



The HEMEL
HEMPSTEAD
School

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

-Dr. Seuss

ENGLISH LANGUAGE and LITERATURE



AQA has identified these factors as being key to allow students to outperform their peers in English:

- Motivation
- Wider reading – amount and degree
- Performance on the day
- Impact of teaching
- Application of independent learning





English Language

Tip 1: Know the expectations of both language papers

- Reading with speed (Skimming/Scanning)
- Check timings for questions
- Check wording of questions
- AQA past papers on website



English Language

Tip 2 Reading preparation (50% of language exam)

- Read broadsheets, magazines, online articles, extracts pre 1900, comparisons between articles
- Annotate articles - form/structure/language used
- Exercise book/class materials (Year 10 materials)
- Standardised answers with examiner comments



English Language

Tip 3: Writing preparation (50% of language exam)

- Use class materials/writing frames/exercise book/movie clips/trailers
- Standardised answers with examiner comments
- Practise writing based upon image (Paper 1)
- Practise writing to explain/to instruct/advise/to argue/to persuade. (Paper 2)



Source A

Source A is taken from *Morning Glass*, the autobiography of professional surfer Mike Doyle. In this extract, he describes his introduction to the world of surfing at the beach near his home in California in the 1950s.

- 1 The first time I ever saw somebody riding a surfboard was at the Manhattan Pier in 1953. As much time as I'd spent at the beach, you'd think I would have at least seen one
- 5 surfer before then. But there were only a few dozen surfers in all of California at that time and, like surfers today, they were out at dawn surfing the morning glass. By the time the crowds arrived, they were gone.
- 10 But this one morning I took the first bus to the beach, walked out onto the Manhattan Pier, looked down and saw these bronzed
- 13 gods, all in incredibly good shape, happier and healthier than anybody I'd ever seen. They sat astride their boards, laughing with each other; at the first swell they swung their
- 15 long boards around, dropped to their stomachs, and began paddling towards shore. From my viewpoint, it was almost as if I were on the board myself, paddling for the swell, sliding into the wave, coming to my feet, and angling the board down that long wall of green water. It was almost as if I already knew that feeling in my bones. From that day on, I knew that surfing was for me.
- 20 There were several surfers out that day. Greg Noll was just a kid then, about sixteen years old, but he was hot. On one wave he turned around backward on his board, showing off a bit for the people watching from the pier. I was just dazzled.



Once I'd discovered there was such a thing as surfing, I began plotting my chance to try it. I



Source B

In 1875, the British explorer Isabella Bird travelled to Hawaii, an island in the Pacific Ocean. Source B is an extract from a letter she wrote to her sister back in England, describing a visit to the Hawaiian town of Hilo. At that time in Britain surfing, or 'surf-bathing', was a completely unknown sport.

- 1 Our host came in to say that a grand display of the national sport of surf-bathing was going on, and a large party of us went down to the beach for two hours to enjoy it. It is really a most exciting pastime, and in a rough sea requires immense nerve. The surf-board is a tough plank of wood shaped like a coffin lid, about two feet broad, and from six to nine feet long, well-oiled and cared for. They are usually made of wood from the native breadfruit tree, and then blessed in a simple ritual.

- The surf was very heavy and favourable, and legions of local people were swimming and splashing in the sea, though not more than forty had their Papa-he-nalu, or 'wave sliding boards,' with them. The men, each carrying their own hand-carved boards under their arms, waded out from some rocks on which the sea was breaking, and, pushing their boards before them, swam out to the first line of breakers*, and then diving down were seen no more till they re-appeared half a mile from shore.

- What they seek is a very high breaker, on the top of which they leap from behind, lying face downwards on their boards. As the wave speeds on, and the bottom strikes the ground, the top breaks into a huge comber*. The swimmers appeared posing themselves on its highest edge by dexterous movements of their hands and feet, keeping just at the top of the curl, but always apparently coming down hill with a slanting motion.

- 18 So they rode in majestically, always just ahead of the breaker, carried shorewards by its mighty impulse at the rate of forty miles an hour, as the more daring riders knelt and even stood on their surf-boards, waving their arms and uttering exultant cries. They were always apparently on the verge of engulfment by the fierce breaker whose towering white crest was ever above and just behind them, but just as one expected to see them dashed to pieces, they either waded quietly ashore, or sliding off their boards, dived under the surf, and were next seen far



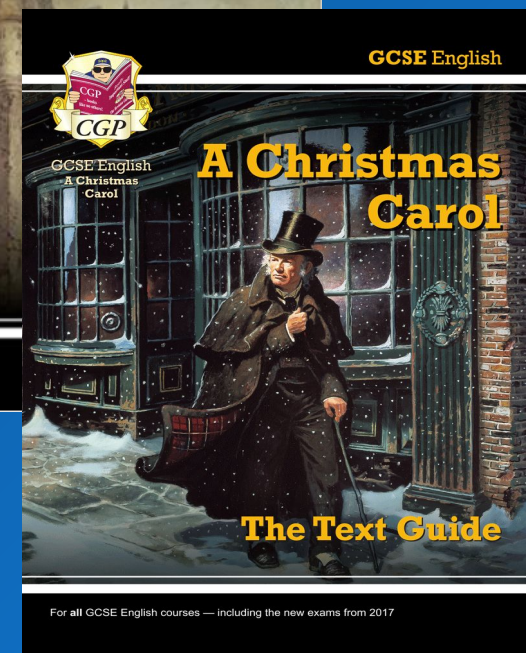
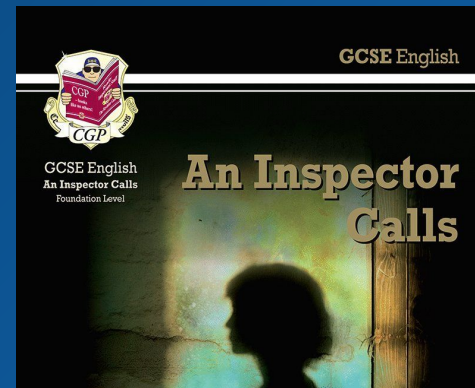
English Literature - Advice from AQA

- Know text well. Learn text rather than learning possible questions
- Demonstrate knowledge of text. ‘Pointing’ to particular moments
- Know what happens just before/after extract
- Understand connection between writer’s methods and writer’s ideas - “how” and “why”
- Link your comments to context where possible.



TIP 4: English Literature reading preparation

- Use of PiXLit app
- Closed book - Learn key “words” quotations/short phrases
- Create character/theme revision pages for each text.
- CGP revision guides





TIP 5: English Literature writing preparation

- Practise writing about the extract ONLY
- Practise linking ideas to earlier/later in text
- Build answers using Point/Evidence/Analysis process
- Use standardised materials that contain examiner comments