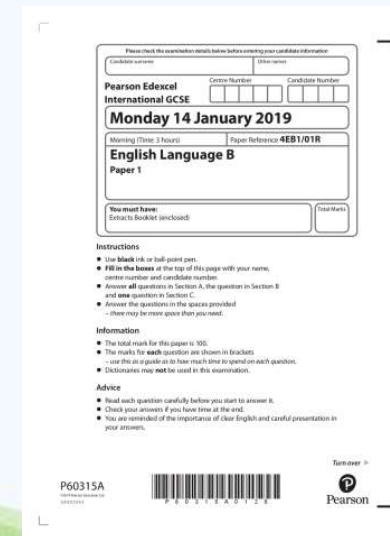


GCSE

English Language

Examination Overview for Parents



Paper 1:
Fiction

Short Course Overview

- *Helping your child to succeed*
- *Hints and Tips*
- *Paper 1 Introduction*
- *Overview of Academic Objectives*
- *The Questions – Reading*
- *The Question – Writing*
- *Experiencing the Exam*

Please check the examination details below before entering your candidate information

Candidate name		Other name	
Pearson Edexcel International GCSE		Centre Number	Candidate Number
Monday 14 January 2019			
Morning (Time: 3 hours)	Paper Reference: 4EB1/D1R		
English Language B			
Paper 1			
You must have: Extracts Booklet (enclosed)			Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A, the question in Section B and **one** question in Section C.
- Answer the questions in the spaces provided – there may be more space than you need.


Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets – use this as a guide as to how much time to spend on each question.
- Dictionaries may **not** be used in this examination.


Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- You are reminded of the importance of clear English and careful presentation in your answers.

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Turn over →



What you can do to help and encourage...

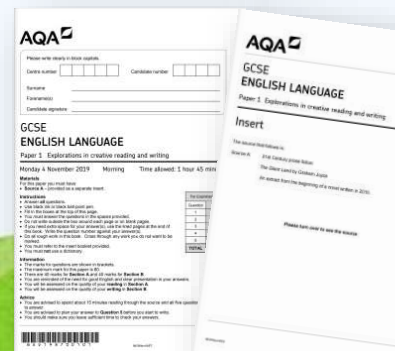
Read things with them...

- Papers
- Magazines
- Short Extracts/Stories
- Online Articles/Reviews
- Recipes/Shopping Lists

The more they read, the better they get!

Reading a variety of texts, even short ones, will enhance their skills and make them and yourselves better readers.

You don't have to read huge novels to be a good reader. It's about practise. The more you do it, the easier it becomes.



Hints and Tips – Memory & Timing

Playing games together, will surely enhance your child's memory.

One of the biggest problems we face is remembering what we've learned, when it comes to exam day...

Card
Games

Board
Games

Film/TV
Discussion

Discussing
Song Lyrics

Phone App
Quizzes

Word
Games



Paper A

Fiction & Imaginative Writing

5 Questions in total

4 Reading & 1 Writing

1 hour & 45 minutes



Overview of Academic Objectives (Edexcel)

AO1 – Identify & interpret explicit information & ideas.

AO2 – Explain a writer's use of Language.

AO2 – Explain a writer's use of Structure.

AO4 – Evaluate critically, another person's view of a text.

AO5/6 – Write descriptively/creatively and accurately.

Exam Sections (A & B)

Questions
1-4

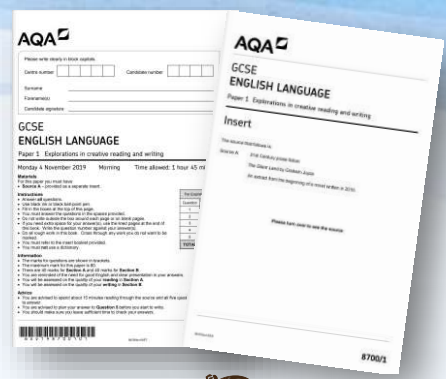
Reading for:

1. Simple Ideas
2. Language Use
3. Structure Use
4. Evaluation

Question
5 or 6

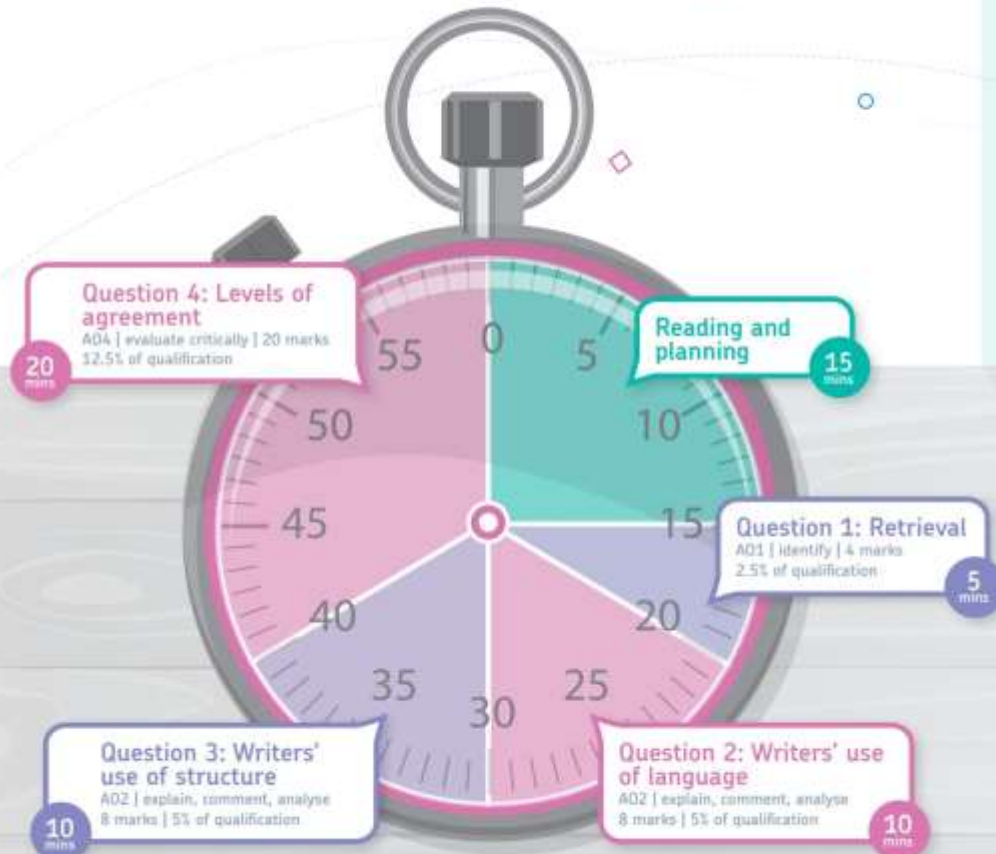
Writing to:

- Entertain
- Describe
- Show technical accuracy

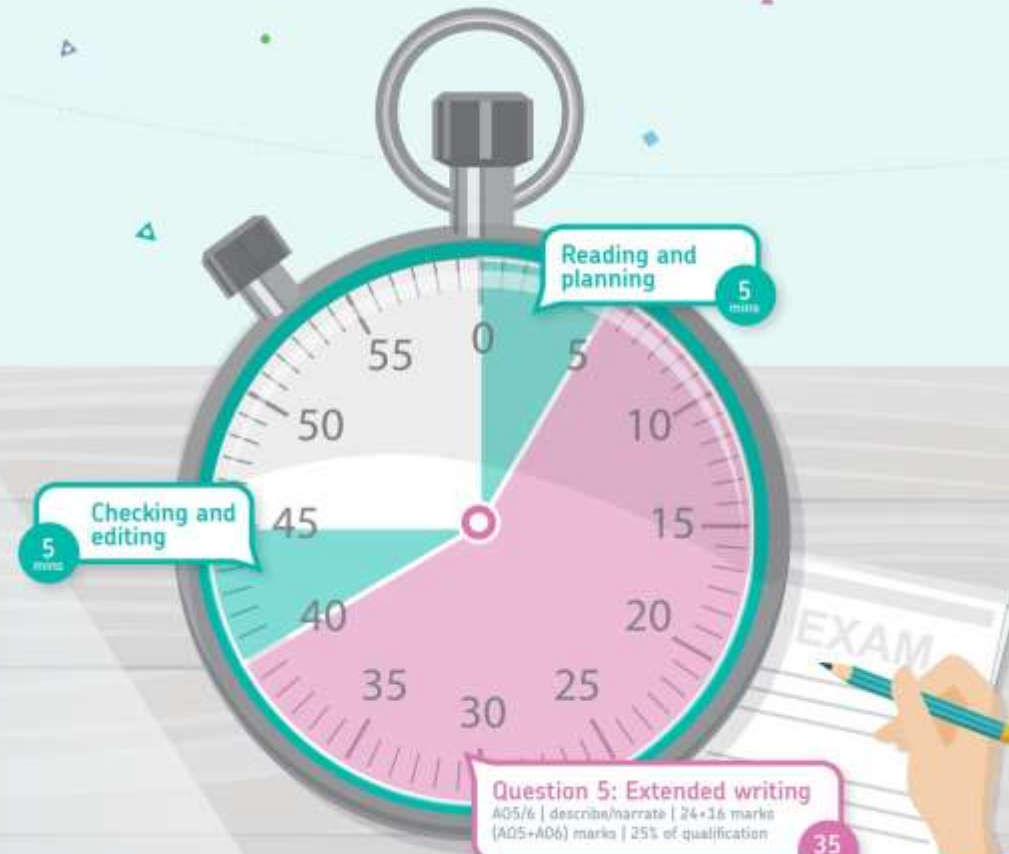


Suggested Exam Timing

Section A: reading



Section B: writing





Question 1 & 2

AO1 - Identify explicit information and ideas...

Paper 1:
Fiction

Question 1 – Identifying explicit information

The term 'explicit' just means simple ideas which are hard to miss.

Referring to the first few lines within the opening of a text...

Students are expected to find **FOUR** simple ideas and write them down.

This is just to get them started and give them a little confidence by completing a relatively easy task

It was snowing again. Gentle six-pointed flakes from a picture book were settling on her jacket sleeve. The mountain air prickled with ice and the smell of pine resin. Several hundred metres below lay the dark outline of Saint-Bernard-en-Haut, their Pyrenean resort village; across to the west, the irregular peaks of the mountain range.

Focusing on lines 1-5 of the provided source:

List four things about Zoe's surroundings from this part of the source.

Trying Question 1

Read the text on the left and find **FOUR** simple ideas based on the question's focus.

Answering Question 1

1 It was snowing again. Gentle six-pointed flakes from a picture book were settling on her jacket sleeve. The mountain air prickled with ice and the smell of pine resin. Several hundred metres below lay the dark outline of Saint-Bernard-en-Haut, their Pyrenean resort village; across to the west, the irregular peaks of the mountain range.

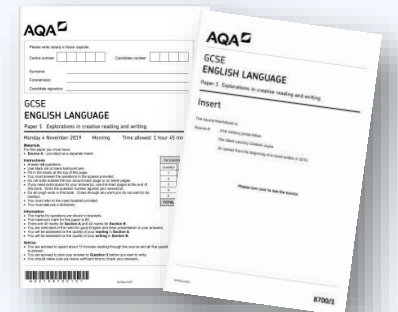
5

Writing out Answers to Question 1



- 1 It was snowing again. Gentle six-pointed flakes from a picture book were settling on her jacket sleeve. The mountain air prickled with ice and the smell of pine resin. Several hundred metres below lay the dark outline of Saint-Bernard-en-Haut, their Pyrenean resort village; across to the west, the irregular peaks of the mountain range.
- 5

- ✓ Snow was falling.
- ✓ It snowed again.
- ✓ Flakes settled.
- ✓ Flakes were from a picture book.
- ✓ Flakes were six-pointed/
- ✓ Flakes were gentle.
- ✓ Flakes settled on her sleeve.
- ✓ The mountain air prickled.
- ✓ It prickled with ice.
- ✓ It smelt like pine resin.
- ✓ Saint-Bernard-en-Haut was below.
- ✓ It was hundreds of meters below.
- ✓ It was a Pyrenean resort village.
- ✓ There was a mountain range.
- ✓ The mountains had irregular peaks
- ✓ The mountains were across to the west.





Question 3

A02 – Explain the writer's use of Language and structure...

Paper 1:
Fiction

Question 3 – Language

What do we mean by ‘Language’?

Words and phrases which amount to certain features of Language...

This question asks students to select words/phrases/features and explain them as much as they can in relation to a specific focus.

Let’s take a look at some examples...

Question 3 - Language

What do we mean by 'features' of 'Language'?

All words or phrases, even sentences, are features of Language.

The most common features are singular words (obviously) -

Nouns - Naming words (People, Places, Things, Ideas)

Verbs - Doing words (Run, Play, Shout, Dance)

Adjectives - Describing words (Hot, Cold, Tall, Short)

Adverbs - Describing words... (Fast, Slow, Left, Right)

Question 3 – Figurative Language

What do we mean by 'Figurative Language'?

Words and phrases which amount to certain features of Language can also be figurative features...

These are worth just as much as singular words but they can provide more scope for explaining.

The important aspect is explaining the meaning.

Let's look at some examples...

Question 3 – Figurative Language Features

We're going to stick with some of the most common ones with which you may already be a little bit familiar...

These are all figurative comparisons:

Simile

Using 'like' or 'as' to describe something differently but indirectly.

Metaphor

Using 'is' or 'was' to directly describe something in different terms.

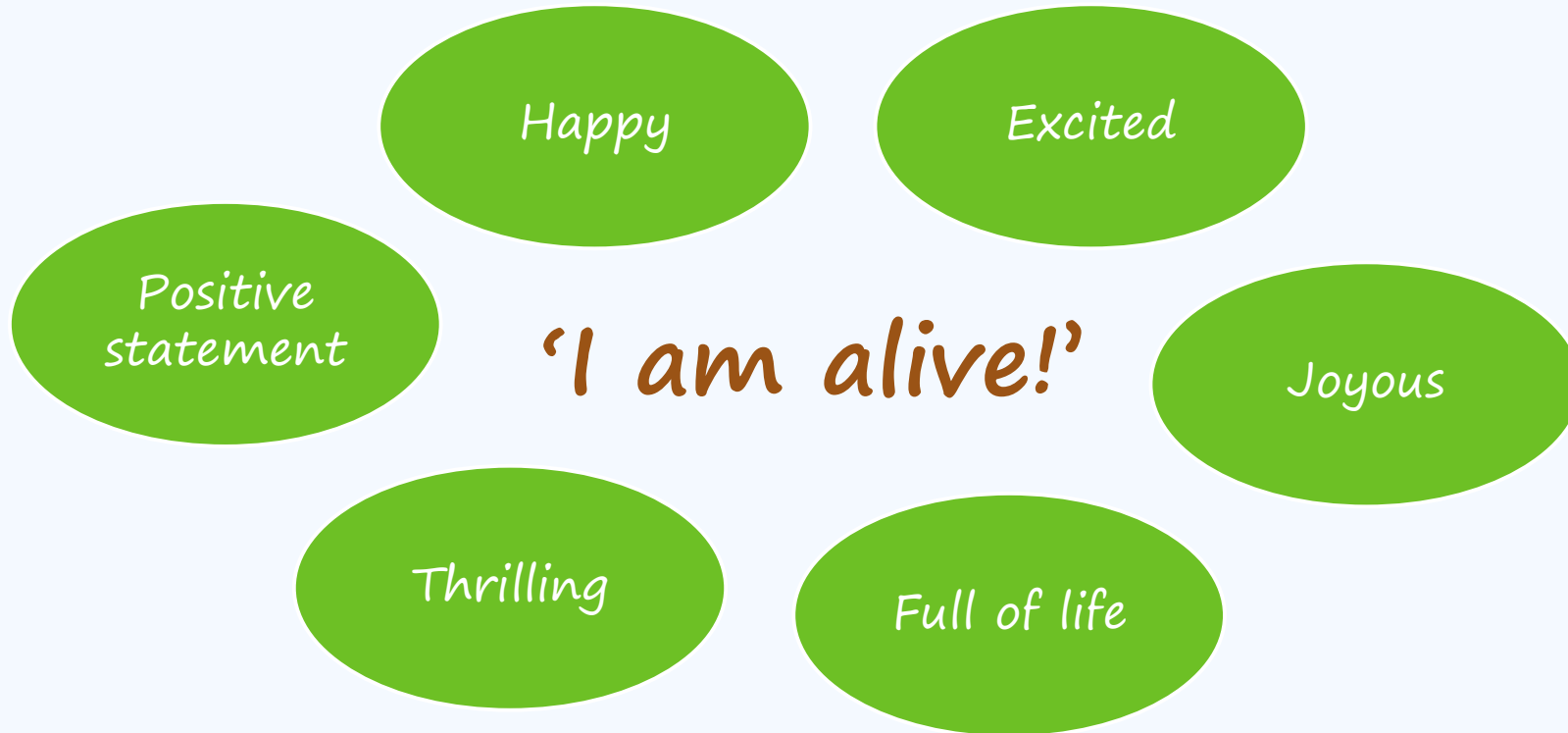
Answering Question 3

How easy is it to explain what words mean?

'I am alive!'

Write this into the box on your piece of paper and write some notes around it to explain what it means to you...

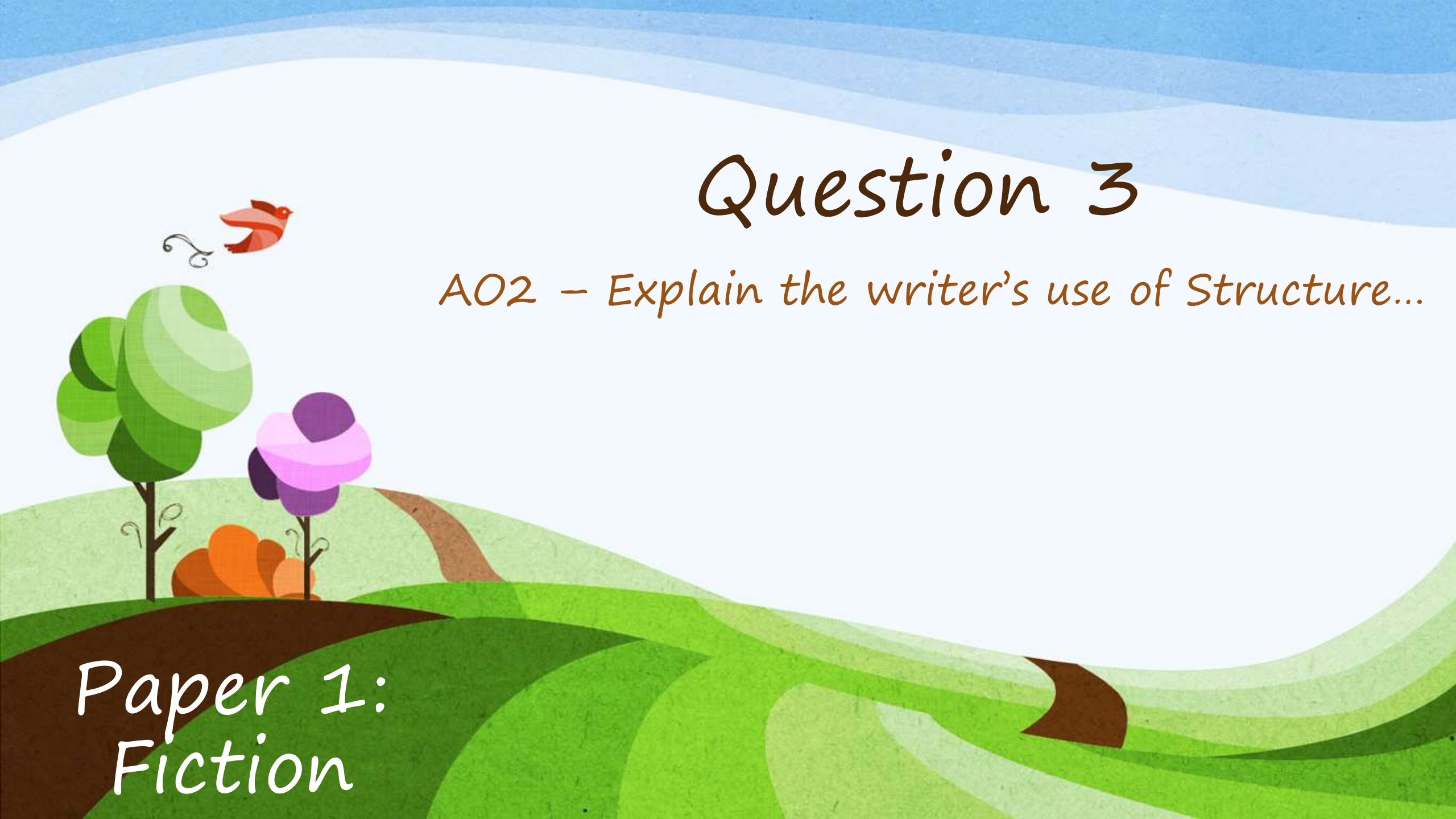
Question 2 – Explaining Feelings...



Question 3

A02 – Explain the writer's use of Structure...

*Paper 1:
Fiction*



Question 3 – Structure

What do we mean by 'Structure'?

Language and Structure are two completely different elements of a text.

Some aspects of a text's Structure include:

Beginning – Middle – End

Characters

Setting

Events

Question 3 – Structure

Some aspects of a text's Structure include:

Beginning – Middle – End

Characters

Setting

Events

Students can write about one, two or all of these but the important things are to explain how the reader feels and how effective each or all are...

Because of timing – one or two is more than enough.

Question 3 – How the writer uses Structure

How does the text intrigue you enough to read on?

Does anything inspire suspense?

Is a character relatable or unrelatable in some way?

Questions to ask when answering...

Answering this part of the question is much easier than most tend to think.

Just looking at the first sentence, only. Write a few notes about what makes it interesting...

1 It was snowing again.

Question 3 – The Opening Sentence



Setting –

Sleds,
Skiing...

Accidents...

Slippy ice...

Snows
regularly

1 It was snowing again.

It's cold...

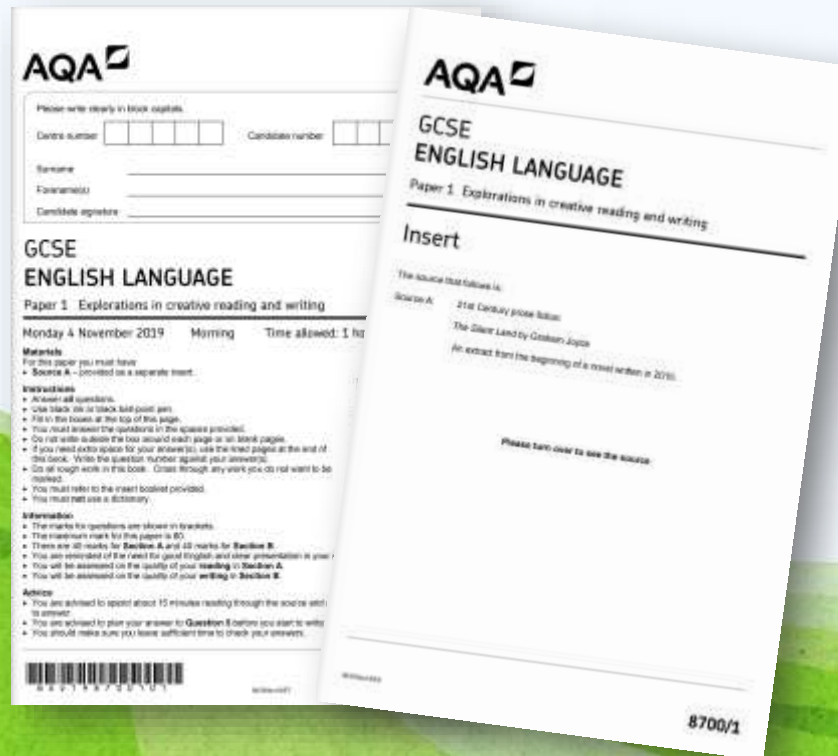
Indicates
Winter...

Harsh
weather...

Christmas...

Question 4

AO4 – Evaluate a text using specific statement...



Paper 1:
Fiction

What does the term 'evaluate' mean?

Use evidence to
make an
assessment as to
whether a
particular idea is
valid or not...



Question 4 – Making an evaluation...

Students are given a statement based on the text to assess...

They are pointed towards the end section of the text to find evidence...

They are asked how far they would agree with that statement...

What students are asked to do...

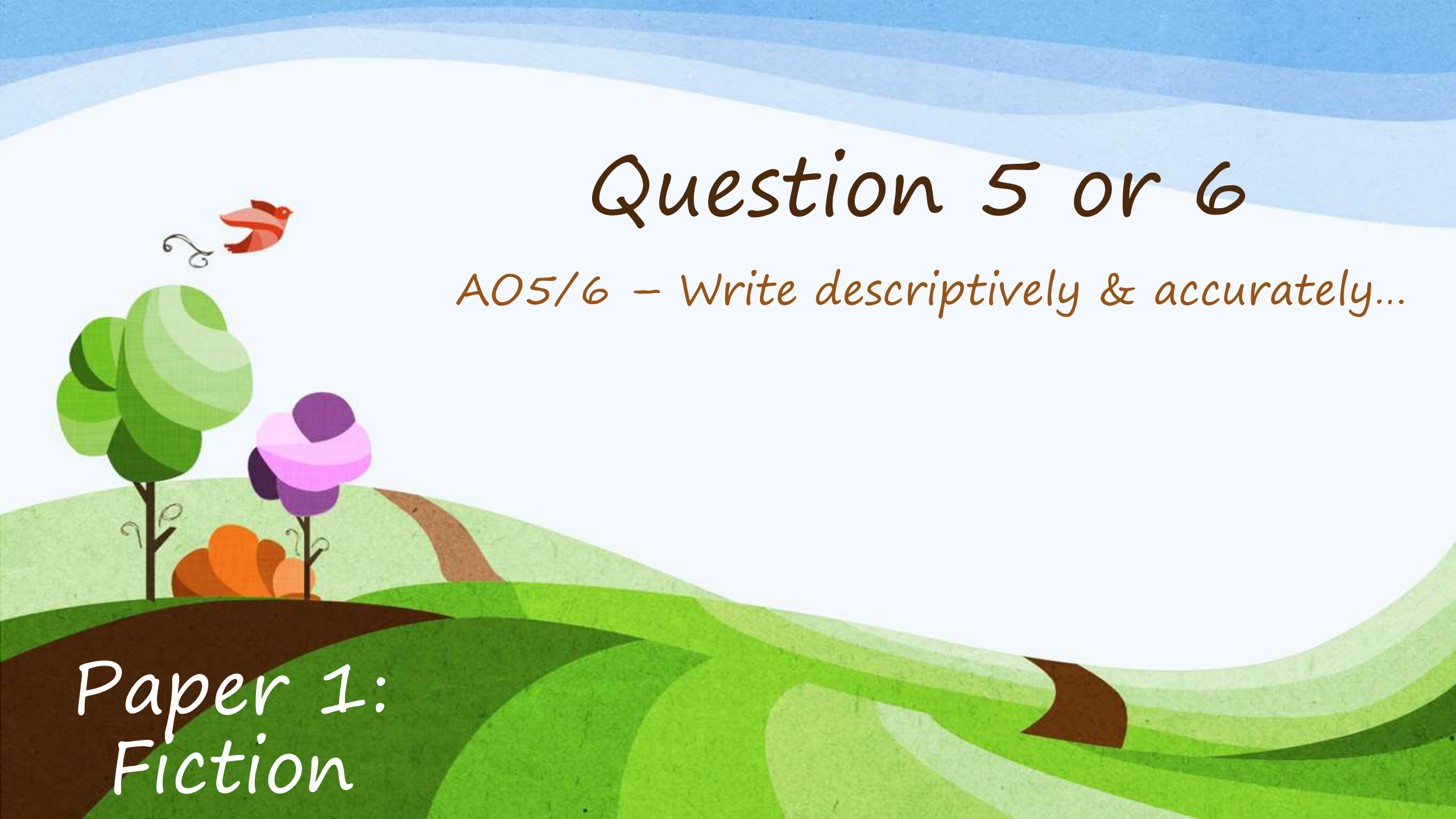
Question 4 – Example evaluation task...

In this extract, there is an attempt to show the relationship between Lucy and Sir Michael. Evaluate how successfully this is achieved. Support your views with detailed reference to the text.

Question 5 or 6

A05/6 – Write descriptively & accurately...

Paper 1:
Fiction





Students are given a choice and an image to work with...

They can either write a story or describe an image in some detail...

Question 5
or 6

Writing to describe, in detail, and with high accuracy...

Question 5

SECTION B: Imaginative Writing Answer ONE question. You should spend about 45 minutes on this section. Write your answer in the space provided.

EITHER *5 : Write about a time when you, or someone you know, felt positively about another person.

Your response could be real or imagined.

*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 5 = 40 marks)

OR *6

Look at the images provided. Write about your most treasured memory. Your response could be real or imagined. You may wish to base your response on one of the images.

*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 6 = 40 marks)

We encourage students to plan EVERYTHING...



Whether they decide to write the story, or description, a good method is to write as many words around the image as possible...

Have a go at writing words around the image which describe how it looks and what is happening...

Bright

Joyously

Happy

Blizzard

Snowy

Mesmerised

Fixated



Shake

Young

Youthful

Winter

Christmas

Imagine

Wonder

She stood there, mesmerised. Fixated by the snowy blizzard; in a state of pure wonder. Giving it a shake made it whip into a blizzard of dancing snowflakes. She'd never been so happy, joyous even. Imagining the snowman coming to life, her youthful face was lit with a Christmas smile, despite the cold of Winter lurking beyond the bright window. It was magical!

Now it's your turn...first plan and then see if you can use your plan to write a few descriptive sentences...

