

HOW TO REVISE ENGLISH LANGUAGE



OVERVIEW

2 papers with 5 questions on each

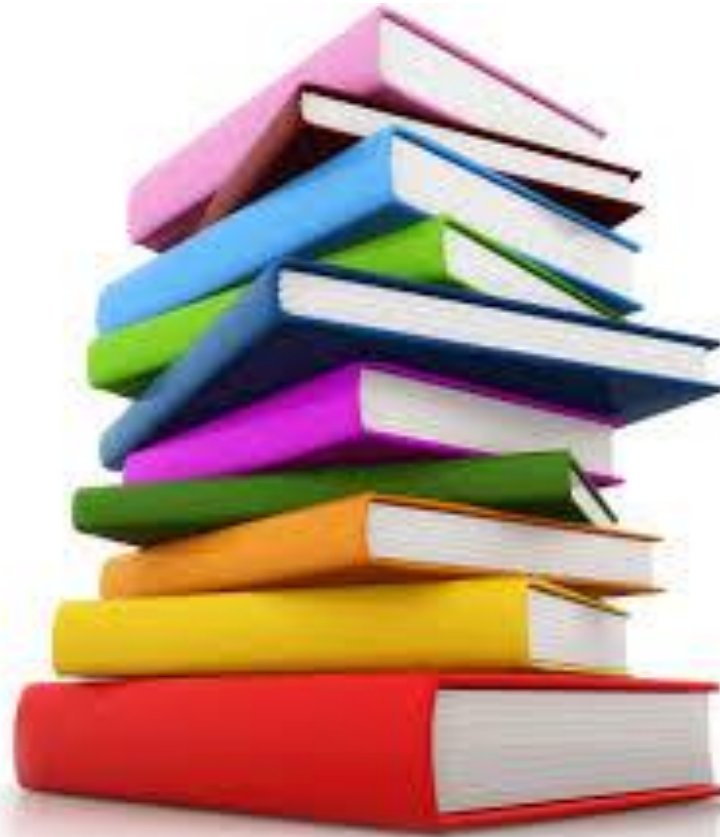
Equal marks for both papers

50% Reading Skills (over 8 questions and 2 papers)

50% Writing Skills (over 2 tasks: descriptive/persuasive writing)

No coursework

READ!





PAPER 1

0	1
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Read again the first part of the source from **lines 1 to 5**.

List **four** things about the bird in Alex's nightmare from this part of the source.

[4 marks]

0	2
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Look in detail at this extract from **lines 6 to 11** of the source:

What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.

How does the writer use language here to describe the effects of the storm?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

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

This text is taken from the beginning of a novel.

How is the text structured to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

0	4
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Focus this part of your answer on the second half of the source from **line 16 to the end**.

A student said 'This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother's illness.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of Alex
- evaluate how the writer shows that Alex is struggling to cope
- support your response with references to the text.

[20 marks]

0 5

A magazine has asked for contributions for their creative writing page.

Either:

Write a description of a stormy sea as suggested by this picture:



QUESTION 5 (THIS GETS 20/24 + 14/16)

The darkness encapsulated the light, blanketing any sense of hope, as the grey mass crept across the sky. From above, everything was silent save the water beneath the sky.

The dull blue ferociously slammed against the rocks, brutal and merciless, leaving the rocks with little but a glistening sample of itself. The repetition stabbed the possibility of any light, providing the land with eternal darkness.

The strong smell of salt rebelliously forced itself into every crevice, covering every inch of the air in its thick, heavy scent. The taste of peeling paint led the eye to the distant lighthouse, a star in the gloomy sky. Prominent and tall, the white structure seemed to look down at the wild sea, in disgust and embarrassment, like a parent and a delinquent child.

Disobediently, the sea followed the orders of the wind, and danced erratically to its tune, splashing and hurling, spraying and swirling. The wind swept across the sea with the strength and speed that could tear the sky, like a discarded tissue.

The strips of white now wrestled with the dreary abundance of clouds, yearning for the chance to glide across the sky yet the constant dark sheet remained merciless and cold, denying any light through the barriers of gloom.



PAPER 2

0	1
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Read again **Source A** from lines 1 to 12.

Choose **four** statements below which are TRUE.

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

A Base camp is a cosy and happy place.

B The temperature at base camp drops when the sun goes down.

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

The effects of the weather on people in both sources are very different.

Use details from **both** sources to write a summary of the different ways people are affected by the weather.

[8 marks]

Spotting the inference



For example...

Both show the potential dangers of snow. Risk of death/injury but in different ways.

One is positive/picturesque but the other looks scary/threatening/dangerous



0	3
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You now need to refer **only** to **Source A** from **lines 13 to 23**.

How does the writer use language to describe the storm?

[12 marks]

0	4
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For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different perspectives on the extreme weather conditions.

In your answer, you could:

- compare their different perspectives on the extreme weather conditions
- compare the methods the writers use to convey their different perspectives
- support your response with references to both texts.

[16 marks]

WHAT COULD WE SAY ABOUT: ATMOSPHERE, CHARACTERS, SETTING, TONE/MOOD, PERSPECTIVES FROM THE FOLLOWING IMAGES?



0	5
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'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.'

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

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

LITERATURE PAPER 1

Romeo and Juliet

- 1. Closed book*
- 2. Must know key quotes*
- 3. Use the extract provided*
- 4. Students **must** know the whole play*
- 5. Context is important*

A Christmas Carol

- 1. Closed book*
- 2. Must know key quotes*
- 3. Use the extract provided*
- 4. Students **must** know the whole novella*
- 5. Context is important*

LITERATURE PAPER 2

An Inspector Calls

1. *Closed book*
2. *Must know key quotes*
3. *No extract!*
4. *Students **must** know the whole play*
5. *Context is important*

Power and Conflict poetry

1. Students will answer 3 questions in this section
2. One named poem (of the 15 studied). Students must compare this with one of their choosing (of the 15 studied) **30 marks**
3. The next question students must do involves them analysing an unseen poem **24 marks**
4. The third question, in this section, will ask students to compare the unseen poem to a second unseen poem **8 marks**
5. Context is not needed for poetry

WHAT CAN YOU DO?

1. Ensure your son/daughter is completing English homework every week – ideally in timed conditions and without any distractions
2. Get past papers and work through them with your child
3. Try doing the paper/a question with your child and discuss/compare your answers
4. **Writing** (descriptive and persuasive pieces) – can your child currently use: adverbs, semi colons, noun phrases, apostrophes, commas, exclamation marks, varied vocabulary, accurate spelling, subordinate clauses, paragraphs etc?
5. **Literature** Can your child, from memory, provide key quotes for each: poem, text, character? Can they link poems together through key themes? Do they know the order of events for every text? Can they produce a FAILS grid for every poem?

20 minutes, 3 times a week, every week