

Examination Topic List, Revision, and Examination Strategies

English Language Paper 1: Creative Reading and Writing

Section A
















Language Paper 1: Section A Reading	R	A	G	Revision Materials/ Suggested Activities
<i>Practise reading unseen texts (fiction extracts).</i>				English Revision Booklet (see Google Classroom) Seneca: English Language: AQA GCSE (5.1-6.3) English Language: AQA GCSE - Diagnostic Misconceptions * English Language: AQA GCSE - HyperFlashcards * English Language: AQA GCSE - Predicted Papers * English Language: AQA GCSE - Standardised Assessments * English Language: AQA GCSE Paper 1 - Half-Term HyperCram * <p style="text-align: right; color: red;">*See specified question number in the Seneca course.</p>
<i>Practise annotating unseen texts for interesting features of language/ structure.</i>				
Practise Q1 - finding implicit and explicit information.				
Practise Q2 – focusing on language analysis from an unseen text				
Practise Q3 - focusing on structure and how to answer the question.				
Practise Q4 –focusing on evaluation of the writer's methods/ intentions.				

Section B

Language Paper 1: Section B Writing to Describe / Narrate	R	A	G	Revision Materials/ Suggested Activities
<i>Use DROP-SHIFT-ZOOM-ECHO to plan a piece of writing.</i>				English Revision Booklet (see Google Classroom) Seneca: English Language: AQA GCSE (4.1) 4.1.1 Overview - Section B 4.1.2 Answering Section B 4.1.3 Answering Section B - Checklist of Techniques 4.1.4 End of Topic Test - Writing Section 4.1.5 Exam-Style Questions - Paper 1: Writing English Language: AQA GCSE - Diagnostic Misconceptions (1.5) English Language: AQA GCSE – HyperFlashcards (1.1-2.2 and 3.1) English Language: AQA GCSE - Predicted Papers (1.2) English Language: AQA GCSE - Standardised Assessments (4.1) English Language: AQA GCSE Paper 1 - Half-Term HyperCram (1.5)
<i>I know how to structure a story, crafting effective openings / middle / end.</i>				
<i>I know which language devices to use in my writing to engage my reader.</i>				
<i>I know how to use paragraphs.</i>				
<i>I know how to use semi colons and colons.</i>				
<i>I know how to use brackets, dashes and commas for parenthesis.</i>				
<i>I can use interesting and varied vocabulary to interest the reader.</i>				
<i>I can start sentences with a verb or an adverb.</i>				
<i>I can keep to the correct tense.</i>				
<i>I can write a narrative / descriptive piece in 45 mins</i>				
<i>I know how to proofread and improve work under time pressure.</i>				
<i>I can use capital letters correctly for proper nouns/ the start of sentences.</i>				
<i>I can spell common homophones correctly.</i>				
<i>I know where to get practice questions from to improve my timed practice.</i>				

Examination Topic List, Revision, and Examination Strategies

English Language Paper 1: Creative Reading and Writing

<p style="text-align: center;">Question 2 LANGUAGE ANALYSIS - - 10 minutes</p> <p>Steps for success:</p> <ol style="list-style-type: none"> 1. Understand the question 2. Annotate for methods 3. Thesis-led WHW (x2) 4. 'For me' ending <p>Syntactic Practice: The [method] '...' subtly implies.... It deliberately conjures up an image of Furthermore, the [word-class] "..." reinforces ... For me, it's almost as if..... Maybe, the writer wants us to (TFI)</p>	<p style="text-align: center;">Question 3: STRUCTURE ANALYSIS - - 10 minutes</p> <p>Steps for success:</p> <ol style="list-style-type: none"> 1. Identify the structural points: 2. Examine what drives the focus shifts. Why? 3. Thesis-led WHW (x3) 4. 'For me' ending <p>Syntactic Practice: The narrative exposition begins ... The deliberate shifts towards ... interests us because ... but ... so ... The analepsis "..." deliberately ... For me, the sudden change makes me (TFI)</p>										
<p style="text-align: center;">Question 4 EVALUATIVE ESSAY - - 20 minutes</p> <p>Steps for success:</p> <ol style="list-style-type: none"> 1. Understand the statement 2. Select 3 arguments for and 1 argument against 3. Thesis-led WHW (evaluate) 4. 'For me' ending <p>Syntactic Practice: It is difficult to disagree with the statement because ... One way the writer shows ..., "...". The metaphor/simile/personification/hyperbole effectively conveys ... because ... The adjective/verb/adverb further reinforces the idea ... because ... Moreover, the [method] also makes us think ... because ... The writer might also be trying to suggest for example, '...' ... Therefore, the writer effectively shows...'</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;"></td> <td> <p>Drop: én medias res</p> <ul style="list-style-type: none"> • Plunge in with something dramatic/ evocative/ shocking/ original - set the scene. • Use én medias res - character mid-action (maybe a they're finding an old photo that brings back a memory). </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>Shift: analepsis</p> <ul style="list-style-type: none"> • Go somewhere else (analepsis/ prolepsis – or even perspective). • Use a discourse marker to clearly indicate the change is time/location. Perhaps revisit an old emotion/ memory which affected your character. </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>Zoom in: deductive episode</p> <ul style="list-style-type: none"> • Narrow the focus to something specific - build the detail – show off your descriptive skills • This could be a thought, a certain part of the picture, a person Etc </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>Zoom out: inductive episode</p> <ul style="list-style-type: none"> • Go beyond the picture, maybe skyline/ weather, into an abstract feeling. • Ensure every noun and verb is pre-modified </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>Echo: cyclical structure</p> <ul style="list-style-type: none"> • Try to add a cyclical structure by returning to the moment that started this moment of nostalgia. • Cliffhanger? Anti-climax? </td> </tr> </table>		<p>Drop: én medias res</p> <ul style="list-style-type: none"> • Plunge in with something dramatic/ evocative/ shocking/ original - set the scene. • Use én medias res - character mid-action (maybe a they're finding an old photo that brings back a memory). 		<p>Shift: analepsis</p> <ul style="list-style-type: none"> • Go somewhere else (analepsis/ prolepsis – or even perspective). • Use a discourse marker to clearly indicate the change is time/location. Perhaps revisit an old emotion/ memory which affected your character. 		<p>Zoom in: deductive episode</p> <ul style="list-style-type: none"> • Narrow the focus to something specific - build the detail – show off your descriptive skills • This could be a thought, a certain part of the picture, a person Etc 		<p>Zoom out: inductive episode</p> <ul style="list-style-type: none"> • Go beyond the picture, maybe skyline/ weather, into an abstract feeling. • Ensure every noun and verb is pre-modified 		<p>Echo: cyclical structure</p> <ul style="list-style-type: none"> • Try to add a cyclical structure by returning to the moment that started this moment of nostalgia. • Cliffhanger? Anti-climax?
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Examination Topic List, Revision, and Examination Strategies

English Language Paper 2: Non-Fiction

Section A

Language Paper 1: Section A Reading	R	A	G	Revision Materials/ Suggested Activities
<i>Practise reading unseen texts (non-fiction extracts).</i>				English Revision Booklet (see Google Classroom) Seneca: English Language: AQA GCSE (5.1-6.3) English Language: AQA GCSE - Diagnostic Misconceptions * English Language: AQA GCSE - HyperFlashcards * English Language: AQA GCSE - Predicted Papers * English Language: AQA GCSE - Standardised Assessments * English Language: AQA GCSE Paper 1 - Half-Term HyperCram * <p style="text-align: right; color: red;">*See specified question number in the Seneca course.</p>
<i>Practise annotating unseen texts for interesting features of language/ structure.</i>				
<i>Practise Q1 - finding implicit and explicit information.</i>				
<i>Practise Q2 – finding similar/ contrasting ideas between texts.</i>				
<i>Practise Q3 - focusing on language analysis.</i>				
<i>Practise Q4 – analysing language used to demonstrate contrasting perspectives, methods and ideas between texts.</i>				

Section B

Language Paper 1: Section B Writing to explain/argue/persuade/inform/instruct	R	A	G	Revision Materials/ Suggested Activities
<i>I can use FIFAWC to plan a piece of writing.</i>				English Revision Booklet (see Google Classroom) Seneca: English Language: AQA GCSE (6.1-6.3) English Language: AQA GCSE - Diagnostic Misconceptions (2.1-2.4) English Language: AQA GCSE – HyperFlashcards (2.3, 3.2 and 4.1) English Language: AQA GCSE – HyperLearning (ALL). English Language: AQA GCSE - Predicted Papers (1.3-1.4) English Language: AQA GCSE - Standardised Assessments (5.1-6.1) English Language: AQA GCSE Paper 2 - The Night Before
<i>I know and can apply Aristotle’s rhetoric.</i>				
<i>I know how to use ICDAFOREST techniques to engage my reader.</i>				
<i>I know how to use paragraphs.</i>				
<i>I know how to use semi colons and colons.</i>				
<i>I know how to use brackets, dashes and commas for parenthesis.</i>				
<i>I can use interesting and varied vocabulary to interest the reader.</i>				
<i>I can start sentences with a verb or an adverb.</i>				
<i>I can keep a consistent perspective and tone in my writing.</i>				
<i>I can write a letter/ article/ speech in 45 mins</i>				
<i>I know how to proofread and improve work under time pressure.</i>				
<i>I can use capital letters correctly for proper nouns/ the start of sentences.</i>				
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<p style="text-align: center;">Question 2 SUMMARY - - 10 minutes</p> <p>Steps for success:</p> <ol style="list-style-type: none"> 1. Understand the question 2. Identify references – linked to focus. 3. Thesis-led comparison 4. ‘For me’ ending <p>Syntactic Practice: The writer of Source A conveys [focus] ..., “...”. This reveals [focus] because ... but ... so ... For me, it implies ... Conversely, the writer of Source B ... [focus] ..., “...”. This reveals [focus] because ... but ... so ... For me, it implies ...</p>	<p style="text-align: center;">Question 3: LANGUAGE ANALYSIS - - 10 minutes</p> <p>Steps for success:</p> <ol style="list-style-type: none"> 1. Understand the question 2. Annotate for methods 3. Thesis-led WHW (x2) <p>Syntactic Practice: The metaphor ‘...’ subtly implies.... It deliberately conjures up an image of Furthermore, the [word-class] “...” reinforces ... For me, it’s almost as if..... Maybe, the writer wants us to (TFI)</p>												
<p style="text-align: center;">Question 4 PERSPECTIVE COMPARISON - - 20 minutes</p> <p>Steps for success:</p> <ol style="list-style-type: none"> 1. Understand the question 2. Annotate for perspectives/ tone 3. Thesis-led WHW (x4) 4. ‘For me’ ending <p>Syntactic Practice: Both Source A and Source B offer their perspectives on [Q-Focus] by focusing on... In Source A, the writer feels.. which is evident when they say... The metaphor ‘...’ subtly implies.... It deliberately conjures up an image of For me, it’s almost as if..... Maybe, the writer wants us to (TFI)</p>	<p style="text-align: center;">Question 5: NARRATIVE/ DESCRIPTIVE WRITING - - 45 minutes</p> <p>Steps for success:</p> <ol style="list-style-type: none"> 1. Understand the question 2. Formulate ideas from the polemic 3. FIFAWC Plan 4. Write your rhetoric <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 5%; text-align: center; font-weight: bold; font-size: 1.2em;">F</td> <td>Form How will you demonstrate form? (address, headline, welcome?)</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">I</td> <td>Introduction What are you arguing for/ against?</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">F</td> <td>Firstly... What is your strongest argument?</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">A</td> <td>Additionally... What is your supporting argument?</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">W</td> <td>Whilst... What is the opposing argument? What is your third argument?</td> </tr> <tr> <td style="text-align: center; font-weight: bold; font-size: 1.2em;">C</td> <td>Conclusion What do you want them to be left thinking?</td> </tr> </table>	F	Form How will you demonstrate form? (address, headline, welcome?)	I	Introduction What are you arguing for/ against?	F	Firstly... What is your strongest argument?	A	Additionally... What is your supporting argument?	W	Whilst... What is the opposing argument? What is your third argument?	C	Conclusion What do you want them to be left thinking?
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