

English Language

Year 11 Mock Exam Information

Exam specification and exam board	AQA English Language 8700 GCSE English Language Specification
Past papers available at	AQA Past Papers
Useful revision websites	Mr Bruff (You Tube) BBC Bitesize
<u>MOCK EXAM INFORMATION</u>	Paper 2 Writers Viewpoints and Perspectives – Section A and B 1 Hour 45 Minutes
High-level summary of topics covered in mock	Section A – Reading Skills (unseen texts) Question 1 – Interpreting information (True/False) Question 2 – Summary and Inference Question 3 – Language Analysis Question 4 – Comparison and analysis Section B – Extended Writing Question 5 - Write a letter, speech or article on a topic given in the exam.
Recommended revision strategies See “The St John's Way to Revise” for support with revision strategies.	• Understand subject terminology – use flash cards or mind maps to revise language and structural techniques. • Practice ‘skimming and scanning’ texts to improve reading speed and ability to spot information • Pick a topic in the news (e.g. AI, the environment, climate change) and consider how you feel about it. How would you write about your opinion on this topic? • Read some articles to see how professional writers write. Try these links on SharePoint or The Guardian Online
Top tips for your exam	• Use our recommended approach to the exam to be clear on the marks and timings. Note the suggestion that you tackle question 3 before question 2. • Read through the questions first so you know what you’re looking for in the texts. Be clear on the focus of each question. • Be really clear on the difference between inference (question 2) and analysis (question 4). If you find yourself writing the same things for both questions, something has gone wrong. • PLAN your response to Question 5.

Year 11 Mocks

This is a suggested programme of revision for your mock exam – you can adjust it to meet your own needs and the time you have available. Each task should take no more than 20-30 minutes.

Week commencing	Task 1 (Essential)	Task 2 (Extension)
12/10/26	Create a set of flashcards to revise subject terminology	Use your flashcards to test yourself.
19/10/26	Download this past paper insert from the AQA website. Read Source A, lines 12 – 23 Annotate or note down any interesting language techniques you can find in the description of the train crash. Try to use the subject terminology from your flashcards.	Use your notes to answer the following question in 2-3 full paragraphs: “How does the writer use language to describe the train crash” Use the mark scheme (pages 10-11) to review your answer.
26/10/26 <i>Half Term</i>	Read this article and consider these questions. • What is the topic of the article? • What opinion does the writer have? • What words or phrases help you to identify their opinion? • How would you describe the tone of the piece (e.g. humorous, critical, positive, angry)? • What persuasive techniques have they used?	“Litter is an issue that isn’t going away and young people are the biggest cause.” <i>Write a plan for an opinion article in response to this statement. Try to think in terms of:</i> <i>Delayed lead (scene setting or anecdote)</i> <i>Position – what's your point of view</i> <i>Relevance – why is this issue relevant</i> <i>Now – what do you want your reader to think/do?</i>
02/11/26	Test yourself on your subject terminology using your flashcards	Use the plan you created last week to write a full article in response to the statement on litter (above).
09/11/26	Using the past paper insert you downloaded, read Source A again. Write down everything the Source says about the train the writer is travelling on e.g. what are the features of the train.	Now, read Source B. Now write down everything that writer says about the train they were travelling on AND what you can INFER about it. Try to write a summary of the differences between the trains in two paragraphs as though you are answering Question 2.

	What can you INFER about the train from what you've written (e.g. why is it designed like that, what's its purpose, what's it like to travel on?)	Remember to include: Difference + Quotation + Inference.
16/11/26	Re-read the two sources from your past paper insert and think about how the writers feel about their experiences of travelling on a train. Highlight quotations in the texts and write down how each quotation shows us the writers' feelings. Try to look for less obvious language or structure and think about what they might suggest (e.g. repetition might indicate boredom, dark colours might symbolise depression)	Use your notes to write a response to this Question 4: <i>Compare how the writers convey their different feelings and perspectives about their experiences of travelling on a train.</i> In your answer, you could: • compare their different feelings and perspectives • compare the methods the writers use to convey their different feelings and perspectives • support your response with references to both texts.
23/11/26	Read through the recommended approach to paper 2 and be sure on the marks available and recommended timeframes for each question.	Get a good night's sleep before your exam!!