

# GCSE English Language Reaching for grade 8/9

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Spring 2018



# Meeting objectives

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This course will give you:

- practical advice and strategies for helping students to develop skills, knowledge and understanding in order to achieve a grade 5
- insight into how to raise achievement looking at sample work
- the opportunity to reflect on your own teaching and discuss ideas for delivery with colleagues.



# Agenda

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Language

The structure question

Paper 1 Question 4

Paper 2 Question 2

Paper 2 Question 4

Writing for Paper 1 and Paper 2

# GCSE English Language: overview

	8700/1 Paper 1	8700/2 Paper 2
Question 1	AO1 – simple retrieval of ideas	AO1 – retrieval and inference
The language question – selected lines	Q2: AO2 – Explain, comment on and analyse how writers use language Focus lines are reproduced in QP	Q3: AO2 – Explain, comment on and analyse how writers use language Focus section not reproduced in QP
The specific questions - Whole text	Q3 Structure – AO2 Explain, comment on and analyse how writers use structure	Q2 Summary and synthesis – AO1 Differences <b>or</b> similarities; details; infer
The ‘big’ questions	Q4 Evaluate – AO4 Focus on a section	Q4 Compare ideas and perspectives across whole text
Writing	Descriptive or narrative writing	Writing to present a point of view

# What do grades 8/9 look like?

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- Not advisable to use grade boundaries as these are not fixed
- Work that is consistently in level 4 of the mark scheme will reflect the higher standards
- ‘Perceptive, detailed’
- Parts of a response might just fall into level 4



# The language questions

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AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Q2 assesses the language part of this AO

Paper 1 Question 2: 8 marks

How does the writer use language here to describe the mountain area?  
You could include the writer's choice of:

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

Paper 2 Question 3: 12 marks

You now need to refer only to **Source A** from **lines 11 to 27**. How does the writer use language to describe Sister Brendan?

# Mark scheme for language

Level 4 Detailed, perceptive analysis	Shows detailed and perceptive understanding of language: <ul style="list-style-type: none"><li>• <b>Analyses the effects of the writer's choices of language</b></li><li>• Selects a judicious range of textual detail</li><li>• Makes sophisticated and accurate use of subject terminology</li></ul>
Level 3 Clear, relevant explanation	Shows clear understanding of language: <ul style="list-style-type: none"><li>• <b>Explains clearly the effects of the writer's choices of language</b></li><li>• Selects a range of relevant textual detail</li><li>• Makes clear and accurate use of subject terminology</li></ul>

“The third skills descriptor, the use of subject terminology, should enhance the comments that are made, and not be the driving force of the response.”

AQA – Examiner Report, Paper 1



# Language question

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## **Do:**

- select two or three language rich phrases
- zoom in on words to explain/analyse their effects
- link the analysis to the context of the passage
- use subject terminology to enhance the response.

## **Don't:**

- label language features without commenting on effects
- infer on content
- make empty explanations (it make me want to read on, it gives me a picture in my head).





# Paper 1, November 2017 Insert

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On page 5 of your booklet you will find an extract from Source A of the November 2017, Paper 1 insert.

Choose three or four quotations from the extract that would be useful for language analysis.



# Paper 1, November 2017 Insert

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**How does the writer use language here to describe the mountain area?**

Activity One

Choose two or three quotations from the extract that would be useful for language analysis.



## Choosing textual details that enable precise analysis

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It's her first time in the Pyrenees, although she feels very much at home. She's been told that in the **winter the jagged peaks** of the mountains are covered with snow. In the spring, **delicate flowers of pink and mauve and white peep out from their hiding places** in the great expanses of rock. In early summer, the pastures are green and speckled with yellow buttercups. But now, **the sun has flattened the land into submission, turning the greens to brown**. It is a beautiful place, she thinks, yet somehow an inhospitable one. **It's a place of secrets, one that has seen too much and concealed too much** to be at peace with itself.



# What else do more able students do?

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- Exploratory
- Offer **layers** of interpretation
- Analyse
- Abstraction
- Makes subtle connections/intra-extra textual
- Use a wider, more academic vocabulary to express their ideas



## Activity two – ask **why**?

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**‘jagged peaks’** why has the writer used the word ‘jagged’?

1. What does the word ‘jagged’ mean?
2. Think in images: what does the image of ‘jagged peaks’ remind you of?
3. What other associations of ‘jagged’ can you think of?
4. What does this phrase mean in the context of the extract?
5. Does the image of ‘jagged peaks’ connect/contrast with other ideas in the text?



# Ask why?

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**‘jagged peaks’** why has the writer used the word ‘jagged’?

1. It accurately reflects the shape of the mountains.
2. It makes them look like teeth and suggests something devouring.
3. It could symbolise the potentially violent power of nature.
4. Its harshness contrasts effectively with the more peaceful and subtle descriptions of the flowers and thereby offers a comment on the duality of nature.



# Using PEEZL

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**P** – point

**E** – evidence

**E** – explanation

**Z** – zoom in on a word or method

**L** – link your explanation to the context of the extract



# Using PEEZL

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<b>P</b> (point)	The writer uses language to describe the area as unbearably hot.
<b>E</b> (evidence)	The use of the phrase ‘the sun has flattened the land into submission’ is effective in showing this.
<b>E</b> (explanation)	This is because the heat and power of the sun was enough to flatten the land.
<b>Z</b> (zoom in on a word or method)	The verb ‘flattened’ has connotations of something dead.
<b>L</b> (link your explanation to the context of the extract)	So by describing the land like this, the writer is suggesting it is too hot for the grass to grow.





## Activity three: Sustaining an idea

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Read Example Response A on page 6 of your booklet.

This is an example of how a student picks up on an idea or theme in the extract and builds their analysis around it.

1. How does this response use the 'zooming' method?
2. Where is this response 'perceptive'?



# Paper 2, November 2017 Insert

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Please refer to page 7 in your booklet to find an extract from Source B of the GCSE English Language Paper 2, November 2017 Insert



# Pitfalls: over-reliance on subject terminology

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## **Example response B**

The writer uses adjectives such as 'enthusiastically' this portrays an image of her being excited, happy. The writer uses the rule of three when describing Sister Brendan's eyes 'tiny, dark, darting' this allows the reader to picture the 'black glittering' of her eyes. The writer says she was 'fluttering along the corridors' this is a good use of personification. It allows the reader to picture a majestic being.



# Pitfalls: over-reliance on subject terminology

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- What happens when a student relies on subject terminology to drive the response?
- Discuss how you would develop this response to provide a more relevant/clear explanation of language.



# Exploring language

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1. What is the writer describing?
2. Pick up on a specific detail: what are the key words to explore?
3. What symbolic significance do these words hold for me?
4. What does this image/word/phrase remind me of? A thing, an emotion?
5. So what? Why is it important? To me? To the extract? Why has the writer chosen these words?

## Activity four: Sustaining an idea

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Read example response C on page 7 of your booklet.

Discuss this response. How does it meet the characteristics of a level 4 response?

How does it sustain an idea and explore the effects of language?



## Activity four: Sustaining an idea

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1. What is the writer describing?
2. Pick up on a specific detail: what are the key words to explore?
3. What symbolic significance do these words hold for me?
4. What does this image/word/phrase remind me of? A thing, an emotion?
5. So what? Why is it important? To me? To the extract? Why has the writer chosen these words?



# Top tips

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- Subject terminology does not necessarily mean technique spotting nor is it the driving force – use only when relevant.
- There is no hierarchy of terms – adjectives, verbs, adverbs, simile, metaphor, personification: any of these may be features of a level 4 response.
- No need for length. Select 2/3 examples and explore in detail.
- Some more able students will look for an overarching theme or idea and build their response around it.
- Others will explore the textual details from a number of perspectives or on a number of layers.





## Question 3

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AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

Question 3 assesses the **structure** part of this AO.



# Question 3

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## Question 3

- You now need to think about the **whole** of the source.
- This text is from the beginning of a short story.
- 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 of the source
  - how and why the writer changes this focus as the source develops
  - any other structural features that interest you.



## What students had to do:

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- Choose some examples of structural features
- Write about the effects of their selected examples of structure
- Use subject terminology to enhance the response



# What students had to do:

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The key skill for question 3 is analysis of structure

- The **quality** of what the student writes about the effect of the writer's choice of structure is the most important part of this question.
- However, the skills descriptors are obviously linked, and students can fulfil them in any order.
- The third skills descriptor, the use of subject terminology, should enhance the comments that are made, and not be the driving force of the response.

# What do we mean by structure?

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The putting together of parts or elements so as to form a whole.

- Why this **place**, with these people at this **time**?
- Why **shift** from this place to that one? Why then?
- Why **shift** from this **perspective** to that one? Why now?
- Why **draw our attention** to this person/place/thing/feeling?
- What **impact** does the writer want to create?



# Some key words to use when discussing structure

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## The writer:

- opens with/at the beginning
  - the paragraph/sentence foreshadows
  - Establishes
  - shift in viewpoint or perspective
  - focus on/focus shifts to /focus narrows to
- in the second half of the text
    - at this point
    - these two paragraphs juxtapose/contrast/contradict each other
    - zoom in
    - cuts to
    - shifts in
    - concludes with
    - the ending reminds us of/sums up the idea that.



# Activity five

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Read the whole extract from the Paper 1 insert again (page 7).

1. How does the extract begin? What ideas are presented in the opening two paragraphs which are important to how the extract develops?
2. What themes or motifs are recurrent throughout the extract?
3. How does the use of present tense contribute to the structural impact of the text?
4. Are there any pivotal moments/sentences?
5. How does the extract end? Does the ending echo or contradict anything that has gone before?



## Activity six - 'the big idea'

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Please read the extracts from level 4 responses on page 9 of your booklet.





# Activity seven

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Read these three responses to question 3.

Can you rank order them?

# In brief

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- It is the effects of the shifts and the movements, the journey through the text that is important. Look at the beginnings and endings of texts and discuss how things have changed – or not. Where are the pivotal moments in the text?
- Consider why the writer shifts focus from one element of the text to another.
- For example, why does the writer shift focus from Alice alone to her colleagues who have given up digging? What is this telling the reader about Alice and how she is contrasted to the others in the text?



## Example level 4 response

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Look at the response to question 3 which was awarded a level 4 on page 12 of your booklet.

What are its stand out features?



## Question 4

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AO4: Evaluate texts critically and support this with appropriate textual references.

This question focuses on both **interpretation of content** (the what) and **analysis of method** (the how) in relation to a given statement.



## Question 4

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Focus this part of your answer on the second part of the source, from **line 21 to the end**.

A reader said, ‘This part of the story, where Alice decides to continue digging for the object, is very mysterious, and suggests her discovery may be life-changing.’

To what extent do you agree? In your response, you could:

- consider the reasons why Alice decides to continue digging
- evaluate how the writer creates a sense of mystery
- support your response with references to the text.



# Breaking the question down into elements

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- Why does Alice continue digging?
- How does the writer create mystery?
- How does the writer suggest the discovery might be life-changing?



# Activity eight

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## Why does Alice continue digging?

### Evaluate character and ideas

- What does the text tell us about Alice?
- Identify textual details
- Methods used
- Why are these details important to our understanding of Alice's character?



# Activity eight

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- **How does the writer create mystery?**
- **How does the writer suggest the discovery might be life-changing?**

## **Evaluate writer's methods**

- Where does the writer create mystery?
- How do they make it 'life-changing'?
- Identify textual details
- What methods does the writer use?





# Using PMEZL as an alternative (the method drives the evaluation)

Point (P)	Focus on the statement - reason	I agree that ...
Method (M)	Refer to a method and quotation	The writer uses ...
Explain (E)	Explain how the method supports your point	This suggests that ...
Zoom in (Z)	Make specific reference to a detail from the method	The use of ....
Link to the statement/evaluate (L)	Explain/evaluate how the method further clarifies your point	This further creates a sense of ... through ...



# PMEZL

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Point/response to statement

Method

Evidence

Explain

Zoom

Link

The writer creates a further sense of mystery by integrating a paragraph in the future tense to reflect on Alice's decision to dig by herself. The writer says she will look back at this moment 'and wonder at how different things might have been ... If she had played by the rules'. The short sentence at the end implies that her actions had great consequences and the writer gives very little detail as to whether they were good or bad which supports the comment that the object is mysterious and perhaps life-changing.

# Activity nine

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Look at the three extracts on page 14 of your booklet.

Can you rank order them and explain your decision?



## Activity ten: Example response – question 4

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Read the extract from a response to question 4 on page 15 of your booklet.

- Where could this be described as ‘perceptive’?
- What advice would you give to this student to help them improve this response?

# Identifying perceptive analysis and evaluation

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Read example response C and try to identify:

- perceptive analysis of methods
- perceptive/detailed evaluation of ideas
- judicious selection of textual detail.

# Paper 2

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## Paper 2: Activity one - reading the sources

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- Place
- People
- Recurring ideas, images/motifs
- Structural features
- Tone/mood



## Paper 2, Question 2

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

The **children** at the primary school and the ragged school **behave** very **differently**.

Use details from both sources to write a **summary** of the **differences** between the **behaviour** of the **children** at the two schools.





## Paper 2, Question 2 – key skills

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- Focus on key words in the question
- Identify appropriate ideas in both texts
- Select evidence from both texts
- Synthesise ideas and evidence from both texts
- Make inferences
- Comment on differences



# One method

1. Begin with a reference to the focus word and a quotation.	The children in source A are keen and eager as shown when they ‘spoke with enthusiasm and with confidence’ to the inspector.
2. Infer something from the quotation.	This suggests that they take pride in their work and have been taught to show respect.
3. Now go to source B and identify an activity. Use the focus word and a comparative. Use textual reference.	However, the children in source B are wild and unruly. Unlike the children in source A, the children fight ‘like furies’ or throw stones at the teacher.
4. Say something about a difference and infer about this difference.	The behavior of the two sets of children could not be more different. The angelic behaviour of the young children reveals a sense of order and discipline which contrasts greatly with the mob rule of the children in the ragged school that is threatening and violent.

# Developing more integrated responses

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1. Identify a difference.
2. Select appropriate detail from one text and infer some meaning.
3. Go to second text.
4. Select another textual detail and infer some meaning about how this is different.



# Developing more integrated responses ...

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1. Identify a difference.
2. Select appropriate detail from one text and infer some meaning.
3. Go to second text.
4. Select another textual detail and infer some meaning about how this is different.

Where does paragraph on page 18 of your booklet, taken from the level 4 response, fit the above structure?

# Discussion

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## **What is a perceptive inference?**

Developed, insightful, exploratory, conceptual, abstract, contextualised, profound, penetrating, imaginative.



## Activity two: Example response A

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Read this level 4 response

- Where is it perceptive?
- How does it deal with differences?
- How are inferences developed?



# Discussion

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In source B the children are presented as relentless and uncontrollable. It is evident that they do not enjoy being at school and the teachers do not enjoy looking after them. Contrary to source A where Sister Brendan's children were a 'source of real delight', the children in source B are described as a 'moral hell'. This shows that not only is their behaviour extremely poor, they do not enjoy school unlike the children in source A.



# Discussion

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## Comment:

The phrase ‘relentless and uncontrollable’ is a perceptive inference on the way the children in source B behave; this is explored in the phrase – ‘they do not enjoy being at school’.

Although the inference is not supported by textual detail, this element of the mark scheme is achieved in other parts of the response. What is important is that the student has engaged in a profound and perhaps even abstract way – ‘they do not enjoy school and the teachers do not enjoy looking after them’.





## Paper 2, Question 2 – top tips for teaching

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- Keep in mind the focus of the question.
- The quality of the comments is more important than the quantity of points made.
- Focus on 2/3 differences in detail rather than 4/5 differences in more general terms.
- Use connectives such as ‘whereas’ and ‘on the other hand’ to link ideas and evidence.
- Develop the response by interpreting the differences between the texts, as well as making inferences about the individual texts.
- One perceptive inference is enough to get into level 4.

## Paper 2, Question 4

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You need to refer to the whole of Source A and the whole of Source B.

Compare how the writers convey their different attitudes to the two schools.

In your answer, you could:

- compare the different attitudes
- compare the methods the writers use to convey their different attitudes
- support your response with references to both texts.

## Paper 2, Question 4 – key skills

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- Commenting on and interpreting the writers' ideas and perspectives in both texts.
- Comparing the similarities and differences between the ideas and perspectives in both texts.
- Selecting appropriate supporting evidence from both texts.
- Identifying the methods used by both writers to convey ideas.
- Analysing the effects of the methods used by the writers.

# What do we mean by 'viewpoint'?

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- How the writer feels/thinks about...
- What the writer focuses on/draws our attention to
- What is the writer trying to make us feel about ...
- What is the writer's tone? How do they come across?
- Do they have a particular bias towards anything?
- What are their opinions?



# Viewpoints

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## Mode

- Passive or active;
- Observational
- Involved
- Documentary style: intrusive or impartial
- Highly opinionated- critical, sympathetic for example
- Reflective
- Catalogue of events
- Chronological; elliptical



# Viewpoints

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## Questions to ask whilst reading

- Why has the writer selected this approach?
- What details has the writer drawn the readers' attention to?
- How does it affect the way the reader's responds to the text?
- What features of structure, style and language help the writer to convey their message?



## Activity three: Statements for discussion

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- The settings are described in negative ways. Why? And how are they different?
- The writer feels a sense of frustration.
- This writer is able to offer a more detached viewpoint.
- This writer emphasises a feeling of conflict.
- The writer draws our attention to the successes of the school.
- This writer recognises the size of the task in front of him.
- This writer conveys a sense of admiration.



## Activity three: Statements for discussion

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- This writer focuses on the impact of human behaviour on the outcomes of education.
- The tone of this writer is more light-hearted.
- Similarities in settings – structural feature.
- Both focus on behaviours of children.
- Both draw attention to behaviours of adults.
- Geographical/social determinism of source B.
- Visiting observer (source A) v active participant (source B).
- Celebratory tone v weary tone.
- Cooperation v conflict.



# Perceptive students will

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- Find commonalities
- Look for abstract ideas
- Build a conceptual response ('the big idea')
- Integrate methods, perspectives and analysis



# One method

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- Begin with a viewpoint (refer to 'the writer') **V**
- Identify a method **M**
- Textual evidence **Ev**
- Infer/explain the effects of the method **Ex**
- Link to the viewpoint and develop the explanation **L**
- Compare the viewpoint in the second text **C**



# Coat hangers

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Statements on which students will hang their ideas

- Both writers draw the reader's attention to the setting of the schools ...
- Both writers use metaphorical language in order to ...
- Whilst the writer in source A comments on the enthusiasm of the students, the writer in source B emphasises the children's lack of desire to learn ...



## Activity four

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Compare the two extracts from a level 3 and a level 4 response on page 20 of your booklets.

How does the use of a 'coat-hanger' statement enable the student in extract B to write a more developed and cogent response?



## From a level 4 response

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Please read the first paragraph of the example Level 4 response on page 21 of your booklet.



## Question 4, example Level 4 response

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Read this extract from a level 4 response. Look at where the student:

- Makes judicious textual detail
- Analyses the writer's methods
- Makes perceptive comparison of ideas

# Paper 2, Question 4 – top tips for students

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## Reminders from the feedback sessions

- Develop an organic structure to the response, making links between points and connections between texts.
- Plan the response to cover 2/3 main differences.
- Consider a wider range of methods – mood, tone, narrative perspective and structure – as well as language.
- Interpret the differences, the methods used and their effects, as well as the ideas and perspectives.

# Paper 1, Section B: Writing

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Please see page 23 of your booklet for November 217 Paper 1 Question 5.





## Question 5

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Q5 is divided into two parts

Content and Organisation (24 marks). This assesses AO5.

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Technical Accuracy (16 marks). This assesses AO6.

- Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.



# What students had to do

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The most important word in AO5 is communicate. Students have to produce a piece of writing on one of the two options that communicates to the reader.

They are assessed on the **quality** of their writing.



# What students had to do

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The skills they are expected to demonstrate focus on:

- audience/register
- purpose
- quality of vocabulary/phrasing
- effective use of linguistic devices
- effective use of structural features
- engagement through subject matter and detail
- linking and development of ideas
- paragraphs/discourse markers.

# More able students

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- Exploratory
- Layers of meaning
- Abstraction
- Makes subtle connections/intra-extra textual
- Can move from the micro (self or specific) to the macro (wider social, historical and philosophical concerns)
- Will link concrete ideas to the numinous



# Being reflective

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The layers of damp grass bled into the mountains whilst the little white bird lifted his wings and took flight. When this happened, the man began to realise the true meaning of life, the meaning that no technology could ever give. He grasped the moment of peace and tranquillity and kept it in his heart and mind and didn't plan on letting it go.

**Moves from a simple observation of nature and then moves beyond this to reflections on life, modernity, philosophy and existential meaning!**



# Being reflective

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1. What am I describing?
2. Pick up on a specific detail
3. What symbolic significance could it have for me?
4. What does this moment remind me of? A thing, an emotion, another 'text'?  
Link the idea to a memory, or else something outside of my own experience.
5. So what? Why is it important? To me? To the story?

# Typical features of level 3 writing

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- Logical structure.
- Paragraphs are connected in a logical way ie using temporal or sequential links.
- Easy to follow.
- Mostly accurate spelling and punctuation.
- Evidence of a wider vocabulary.
- Engages interest.
- Consistent viewpoint.
- Varied sentences structures and forms to create credible effects.

# Typical features of level 3 writing

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- Devices are used for effect and are credible in context.
- Draws reader's attention to details.
- Begins to write a lot about a little.
- Effectively structured with some conscious shifts in focus/tone.



# Typical features of level 4 writing

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- Possesses structural impact.
- Coherent and cohesive.
- Employs rhetorical devices with fluency but also judiciously.
- May employ time shifts or perspectival shifts with confidence.
- Consciously crafted at word, sentence and whole text level.
- Fluently expressed.
- Varied sentence forms and structures – unforced and fluent.

# Typical features of level 4 writing

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- Risk-taking.
- Exploratory.
- Consistently engaging.
- Abstract.
- Micro to macro.



# Activity one

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Please read the extracts on page 25 of your booklet.



# Activity one

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- Multiple adjectives to build noun phrases.
- Feels like a list of observations.
- Would have benefitted from more effective use of discourse markers.
- Additional clauses help build descriptive detail .
- Sentence openings lack variety.
- Evidence of conscious crafting.
- Extensive vocabulary.
- Temporal connectives aid cohesion.
- Varied sentence lengths and openings create a more engaging rhythm.
- More effective use of punctuation.



# The power of the preposition

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**Far beyond the darkness around me** I could make out a blinding light, it hurt my eyes if I looked directly at it for a long period of time. **Out of nowhere**, a beautiful dainty looking bird landed close to me on one of the stilts. I have a weakness for animals, they're the only thing the brings warmth to my stone-cold heart.

The complete versions of the scripts from which these two extracts are taken are in the delegate booklet.

# Activity two – example script 1

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Match these phrases to each of the paragraphs in the script.

- A. The gull
- B. A sound; disturbance of mood/equilibrium
- C. Sound is more threatening; increase tension
- D. The lake; the hills beyond
- E. Atmosphere; the weather; Introduce character

# Activity two – example script 1

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Paragraph one: establishes the scene – atmosphere overall; the weather; introduce character

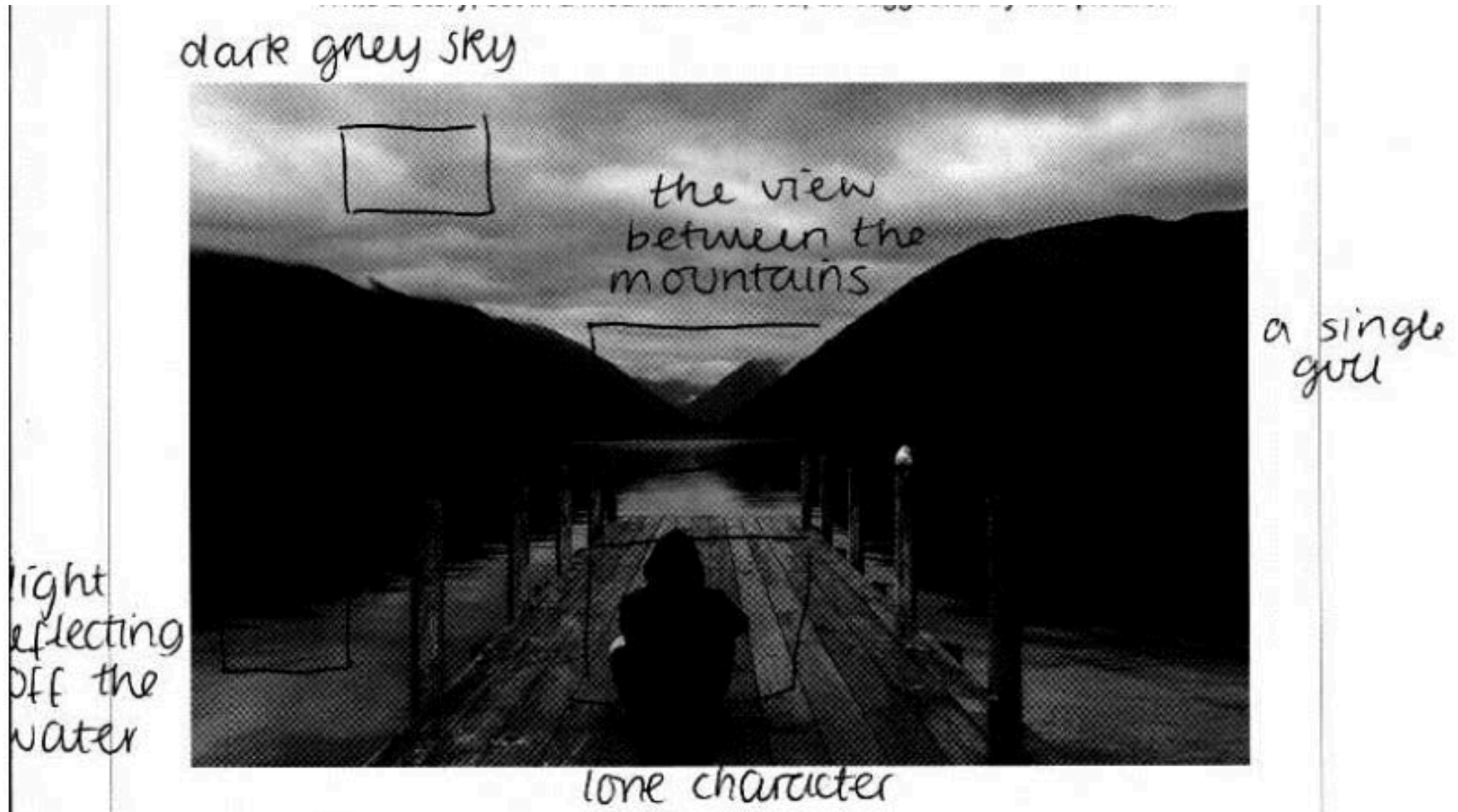
Paragraph two: the lake; the hills beyond

Paragraph three: a sound; disturbance of mood/equilibrium

Paragraph four: sound is more threatening; increase tension

Paragraph five: the gull

# Annotation





# Planning

(PLANNING) <sup>implies</sup>  
~~implies~~

start - introduce character (alone, who is he?, a sense of mystery)  
+ scene: the mountains, lake-side, desolate

plot/

build-up - The character is alone  
~~alone, alone, alone, alone~~  
~~alone, alone, alone~~ (sense)  
- He begins to hear noise  
- ~~He feels helpless + alone~~  
- ~~screams into the nothingness to relieve his emotions.~~  
- Scared

conclusion - ~~begins to~~ lonely walk home.  
- comes to a climax as he hears a scream

Tick conclusion - the gull settles on the post next to him.

## Paper 2 Question 5

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‘Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.’

Write a speech for your school or college Leavers’ Day to explain what you think makes a good education.

(24 marks for content and organisation 16 marks for technical accuracy)

**[40 marks]**

# Paper 2 Question 5

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“The best responses established a clearly identifiable point of view from the start, and followed this through with a coherent series of points to support their central argument ...

The most common weaknesses were seen where students failed to provide clarity in their argument, and simply strung together, with more or less success, a series of random points about what might loosely be called ‘education’.”

Principal Examiner’s Report: November 2017



## Paper 2, Question 5 – key skills

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- Communicate effectively
- **Structure an argument**
- Link ideas
- Vary vocabulary
- Use linguistic devices for effect
- Engage the reader
- Adopt an appropriate register

# Typical writing features (Level 4)

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- Coherent argument
- Individual voice
- Impressive vocabulary
- Deliberate crafting of linguistic devices
- Wide-ranging complex ideas
- Conceptualises/uses abstract ideas
- Flows almost seamlessly
- Surprising/inventive structure
- Highly plausible
- Original/subtle

# Example script 3

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Read the full script of a level 4 response

Identify

- The key idea in each paragraph
- Extensive or ambitious vocabulary choices
- Conscious crafting
- Examples of effective structure/linking of ideas
- Use of counter-argument
- Climactic point

Where are the convincing/compelling moments?

Where does the response move into level 4 for AO5?

# Example script 4

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- Read the full script of a level 4 response
- How does this fulfil the criteria for a level 4 student?

# Paper 2, Question 5: Top tips for students

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- Write less and craft more
- Make a plan and sequence your ideas
- Link paragraphs using discourse markers
- Avoid over-using linguistic devices
- Vary your sentence openings to create effects
- Use a wide range of different punctuation
- Be ambitious in using interesting vocabulary
- Proofread what you have written.



# Appendix

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Some writing activities for Paper 1 to use in the classroom

- Emphasising the importance of structure
- Focus on details
- Sentence level impact

# Any questions?

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Thank you

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