

**YEAR 11 ENGLISH LANGUAGE GCSE (9-1)**

**FIRST TERM EXAMINATION PORTION – JANUARY 2019**

**PAPER 1: FICTION and IMAGINATIVE WRITING**

**TIME: 1hour 45minutes**

**Total Marks 64**

**Section A: Reading (24 Marks)**

Questions will be set on extracts from Unseen 19th – century fiction

**Section B: Imaginative Writing (40Marks)**

\*There will be a choice of two imaginative writing tasks linked to a theme from the reading extract in Section A.

Different aspects of the theme will be reflected in each task

**WRITING TASKS WILL FOCUS ON THE FORMS OF WRITING GIVEN BELOW.**

- Story writing
- Personal experience (e.g. memorable event, Unforgettable incident)

(One of the writing tasks may be based on the image/s provided as stimulus.)

**PAPER 2: NON-FICTION and TRANSACTIONAL WRITING**

**TIME: 2 Hours 5 mins Total Marks 96**

**Section A: Non-fiction Reading (56 Marks)**

\*Students will answer questions on two unseen 20th and 21st century non-fiction texts (including literary non-fiction)

**Section B: Transactional writing (40Marks)**

There will be a choice of transactional writing tasks linked by theme to the reading texts in Section A.

## **WRITING TASKS WILL FOCUS ON THE FORMS OF WRITING GIVEN BELOW.**

- Open letter
- Writing an account
- Blog entry/Article
- Newspaper article
- Magazine article
- Persuasive speech
- Diary entries-single or multiple
- Letter (formal or informal)
- Leaflet
- Newspaper report
- Informative Report/ Guide
- Travel writing

## **PATTERN OF THE QUESTION PAPERS**

### **YEAR 11 GCSE ENGLISH LANGUAGE (9-1)**

#### **PAPER 1: FICTION and IMAGINATIVE WRITING**

Paper reference: 1EN0/01

TIME: 1hour 45minutes

Total Marks 64

#### **Section A: Reading (24 Marks)**

Students will answer a mixture of short and extended response questions on an unseen 19<sup>th</sup> century fiction extract of about 650 words.

Main Objectives:

- ♣ Develop skills of inference, analysis and evaluation of 19<sup>th</sup> century prose fiction extracts.
- ♣ Explore and develop imaginative writing skills to engage the reader.

**Q1 and Q2:** short response questions.

**Q3:** requires explanation and analysis of language and structure and the effect

**Q4:** requires evaluation of writer's choice of vocabulary, form, grammatical and structural features used to effectively present ideas, events, situations, and themes

## **Assessment Focus: AO1, AO2 and AO4**

**AO1:** Identify and interpret explicit and implicit information and ideas

**AO2:** Comment on, explain, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

**AO4:** Evaluate texts critically and support this with appropriate textual references

## **Reading questions in Paper 1 and Paper 2 will focus on:**

- selecting details, information from the texts
- understanding and responding to texts
- maintaining a critical style and developing an informed personal response
- using textual references, including quotations, to support and illustrate interpretations
- analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
- exploring language features and their effects (e.g. use of figurative language such as simile, personification, metaphor; punctuation; short sentences)
- analysing structural devices (paragraphs, headings, sub-headings) with relevance to the development of the texts
- identifying and explaining author's purpose
- analysing author's range of vocabulary to convey ideas, moods, feelings and attitudes
- commenting on the overall impact of the texts with reference to the features of the texts
- comparing and explaining links between texts, evaluating writers' different ways of expressing meaning and achieving effects.

## **Section B: Imaginative Writing (40Marks)**

There will be a choice of two imaginative writing tasks linked to a theme from the reading extract in Section A. Different aspects of the theme will be reflected in each task

### **Main Objectives:**

- ♣ Develop a range of creative writing techniques, and planning and proofreading skills.
- ♣ Use spelling, punctuation and grammar accurately.

Questions may be scaffolded with suggested points.

Students must write accurately and clearly for different purposes and audiences;

Students must write an imaginative piece.

One of the writing tasks may be based on the image/s provided as stimulus.

## **Assessment Focus: AO5 and AO6**

**Writing tasks will be marked according to the following criteria:**

<b>AO5:</b>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>	<b>(24 Marks)</b>
<b>AO6:</b>	<ul style="list-style-type: none"> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<b>(16 Marks)</b>

## **PAPER 2: NON-FICTION and TRANSACTIONAL WRITING**

**Paper reference: 1EN0/02**

**TIME: 2 Hours 5 mins**

**TOTAL MARKS: 96**

**Section A: Non-fiction Reading (56 Marks)**

- Students will answer questions on **two unseen 20th and 21st century non-fiction** texts of about 1000 words.
- Questions will be based on Text 1 and Text 2.
- Students' ability to **synthesise** across both the texts (Text1 and Text2) will be assessed in a separate question.
- The final question of the Reading section requires students to **compare** the writers' ideas and how they are presented in the two texts.
- Question may be scaffolded with suggested points.

### **Main Objective:**

Develop skills to interpret, analyse, evaluate and compare non-fiction extracts.

### **Assessment Focus: AO1, AO2, AO3 and AO4**

**AO1:** Identify and interpret explicit and implicit information and ideas

**AO2:** Comment on, explain, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

**AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

**AO4:** Evaluate texts critically and support this with appropriate textual references

### **Section B: Transactional writing (40Marks)**

- There will be a choice of transactional writing tasks linked by theme to the reading texts in Section A.

- Questions may be scaffolded with suggested points.
- The same form (for example a speech, a report, an article) may be present in both tasks in the same paper but with a different focus / and or audience.
- Students are required to write accurately and clearly for different purposes and audiences;
- Writing tasks may focus on writing to inform, explain, describe, instruct, argue, persuade, advise
- Writing must maintain a consistent point of view
- Use of accurate spelling, punctuation and grammar

**Main Objectives:**

- Develop transactional writing skills (for example, leaflets, articles, report, diary entries) for a variety of forms, purposes and audiences
- Use spelling, punctuation and grammar accurately.

**Assessment Focus: AO5 and AO6**

**Writing tasks will be marked according to the following criteria:**

<b>AO5:</b>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>	<b>(24 Marks)</b>
<b>AO6:</b>	<ul style="list-style-type: none"> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<b>(16 Marks)</b>

**NOTE: Reviewing units/ topics taught; worksheets, class-work /home-work activities; assessments, tests will be a good preparation for the e**