



# English Language

# November Mock Exam Dates

Tuesday 23<sup>rd</sup> November

- Language Paper 1- 1 hour 45 minutes

Thursday 25<sup>th</sup> November

- Language Paper 2- 1 hour 45 minutes

# Revision Sessions to November Mocks

**15:15-16:00**

**Wednesday 10<sup>th</sup> November**

- Paper 1 Question 2

**Wednesday 17<sup>th</sup> November**

- Paper 1 Question 5

**Sessions are invitation only** to ensure each subject is able to reach key students throughout the week. Groups will change throughout the year to target as many students as possible.

# Final Exam Dates

Wednesday 18<sup>th</sup> May - morning

- Language Paper 1- 1 hour 45 minutes

Friday 10<sup>th</sup> June - morning

- Language Paper 2- 1 hour 45 minutes

# General revision advice: Section A

Look over the practice papers set on SMHW.

Read through the extracts and:

- Pick out language features / powerful words that catch your eye. Explode a few- what can you pull out?
- Think about the overall structure? What happens at the beginning of a text? The end? What has changed or stayed the same?
- Think about the impact of language/structure on the reader.

# General revision advice: Section B

Look over the practice papers set on SMHW.

Read through the extended writing tasks and have a go:

- Make a brief plan (drop / shift / zoom in-out) (thinking hats)
- Consider language devices – extended metaphor works across both papers
- Keep it focused- aim for 1-3 sides A4- no more than 3, no less than 1
- Paragraph your work – TiPToP / shifts of focus
- SPAG
- Redraft class work

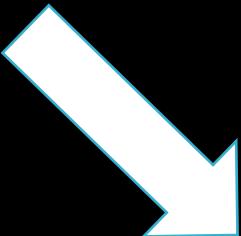


# English Language

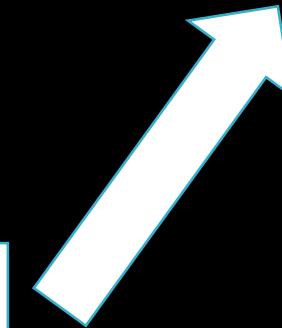
Using Spaced Practice

# Language Paper 1 – Question 3 (Structure)

The text opens by introducing (focus of task / extract) as (insert adjective) through the reference to (textual reference). Through this, from the outset the reader is made to think (insert reader's thoughts as they read the opening). They may also feel (insert emotions). By beginning the text like this it foreshadows (insert what you expect to happen later in the text). This is reinforced when (reference creating a similar effect later); thus, (name of writer) makes the reader feel (emotion – is this lesser or greater than that felt at the start?) and think (reader's thoughts – are these the same or different to those at the start? Why?).



Finally, the text concludes with (name of writer) telling us that (reference from end). This demonstrates that (how has the aspect you are discussing changed since the opening? Were your predictions at the start correct? What does this make you think or feel?). Hence the reader is invited to think (reader's thoughts on area of focus) and feel (emotions).



Later in the text we are told that (another reference), making us think (reader's thoughts on area of focus) and feel (emotions). Because (writer's name) then repeatedly shifts focus between (another textual reference from later and this) we think (how are the reader's thoughts similar / different about this area of focus?) and feel (how are the reader's feelings similar / different about this area of focus?) Because name of writer tells us that (what we see first) before (what we see next) we think that (reader's thoughts) When juxtaposing (two aspects just discussed), name of writer suggests that (what this makes you think).

## Language Paper 1 – Question 3 (Structure)

The text opens by introducing Mr Fisher as a lonely, wishful old man who reflects on his past a lot, through the reference 'Mr Fisher remembered a time- surely not so long ago – when books were golden and imaginations soared.' From the outset, the reader is made to think that Mr Fisher wishes he could return to his past and is disappointed by the current generation of children. They may also feel sympathy for him as he lives alone and is presumed to be lonely with no one to communicate with. By beginning the text like this, it foreshadows a possibly enlightening and unexpected event taking place to spice up Mr Fisher's dull life. This is reinforced when Mr Fisher begins to reminisce and day dream about his past.

EXAMPLE:



## Language Paper 1 – Question 3 (Structure)

The text opens by introducing Mr Fisher as a lonely, wishful old man who reflects on his past a lot, through the reference 'Mr Fisher remembered a time- surely not so long ago – when books were golden and imaginations soared.' From the outset, the reader is made to think that Mr Fisher wishes he could return to his past and is disappointed by the current generation of children. They may also feel sympathy for him as he lives alone and is presumed to be lonely with no one to communicate with. By beginning the text like this, it foreshadows a possibly enlightening and unexpected event taking place to spice up Mr Fisher's dull life. This is reinforced when Mr Fisher begins to reminisce and day dream about his past.

Level 4  
Perceptive,  
detailed  
  
7-8 marks

Shows detailed and perceptive understanding of structure

- Analyses the effects of the writer's choices of structural features.
- Selects a judicious range of quotations
- Makes sophisticated and accurate use of subject terminology appropriately

## SOURCE A

'Captain Corelli's Mandolin' is set on the Greek island of Kefalonia during World War II. In this extract the villagers, as yet untroubled by war, gather to watch the entertainment provided by Megalo Velisarios – the strongman.

## CAPTAIN CORELLI'S MANDOLIN

Megalo Velisarios, famous all over the islands of Ionia, garbed as a pantomime Turk in pantaloons and curliued slippers, self-proclaimed as the strongest man who had ever lived, his hair as prodigiously long as that of a Nazarene or Samson himself, was hopping on one leg in time to the clapping of hands. His arms outstretched, he bore, seated upon each stupendous bicep, a full-grown man. One of them clung tightly to his body, and the other, more studied in the virile arts, smoked a cigarette with every semblance of calm. On Velisarios' head, for good measure, sat an anxious little girl of about six years who was complicating his manoeuvres by clamping her hands firmly across his eyes.

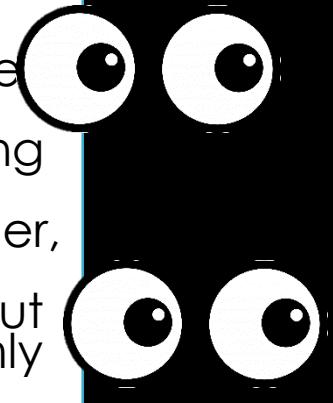
Garbed - dressed in distinctive clothes

Prodigiously - impressively or remarkably

Nazarene - a native or inhabitant of Nazareth

Samson - a biblical figure who tells Delilah, his wife, that he will lose his strength with the loss of his hair.

Pantomime-foreshadowing hilarity



Megalo Velisarios -Protagonist – Strongman – contrasts what we learn later.

# Shift of Focus

Lemoni!' he roared. 'Take your hands from my eyes and hold onto my hair, or I'll have to stop.'

Lemoni was too overwhelmed to move her hands, and Megalo Velisarios stopped. With one graceful movement like that of a swan when it comes in to land, he tossed both men to their feet, and then he lifted Lemoni from his head, flung her high into the air, caught her under her arms, kissed her dramatically upon the tip of her nose, and set her down. Lemoni rolled her eyes with relief and determinedly held out her hand; it was customary that Velisarios should reward his little victims with sweets. Lemoni ate her prize in front of the whole crowd, intelligently prescient of the fact that her brother would take it from her if she tried to save it. The huge man patted her fondly upon the head, stroked her shining black hair, kissed her again, and then raised himself to his full height. 'I will lift anything that it takes three men to lift,' he cried, and the villagers joined in with those words that they had heard so many times before, a chorus well-rehearsed. Velisarios may have been strong, but he never varied his patter.

'Lift the trough.'

Velisarios inspected the trough; it was carved out of one solid mass of rock and was at least two and a half metres long. 'It's too long,' he said, 'I won't be able to get a grip on it.'

Prescient - having or showing knowledge of events before they take place



Lemoni – Shift of focus –develop his character



Shift of focus...whole village developing our understanding of character



Shift of focus...Trough – unsure why?

Some in the crowd made sceptical noises and the strongman advanced upon them glowering, shaking his fists and posturing, mocking himself by this caricature of a giant's rage. People laughed, knowing that Velisarios was a gentle man who had never even become involved in a fight. With one sudden movement he thrust his arms beneath the belly of a mule, spread his legs, and lifted it up to his chest. The startled animal, its eyes popping with consternation, submitted to this unwonted treatment, but upon being set lightly down threw back its head, brayed with indignation, and cantered away down the street with its owner in close pursuit.

Consternation - feeling anxiety or dismay, typically at something unexpected



Shift of focus back to villagers



Humorous ending echoing the 'pantomime ending'

The text opens by introducing Mr Fisher as a lonely, wishful old man who reflects on his past a lot, through the reference 'Mr Fisher remembered a time- surely not so long ago – when books were golden and imagination was spared.' From the outset the reader is made to think that Mr Fisher wishes he could return to his past and is disappointed by the current generation of children. They may also feel sympathy for him as he lives alone and is presumed to be lonely with no one to communicate with. By beginning the text like this, it foreshadows a possibly enlightening and unexpected event taking place to spice up Mr Fisher's dull life. This is reinforced when Mr Fisher begins to reminisce and day dream about his past.

# WAGOLL

Level 4  
 Perceptive / detailed  
 7-8 marks

Shows detailed and perceptive understanding of structure  
 •Analyses the effects of the writer's choices of structural features.  
 •Selects a judicious range of quotations.  
 Makes sophisticated and accurate use of subject terminology appropriately

# Mark Scheme

The text opens by introducing (focus of task / extract) as (insert adjective) through the reference to (textual reference). Through this, from the outset the reader is made to think (insert reader's thoughts as they read the opening). They may also feel (insert emotions). By beginning the text like this it foreshadows (insert what you expect to happen later in the text). This is reinforced when (reference creating a similar effect etc) thus (name of writer) makes the reader feel (emotion – is this lesser or greater than that felt at the start?) and think (reader's thoughts – are these the same or different to those at the start? Why?).

# Writing Frame

## CAPTAIN CORELLI'S MANDOLIN

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Pantomime-foreshadowing hilarity

# Annotations



Spaced  
Practice  
=  
Success

Weekly homework:

- Reading booklet tasks – mini-exam practice tasks
- Practice questions- a single focus each week