

WJEC GCSE ENGLISH/GCSE ENGLISH LANGUAGE HIGHER TIER

Know what to expect

June 2nd 2015 - AM

A day that will come quickly; a result that will last forever.

So here's the detail on the Higher paper. Know it. Nail it.

UNIT 1 - Reading (functional/non-fiction texts)

In digits:

1 hour

4 questions

15 minutes per question (don't miss one out or you will probably fail)

10 marks per question

There are 5 different question types - **search and find, thoughts and feelings, what impressions, how... and compare and contrast** (this is always question 4).

Marks are awarded in the following way: **2-4 marks** for **simple, obvious** ideas or reasons; **5-7 marks** 'a valid sensible interpretation' e.g. answering the question with sufficient **evidence and explanation** of what is inferred. The examiners call this suggest and show. What is suggested and how is this shown (quote and infer). You need to fall into this mark range to achieve a C or B grade. **8-10 marks** goes further, it covers all the **details** and has a clear understanding of the purpose and **overall inferences**.

Search and Find

A skill you will use in all of the questions of course...

But, the first question usually focuses you in on this task. Whilst foundation students can bullet point or list 10 points, at higher level you need to answer the question in full sentences. Search and find successfully by **tracking through the text**, with a highlighter to hand, and selecting the words or phrases you need in your answer. Take care - if the question doesn't ask you to explain then you don't need to but do try to select as many points as there are marks - and give an overview or summary that answers the question succinctly.

Question 1 - Search and Find...Usually...

The following are all Q1 from past papers:

What sort of person is Lewis Hamilton?

Explain why Joe Wade hates Glastonbury Festival.

What is it like to ride in the Grand National?

What are the conditions like in the mine and village of San Luis?

Usually you get a search and find question as the first question, sometimes however, it asks you to explain and sometimes the thoughts and feelings or impressions question is in the premier spot. So read the question carefully. Explain is still search and find but you are pulling out the inferences to explain - and hopefully summarising with an overview too.

Remember, if the question asks you to focus on a section, only answer on that section!

Explain why foxes became so popular.

According to Adam Edwards, why have foxes become so common in towns?

What thoughts and feelings has Charles Starmer-Smith had about cycling at different stages of his life?

Explain why Smith thinks cycling is a popular and enjoyable activity (This was a Q2 - looks like a typical Q1!))

Thoughts and feelings or impressions

What it says on the tin. This is testing your ability to understand the viewpoint and attitude in the text. (So it pays to think about GAP- genre, audience, purpose - TAP – type, audience, purpose).

Usually we see what are the **writer's thoughts and feelings** about...or **what impressions do you get** of.... Be clear when you read the question, is it your view or the writer's that the question is asking for? Often the viewpoint has a particular bias but can seem balanced - watch out for that. Be sure to summarise the overall viewpoint too. Again, 10 marks - look for sufficient points to earn this.

Questions from past papers - **watch out for guidance that asks you to focus on one page or particular section.**

What does Peter Scudamore think and feel about the Grand National in this section of his essay?

What does Alex Boyce think and feel about Glastonbury Festival in this part of the article?

What do **you** think and feel about Lewis Hamilton in this part of the article?

What does Brendan O'Neill think and feel about Fairtrade?

What thoughts and feelings has Charles Starmer-Smith had about cycling at different stages of his life?

What are Max Davidson's thoughts and feelings about Old Trafford and Manchester United?

How does Adam Edwards try to turn his readers against foxes?

You should track through the article and think about:

- what he says; how he says it

This is a thoughts and feelings in disguise!

The HOW question...the hardest question on the paper?

You will get a how... question. It might be question three or question two but you will get one. This still involves tracking through the text but this time you are considering the effect of the writer's language choices. Explain what the word choices suggest, think about the order they are in and how this has an impact.

You won't get any marks for feature spotting so only include details that you have something to say about!

Here's an example of one point that you might make:

The writer uses a fact, "40 mph" to show how quickly the seagulls move, to emphasise how difficult it is for people to avoid the problem of when they attack.

Commenting on how a combination of words create a tone is also really valid.

In the unlikely event you are asked to write about pictures (more a foundation task), make sure you link your answer closely to the key words in the question. Don't just say vague things like:

The pictures are colourful... x
 The picture is big... X
 The pictures are eye-catching... X
 The picture is at the top... X
 The picture is of some people... X

What the examiner really wants you to do is explain what the pictures convey and why they have been chosen.



How do the images persuade you that Blists Hill is worth a visit? How do the images persuade you that Blists Hill is worth a visit? How do the images persuade you that Blists Hill is worth a visit?

These images suggest this is a good place for families as they show a family smiling as though they are enjoying their day. They also depict children joining in with activities to imply that this is an interactive, hands on museum. They persuade you it is a good place to visit by showing you what it is like to step back in time to the Victorian era. They show people dressed in Victorian costumes and what the old fashioned shops and machinery were like.

How questions from past papers...

How does Andrew Tyler try to convince his readers that the Grand National should be banned?

How does Paul Scott show Lewis Hamilton's reactions to fame and success?

How does Liz Jones try to show that the village and mine at Santa Filomena are examples of the benefits of Fairtrade?

How does Professor Stephen Harris try to prove that the urban fox has found 'a place in our hearts'?

How does Deborah Moggach try to prove that anyone 'with any sense' cycles in London?

How does Max Davidson try to prove that Manchester is 'a perfect place for a city break'?

Q4 - The compare and contrast question

Don't miss this question out!

This question is actually pretty easy as you've already read and thought about the texts. But take care to lay your answer out as the question says or you will fail to get the marks - and ensure you are clear which writer you are writing about. Mostly, the questions seem to ask you to order your answer with a paragraph for each writer but there is also a question that asks for ideas thematically instead. Have a look; here are some past questions for you to peruse:

Compare and contrast what these two texts say about the problems and disadvantages of cycling.

Organise your answer into two paragraphs, using the following headings:

Charles Starmer-Smith

Deborah Moggach

Compare and contrast what these two texts say about the urban fox.

Organise your answer under the following headings:

- the threat foxes are to humans; the threat foxes are to other animals.

What do these two texts say about the impact of Fairtrade on **people** in developing countries?

Organise your answer into two paragraphs, using the following headings:

- what Liz Jones says; what Brendan O'Neill says.

To answer the next question you will need to refer to both texts.

4. What do you learn about Lewis Hamilton's family from these texts?

Organise your answer into two paragraphs, using the following headings:

(a) What I learn from the Profile;

(b) What I learn from the article.

Compare and contrast what Bill Bryson and Max Davidson think about Manchester.

Organise your answer into three paragraphs using the following headings:

- the weather;
- the restaurants;
- the people.

@MISSJLUD

GET SERIOUS

THE WRITER USES LANGUAGE TO EMPHASISE.

This makes the reader want to read on.

The language is effective.

This creates an image in the reader's mind.

THE HEADLINE IS IN BOLD TO GRAB THE READER'S ATTENTION.

The writer uses a technique to have an effect on the reader.

STOP USING EMPTY PHRASES...

START TO EXPLAIN YOUR IDEAS:

The language creates a sense of...

The writer uses to imply/highlight/reinforce...

The tone of the word '.....' hints at...

The phrase '.....' challenges the idea that....

The words '....' are used to create an image of...because....

THE HEADLINE IS WRITTEN IN A TONE TO IMPLY....

Unit 2 Writing

Unit 2 - Writing functional texts

Functional texts means the sort of writing you will have to do in your real life (potentially).

The digits:

- 1 hour
- 2 questions
- 30 minutes each (3 mins to Y plan, 25 mins to write, 2 mins to proof read)
- 20 marks each question
- 13 marks for content and organisation
- 7 marks for sentence structure, spelling, and punctuation

Text types

- Letter (formal or informal)
- Article
- Leaflet
- Speech
- Report
- Review
- Guide

We've seen a letter in every paper and more articles and speeches than leaflets, reports or guides. You don't need to create columns or draw boxes for imagined images for any of these - just be aware of the typical structure, tone, and features you should use. For example, a leaflet will have a call to action to conclude and include more bullet points than a report or a guide.

Take great care to be sure of your **TAP** - **text type, audience, purpose** and the layout.

Also watch out for the newspaper trap. If you are asked to write to a newspaper start it with Dear Editor and hopefully this will remind you that the paper is merely printing your views and has no capacity to act on them. So don't conclude with I hope you will ban smoking or I hope that you will take my views into account - your audience are just reading your opinion and that's it!

The letter

You will most probably get a letter.

There has been a letter in most exam papers so far. It is the most functional text there is as you will undoubtedly need to write several in your real life! Know how to layout an informal and a formal letter and pick up as many marks as possible by being prepared. Going into specific detail and not just a few generic points makes a huge difference in those content and organisation marks, so do plan to ensure you've thought the order and details out.

Layout for a formal letter

Sender's address/ other contact info	
	Date
Recipient's address (Reference number)	
Dear Mr / Mrs. (If name is unknown use Sir/Madam)	
<ul style="list-style-type: none"> It may be appropriate to start with a reference line Do not use contracted forms - write all words in full. Use formal standard English - no slang / no contractions or abbreviations Keep sentences precise and get straight to the point Keep business letters focussed and do not waffle on! If complaining, be polite and use intelligent vocabulary. Use complex sentences and specific structures (passive...) 	
Sum up your main point and state that you look forward to a response to your letter / query / complaint etc if appropriate. <i>Thank you, in advance, for taking time to respond to my</i>	
Yours faithfully – (if greeting is to Sir/Madam) Yours sincerely – (if name is given)	

Layout for an Informal letter

Sender's address	
	Date
Dear	
<ul style="list-style-type: none"> You may have more than 2 paragraphs. Depending on who the recipient is you will have varying levels of informality. It is generally accepted that in informal letters contracted forms can be used: <i>can't</i>; <i>haven't</i>, etc. and abbreviations You may also use a more colloquial language register – chatty tone that you might use in speech / mild slang words/ idioms. Punctuation can be less formal: exclamation mark! used to signify shock or a joke; dashes - instead of commas; brackets used to separate additional ideas/references... 	
Degree of intimacy with recipient will determine the way you sign off: Best wishes / Kind regards / Yours truly / <i>With love</i> ...	

How much should I write?

A page and a half plus the addresses is recommended.

Remember:

Don't let your second answer suffer by taking too long to write the first one.

Before you add any icing to the cake...

...get the basics right.

There are lots of tips to peruse on this sheet but the examiner would rather see the basics correct than any fancy stuff, so it's important to secure this first before you try any of the clever stuff. If you are trying out the clever stuff in revision - do get your teacher to assess it and give you feedback!

The basics for a C:

Ideas are organised into paragraphs - each one having a coherent argument and giving a range of ideas (use specific details; not just general points).

The PURPOSE is clear.

The AUDIENCE is addressed appropriately.

The format or text type is correct.

A range of vocabulary is used AND its spelling is usually accurate.

Capital letters, apostrophes, question marks and full stops are used correctly.

(Commas aren't used to string several ideas together!)

The text types (after the mandatory letter).

<u>The Article</u>	<u>The Leaflet</u>	<u>The Speech</u>
Headline or article title:	Be sure of the purpose - is it informative or persuasive?	Use the ABC formula:
Keep it short.	Laying it out:	Attention grabbing opening: Where you highlight your issue. For really high grades sum up your core message, the most important point you have and create a power phrase. Use repetition or alliteration, chiasmus (two paired phrases with a reversal of the order in the first. e.g. 'when the going gets tough, the tough get going' or pair opposites together: 'no-one rises to low expectations'. Boom!
Make it catchy.	Heading:	
Give an idea of what the rest of the article will be about.	What heading will you give your leaflet? Make it instantly engaging. Use techniques like: a question; a direct statement; alliteration.	
Introduction of the article:		
Give a brief outline of the subject.	No Pictures:	
Keep this section to a few initial ideas and sentences.	DO NOT WASTE TIME DRAWING BOXES OR REAL DRAWINGS - unless you are specifically asked to.	
Main body of the article:	Don't do any folding or columns either.	Body: where you develop your points: 3-5 points (paragraphs) to explain what needs to be done and why it is so important. Build the 'we' connection. Make it feel like a shared personal journey.
Try to answer all the reader's questions like 'why', 'how' and 'what'.	Features: What are the main features of what you are advertising/arguing for?	
Make each paragraph relevant to the subject or the title of the article.	Remember: ·Summarise the main points. ·Keep it brief and direct. ·Use sub-headings. ·Use descriptive/emotive language.	
Zoom in to specific details/anecdotes so your reader fully understands you.		
Answer the important points in this section.	Additional Details: What additional details do your audience need to know?	
Conclusion of the article:		
This should always be at the end (obvious really!)	Remember: ·Use persuasive language. ·Use factual details. • You can use some bullet points. ·Use other people's opinions to persuade your audience. ·Use (suitable) exaggerations to persuade your audience	Create sentences that contain a rhetorical question, rule of three, metaphor and alliteration, to include in your speech. Metaphors and analogies turn abstract ideas into images and are very powerful.
Give a summary of the article:		
Give recommendations/overview linked to introduction.		
Don't write in columns or add pictures.		Why not search TED talks on Youtube, watch a TED talk, and see how the experts do it?

Reports

Reports have a clear remit or purpose - they report the facts and details about a situation in a clear manner. They build to a set of recommendations about what to do next.

Include:

A heading.

An introduction - why you are writing the report?

Subheadings for each paragraph.

A conclusion or set of recommendations.

Adopt a formal tone throughout - a report is a serious business

Guides

Although guides aren't listed in the WJEC text types, a guide question has cropped up twice. Essentially you will need to read the question super carefully to be sure you cover the purpose. A guide offers details about the subject and an insider point of view. Subheadings might be useful. For example if you are writing a guide to a tourist attraction you might use the branches from your Y plan as subheadings. Things to do, things to see, where to eat perhaps.

Reviews

In 2014 we got one! This was the paper you did for your November mock.

A review is usually a written article that gives an opinion about something the writer has interacted with. It requires a lively but informative tone and must engage the audience. Humour works well in a review.

Have a look at expanding your vocabulary for the positive and negative opinions you will give. e.g. flawless, hollow, unconvincing, enthralling, wooden, woeful, vibrant, inspiring, monotonous, cheap etc.

Go to the website www.wjec.co.uk for access to past papers for Unit 1 and Unit 2 to work on and use your revision workbook. Practise makes perfect!