

# AQA English Language (8700)

## Paper 1: Explorations in Creative Reading and Writing

- Written Exam: 1 hour 45 minutes
- 80 marks
- 50% of English Language GCSE
- One fiction text

### Section A: Reading (40 marks)

In this part of the exam, students need to:

- Read an extract from a novel or short story from the 20<sup>th</sup> or 21<sup>st</sup> century.
- Explain how writers use different techniques to interest readers.

The questions will be as follows:

1. Identify 4 points (4 marks) - 5 minutes
2. How does the writer use language? (8 marks) – 10 minutes
3. How has the writer structured the text? (8 marks) – 10 minutes
4. How has the writer created character and reader's impression of character? (20 marks) – 25 minutes

*\*Timings are in addition to 10 minutes reading time*

### What can you do to help your child?

- Encourage them to read widely
- Read the same text and discuss your reactions and opinions
- Encourage them to watch programs and documentaries about famous authors from the 20<sup>th</sup> and 21<sup>st</sup> centuries.
- Test them on their subject terminology – what do the terms mean and why are they effective?

You then need to ask them:

- What happens? Why?
- When does it happen? Why?
- Where does it happen? Why?
- Whom does it happen to? Why?
- What is the writer's goal? How is it achieved?

## Section B: Writing (40 marks)

Extended writing: choice between narrative and descriptive writing – 5 minutes planning, 40 minutes writing, 15 minutes checking and correcting.

(Content and Organisation = 24 marks SPaG = 16 marks)

### What can you do to help your child?

- Encourage them to use dictionaries and discover new vocabulary.
- Give them photographs and get them to describe what they see.
- Ask them to write a descriptive account of a family trip or event.
- Read their work and ask them about the language they have used.
- Get them to read short stories and creative writing examples on the Internet. They need to identify conventions and replicate them in their own writing.
- Test them on their subject terminology – what do the terms mean and why are they effective? How have they used these techniques in their own writing?

You then need to ask them:

- How did you want your reader to feel?
- Is your character the hero of the story? Why? Why not?
- Why did you put events/ideas in this order? How can you improve your writing?

## **Paper 2: Writers' Viewpoints and Perspectives**

- Written Exam: 1 hour 45 minutes
- 80 marks
- 50% of English Language GCSE
- One fiction text and one non-fiction text

### **Section A: Reading (40 marks)**

1. Identify 4 T/F statements (4 marks) – 5 minutes
2. Summary of both texts (8 marks) – 10 minutes
3. How has the writer used language in Source B? (12 marks) – 15 minutes
4. Compare how the two writers convey their different attitudes to. (16 marks) – 20 minutes

*\*Timings are in addition to 10 minutes reading time*

### **What can you do to help your child?**

- Encourage them to read a wide range of texts including newspapers (The Guardian), travel writing, biographies and autobiographies.
- Watch topical programs, documentaries and news reports together and discuss your views.
- Test them on their subject terminology – what do the terms mean and why are they effective?

You then need to ask them:

- What is your opinion? Why?
- What is the writer's opinion? How do you know?
- How has the writer shown their views?
- How has the writer structured their argument?
- Get them to look at two texts and ask them to explain how they differ. What is the writer's goal? How is it achieved?

## Section B: Writing (40 marks)

Extended writing: transactional writing to inform/persuade. No choice. – 5 minutes planning, 40 minutes writing, 15 minutes checking and correcting.

(Content and Organisation = 24 marks SPaG = 16 marks)

### **What can you do to help your child?**

- Encourage them to keep a diary or journal recording their views and opinions of various experiences.
- Choose a topic of interest and get them to write a speech persuading you to support their opinion.
- Watch videos of speeches and ask them what makes it effective.
- Compare the layout features of different non-fiction texts (articles, leaflets, letters, editorials)
- Test them on their subject terminology – what do the terms mean and why are they effective? How have they used these techniques in their own writing?

You then need to ask them:

- What is the writer's opinion? How do you know?
- How has the writer shown their views?
- How has the writer structured their argument?
- Identify particular words and features the writer has used and explain the impact of these words/features.
- How would the text be different if it was written as an article/letter/leaflet?

## AQA English Literature (8702)

### **Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel**

- Written Exam: 1 hour 45 minutes
- 64 marks
- 40% of English Language GCSE

#### **Section A: Shakespeare (40 marks) – 50 minutes**

Students will answer one question on the Shakespeare play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

#### **Section B: 19<sup>th</sup> Century Novel (40 marks) – 50 minutes**

Students will answer one question on the 19<sup>th</sup> century novel they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

SpaG will be assessed out of 4 marks on each question and will be averaged.

## What can you do to help your child?

- Watch adaptations of the Shakespeare play and the 19<sup>th</sup> century prose text and discuss how they are similar/different to the original.
- Watch programs on the life and times of Shakespeare and the 19<sup>th</sup> century prose text author.
- Test them on quotations from the story.
- Ask them to create a Mind Map for each character/theme/scene/chapter/event
- Get them to write an essay exploring the role of the major characters (1 essay per character)
- Test them on their subject terminology – what do the terms mean and why are they effective?

You then need to ask them:

- Who is your least/most favourite character? Why?
- What is the most exciting moment? Why?
- What are the differences between when the story was set and now?
- Ask them to order the events.
- Quotations – who said it? About whom? Analysis?
- Identify particular words and features the writer has used and explain the impact of these words/features.

## **Paper 2: Modern Texts and Poetry**

- Written Exam: 2 hours 15 minutes
- 96 marks
- 60% of English Language GCSE

### **Section A: Modern Text (30 marks) – 45 minutes**

Students will answer one question on the modern text they have. They will be required to answer one essay question from a choice of two.

#### **What can you do to help your child?**

- Get them to create a character profile for each character in the story and ask them about the significance of the character.
- Get them to create a character profile for each Mind Map for each theme aracter in the story and ask them about the significance of the theme.
- Test them on quotations from the story.
- Ask them to create a Mind Map for each character/theme/scene/chapter/event
- Get them to write an essay exploring the role of the major characters (1 essay per character)
- Test them on their subject terminology – what do the terms mean and why are they effective?

You then need to ask them:

- Who is your least/most favourite character? Why?
- What is the most exciting moment? Why?
- What are the differences between when the story was set and now?
- Ask them to order the events.
- Quotations – who said it? About whom? Analysis?
- Identify particular words and features the writer has used and explain the impact of these words/features.

## Section B: Poetry (30 marks) – 45 minutes

Students will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster (Conflict).

## Section C: Unseen Poetry (32 marks) – 45 minutes

Students will answer one comparative question on one unseen poem and one question comparing this poem with a second unseen poem.

SpaG will be assessed out of 4 marks on each question and will be averaged.

### **What can you do to help your child?**

- Get them to read through their annotated poems over and over.
- Give them a blank copy of the poem and get them to write down the annotations they have learned.
- Choose two poems from the anthology and ask about how they are similar/different.
- Get them to make a Mind Map for each poem.
- Get them to identify the Subject/ Structure and Language of each poem.
- Test them on their subject terminology – what do the terms mean and why are they effective?

You then need to ask them:

- What do the terms “power” and “conflict” mean to you?
- How does each poem explore the theme of “power and conflict”
- Pick a poem and ask them to suggest a poem they could compare it to and then give you a detailed reason why.
- Identify particular words and features the writer has used and explain the impact of these words/features.