

# Academic Evening 2024: GCSE English

**English Language (A\*-G)**  
Cambridge iGCSE  
Course Code: 0500

**English Literature (9-1)**  
Eduqas iGCSE English  
Course Code: NA



**Ms A Benziane – Head of English**

## GCSE English: Overview of Y11



HT1	HT2	HT3	HT4	HT5	HT6
Language	An Inspector Calls	The Strange Case of Dr Jekyll and Mr Hyde	Poetry Anthology & Unseen	Revision / Exam Language: TBC Literature: May 13 / 20	

**Targeted intervention** →

Students have been working on a two-year pathway. Most students are completing 2 GCSEs in English – English Language and English Literature.

The exams complement one another as many of the skills cross over. Skills such as analysing writers' techniques or talking about how a character is presented are examined in both Language and Literature.

As such, if students are not at their benchmark in the November mocks, this does not automatically mean students will drop Literature.

**November mock in the exam hall – Language Paper 1 and Paper 2 (except Ms Grib and Ms Moran's classes who have been completing a coursework portfolio instead of Paper 2).**

Literature Mocks will also occur at various checkpoints from November, adding to the information we have on students from Year 10 Literature assessments.

## GCSE English: Cambridge Language Exam

### Language Paper 1

2 hours 50%



### Language Paper 2

2 hours 50% \*

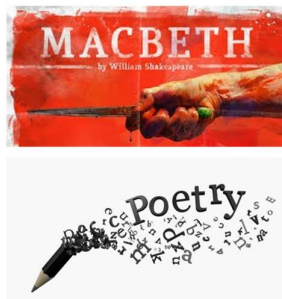


\*Except for coursework classes.

## GCSE English: Eduqas Literature Exam

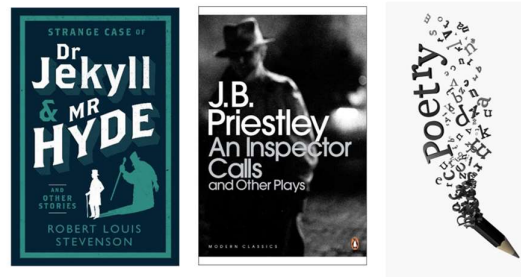
### Literature Paper 1

2 hours 40%



### Literature Paper 2

2.5 hours 60%



# Myth #1: You can't revise for English...

**1. paradox**

- It sounds like a chant / spell or just an observation?
- Inversion of the natural order; this paradox establishes that everything is not as it seems.
- Appearance vs. reality
- It is a kind of disruption and disharmony revenged by violence and gas for violence valued

**2. paradox becomes metaphor**

- The battle against the *trifles* makes it a "foul" day
- Ally that seemingly good men are deceitful.
- Corrupt nature of good/hearts
- What appears to be good is really the opposite; lays the foundations for Macbeth's actions.

**3. adjective**

- Moral and physical corruption
- Start of nature itself mirroring this later in the play

**4. equivocation**

- Establishes the 'Wend Sisters' desire to create mischief – they play with the natural order and enjoy chaos
- They seem to suggest they have agency to change nature
- Mirrors Macbeth's first words in the play – intrinsically entwined.
- Rot and decay hidden inside of him.

**Independent Practice**

1. Birling is presented as dogmatic when he states "it's my duty to keep labour costs down" because... **+individualist / collectivist**


...but... **+benevolent / malevolent**

...so... [audience] **+vulnerable / exploit**  
**+potent / impotent**

2. Birling states "she'd had a lot to say - far too much - so she had to go" because... but...

**Do Now!**

- Macbeth's power is finite because...
- Lady Macbeth is potent because...
- A predator is...
- Something idiosyncratic is...
- You use a semi-colon to...
- What could be prey-like in the image?



*"fair is foul and foul is fair"*

The witches establish that Scotland is full of turmoil and treachery; the natural order has been reversed and corrupted, the central paradox of the play.

Students are being given specific ideas and quotations to learn in their analysis of Literature, as well as support in how to write those ideas up in the form of an exam response. This helps for Language too!

It's not about learning every line or memorising whole texts; we focus on 'Most Revealing Moments' and share 'Agreed Interpretations' with students and revisit them regularly through Do Now activities to move concepts into students' long-term memory.

There is a technique to answering every question – both Language and Literature. Students are supported by their teachers to understand exactly what they need to show-off for each question.

# Myth #2: You can't get a good grade if you're not a reader...

Solid, real	Concrete	Abstract	Not physical, an idea
Tidy, controlled, clear	Order	Chaos	Confusion, disorder
Difficult to harm	Secure	Vulnerable	Easy to harm, fragile
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
Stable, the same	Constant	Volatile	Unpredictable, uncertain
Every so often	Intermittent	Perpetual	Cyclical, repetitive, incessant
Can be touched, real	Tangible	Intangible	Cannot be touched
Can be touched, real	Physical	Metaphysical	Not physical, not real
Expected, logical, usual	Natural	Supernatural	Beyond laws of nature, magical
Expected, logical, usual	Normal	Abnormal	Beyond what is expected
Original, basic, true	Literal	Metaphorical	Symbolic, not literal
Logical, using reason	Rational	Emotional	Using mood or feelings
Lasting forever	Permanent	Ephemeral	Lasting for a short time, temporary
Make stronger, support	Reinforce	Transgress	Go against
Right, good	Moral	Immoral	Wrong, bad
Kind, good	Benevolent	Malevolent	Unkind, evil

While being a life-long reader is obviously beneficial, we have been teaching vocabulary explicitly this term and supporting students in engaging with deeper meanings as well as being able to express themselves fully in their written work.

Students need to revise this vocabulary and aim to use it in a range of questions (and outside of the classroom and exam hall!).

## Myth #3: The exam papers are all so different!

START: A paragraph planning resource for creative writing		EPIIC: A paragraph planning resource for non-fiction writing		Analytical Writing: The Structure				
First, decide where 'you' are in the image and the atmosphere and attitude you want to evoke. Then, START.		First, decide your opinion. Then notice the form that your writing is expected to take and imagine who you are writing for (small details like whether the chair is comfortable or if they are holding a quickly cooling cup of tea help). Then, make it 'EPIIC'.		The writer presents / reveals / suggests not only...but also...				
<b>Sky</b>	Begin this paragraph with a single word sentence. Then use an extended metaphor: 'Chaos. Perpetual chaos. The sky was a deafening scream; a piercing shout; a metaphysical yell.'	<b>Establish your audience, their views and where they might be</b>	As you stand (stare/observe/contemplate)...there's probably only one question running/flooding/skipping through your mind: '.....?' To that, I say..... ...undoubtedly... ...self-evidently... ...indisputably... ...unquestionably...	When the writer describes ".....", ... For example, "... .."				
<b>Tiny features of the scene (zoom in)</b>	On the... On one side... On the other side... Scattered about the... were ..... ...on which...	<b>Picture this: (appeal to the reader's emotions or pathos)</b>	Picture this: ... ...dotson... ...crumble... ...fall... ...destruction... ...apocalypse / apocalyptic... ...omen... ...subversive... ...insidious... ...perpetual... ...pestilence... ...inferno... ...diabolical... ...portent... ...hazardous... ...transgressive...	In other words, ... / In sum, ... / In brief, ... / Put simply, ...				
<b>Away (zoom out)</b>	Everything... All... Outside... It was a place / palace of... It was a time of..... and of..... and of..... It was a space that...	<b>Imagine... (paint a picture of the ideal situation)</b>	Now imagine... Visualise... This could be a reality if... ...peace... ...feeting... ...your life... ...ideal... ...perfection...	More specifically, ... / More precisely, ... / In particular, ...				
<b>Reaction of weather, person, animal</b>	Begin this paragraph with a form of repetition: 'It was choked in rain; black rain; sorry rain; tears of rain; rain that covered and dulled everything and nothing'.	<b>Information (appeal to the reader's reason or logos)</b>	Experts agree that... ...undisable... ...factually... ...interviews... ...multiple... ...scholars... ...most notably... ...unequivocal...	Furthermore, ... / Moreover, ... / In addition, ...				
<b>To.... was to.....</b>	e.g. 'To wander these streets was to subject oneself to the dismal reality of humanity.'	<b>I (create credibility using person experience: ethos)</b>	I can't help but recall/remember... I am reminded of... I am visited by a vivid image of... I can't help but call to mind...	The reader is left with a sense of... It is almost as if...				
<b>One sentence paragraph</b>	'To be here was to be in a perpetual utopia'  'To stare at the sky was to stare at the infinite darkness of my inescapable future'	<b>Counter argument + conclusion</b>	You may still be left with... However, it is absurd to... Perhaps you... You might...	To believe... is to... To disagree is to... To blindly... is to... To insist on... is to...	Solid, real / Tidy, controlled, clear / Difficult to harm / Stubborn, unchangeable / Stable, the same / Easy to offend / Can be touched, real / Expected, logical, useful / Original, basic, true / Logical, using reason / Lasting forever			
				Concrete	Abstract	Not physical, an idea		
				Order	Chaos	Confusion, disorder		
				Secure	Vulnerable	Easy to harm, fragile		
				Dogmatic	Malleable	Able to be changed, flexible		
				Constant	Volatile	Unpredictable, uncertain		
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				Tangible	Intangible	Cannot be touched		
				Physical	Metaphysical	Not physical, not real		
				Natural	Supernatural	Beyond laws of nature, magical		
				Normal	Abnormal	Beyond what is expected		
				Literal	Metaphorical	Symbolic, not literal		
				Rational	Emotional	Using mood or feelings, lasting for a short time, temporary		
				Permanent	Ephemeral			

While the unseen element of English exams can seem daunting (you don't know what the exam text will be about on the day, or which character they'll ask you about) the preparation we do with students enables them to feel confident and calm going into the exam.

The exam should never be a surprise! Students should learn the structures they should follow, regardless of the topic of the question, and will have memorised specific phrases and even paragraphs that they can slot into their responses.

There is always a tactic or a technique, whether students are aiming for an A\* and use these as a springboard to elevate their skills, or whether students are hoping to improve to meet the national guideline of a Grade C by following this guide to the letter.

# Revision Resources



While students have their classwork resources, Google Classrooms with worked examples and past papers available to them, we understand that sometimes a physical revision guide is an additional benefit. As such, there are a few suggestions below.

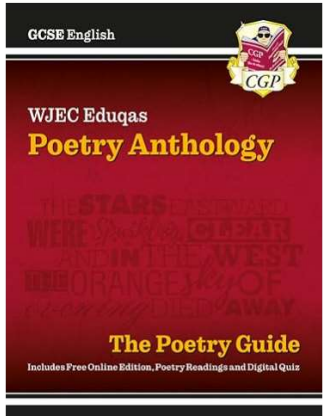
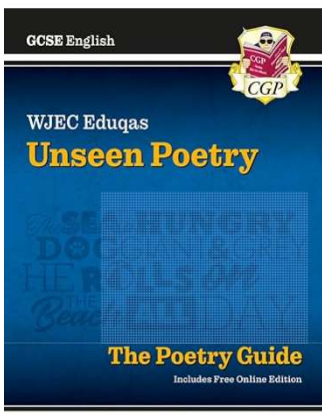
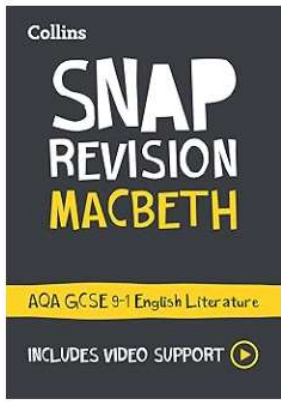
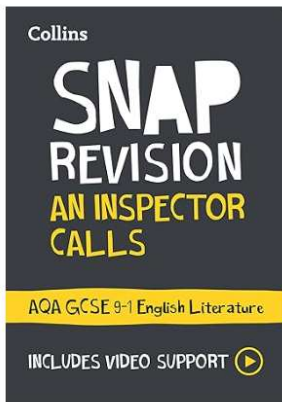
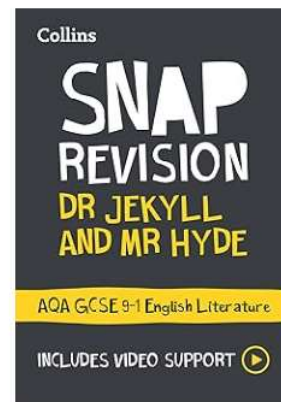
However, revising using the how to guides for each part of the exam (in students' exercise books and on Google Classroom) and learning the versatile vocabulary will be vital for students.

It is important that students spend time practicing the skills in their own time, using past papers and re-drafting the questions they have done in class using mark schemes and teacher/peer feedback.

Past papers are available on Google Classroom and through the PapaCambridge website here: <https://pastpapers.papacambridge.com/papers/caie/igcse-english-0500>

## Suggested Revision Guides:

The cover of the Collins Cambridge IGCSE English Workbook. It is orange with white text. The title is "Cambridge IGCSE® English WORKBOOK". Below the title is a stylized graphic of the letters 'E' and 'e'. At the bottom, it lists the series editor: "Series Editor: Julia Burchell, Julia Burchell, Steve Eddy, Mike Gould and Elizabeth Walter".	The cover of the Cambridge IGCSE First Language English Workbook. It features a colorful hot air balloon illustration. The text includes "Cambridge IGCSE®", "First Language English Workbook", and "Fourth Edition". The author's name, "Marion Cox", is also visible.	
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	 <p>GCSE English</p> <p>WJEC Eduqas <b>Poetry Anthology</b></p> <p><b>The Poetry Guide</b> Includes Free Online Edition, Poetry Readings and Digital Quiz</p>	 <p>GCSE English</p> <p>WJEC Eduqas <b>Unseen Poetry</b></p> <p><b>The Poetry Guide</b> Includes Free Online Edition</p>
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 <p>Collins</p> <p><b>SNAP REVISION</b> <b>MACBETH</b></p> <p>AQA GCSE 9-1 English Literature</p> <p>INCLUDES VIDEO SUPPORT ▶</p>	 <p>Collins</p> <p><b>SNAP REVISION</b> <b>AN INSPECTOR CALLS</b></p> <p>AQA GCSE 9-1 English Literature</p> <p>INCLUDES VIDEO SUPPORT ▶</p>	 <p>Collins</p> <p><b>SNAP REVISION</b> <b>DR JEKYLL AND MR HYDE</b></p> <p>AQA GCSE 9-1 English Literature</p> <p>INCLUDES VIDEO SUPPORT ▶</p>
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