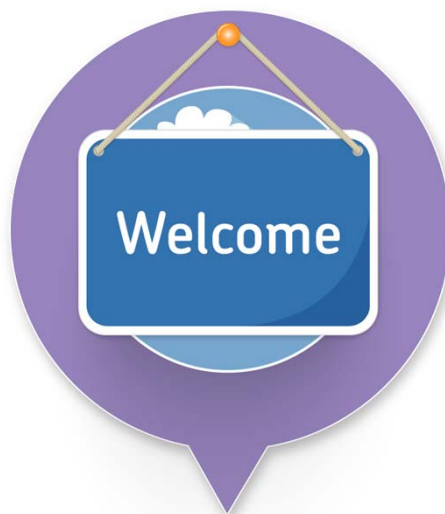


Hub school network meeting GCSE English Language – Paper 2

Spring 2019



Welcome



This meeting will be recorded

Exam boards have an Ofqual requirement to record event audio.

Recordings are kept for the lifetime of the specification and not shared as an accompaniment to session resources.

The recording will begin now.

Important update: GCSE English Literature – Paper 2, Section C Q27.2

For the June 2019 exams and onwards we're **replacing the term 'ways' with the term 'methods'**.

Previous wording

'In both 'Today' and 'Autumn' the speakers describe attitudes towards the seasons. What are the similarities and/or differences between the **ways** the poets present these attitudes?'

New wording

'In both 'Today' and 'Autumn' the speakers describe attitudes towards the seasons. What are the similarities and/or differences between the **methods** the poets **use to** present these attitudes?'

Unlocking GCSE English Language Paper 2

- Structure and Assessment Foci
- Question 2: synthesising and summarising; alternative teaching approaches
- Question 4: importance of perspectives
- Question 5: planning responses and developing sentences

Assessment objectives for paper 2 section A

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

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.

AO3

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

(AO4, evaluate texts critically and support this with appropriate textual references, is not assessed on paper 2)

Paper 2 Philosophy and Rationale

- Paper two is structured around two linked texts on the same topic. The focus will simply be on what the texts are about and how they are written and won't require any prior knowledge or understanding outside of this
- A requirement to include a C19th, C20th, C21st text in each exam series
- Synthesis of information from different texts is now a requirement

Structure and assessment foci

The paper/assessment will not change but we do review question performance each year hence the slight shift in wording in summer 2018.

Question 2 to date

In your booklet, we have reproduced all the questions from previous support materials as well as those from the live series.

Familiarise yourself with the wording of the question.

Question 2: the life of a question

Activity

How has the question developed over the life of the series?

In your booklet, you will see a complete list of question 2 used in this specification (KS3 packs, SAMs, live series).

- What are the commonalities?
- How has the question evolved?
- What do you notice about the different foci for the questions? Which questions have a concrete focus? Which are abstract?

Question 2: the life of a question

- Comparison of the bank of questions provides insight into how they have become more polished over time (note Year 9 Pack 3)
- Differences and similarities
- Abstract/conceptual and concrete focus
 - Concrete: for example 'surfboards' (June 2018); things to see and do at Greenwich and Glastonbury (SAMs 2)
 - Abstract: 'differences between behaviour' (November 2017)
- Inclusion of 'what you understand about' is in response to feedback from schools

Question 2: What is the question asking candidates to do?

November 2018

- You need to refer to **Source A** and **Source B** for this question. Both sources describe the similar ways in which drivers behave.
- Use details from **both** sources to write a summary of what you understand about the similar behaviour of the drivers.

Question 2: What is the question asking candidates to do?

- Identify the focus of the question: what are the key words?
- Identify key points from each text which relate to this focus
- Select appropriate textual detail from both texts
- Make inferences from these details
- Identify how the ideas in the texts are similar/different; make links
- Interpret the similarities/differences

Question 2: What is the question asking candidates to do?

Synthesise and summarise:

- bringing together key details from two texts and creating a new, third text
- the 'third text' is the candidate's response
- synthesis could be similarities or differences.

You need to refer to **Source A** and **Source B** for this question. **Both sources** describe the **similar** ways in which drivers behave. Use details from **both sources** to write a **summary** of what you understand about the **similar behaviour** of the drivers.

Question 2: What is the question asking candidates to do?

What about inference?

‘what you understand’

Level 1: paraphrases

Level 2: attempts some inference from one/both texts

Level 3: makes clear inferences from both texts

Level 4: makes perceptive inferences from both texts

You need to refer to **Source A** and **Source B** for this question. **Both sources** describe the **similar** ways in which drivers behave. Use details from **both sources** to write a **summary** of what you understand about the **similar behaviour** of the drivers.

Extracts from example responses

Activity

Read these three example responses from November 2018

- How effectively does each response synthesise the two sources?
- Comment on the different levels of interpretation.
- Discussion point: to what extent does the candidate’s vocabulary help them to fine tune their response?

Extract from a level 2 response

In both sources cycling is dangerous. I know this as in source A it states 'terrifying or alarming incidents' this tells the reader that the way people drive is not safe. In source B, it states 'not try to kill me'. This shows the hansom cab drivers have an intention to, as it says 'not try' this would imply they do try.

Extract from a level 3 response

In source A, the writer said the driver was 'gambling' on the decision not to drive close as the cyclist could've easily 'hit a sudden pothole and swerve or wobble'. In source B, the writer describes the hansom cabs passing as 'so close' which will put them at risk. Also, the writer says that 'if you swerve in the slightest it must bring you to serious grief'. This shows that in both sources, the drivers drive far too close to the cyclist and that it could easily put them into much danger if one mistake is made, which is disrespectful and careless behaviour.

Extract from a level 4 response

One way drivers put cyclists in danger apparent in both sources is driving too close to the cyclist and the fact that the gap is 'narrow' shows the tightness of the cyclist to not only other obstacles but to a major accident occurring, and the driver was reliant that the cyclist wouldn't 'swerve', shifting the responsibility on the cyclist rather than the driver. Likewise in source B, the driver is described as 'passing so close that if you swerve ... bring you serious grief' showing the same theme as in source A, that the driver is putting the cyclist in a stressful situation where they are unable to escape as they are trapped between two obstacles. This helps the reader comprehend the irresponsibility of the drivers and the potential result of their actions.

Question 2: Using images

- Helps the skills of synthesis and summary
- Provides a cognitive framework that is accessible and recognisable



Question 2: Using images

Activity

Both images show different learning environments. Use details from **both** sources to write a summary of **what you understand** about the differences between the classrooms.



Question 2: Using images

What can you see? (denotation)	What can you infer? (connotation)
Rows of desks Posed photograph Lots of children in the picture; Not smiling Two teachers – male/female at the back Angled desks all facing front Single learning resource (books) Windows offer some natural light All boys	Stern, disciplined Joyless? Everyone looks the same Crowded Learning would be formal and possibly repetitive Fewer opportunities for interaction Restricted and restricting Lacks variety (in learning opportunities, resources and social interaction)

Question 2: Using images

What can you see? (denotation)	What can you infer? (connotation)
Children on laptops Seated on the floor Leaning on soft, coloured blocks Colourful surroundings and displays Lots of books and learning materials Children communicating Own clothes No teachers Boys and girls	Relaxed Informal learning environment Immersive Co-operative learning Possibly more fun Contemporary, IT driven learning Independent learning Inclusivity

Connecting 'like with like' and inferring from differences

- The ways that children are seated
- The presence/absence of teachers
- The physical/learning environment

The physical/learning environment

Level 1 comment	Level 2 inference	Level 3 inference	Level 4 inference
In one picture there are lots of desks and in the other there are some square seats to lean on	The old picture shows lots of desks which means they work hard but the other children have square blocks to lean on which are more colourful	The old picture shows hard dark desks and benches which look uncomfortable whereas the coloured blocks in the other picture suggest a more creative comfortable place to learn...	... the differences in the furniture in the pictures symbolise two very different approaches to education; on one hand a rigid and repetitive system where pupils are passive, and on the other, a modern theory that encourages pupils to work actively and independently to learn for themselves.

Example response 1

Source A is of an older school showing rows of students – all boys – seated in angled desks which suggests an element of formality and control. However, in source B, which is of a more modern environment, the children are seated on the floor working on laptops and tablets. This picture suggests a more informal learning environment than in source A and looks both relaxed and productive.

Statement

Quotation

Inference

Linking word(s)

Statement

Quotation

Inference

Example response 2

Source A is of an austere Victorian school. The image shows rows of students – all boys – seated at angled desks. The regimented feel to the room suggests an element of formality and control, and the unsmiling faces add to the feeling of joylessness that is captured by the image. However, source B depicts a modern learning environment that is far removed from the blandness of source A. Here, the children are seated on the floor and leaning on soft coloured blocks, using electronic resources. This picture suggests a more informal learning environment than in source A and looks both relaxed and productive – the children are talking to each other and learning seems to be co-operative whereas in the other image learning might well be formal and possibly repetitive

Real world relevance

- Holiday brochures
- Mobile phone advertisements
- Estate agent details

Real world relevance

Please refer to the sources on page 18 and 19 of your activities booklet

Activity: interpreting differences

What can we understand about each hotel from:

- the description of each hotel's **location**
- the description of the **accommodation**
- the list of **facilities** provided for each hotel
- the **numbers** and **sizes** of room?

Activity

In pairs, can you write a question 2 that would go with these sources?

See page 20 of your booklet for a high level response.

Discuss: what prevents us from writing a question 4 using these two sources?

Question 2 Myth-busting

- A summary does not mean coverage of the complete text: it means 2 or 3 key points from each source linked to the focus of the question
- Writing about the whole of one text and then the other without making links does not constitute a 'synthesis'
- Paraphrasing is unhelpful and is a level 1 skill. The selection of textual details allows for interpretation and thus access to level 2, 3 and 4 skills

Question 2 Myth-busting

- There is no need to analyse the effects of language in this question, nor do candidates need to refer to language techniques
- There is no requirement to reference the writer in the response
- Knowledge of historical context is not essential to achieve the higher marks

Questions 2 and 4: What is the focus for each question?

Question 2

You need to refer to **Source A** and **Source B** for this question. Both sources describe the **similar ways in which drivers behave**.

Use details from **both** sources to write a summary of what you understand about the similar behaviour of the drivers.

Question 4

Compare how the writers convey their similar **perspectives on cycling in the city**. In your answer, you could:

- compare their similar perspectives on cycling in the city
- compare the methods the writers use to convey their perspectives
- support your response with references to both texts.

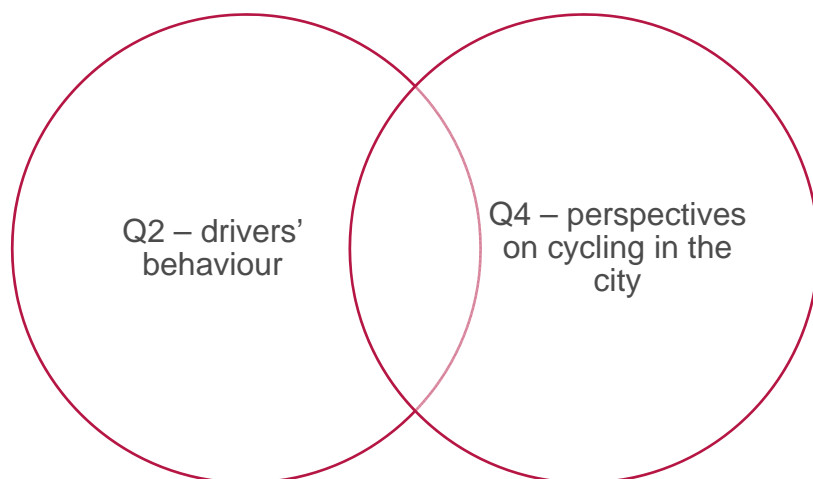
Question 2/Question 4 mash-up

Activity

Look at the list of statements in your booklet.

Which of these are applicable to question 2 and which to question 4?

Question 2/Question 4 mash-up



Question 2/Question 4 mash-up

Crucial differences between question 2 (ideas) and question 4 (perspectives)

- Focus on writers' viewpoints is integral to candidates' success on question 4
- 'The writer thinks/feels ...'
- Focus on methods – the 'how' as well as the 'what'
- Coat-hanger statements (e.g. 'Both writers feel that cyclists are threatened by the selfish behaviour of drivers')

Example response

- Have a look at the Question 4 – 12 marks (level 3) response on page 26 of your booklet
- Discuss how this addresses both requirements of this question: perspectives and methods
- How does the student deal with comparison?

Question 4 Myth-busting

Myth: “It’s acceptable for a candidate to repeat material they’ve written for question 2 in their response to question 4.”

Reality: the focus for question 4 is on writers' perspectives and whilst there may be some overlap, this question requires an engagement with the writers' perspectives as well as their ideas which were the focus for question 2. Students are required to write about both ideas and perspectives to gain Levels 3 or 4.

Break



Question 5

This session:

- Planning
- Paragraphing
- Developing sentences
- Adopting a convincing voice

Assessment objectives for paper 2 section B

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Question 5

Planning the overall 'thesis'

Sum up your argument in about three or four sentences

Writing your 'thesis' plan: 'because, but, so'

Cars are increasingly harmful to our cities...

Because of the toxic emissions they pump out into the atmosphere.

But we need to provide more efficient access to cities and towns because of all the time lost through congestion and extended travel times.

So, we need to invest in more comprehensive urban planning which takes into account the need for new technology as well as providing more efficient public transport.

Question 5 activity

Look at Question 5: Example response 1 on page 29 of the booklet. (longer level 4 response)

Can you match this essay to the 'because/but/so' model?

Cars should be banned from city centres...

Because:

- cars are pollutive
- they cause congestion and therefore travel is slower.

But:

- cars are needed for short deliveries, therefore we need to think of alternatives
- it's also pedestrians who cause the problem.

So:

- we need to learn from other countries such as Japan and adapt our systems.

Activity: Use the planning template to plan a response to one of these question 5s:

Option 1

‘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.

Option 2

‘Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.’

Write an article for a broadsheet newspaper in which you argue for or against this statement.

Topic sentences

“Sentences are the building blocks of all writing.”

Judith C. Hochman and Natalie Wexler

The Writing Revolution: a guide to advancing thinking through writing in all subjects and grades (Jossey-Bass, 2017)

The topic sentence

A topic sentence should:

- Introduce the **topic** of your paragraph It should be **directly linked** to the writing task
- It should act like a **signpost** – it should indicate what the rest of your paragraph will be about.
- It should **engage** the reader – make it strong and powerful.
- It could include a final sentence which looks forward to the next point/paragraph

Activity

The high level of incidents occurring are not the fault of the cars but the drivers. The driving tuition and testing system should be revamped to place far more stress on the drivers' responsibility to look out for and protect vulnerable road users. Yes, cars are noisy because they want people to beware of their surroundings so the high level of incidents would decrease.

1. Identify the topic sentence
2. Where does this paragraph lose coherence?
3. How could this be improved?

Activity

Over the last decade, I have been living in a noisy, toxic and smelly neighbourhood. This is due to the numerous cars and other vehicles clogging up the road network. For those that have respiratory problems, this is a hazardous situation, and I feel that it is time to make a change, don't you think?

1. Topic sentence – **the neighbourhood is polluted**
2. Provide a reason: the next sentence uses 'this' to refer back to the first sentence and link ideas cohesively
3. The next sentence builds on the last by offering a specific consequence – something that readers will recognise.
4. Finally, a rhetorical question engages the reader in debate

Activity

Look at Question 5: Example response 2 on page 30 of your booklet.

- Identify the topic sentences in each paragraph.
- Identify how each paragraph is connected.

Using appositives

An appositive is a noun or a noun phrase which re-names the noun it refers to. It provides more information about the noun.

For example,

The teacher, **an industrious man who was committed to his students**, spent the weekend marking essays.

Using appositives

A constant threat to the environment, the poisonous emissions from car exhausts are a symbol of the destructive tendency of the modern age.

Thriving centres of commerce and leisure, our towns and cities are also becoming clogged with an ever-increasing amount of traffic.

Activity

Develop these sentences using an **appositive**

1. **Modern sport** is ruined by greed and corruption.
2. **Schools** are a microcosm of society.

Providing sentence models

The 'trailer' opening with three semi-colons and a colon

We live in a world where cities have become uninhabitable; where exhaust fumes clog our lungs; where crossing the road becomes a dice with death; where congestion turns the shortest journey into a tedious chore: isn't it about time we did something to alleviate this torture?

Activity

Look at the list of sentence models on page 35 of your booklet.

Can you write your own version of one of these sentences as part of your response to the November 2018 question 5 task?

A convincing voice

- Points of view can be effective because of tone
- Quality of written communication is key.
- (Lack of) Focus on form is not prohibitive
- Engage the reader using a convincing 'voice'

Activity:

Read Question 5: Example response 4 on page 31 of your booklet.

Discuss how this meets the above characteristics.

Using tone and style for impact

- Read the article by Hashi Mohamed entitled “*Telling children ‘hard work gets you to the top’ is simply a lie*”
- Can you sum up the writer’s argument?
- What evidence does the writer provide to support his premise?
- What rhetorical/linguistic methods does the writer use to make a convincing argument?
- How is the article structured to achieve its impact?

How is the opening structured to present the argument?

- Opens with a powerful opinion
- Use of hyperbole, repetition and irony in the second paragraph to paint an idyllic image of Oxbridge and public school like.
- Use of sharp, contrasting images in the third paragraph
- The fourth paragraph draws the comparison. Note the phrase ‘you’re still lacking the crucial ingredients essential to succeeding’: what is the impact of this sentence? Is this a false premise? Has the writer supported this claim?

How is the opening structured to present the argument?

- The writer persuades using his personal experience. How logical are his conclusions? Are there any flaws in his argument?
- How effectively does the writer refute opposing views?
- How convincing are the points made about accent and vocabulary?

The rhetorical triangle

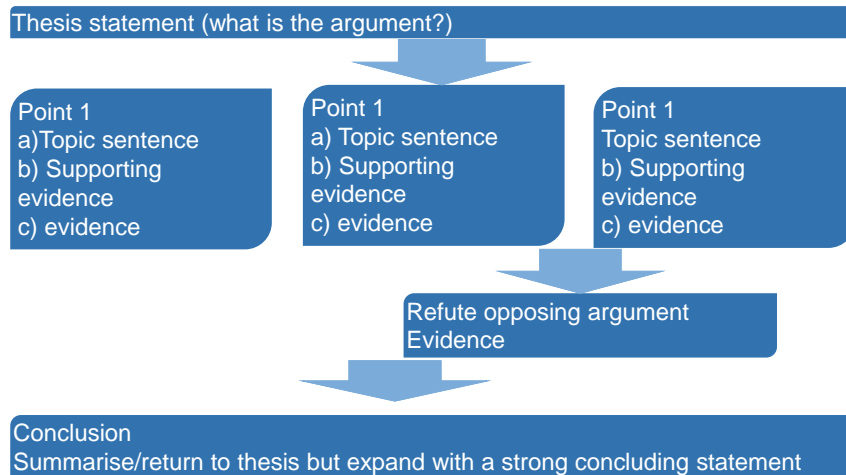
Logos – logical argument; an appeal to logic or reason

Pathos – appeals to the audience's needs, values or emotions

Ethos – appeals based on the reliability, credibility, or expertise of the writer

Can you identify where the writer uses these rhetorical methods?

Structuring the argument



Further resources

1. Further insights:
 - Teaching Synthesis
 - Writing task for Paper 2.
2. Paper 2 Reading support booklet
3. Mark scheme engagement materials (Spring 2016) (eAQA)
4. Combining Paper 2 skills with spoken language (Autumn Hub 2016: Independent Learning)
5. Indicative standards comparative charts. You will find these in secure key materials on e-AQA. *Go to GCSE – English Language (new spec) – Key Stage 3 test packs – indicative standards comparison chart*

Exampro

- Part of the AQA family
- **Highlights** turns exemplars into teaching and learning resources
- **MERIT** turns mocks into knowledge and interventions
- GCSE English + Free MERIT costs £60/year for the whole department

Highlights

For June 2018, past and specimen papers

Question, mark scheme & candidate responses.
Click to view

Scroll to view more

Annotation framework with comment categories
Select to display one, some or all

The screenshot displays the Exampro interface for a specific question. On the left, there is a navigation menu with options: Question, Mark scheme, R1, R2, R3, R4 (highlighted), R5, R6, R7, and View all. The main content area shows the question text: "I agree, that in this extract, the red-haired girl is clearly shown to have many advantages in her life but I believe that Rosabel's anger was only justified to an extent." Below the question is the mark scheme and candidate responses. One response is highlighted in blue, and a red box points to a comment: "The middle paragraphs are the strongest part of this response. They demonstrate clear evaluation of both ideas and writer's methods, followed by a clear response to the focus of the statement." On the right, there is an annotation framework for "June 2017 Paper 1" with categories: Evaluation of ideas, Understanding of methods, Quotation/ textual evidence, Response to statement, and Cumulative comment. A red box points to the "Response to statement" category, which is selected.

Click on highlight within response to display relevant comment

Highlights - English Language Paper 2

- Summary
[Question 2](#)
- Different perspectives
[Question 4](#)
- Newspaper article
[Question 5](#)

MERiT

For June 2018 English Language and English Literature

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
English Language window 1				WINTER MOCK JUNE 2018 Papers 1 and 2								
English Language window 2						SPRING MOCK NOVEMBER 2018 Papers 1 and 2						
English Literature window 1				WINTER MOCK JUNE 2018 Paper 1								
English Literature window 2						SPRING MOCK JUNE 2018 Paper 2						

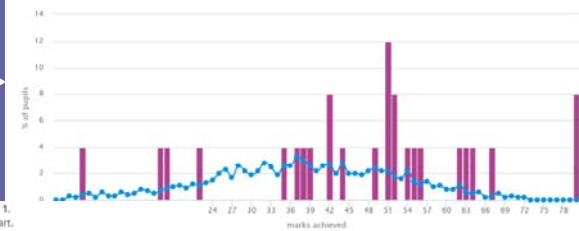
<https://www.exampro.co.uk/merit/>

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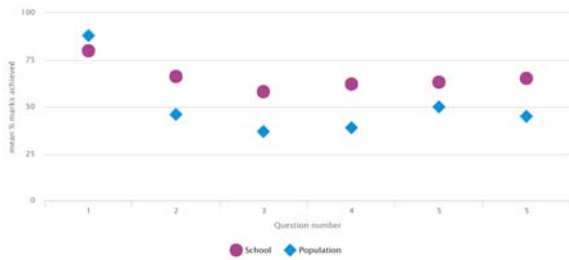
For June 2018 English Language and English Literature

Score distribution →

The graph below shows the score distribution in English, June 2017, Paper 1 for your pupils.



The graph below shows performance per question for English, June 2017, Paper 1. Click the data point to view the question and mark scheme shown below the chart.



← Question analysis

<https://www.exampro.co.uk/merit/>

Resources

The electronic materials from this event will be made available to you in the customer portal of our online booking system.

Once we receive notification that you have attended the course, you will be sent a certificate of attendance by email. When you receive your certificate, please log in to your account and the materials will be available on the my resources tab from the welcome screen.

How did we do?

Please take a moment to complete a brief evaluation form for today's event. Your feedback is very important to us as it helps us improve and plan future training.

You should have been emailed the evaluation form. Please check your inbox (possibly your junk mail folder). If you haven't received it please give your trainer your name, centre name/number and email address so that we can look into it for you.

Thank you.

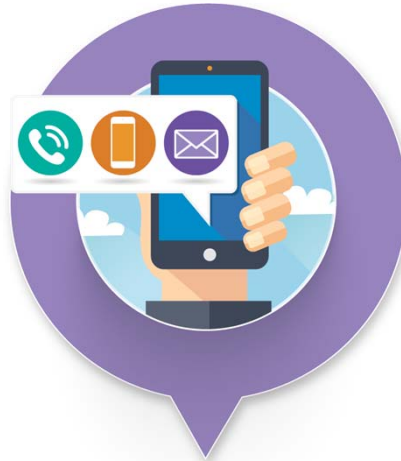
Any questions?



Contact us

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Thank you

Notes

Notes

Notes

Contact us

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