English Language

Revision Pack

Revision Guide for WJEC Eduqas GCSE English Language

This document contains a sequence of activities, and guidance on how to complete these activities, which will build on the learning of the last two years and help you to achieve success in your examinations. There are a range of twenty-minute activities and you should aim to complete a minimum of three every week between now and your exam dates.

To improve your grades:

1. Plan your revision and stick to the plan.
2. Revise for twenty minutes at a time, somewhere quiet, where you won't be disturbed or distracted.
3. Revising doesn't just mean reading; it means actively engage with, make notes on, produce evidence to show that you have completed a process.
4. Revise with a pen and notepaper and store and save your revision in the same place so that you can look back at it and have a sense of achievement.
5. Start revising now - don't leave it until the last week.

Revision is the greatest single factor in exam success.

Exam Date 2016

English Language Paper 1 (Reading & Writing Non-Fiction): Tues 7th June 2016

Eight out of ten students, on getting their exam results, wished they'd revised more.

What are you expected to do in the examination?

English Language

Section A:	Reading - Non-fiction	=	Read two non-fiction texts and answer questions on them
Section B:	Writing - Non-fiction	=	Write two non-fiction texts

Revision is worth the effort - revision earns its own rewards.

Help yourself to be successful. Revise.

Remember to select at least three tasks each week. Write the number of the task you choose into the table so that you can check that you are not constantly repeating the same activities.

Week Commencing	***English Language***	***Parent Signature Revision Checked***
22/02/2016	1. ..... 2. ..... 3. ..... 4.	
29/02/2016	1. ..... 2. ..... 3. ..... 4.	
07/03/2016	1. ..... 2. ..... 3. ..... 4.	
14/03/2016	1. ..... 2. ..... 3. ..... 4.	
21/03/2016 EASTER	1. ..... 2. ..... 3. ..... 4.	
28/03/2016 EASTER	1. ..... 2. ..... 3. ..... 4.	

Week Commencing	***English Language***	***Parent Signature Revision Checked***
04/04/2016	1..... 2..... 3..... 4.....	
11/04/2016	1..... 2..... 3..... 4.....	
18/04/2016	1..... 2..... 3..... 4.....	
25/04/2016	1..... 2..... 3..... 4.....	
02/05/2016	1..... 2..... 3..... 4.....	
09/05/2016	1..... 2..... 3..... 4.....	
16/05/2016 JUNE ½ TERM	1..... 2..... 3..... 4.....	

English: Suggested tasks

1. Study an advertisement in a magazine or newspaper or on the internet. Decide who the audience is, and how you know, what is the advert trying to say and how it says it. Think carefully about the words and images that have been used. Think about the size of the picture and the words – what effect is the advert trying to have on you? Jot down some words to describe the effect you think the advertiser is trying to create and then use a thesaurus and develop and extend your vocabulary.
2. Read a newspaper report from *The Guardian*, *The Times*, *The Independent* or *The Telegraph*. (You can find these online.) Use **Worksheet 1** as a guide and complete an analysis of the report.
3. Using **Worksheet 2** create a poster to go up in your bedroom of the features you might expect to find in a persuasive text.
4. Go on to the BBC Bitesize website, English section, and complete the Reading Non-Fiction Texts section: Getting started, genre, audience, purpose, language, information, style, tone.
5. Use **Worksheet 3** and compare two texts; one must be an information leaflet and the other a newspaper report from a tabloid web site or newspaper (e.g. *The Sun*, *News of the World*, *Daily Mail*, *Mirror* – you can find these online).
6. Go onto the BBC Bitesize website, Reading Non-Fiction Texts section and complete the comparative exercise and the comparative exam question.
7. Here is the opening to an essay: 'Write a persuasive article for a teenage fashion magazine about whether following fashion is important'. *Whether or not you choose to follow fashion depends very much on you. Some people like to wear whatever is cheapest. Others want things that are warm or practical and others want to look like they've just stepped off the catwalk or out of a high street shop. Some people just HAVE to be seen in the latest gear – whatever the cost.* Using your poster from task 3, rewrite this so it is really punchy and persuasive – remember who your audience is and what your purpose is.
8. Read an information or a persuasive leaflet and complete **Worksheet 1**, identifying the audience, purpose, use of fact and opinion, the language and the layout. What do you think is the writer's intention?
9. Plan a response to this question: *Write an article for a newsletter in which you aim to persuade your readers that animals should be released from any form of captivity.* This question could account for up to 20% of your final GCSE English grade. Have a look at **Worksheet 4**; identify where you are and what you need to do to go up a grade.
10. Write a persuasive essay from one of your plans. Allow yourself twenty-five minutes to write it, then using **Worksheet 2** and **5**, check it.
11. Take an advert from a magazine and make notes about how it communicates; focus especially on the picture or pictures. Think about the font style, size,etc. – remember someone has been paid a lot of money to communicate to their audience and persuade them to buy the product – why have they made the advert look like this?
12. Compile a list of five simple verbs: e.g. walk, sit, eat, drink, laugh. Then imagine four different types of people: a soldier dying on the battlefield in World War 1, an elderly man, a ten year old landmine victim from Afghanistan and a middle aged career woman with four children. The rest of this activity will take about half an hour, so don't rush it. Using as many words as you can, focusing on the verbs, describe how each of those people would perform each of those verbs. When your list is complete, share it with someone else, and see if you can add more. The skill in writing descriptively, which accounts for 20% of your English Language GCSE, is being able to visualise and empathise with what you are trying to write about. Thought track each of those characters. How does a ten year old landmine victim feel when they try to walk or sit or eat or drink and do they laugh? Perhaps you have now come up with more vocabulary and ideas – add them to your list.

13. Read a Sunday paper. Choose a substantial article and using **Worksheet 1**, analyse the effectiveness of the article. Allow yourself twenty five minutes and write an essay which explains how the writer communicates with the reader.
14. Timed practice: Allow 45 minutes for planning and writing this essay: *Write to the Examination Board and persuade them to award GCSEs on coursework grades alone, and to stop all examinations.* Write four paragraphs and then check your work using **Worksheet 2** and **5**. What do you need to do to improve your work? Get on and do it. Share the best parts of your essay with someone else in the house – they'll probably enjoy it: I'll bet you're lovely to live with right now.
15. Use **Worksheet 4** to see what sort of grade you got for task 14. What do you need to do to improve?
16. Play 'squares' with someone. See **Worksheet 8.**
17. Find any 4 non-fiction texts and do the highlighting and PAT on all of them – See **Worksheet 10.**
18. Do plans and PAT for 4 writing essay questions – See **Worksheet 6 & 10**
19. Learn off by heart one set of devices – see **Worksheet 9** (i) advise (ii) persuade (iii) argue (iv) inform (v) review (vi) describe
20. Log onto GCSEPOD via http://www.gcsepod.com/ Listen to any of the pods in English / Writing
21. Go to www.bbc.co.uk/schools/gcsebitesize/English and spend 20 minutes on any of the following sections: Reading / Writing
22. Get someone to test you on the following list of devices - see **Worksheet 9** (i) Advise (ii) Persuade (iii) Describe (iv) Inform (v) Review (vi) Describe
23. Turn the exam steps into pictures/actions. Only one picture/action for each step – see **Worksheet 7**
24. Get someone to test you on the exam steps – See **Worksheet 7**
25. Find an article on one of these websites that interest you. Then choose the best word from **Worksheet 11** to describe the tone (emotion in 'voice') in the article. Finally select the best 3 quotes that prove that the word you chose is the best word. a) www.thetimes.co.uk/tto/news b) www.guardian.co.uk/commentisfree c) www.independent.co.uk/i
26. For the 'Writing to Persuade' devices there is an acronym I AM A FORESTER. Make up something like this for the other lists of devices. See **Worksheet 9.**
27. Get your booklet of past papers from your English teacher or look on the WJEC Educas website. Choose an exam paper you have not done for reading or writing and have a go. (Don't forget to time yourself).
28. Ask to book a 20 minute catch-up session with your teacher on something you don't quite get.

85% of students who revise get their predicted grades or above.

Wanna get a great job? Get revising

Worksheet 1: APOLLO analysis of a print media text

WHAT TO LOOK FOR	EVIDENCE
AUDIENCE Who is the piece aimed at and how do you know?	
PURPOSE What is the writer trying to achieve? Is he/she persuading, informing, entertaining, arguing, explaining?	
OPINION/FACT How much of this article can be proved, and how much is it just the writer's opinion? What effect does that have on you? What do you think he is trying to achieve?	
LANGUAGE Is the language emotive? Is it factual? Does it use quotations from people, statistics, expert opinions, poetic devices, exaggerations?	
LAYOUT How has it been laid out on the page? Is there a headline? What about sub headings? Pictures, comments, diagrams, charts? What is happening in the pictures that have been used? Why do you think they have been chosen?	
OWN OPINION- CONCLUSION What do you think of it?	

Going somewhere? Been revising

Worksheet 2:

The Features of a Persuasive Text

BOLD opening

Language that really plays on the emotions: e.g. instead of child, 'tiny tot'; or instead of sad, 'miserable'

Expert opinions and facts and statistics to support your position (you can make these up, but don't go overboard!)

Exaggeration

Rule of three

Repetition of words or ideas

Use personal anecdotes after the facts and evidence

Rhetorical questions to engage audience

Write in the second person - address your audience directly

You might refer to a different opinion, but then criticise it or prove that it is wrong, and that your position is the right one.

Sentence variety; complex sentences with lots of subordinate clauses adding detail and really simple, even one word sentences, can be an extremely effective combination

Sound as though you really believe in what you are saying – is it a matter of life or death?

Finish with an instruction: TELL 'EM

Don't regret. Revise.

Worksheet 3: Comparing two media texts

WHAT TO LOOK FOR	TEXT 1	TEXT 2
AUDIENCE Who is the piece aimed at and how do you know?		
PURPOSE What is the writer trying to achieve? Is he persuading, informing, entertaining, arguing, explaining?		
OPINION/FACT How much of this article can be proved, and how much is it just the writer's opinion? What effect does that have on you? What do you think he is trying to achieve?		
LANGUAGE Is the language emotive? Is it factual? Does it use quotations from people, statistics, expert opinions, poetic devices, exaggerations?		
LAYOUT How has it been laid out on the page? Is there a headline? What about sub headings? Pictures, comments, diagrams, charts? What is happening in the pictures that have been used, why do you think they have been chosen?		
OWN OPINION- CONCLUSION What do you think of it?		

Daily revision now will bring you the rewards you want in the future.

Worksheet 4

How to improve your grade for writing in your English Language Exam

Current grade bracket	What you need to do to improve
G/F You use straightforward vocabulary and usually write in basic sentences. You don't always punctuate accurately.	Spend time learning basic spellings. Vary your writing and aim to use a range of sentences – short and long. Always allow time before the end of the exam to check your work; aim to make at least three corrections per answer.
E/D Your spelling is generally accurate and you plan your writing. You can use some interesting vocabulary and you use different types of sentences sometimes.	Develop a bigger range of sentence structures; try beginning sentences not with: I/you/they/the/it. Try to connect your ideas and use discourse markers to signal to the reader that you are making a new point. Try to use more exciting words; planning and building up a range of words before you start your writing is a good idea. Organise your ideas into paragraphs that are introduced with a topic sentence. Remember to start a new paragraph every time you have a new idea.
C/B Your writing is well controlled and you have a good grasp of paragraphing.	Use a varied style making sure that you are clear about your audience and purpose. Try to entertain and surprise the reader with well chosen words – take a few risks with vocabulary, e.g. Jordan has a big chest = Jordan is voluptuous, curvaceous, siren-like, scantily clad and sexy, pneumatic. OR Brad Pitt is cute = Brad is an admired sex symbol, handsome, a bankable box office attraction, anodyne and talentless. Use plenty of sentence variety, begin your complex sentences with subordinate clauses and don't be scared to break up long sentences with simple ones. Use semi colons in your extended sentences, allowing you to build up ideas and remain clear, and use colons for dramatic effect in writing to entertain, or before a list or quotation in other writing.
A/A* You can write in a range of styles, very accurately, using a variety of impressive vocabulary.	Be experimental. Choose words that help the reader visualise your ideas, extend and develop them fully, adopting different perspectives. Use a range of punctuation and sentence variety, located in writing that is structured and linked within paragraphs.

Worksheet 5:

EDITING TIPS

THESE ARE THINGS TO CHECK FOR IN YOUR WRITING TO GET MAXIMUM MARKS

Examiners are impressed by students who correct their work, so don't be afraid to cross things out and make changes: it shows you are a thoughtful writer.

Make sure you keep changes as neat as possible and that your corrections are clear.

Does it make **sense**?

Have I included **full stops, semi-colons and commas?** Also check for speech marks, colons, question marks and apostrophes. Don't use exclamation marks unless it is an emergency.

Could I vary the sort of **sentences** I've used? Maybe I could start with subordinate clauses and make the sentences more descriptive and detailed.

Do any of the words I've written look as though they're not quite right? If so, try writing them again on a piece of rough paper, **spelling** them differently; keep trying until it looks right and then correct it in your essay.

Have I divided my work up into **paragraphs**? If not, read it carefully and decide where you think the breaks ought to go. After the last word of the sentence that you want to end your paragraph, mark // and then NP which will tell the examiner that you want to begin a new paragraph.

Have I **included all that I wanted** to say? If not, mark the spot where you want to add something with a * and then make the same mark at the end of your essay, where you have some space, and write the extra points and ideas you wish to make by this second mark.

Worksheet 6:

Writing Non Fiction Questions

1. Your school has raised £5000.00. How should it spend this money? On better PE facilities? On better computer facilities? Donating it to a local children's charity? Write a letter to your head teacher persuading him or her to your point of view.
2. Your best friend is going through a bad time at home and is thinking of leaving home to live in London. Write a letter to your friend in which you try to persuade him or her not to leave.
3. Your local newspaper has launched a competition in which you are to write an article to try to persuade its readers to donate money towards new youth facilities in your area. Write an article in which you try to do this.
4. Your town needs tourists. Write an article for a magazine in which you promote your town and persuade people to come along and visit.
5. Write an article for your college newsletter, addressed to parents, which seeks to persuade them to be 'greener'.
6. Write a proposal to your head teacher which persuades him or her to offer an adventure-based holiday / school trip.
7. We have all seen 'disaster' holidays on the TV. Write a letter to a travel company in which you try to persuade them that your holiday was not up to standard and that you deserve compensation.
8. Write a speech, to be broadcast on local radio as part of a Healthy Living Week, persuading young people to get outside and get more exercise.
9. Write an article for the magazine arguing either for or against young people being allowed to go on holiday on their own.
10. Your school or college is inviting entries for a writing competition. The topic is "Dangerous sports activities and pastimes are selfish, often put others at risk and should be discouraged." Write your entry arguing **for or against** this view.
11. Write a brief article for a website of your choice telling your readers about an interesting or unusual journey or travel experience you have had. Explain why it was memorable.
12. Sometimes difficult decisions have to be made. Describe a decision that you, or someone you know, had to make and explain the consequences. Your piece will appear in the *Real Lives* section of your local newspaper.
13. Many people believe that it is our duty to cut back on our use of the world's resources, and that we must invest in greener forms of energy for the future – whatever the cost. Write an article for an environmental website which argues **for or against** this idea.
14. Write a letter which you hope will be published in your local newspaper. Inform readers what leisure facilities are available for young people and families in your area and explain how you think they could be improved.
15. 'Life is too easy for young people today. They lack challenges and don't have to fight for anything.' Write an article for a magazine of your choice which persuades your readers that this statement is **either** *right* **or** *wrong*.

Worksheet 7:

English Language Exam Steps

Writing Non-Fiction

Step 1 Underline/highlight key words in the exam question
Step 2 Write down the PAT (purpose, audience, type of text) that the exam question is asking for
Step 3 Do a spider diagram plan (need a minimum of six ideas)
Step 4 Write it
Step 5 Check and change it – LIPS MOVING (do this in a different coloured pen to impress the examiner).

Reading Non-Fiction

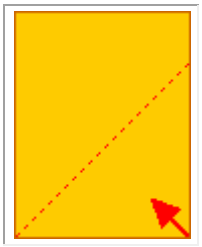
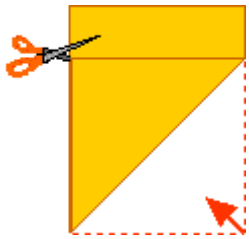
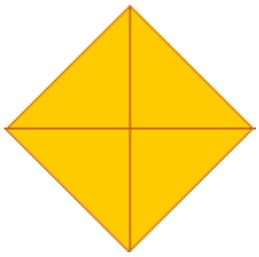
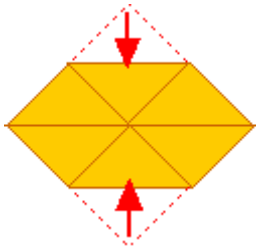
Step 1 Underline/highlight key words in the exam question
Step 2 Read and highlight interesting stuff in the texts
Step 3 Put the PAT (purpose, audience, type of text) on each text
Step 4 Answer the questions remembering to PEE on all of them. The types of questions that you will have are:

- Search and find
- Attitudes/tone/feelings
- Audience
- Language techniques
- Compare

Step 5 Check it and change it

Worksheet 8 (1 of 2):

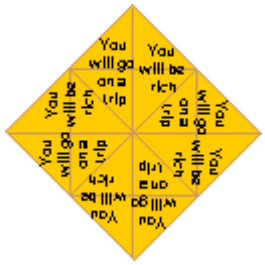
SQUARES

	Start by making a square piece of paper. To start making the square, fold one corner of a piece of paper over to the adjacent side.
	To finish making the square, cut off the small rectangle, forming a square (which is already folded into a triangle).
	Fold the two opposite ends of the triangle together, forming a smaller triangle.
	Open the paper up (unfolding all the folds).
	Fold a corner into the central point. Repeat with the opposite corner. Repeat with the other 2 corners. You'll end up with a square.
	Flip the paper over. Fold a corner over to the center. Repeat with the opposite corner. Fold over the 2 remaining corners. You'll end up with a smaller square.
	Fold the square in half. Unfold and fold in half the other way.

Unfold and pull the four ends together, making a diamond-like shape. Pick up each of the four square flaps, and put your fingers inside. You will be able to move the four parts around.

Where it says red, write instead: TONE
Where it says blue, write instead: COMPARE
Where it says green, write instead: LANGUAGE
Where it ways pink, write instead: SEARCH & FIND

Flip it over, and write 8 numbers on the triangular flaps.



Write 8 questions inside the flaps (underneath the numbers).

1. Name one device.
2. Find an example in a non-fiction text that would be useful.
3. Explain this type of question in two sentences.
4. Make up an exam question.
5. How long do you spend on this question type?
6. What are 2 important things you have to do?
7. What would be an easy thing to do wrong?
8. Do you have to PEE?

You can now start playing squares. Have a person choose one of the four question types. Spell that question type out, while moving the fortune teller in and out.

Then have the person choose one of the numbers that is showing. Move the fortune teller in and out the right number of times.

When you finish, have the person choose one of the four visible numbers. Open up the flap they choose, and ask them that question. They have to answer the question about the question type they chose at the beginning. (So say they picked 'LANGUAGE' at the beginning, then ended up choosing number 8 at the end, they would have to answer: do you have to PEE on a LANGUAGE question?)

Worksheet 9 (page 1 of 3):

WRITING DEVICES (3 pages!!)

Writing to advise

Checklist

- ✓ make suggestions (may, might, can, could) not instructions (must, should)
- ✓ give choices
- ✓ be encouraging and kind
- ✓ be understanding
- ✓ try and put yourself in the other person's position and remember to show empathy
- ✓ be clear/specific

For those very top grades

- ✓ include humour (sarcasm, understatement, bathos)
- ✓ try similes or metaphors
- ✓ lots of adjectives/adverbs
- ✓ strong verbs
- ✓ using 2 commas (like brackets) in the middle of the sentence
- ✓ varied sentence starts
- ✓ wide range of punctuation

Writing to inform/explain

Use a **heading** and sub-headings

introductory paragraph

sequenced, numbered instructions

talk to your audience

1) Once you have planned, you are ready to start writing. The first thing your writing needs to make it eye-catching and to ensure the topic is clear is a big, bold **heading**, like the one at the top of this page. Don't spend ages drawing letters, just use big, bold letters. A **sub-heading** may be useful too. Your titles will be even better if you can include a touch of alliteration or a pun.
2) The instructions should start with an **introductory paragraph**, in which you refer to the question and say what your instructions are going to be about.
3) Then you should write your instructions in a clear sequence of logical steps. You should use one **paragraph** for each step and **number** your paragraphs, just like I've done here.
4) You should **address the audience directly**, using a fairly personal, friendly tone. You should also write using **commands** (directives), for example, 'You should…', 'Fill…', 'Place…' 'Make sure…'. In addition, you should try to use **argument markers** to make your instructions clear and logical.

Writing to review

REVIEW FEATURES
Includes good & bad sides of film
Includes a definite conclusion – recommends or not
Includes comparisons to other films that are similar in theme/genre
Includes actors'/directors'/writers' names
Includes accolades (awards etc) that the actors/directors have been given
Uses a conversational/humorous tone – conspiratorial with reader
Addresses the reader directly
Has a hook
Rhetorical questions
List of three
Alliteration
Similes & metaphors
Uses technical terms – slapstick/dramatic irony/satire/pun

Writing to persuade (I am a forester)

- ✓ Imperative verbs (a verb commanding you to do something)
- ✓ Alliteration (2 or more words starting with the same letter)
- ✓ Modal verbs (words like should/must/have to….. which make the reader feel like they have no choice)
- ✓ Appeal (Using the words 'you' or 'your' which draws the reader into what you're saying.)
- ✓ Facts (Things you can prove to be true)
- ✓ Opinions (Things you can't prove to be true)
- ✓ Repetition (repeating a word or phrase)
- ✓ Exaggeration (making something sound better or worse than it actually is)
- ✓ Statistics (using a percentage or fraction)
- ✓ Triplets (saying 3 things that make someone want to do something)
- ✓ Emotive language (emotional words that get sympathy from the reader)
- ✓ Rhetorical question (questions that you're not expecting an answer for)

Writing to describe

- Covers **out of the ordinary subject matter**, not just what you would expect.
- Uses **humour** to engage the reader
- Is **personal**, perhaps using **first person narration**
- Has a strong sense of the **writer's personality**
- Uses **personal experiences** and **anecdotes** (stories from experience)
- Can use **bathos** (**over exaggeration** for comic effect)
- Can use a **noun phrase** to describe (an adjective in front of a noun, for example beautiful beach)

- Is **vivid:** create clear pictures in the reader's head
- Has a bright, lively and **fun tone**
- Can be **colloquial** (written in a chatty style, like the writer is having a conversation with the reader for example "tacky" or "roaring trade")
- Can use **metaphors** and **similes** to describe
- Uses **facts** about the place being described
- Lists **adjectives in threes** for added impact
- Uses **sarcasm** to add impact if describing a place the writer didn't like!

Worksheet 10:

PAT

Purpose – Why are you writing the text? What is it for? To advise, entertain, persuade, argue etc?
Audience – Who are you writing for? Friend, the queen, men, women, grandma, child? So how formal do you need to be? Also what tone (emotion) should you use?
Type of text – What style of text are you writing? Letter, email, webpage, article, advert? So what layout does it need? Address, heading, bullet points, colour, hyperlinks?

Worksheet 11

TONE

HAPPY	***SAD***	***FUNNY***
Ecstatic	Depressed	Ironic
Gleeful	Incensed	Flippant
Triumphant	Woeful	Gleeful
Smug	Miserable	Droll
Cheery	Fastidious	Witty
Jovial	Dark	Mocking
Elated	Callous	Satirical
Celebratory	Shameful	Facetious
Victorious	Nervous	Superficial
Crowing	Apprehensive	Merry
Caring	Irritated	Entertaining
Sympathetic	Heated	Vulgar
Compassionate	Infuriated	Cheeky
Charming	Antagonistic	Mischievous
Enticing	Hostile	Impish
Persuasive	Resigned	Coarse
Convincing	Acquiescent	Outlandish
Amazed	Resistant	Eccentric
Flattered	Sceptic	Extreme