

A15. Circle the pair of words that best fit the meaning of the sentence below:

[1]

Caroline felt for Joseph's obvious loneliness, but that did not mean she was keen to sacrifice her own to take care of him.

empathy – money

horror – house

sympathy – independence

upset – children

happy – potential

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Year 10 and 11 GCSE English Language and English Literature

English Language

This is a new 2 year course; we have found it to be both challenging and stimulating.

We hope to enter year 10 at the end of the year as we did with year 10 in 2017

We have created our own schemes of work on different topics which address the syllabus and the National Literacy Framework. The first unit we are studying is on the subject of 'Extremes' and the pupils have already completed at least one extended writing task.

How to get an A*/A

Oracy – Awareness of task, register, audience, range of ambitious vocabulary, totally secure with tense and grammar

The ability to tackle a complex and demanding subject by presenting and answering questions

Not just learning (presentation) off by heart – there has to be some passion, enthusiasm and a genuine interest in the subject so that it is seamless and natural.

In a discussion – the ability to sustain and shape the direction of the talk, expand and illuminate with examples

Read as much as possible – essential to build a bank of ambitious and appropriate vocabulary, spelling, syntax, style, tone

Write accurately – virtually all spelling is correct; a range punctuation is used confidently and precisely; grammar is secure

Write in a mature and sophisticated way – with correct register, convincing detail, originality and sensitivity towards the subject

It is the more challenging questions (not always the high tariff questions) that are the 'determiners' which are the difference between a C and a D and between the grades in the top band.

How?

Read as much as possible – build up vocabulary and use new words in written and oral work

Write accurately being aware of audience, purpose and layout

Oracy – have confidence in the speaking and listening tasks – practice, practice, practice

The high tariff questions i.e. those worth 10 marks - pupils need to be aiming for 6+ in the answers to have any chance of getting a 'C' grade or above

The pupils need to read the material carefully (reading at home is essential - read anything of interest)

Practise – when given feedback try the question again until you feel confident about the answer.

Learn the techniques to answer the higher tariff questions
e.g.

Summarise –

Abbreviated version of text, own words, use bullet points to help

How ...?

Chronological tracking of text, concise explanations offered the highest marks and a clear link between the writer and the language used

A16. Read the text below which consists of sentences in the wrong order then answer the questions that follow:

1. Still, what was done was done. Now to make the most of it.
2. She knew she should have been going to work.
3. Jody headed to her car on that Friday morning feeling a little guilty.
4. Instead she was planning a day at the beach.
5. She recalled the feigned illness she had invented on the phone to her boss.

(a) Which sentence should come **second** in the text? Write the number of the sentence below. [1]

.....

(b) Which sentence should come **fifth** in the text? Write the number of the sentence below. [1]

.....

A16. Read the text below which consists of sentences in the wrong order then answer the questions that follow:

1. Still, what was done was done. Now to make the most of it. fifth
2. She knew she should have been going to work. second
3. Jody headed to her car on that Friday morning feeling a little guilty.
4. Instead she was planning a day at the beach.
5. She recalled the feigned illness she had invented on the phone to her boss.

Actual order:

1. Jody headed to her car on that Friday morning feeling a little guilty.
2. She knew she should have been going to work.
3. Instead she was planning a day at the beach.
4. She recalled the feigned illness she had invented on the phone to her boss.
5. Still, what was done was done. Now to make the most of it.

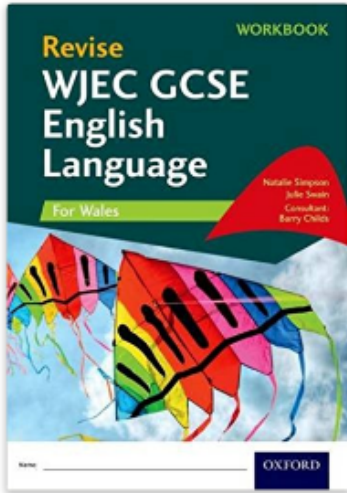
(a) Which sentence should come second in the text? Write the number of the sentence below. [1]

.....(2).....

(b) Which sentence should come fifth in the text? Write the number of the sentence below. [1]

.....(1).....

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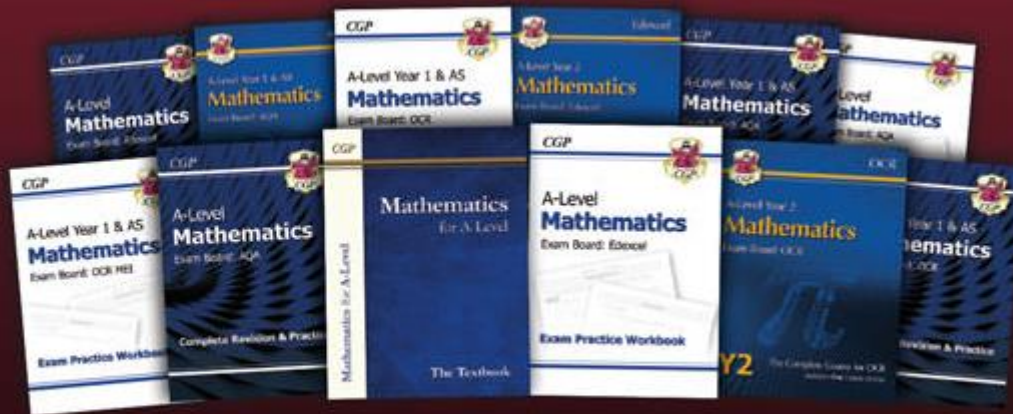
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Examiner feedback 2017

- The thematic approach appeared to interest the candidates and the texts proved mostly accessible – reminder this is an untiered exam – all candidates sit the same papers.
- All types of questions were covered in class and in the summer exam there were no questions that we had not already seen – we had followed the WJEC guidelines
- For both units, five different texts were used – some combining text and illustration – all gave a range of views on the subject (Outdoor Activities and Fairtrade)
- The two units have a variety of questions ranging from retrieving information to the more challenging synthesis, reasoning, summarising and ‘How ...?’ question testing inference and deduction.

English Literature

From January 2016

Sets 1,2 and 3 will begin to prepare for the English Literature exam:

Unit 3

Non-examination assessment (coursework)

We will study a Shakespeare play and several poems by Welsh writers
WJEC will set the 2 tasks and we will modify as necessary for our pupils

Task 1 – response to poetry

Task 2 – response to Shakespeare play

These will be completed during term 2

Term 3

Studying the set texts for Unit 1 English Literature – January 2017 entry

Set 1 – ‘To Kill a Mockingbird’

Sets 2 and 3 – ‘Of Mice and Men’