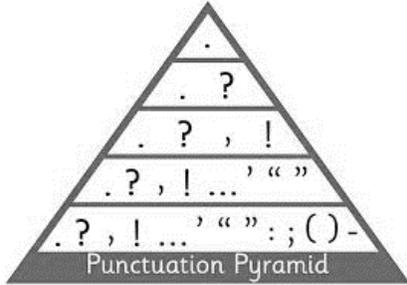
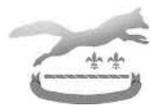


Bridging the Gap Knowledge Organiser – GCSE ENGLISH LANGUAGE



!
An exclamation mark expresses surprise, ask any other such thing.

“ ”
Double quotation marks to mark the beginning and end of a title or quotation.

;
A semi-colon is used to join two or more ideas in a sentence. Those ideas are then given equal position or rank.

| | |
|--|--|
| Paper 1: Explorations in Creative Reading & Writing | Paper 2: Writer's Viewpoints & Perspectives |
| 1 hour 45 minutes 50% of your GCSE | 1 hour 45 minutes 50% of your GCSE |
| Section A – Reading fiction Section B – Writing to describe or narrate | Section A – Reading non-fiction Section B – Writing to express a viewpoint |
| Section A: Reading fiction <ul style="list-style-type: none"> How established writers use narrative & descriptive techniques to capture and interest the readers 20th or 21st Century texts Extracts: openings, endings, narrative perspectives & points of view, narrative or descriptive passages, characterisation, atmosphere... | Section A: Reading non-fiction <ul style="list-style-type: none"> 2 linked sources from different time periods & genres to consider how each presents a perspective or viewpoint to influence the reader Non-fiction & non-fiction literary texts from the 19th and 20th or 21st Century Extracts: quality journalism, articles, reports, essays, travel writing, accounts, letters, diaries, biography, autobiography... |
| Section B: Writing to describe or narrate <ul style="list-style-type: none"> Writing own creative text inspired by the topic from section A Demonstrate narrative & descriptive skills in response to a written prompt, scenario or visual image Marked for content, organisation and SPG | Section B: Writing to express a viewpoint <ul style="list-style-type: none"> Produce a written text for a specified audience, purpose and form in which you will give your own perspective on a theme from section A Demonstrate discursive writing skills and ability to adapt style for purpose and audience Marked for content, organisation and SPG |

| | |
|------------|--|
| | GCSE English Language Assessment Objectives This is what the examiners will mark you on in your Literature exams |
| 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 to influence readers, using relevant subject terminology to support views. |
| AO3 | Compare the writers' ideas and perspectives, as well as how these are conveyed, across 2 or more texts. |
| AO4 | Evaluate texts critically and support this with appropriate textual references . |
| 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 | Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation . |

| | Task | Self Assessment |
|---------------|---|--|
| Task 1 | Use the punctuation pyramid above to create punctuation revision cards like the ones in the image next to it. Create 10 cards showing the punctuation mark, its name, its function and 3-5 sentences using it correctly. | AO6 Level 4 Consistently secure, effective Level 3 Mostly secure, range Level 2 Mostly secure, some range Level 1 Simple, some range |
| Task 2 | Writing to Describe and Narrate Write the opening part of a story that takes place in a park. <ul style="list-style-type: none"> Plan for 10 minutes Write for 30 minutes Use the criteria to self assess Check and improve for 5 minutes | AO5: Level 4 Convincing, crafted; structured, developed, complex Level 3 Clear and chosen for effect' engaging and connected Level 2 Mostly successful and controlled; linked/relevant and paragraphed Level 1 Simple and limited |
| Task 3 | Writing to Express a Viewpoint <i>"Social media has provided a new way for us to interact with our peers. In turn, it has led to increased bullying."</i> Write a speech to be given at your school, advising teenagers on how to manage their social media. <ul style="list-style-type: none"> Plan for 10 minutes Write for 30 minutes Use the criteria to self assess Check and improve for 5 minutes | AO5: Level 4 Convincing, crafted; structured, developed, complex Level 3 Clear and chosen for effect' engaging and connected Level 2 Mostly successful and controlled; linked/relevant and paragraphed Level 1 Simple and limited |

Bridging the Gap Knowledge Organiser – GCSE ENGLISH LITERATURE



GCSE English Literature Assessment Objectives

This is what the examiners will mark you on in your Literature exams

AO1 = SQI

Read, understand & respond to texts. Maintain a critical style & develop an informed personal response & use textual references, including quotations, to support and illustrate interpretations.

AO2 = MQE

Analyse the language, form & structure used by a writer to create meanings & effects, using relevant subject terminology.

AO3 = C

Show understanding of the relationship between texts & the contexts in which they were written.

AO4 = SPG

Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.

Paper 1: Shakespeare and the 19th Century Novel

- 1 hour 45 minutes
- 40% of GCSE

Section A Shakespeare: students will answer one question on one play: Much Ado About Nothing, Macbeth or Merchant of Venice. They will be required to write in detail about an **extract** and then to write about the play as a **whole**.

Section B The 19th Century Novel: students will answer one question on their novel, A Christmas Carol. They will be required to write in detail about an **extract** and then to write about the play as a **whole**.

Paper 2: Modern Texts and Poetry

- 2 hour 15 minutes
- 60% of GCSE

Section A Modern Text: students will answer one question from a choice of two on the play An Inspector Calls. They will not receive an extract.

Section B Poetry: students will answer one comparative question based on the poems from the Power and Conflict anthology. They will have one poem printed and must to compare to one from memory.

Section C Unseen Poetry: students will answer one question on one unseen poem and one question comparing this with a second unseen poem.

| | Task | Websites to use |
|---------------|--|---|
| Task 4 | <p>William Shakespeare – Much Ado About Nothing / Macbeth / Merchant of Venice</p> <ul style="list-style-type: none"> • Research your play using the Internet. Create a mind that includes details about the plot, genre and the characters. Add information, quotations and images. • Find out about The Globe Theatre. Use the Watch and Discover buttons to explore the range of plays and performances. | <ul style="list-style-type: none"> ✓ https://www.youtube.com/watch?v=BWoR3gMLVvw ✓ https://www.shakespeare.org.uk/ ✓ https://www.shakespearesglobe.com/ ✓ https://www.youtube.com/watch?v=qfnUq2_0FOY ✓ Extension: https://www.youtube.com/watch?v=ZjAqfh9aY9Y |
| Task 5 | <p>Charles Dickens – A Christmas Carol</p> <ul style="list-style-type: none"> • Research the characters in A Christmas Carol. Create character profiles for: Ebenezer Scrooge, The Cratchit family, Jacob Marley and the three ghosts. Include details, quotes and images. • Research life in Victorian London for the rich and poor. This will show you why Dickens was representing both ends of the wealth spectrum in his novel, and why he was asking for change in the structures of society. | <ul style="list-style-type: none"> ✓ https://www.charlesdickensinfo.com/christmas-carol/ ✓ https://www.youtube.com/watch?v=W2sb4BUiFBs ✓ https://www.youtube.com/watch?v=mm2phEYYmns ✓ Extension: https://www.youtube.com/results?search_query=charles+dickens ✓ https://www.youtube.com/watch?v=N9dB9BZWDBU |
| Task 6 | <p>J.B. Priestley – An Inspector Calls</p> <ul style="list-style-type: none"> • Research the writer of An Inspector Calls, J.B. Priestley. He was a novelist, a playwright and a broadcaster. Write a biography of him, his life, his work and his beliefs. Use subheadings, bullet points, text boxes, factual information and images. • Create revision pages for each character in the play. Include how they are presented at the beginning, middle and end exploring what makes them change. Add quotations. | <ul style="list-style-type: none"> ✓ https://jbpriestleysociety.com/biography/ ✓ https://www.bl.uk/people/j-b-priestley ✓ Extension: https://www.youtube.com/watch?v=MUDfYtfZthio ✓ https://www.youtube.com/watch?v=EYNv4ozHJDw&list=PLwTixBzWXCYe-rle59_uNU6eC78sQ5S41 |