Yr11 English

Information Evening

English Language Overview

Revision is Possible

Challenges Ahead

English Literature Overview

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Challenges Ahead

UK schoolboy corrects Nasa data error

The new GCSE exams pile on pressure and kill off passion for learning
Keza MacDonald

Demands

Ever Changing Boundaries

Demands

- All Examination based

- Overall Language mark based on the combination of two papers. Assessment of both Reading and Writing skills

- Overall Literature mark based on the combination of two closed book exams

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English Language

- Paper One - Fiction Based
- Paper Two - Non-Fiction Based, two texts, at least one Victorian Non-Fiction

- Skills assessed in each question will stay the same - focus will change
- Reading 50% and Writing 50%
- Challenging questions - structure, evaluation, comparison

AOs	Skill	% of Reading Marks
AO1	Understand: implicit/explicit meaning	20%
AO2	Analyse language and structure	35%
AO3	Compare writers' ideas/perspectives	20%
AO4	Evaluate texts critically	25%
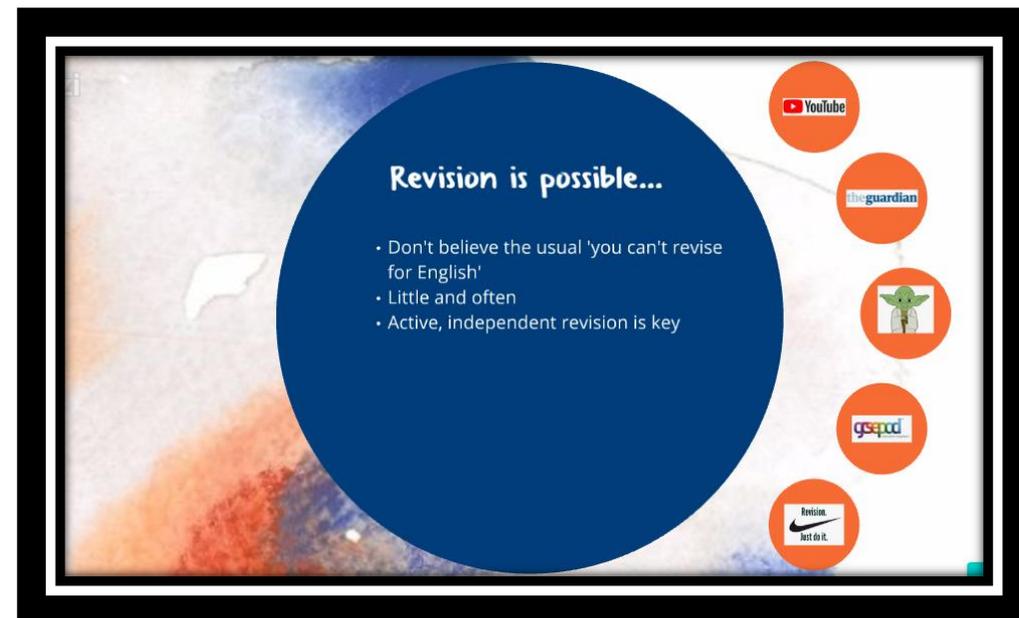
Revision is Possible – Notes to accompany each circle/suggestion:

Revision is Possible (KTH)

- There are many students that are convinced that you cannot revise English as it is not knowledge based e.g. you can't learn a formula.
- However, formulas for approaches to questions are possible e.g. How long you should plan, what should be the structure of the response etc.
- With regards to both Language and Literature, practising the skills and embedding the approaches is key.
- Revision needs to be little and often.
- As with all subjects, the classroom provides you with the necessary information, knowledge, skills but in order to embed students need to actively revise.

1. You Tube (KTH)

- You tube has so much on offer and allows for the active, independent revision that we have previously discussed.
- Many teachers have taken to YouTube to summarise approaches and revise key ideas/concepts behind poems, texts, characters.
- (Love or hate) Mr Bruff is a perfect example – he has covered all Language and Literature aspects of the course and is a great way to develop class notes, embed key ideas for the audio learners out there, challenge interpretations etc.

2. Non-Fiction (KTH)

- Paper Two requires knowledge of article writing and viewpoints; therefore, to regularly read and access non-fiction would provide access to viewpoints and perfect models for writing.
- Typically, the Language papers will be based on articles taken from the Guardian or Independent – familiarise yourself with the formality, level of vocabulary, style etc.

3. Master Revision Sessions (PJE):

- Are you aware of any revision sessions that are being offered by your teacher? Do you actually attend those 'mastery' sessions that will address your weaknesses?
- Nearer to the exams, the dept will provide 'mastery' sessions on those questions that have proven difficult for students and individuals - these will not be on a regular basis– but will you attend and take advantage of this?

4. GCSEpod (PJE):

- Do you regularly access this available resource? Do you use these even without teacher direction?
- Another perfect form of revision for those students who are audio learners.
- As will all other forms of revision, is the focus of this actually guided by your weakest areas? Have you reflected on your mock and then targeted that question or text?

5. Reading isn't enough (KTH)

- Nothing can replace the work completed in class. Revision guides will certainly not replace the class notes; therefore, make use of your exercise books.
- Look to condense notes – produce flashcards or memory maps to revise key question approaches or themes. However, don't just make and read, cover them up, re-write and test!
- You will have completed a number mock exam responses – so read back over the feedback, look to re-write and develop based on the feedback. Ultimately, seek to improve!