



# English at GCSE

The purpose of this session is to:

- Share an outline of the structure, content and assessment of the two English GCSEs
- Outline how we are supporting students with key areas for development
- Outline how students can be supported at home.



**Sheldon School**

BE KIND | BE BRAVE | BE THE BEST YOU

# GCSE English Language

## English Language Paper 1:

FICTION texts (1hr 45m)

### One Extract

#### Section A (40 marks/60 mins)

Q1 – Choose the right answers (4)

Q2 – Analyse language (8)

Q3 – Analyse structure (8)

Q4 – Analyse Language and Structure (20)

#### Section B (40 marks/45 mins)

Write a description/narrative

## English Language Paper 2:

NON-FICTION texts (1hr 45m)

### Two extracts

#### Section A (40 marks/60 mins)

Q1 – Tick 4 boxes that are true (4)

Q2 – Summarise the two sources (8)

Q3 – Analyse language (12)

Q4 – Compare language and structure (16)

#### Section B (40 marks/45 mins)

Write a non-fiction piece

"structured like a quest"



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

**0 1** - **1** What worries Pi about the hyena?

Its appearance ☐

Remembering what his father told him about hyenas ☐

The noise it is making ☐

[1 mark]

**0 1** - **2** How do hyenas usually attack?

On their own ☐

In a pair ☐

As a group ☐

[1 mark]

**0 3** You now need to think about the structure of the source as a whole.

This text is from the middle of a novel.

How has the writer structured the text to create tension?

You could write about:

- how tension has increased or decreased by the end of the source
- how the writer uses structure to create an effect
- the writer's use of any other structural features, such as changes in mood, tone or perspective.

[8 marks]

**0 4** For this question focus on the second part of the source, from **line 20 to the end**.

In this part of the source, the hyena could be seen as funny or threatening.

To what extent do you agree or disagree with this statement?

In your response, you could:

- consider your impressions of how the hyena behaves
- comment on the methods the writer uses to present the hyena as funny or threatening
- support your response with references to the text.

[20 marks]

**0 2** You need to refer to **Source A** and **Source B** for this question.

The writers in **Source A** and **Source B** are travelling on different types of trains.

What can you infer about the differences between the two trains?

[8 marks]

**Section B: Writing**

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

**0 5** 'Cars are convenient, comfortable and save time. However, we need to use them less by making public transport such as trains, trams and buses cheaper, more reliable and easier to access.'

Write a speech to be given at a meeting of your local council in which you argue your point of view on this statement.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

**0 5** A wildlife magazine is running a creative writing competition.

Choose **one** of the options below for your entry.

**Either**

Write a description of a zoo or wildlife park from your imagination. You may choose to use the picture provided for ideas.



or

Write the opening of a story about a human meeting an animal.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]



**Sheldon School**

BE KIND | BE BRAVE | BE THE BEST YOU

- Variety of questions; variety of skills
- "Gear shifting"

# GCSE English Literature



## English Literature Paper 1: Shakespeare and 19thC Text (1hr 45m) – WITH extracts

Section A: 'Macbeth' (34 marks/55 mins)  
Starting with the extract **and the rest of the play**, how does Shakespeare present...

Section B: 'Jekyll & Hyde' (30 marks/50 mins)  
Starting with the extract **and the rest of the novel**, how does Robert Louis Stevenson present...

## English Literature Paper 2: Modern Text, Anthology Poems and Unseen Poetry (2hr 15m)

Section A: 'An Inspector Calls' (30 marks/45 mins)  
Choice of two questions on character or theme  
– pick one.

Section B: Power and Conflict poetry (30 marks/45 mins)  
Compare a given poem with a poem of your choice based on a theme

Section C: Unseen poetry (32 marks/45 mins)  
Analyse an unseen poem then compare with another poem.



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

0 1

**Macbeth**

Read the following extract from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth hears that the English army is approaching and asks the Doctor for a report about Lady Macbeth.

	<b>MACBETH</b>	Seyton! – I am sick at heart, When I behold – Seyton, I say! – this push Will cheer me ever or disseat me now. I have lived long enough. My way of life
5		Is fall'n into the sere, the yellow leaf, And that which should accompany old age, As honour, love, obedience, troops of friends, I must not look to have; but in their stead, Curses, not loud but deep, mouth-honour, breath
10		Which the poor heart would fain deny, and dare not. Seyton!
	<b>Enter SEYTON</b>	
	<b>SEYTON</b>	What's your gracious pleasure?
	<b>MACBETH</b>	What news more?
15	<b>SEYTON</b>	All is confirmed, my lord, which was reported.
	<b>MACBETH</b>	I'll fight till from my bones my flesh be hacked. Give me my armour.
	<b>SEYTON</b>	'Tis not needed yet.
	<b>MACBETH</b>	I'll put it on;
20		Send out more horses; skirr the country round. Hang those that talk of fear. Give me mine armour. How does your patient, doctor?
	<b>DOCTOR</b>	Not so sick, my lord, As she is troubled with thick-coming fancies That keep her from her rest.
25	<b>MACBETH</b>	Cure her of that. Canst thou not minister to a mind diseased, Pluck from the memory a rooted sorrow, Raze out the written troubles of the brain, And with some sweet oblivious antidote Cleanse the stuffed bosom of that perilous stuff Which weighs upon the heart?
30		

0 1

Starting with this conversation, explore how far Shakespeare presents Macbeth as a male character who changes during the play.

Write about:

- how Shakespeare presents Macbeth in this conversation
- how far Shakespeare presents Macbeth as a male character who changes in the play as a whole.

[30 marks]  
AO4 [4 marks]

**JB Priestley: *An Inspector Calls*****EITHER**

0 1

How and why does Sheila change in *An Inspector Calls*?

Write about:

- how Sheila responds to her family and to the Inspector
- how Priestley presents Sheila by the ways he writes.

[30 marks]  
AO4 [4 marks]

**OR****Question 2**

0 2

How does Priestley explore responsibility in *An Inspector Calls*?

Write about:

- the ideas about responsibility in *An Inspector Calls*
- how Priestley presents these ideas by the ways he writes.

[30 marks]  
AO4 [4 marks]



# Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU



# Helping them from home

- Help them become 'word' and 'story detectives'
- Help them use revision platforms and online resources
- Help them use Revision Olympics
- Help them use flashcards and mindmaps
- Help them justify points of view



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

UNITY and LO

# Help them become 'word detectives'

## 1: Have you heard the word before? You might find clues here...

- If you've read Harry Potter, you'll know that the spell 'Lumos' gives light.
- You might also know that 'lumens' relates to light power.

## 2. Does the word sound familiar?

- You might notice that it sounds a bit like 'illuminate' which means to light up.

**A luminary is someone who guides and inspires other people.**

## 3. Look at the whole sentence/passage.

- If a celebration was 'attended by...', we can probably deduce that 'luminaries' are people of some description.

## 4. Consider the connotations of what you've worked out...

- If a person is linked to light, are they likely to be positive or negative?
- How might they be linked to light?

# Help them become 'story detectives'

- Ask them why they like their Literature texts
- Question which characters they feel they know the most and why
- Ask them about what 'big issues' they can link to their Literature texts
- Ask them 'what happened next'! Are they telling the story in order?
- Ask them what the writer wants us to think



Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU

UNITY and LO

# Help them use revision platforms and online resources



<https://senecalearning.com/en-GB/>

[Audible](#)

[Mr Bruff – YouTube](#)

[Home - MrBruff.com](#)

[Home - BBC News](#)

[Latest news, sport and opinion from the Guardian](#)

<https://app.epraise.co.uk/>

- Avoid passive listening
- Avoid going in 'cold' - use notes!



# Help them use Revision Olympics



Week	English Y11 Revision Plan	
	Activity 1	Activity 2
1 19.02.24	Use this week to review your English Language and English Literature mock papers. Using these of what your HTIs are.	
2 26.02.24	MCQ – J&H Duality Your English teacher will set this on e-praise.	'Macbeth' – Plot summaries Complete the plot summary page of the 'Macbeth' revision workbook – your English teacher will give you a date to bring this in for checking.
3 04.03.24	MCQ – J&H Setting Your English teacher will set this on e-praise.	'Macbeth' – Context Complete the context page of the 'Macbeth' revision workbook – your English teacher will give you a date to bring this in for checking.
4 11.03.24	MCQ – J&H Science vs Religion Your English teacher will set this on e-praise.	'Macbeth' – Macbeth Complete the Macbeth character page of the 'Macbeth' revision workbook – your English teacher will give you a date to bring this in for checking.
5 18.03.24	MCQ – P&C (theme of war) Your English teacher will set this on e-praise.	'Macbeth' – Lady Macbeth Complete the Lady Macbeth character page of the 'Macbeth' revision workbook – your English teacher will give you a date to bring this in for checking.
6 25.03.24	MCQ – P&C (theme of difficult experiences) Your English teacher will set this on e-praise.	'Macbeth' – Macduff Complete the Macduff character page of the 'Macbeth' revision workbook – your English teacher will give you a date to bring this in for checking.

**Writing Practice 1: creative writing**  
Write about a time when you felt scared.  
Plan five paragraphs. For each paragraph, plan a language technique and some ambitious vocabulary.  
Write one paragraph of your response.

Paragraph	Topic	Language technique	Ambitious vocabulary
1			
2			
3			
4			
5			

**Writing Practice 2: non-fiction writing**  
"Local councils do not provide enough support for young people". Write a letter to your local MP giving your opinion on this statement.  
Plan five paragraphs. For each paragraph, plan a language technique and some ambitious vocabulary.  
Write one paragraph of your response.

- Avoid passive reading
- Avoid going in 'cold'



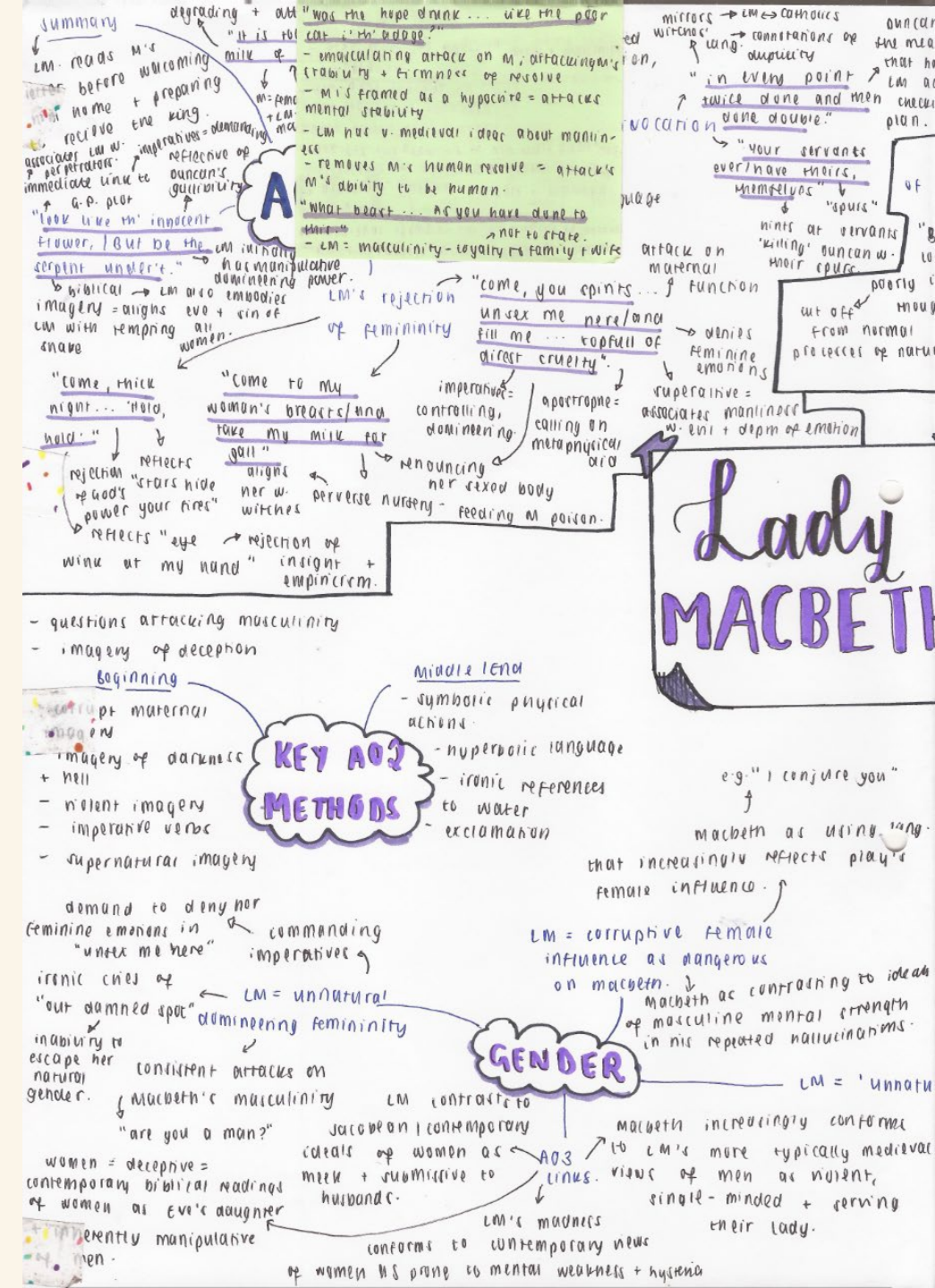
Sheldon School

BE KIND | BE BRAVE | BE THE BEST YOU



# Help them use flashcards/mindmaps..

- Terms/key words on one side; definitions on the other
- Textual details on one side; inferences and meanings on the other
- Really push for full sentence explanations
- Avoid filling with lots of tiny text – the importance of the white space!
- Avoid thinking creating them is enough – how are they being used?
  - Mind dumps
  - Covering sections for recall
  - Turning into short retrieval quizzes



# Help them justify points of view

- Capitalise on teenage argumentativeness
- The power of responding with questions
- ...because?
- ...so?
- Link to news/current events, as well as their literature stories



# Questions

- Word and story detectives
- Revision and online resources (ePraise, Seneca...)
- Revision Olympics
- Flash cards
- Mindmaps
- The power of talking

