made readers on the
laps of their parents."

- Emilie Buchwald

"The beautiful thing about
learning is that no one can take
it away from you."

- B.B. King

"Reading is a basic tool in the
living of a good life."

- Mortimer Adler

"Reading is to the mind what
exercise is to the body."

- Richard Steele