



# **Year 11 Information Evening**

## **Class of 2020**

### **Tuesday 1<sup>st</sup> October 2019**

# Summit (GCSEs)



**Oct 2019**

**Intervention & Revision Reward Cards**

**4<sup>th</sup>-22<sup>nd</sup> Nov**

**Mock exams/walk and talk mocks**

**10<sup>th</sup> Dec 2019**

**Parent Consultation Evening – mock exam results handed out on this evening to pupils/parents/carers**

**Jan 2020**

**Ongoing Revision classes during and after the school day**

**10<sup>th</sup> -24<sup>th</sup> Feb 2020**

**Mock exams**

**10<sup>th</sup> Mar 2020**

**Parent Consultation Evening**

**Year 11 Assemblies led by Core Subject HODs**

**Exam Stress Workshop**

**Enrichment day – Speaker in (Exam Prep and motivation)**

**Easter Revision  
Classes Schedule**

**Apr 2020**

**May 2020**

**Exam Timetable  
Superhero assembly**

## Base Camp (Now)

# What you can do as parents



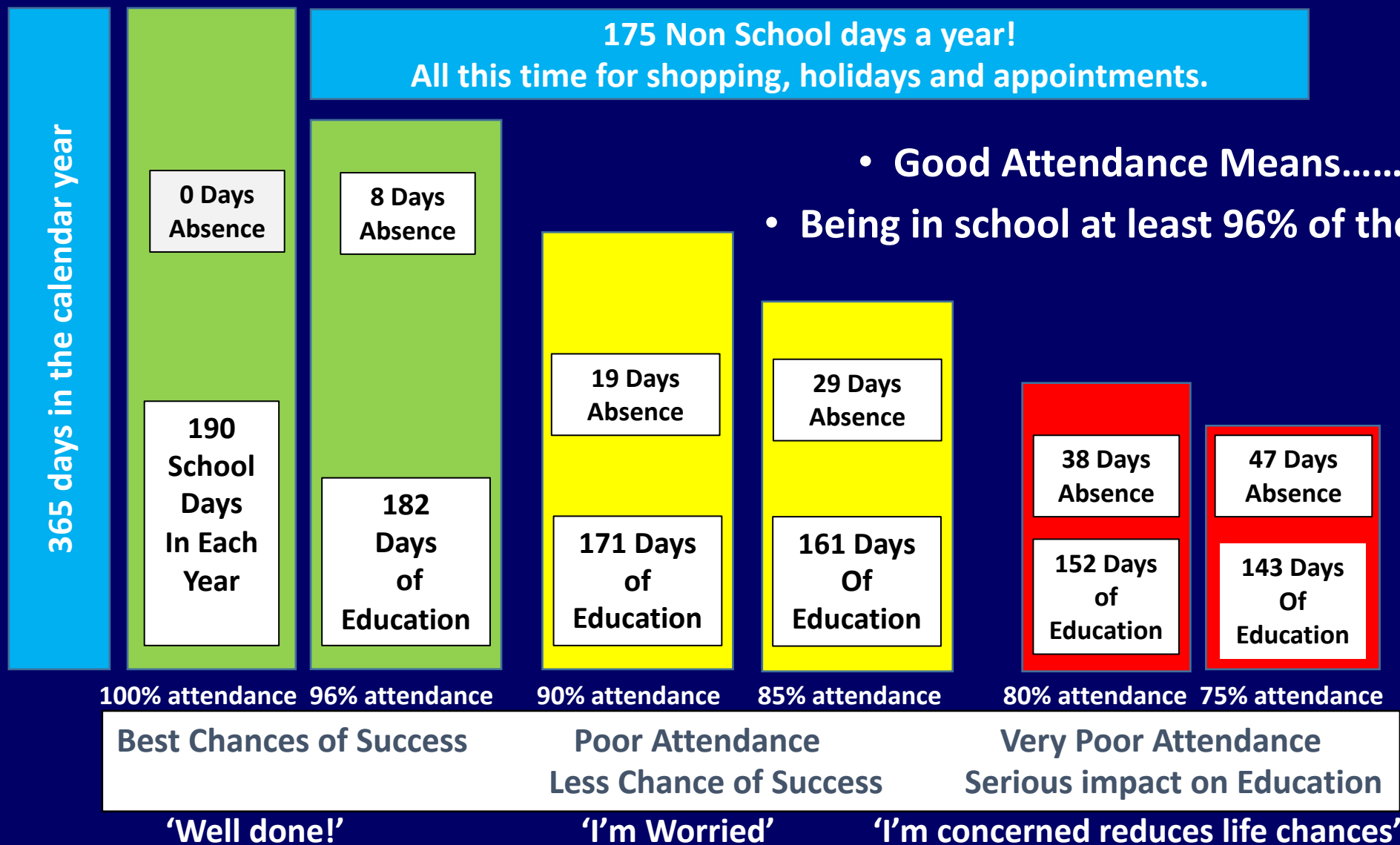


# Parental Roles

- Project Manager
- Study Buddy
- Attendance Officer
- Support and Cheerleader



# Attendance





## YEAR 11



@camsgeog  
@Mmisskendall

[Class2020@camshill.com](mailto:Class2020@camshill.com)

@GCSEtoolkit  
@GCSErevision101  
@GCSEpod  
@RevisionTopTips  
@examanxiety  
@\_SelfEsteemTeam  
@YoungMindsUK



Follow school departments on twitter for useful information

Search for a course

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Filters

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☐ Diagnostic Misconceptions (3)

☐ Vocabulary (1)

☐ Premium Free Trial (0)

☐ HyperLearning (45)

☐ Predicted Papers (23)

☐ HyperFlashcards (25)

☐ Hardest Questions (9)

Level

German: AQA GCSE

History: AQA GCSE The First World War

History: AQA GCSE Elizabethan England

Media Studies: AQA GCSE

History: AQA GCSE Health & the People

English Lit: AQA GCSE The Cur of the Dog in the Night-Time

Name: \_\_\_\_\_

# REVISION SESSION CAMS HILL LOYALTY CARD

- For each card completed in full - £1.00 off yearbook
- Tutors collecting cards and collating information on what revision sessions pupils are attending to direct students to classes which they are not attending.

1	2	3	4	5
6	7	8	9	10

hand to your tutor to keep  
once all 10 sessions are signed

# Mindfulness and Well-being



## FREE APPS TO HELP WITH ANXIETY

@recovery\_daughter



**WellMind** for dealing with stress, anxiety and depression; with relaxation games, advice and podcasts



**Youper** talk, track, meditate - created by clinical experts and aims to help you understand yourself, improve behaviour and relationships



**Self-Help for Anxiety Management** create an anxiety toolkit



**Clear Fear** anxiety management and support network creator to help you when anxiety hits







The Prom – Friday 26<sup>th</sup> June 2020  
Hilton, Ageas Bowl



# Superheroes Assembly

## Parent/Carer Involvement



- Parents/carers to write a personal message for their child to receive in the final assembly before the main exam period.
- These will not be read out in the assembly. Pupils can open them in the assembly or read them at a later date away from friends and peers.
- Deadline of collection: **Friday 28<sup>th</sup> February 2020**
- Main reception – Name of child and tutor group/Final Exam Assembly

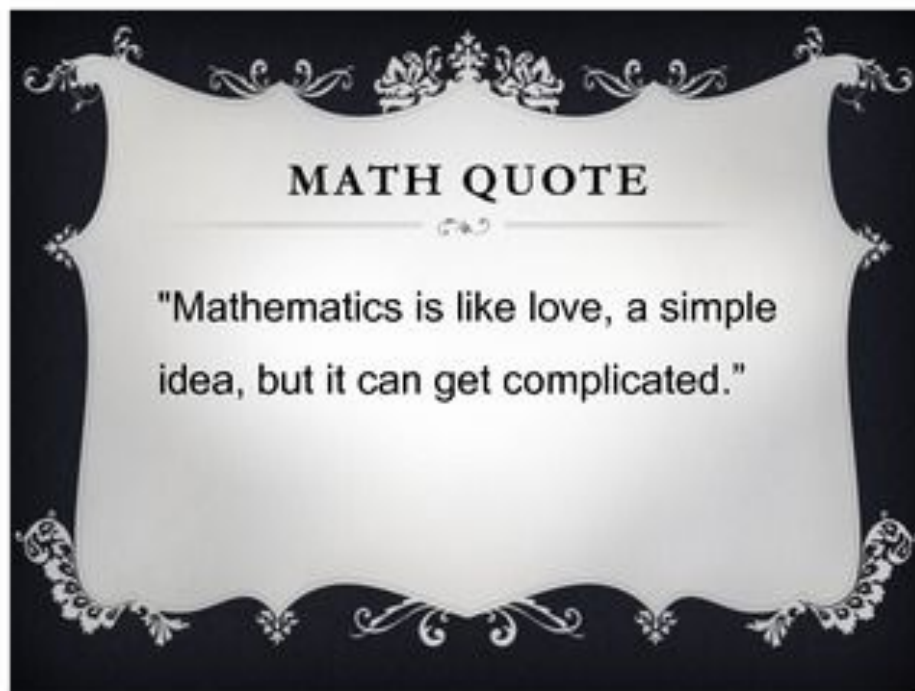




# We wish your child every success in Year 11 at Cams Hill School



# Supporting your child with Mathematics at home



# Edexcel 1MA1

- **3 Papers (1.5 hours each)**
- **P1 Non-Calculator Tuesday 19/5/20 am**
- **P2 Calculator Thursday 4/6/20 am**
- **P3 Calculator Monday 8/6/20 am**
- **80 marks per paper (240 marks in total)**

# Key findings (Examiner's reports)

- Basic arithmetic skills
- Illegibility
- Correct equipment used in diagrams – when to use a ruler for graphs and when graph should be freehand
- Show clear method steps
- Problem solving and reasoning
- Confidence in algebra

# What we offer

- Year 11 Maths revision - Wednesday 3.15-4pm
- Revision / homework support - Monday lunchtimes in MA10
- Homework set weekly
- WTM later this month
- Two sets of Mocks (Nov. and March)
- Analysis Mock Feedback sheets
- Practice papers including ...
- Exam Paper Friday!

The secret  
to getting  
ahead is  
getting  
started

# After the Mocks ...

Skill	%	Topic	%	Test	Score	Grade
19. Multiplying integers	100%	TOPIC: NUMBER	61%	Nov Mock 2017 Paper 1H	40	
21. Inverse operations	100%	TOPIC: PROPORTION	86%	Nov Mock 2017 Paper 2H	33	
38. Introduction to Ratio	86%	TOPIC: ALGEBRA	29%	Nov Mock 2017 Paper 3H	30	
48. Reflections	100%	TOPIC: MEASURES	29%	<b>Nov Mock 2017 Higher</b>	<b>103</b>	<b>5</b>
50. Translations	0%	TOPIC: GEOMETRY	52%			
51. Plans and Elevations	100%	TOPIC: DATA	100%			
53. Area of a Rectangle	100%	TOPIC: PROBABILITY	46%			
60. Mutually Exclusive Events	100%					
62. Averages and the Range	100%					
66. Multiplying Decimals	100%					
72. Finding a Fraction of an Amount	100%					
76. Reciprocals	0%					
78. Product of Primes	100%					
82. Working with Indices	0%					
83. Standard Form	71%					
85. Fractions, Percentages, Decimals	60%					
86. Percentage of an Amount (Calc.)	60%					
87. Percentage of an Amount (Non-Calc.)	100%					
90. Rounding to Significant Figures	75%					



# Exam Paper Friday (Spring Term)

Hints for first half of next paper	HIGHER CALC Friday 5th April	Name:				
*Bring this sheet next Friday		Attended Revision? : Y / N				
		Checklist for revision				Test Outcome
		M/W Clip	Red	Amber	Green	
<b>Algebra</b>	Hints/reminders					
Straight Line Graphs	Complete a table of values					
Sim Equations	Non Linear					
Simplifying Algebraic Equations	Factorise Top and Bottom and cancel down					
Solving Inequalities						
$y=mx+c$	Gradient/co ordinate					
<b>Geometry</b>						
Advanced Trig	Sine/Cosine/0.5absinc					
Angles in Polyons	Remember 3 different formulas					
Circle Theorems	Cyclic Quad					
Pythag	Long or short side					
Similar Shapes	LSF/ASF/VSF					
Volume Cylinders						
<b>Number</b>						
Indices						
Ratio	Mix with LCM					
Reverse						
Percentages/Compound	Remember multiplier for depreciation					
Surds	Simplifying with fractions					
<b>Statistics</b>						
Averages from Tables	Modal/Estimating Mean					
Cumulative Freq	Quartiles on Graph - Using and reading					
Probability	Estimating probability					
Revision Notes / examples (use back of sheet if necessary plus additional paper)						

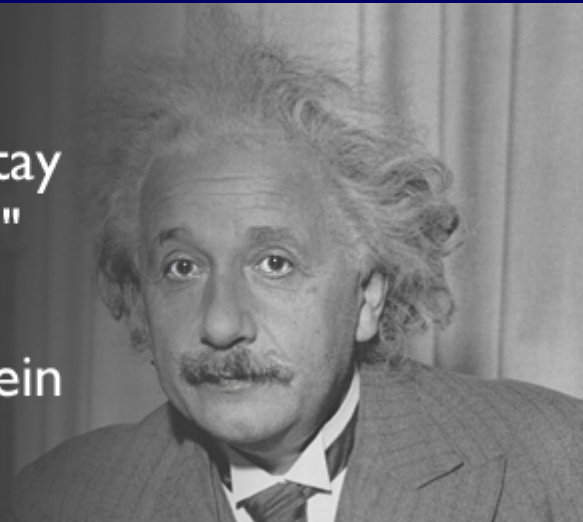


# How to revise for Mathematics

- Little and often.
- Practise questions.
- Focus on gaps in knowledge.

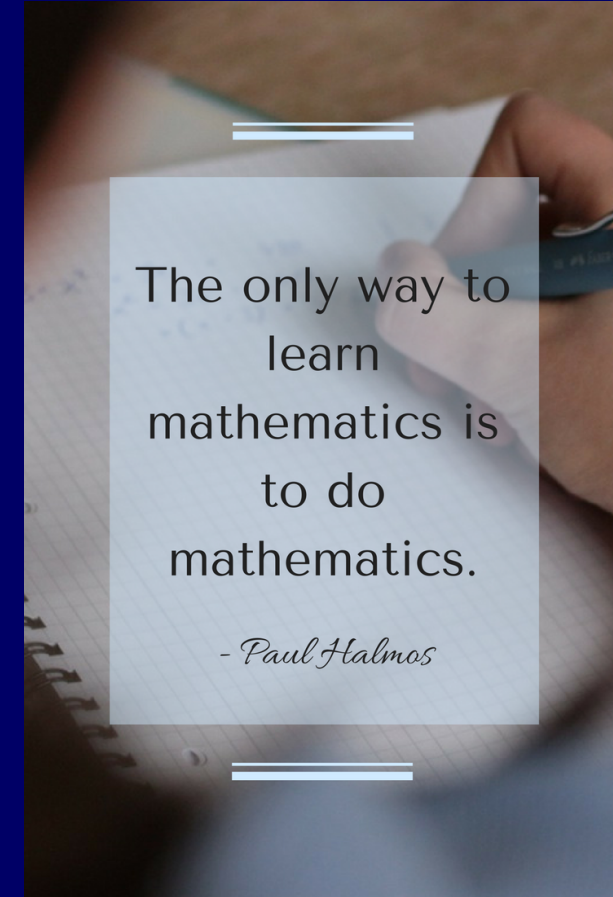
"It's not that I'm so smart, it's just that I stay with problems longer."

—Albert Einstein



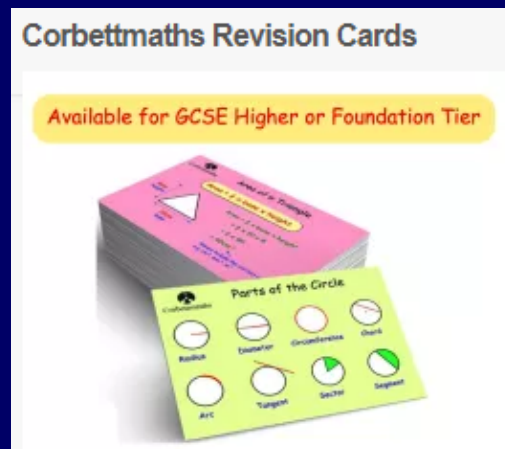
The only way to learn mathematics is to do mathematics.

— Paul Halmos



# Websites and resources

- 'MathsWatch'
- 'Corbett Maths'
- 'Pixl Maths App'



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come from  
what you do  
occasionally.  
It comes from  
what you do  
consistently.*

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Find a Clip

Qualification GCSE

Tier Higher

Grade All

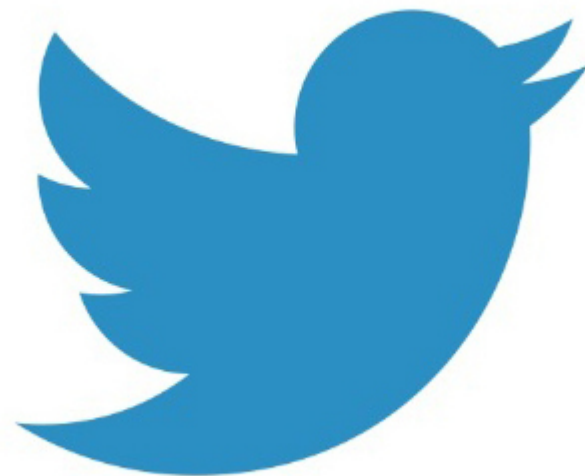
Topic Algebra

Search

Choose Clip (65)

Clip	Title
7	Introduction to Algebraic Conventions
8	Coordinates
33	Simplifying - Addition and Subtraction
34	Simplifying - Multiplication
35	Simplifying - Division
36	Function Machines
37	Generating a Sequence - Term to Term
93	Expanding Brackets
94	Simple Factorisation

Video



@CamsMaths



# Supporting your child with Science at home



## AQA Combined Science: Trilogy

## AQA Separate Sciences

- Six written papers: two biology, two chemistry and two physics.
- Each of the papers will assess knowledge and understanding from distinct topic areas. Some skills could be assessed on any of the papers.



**Separate Sciences – 3  
GCSE's each with a  
separate 9-1 grade**

**Combined science is an  
award worth 2 GCSEs. A  
17 point grading system is  
used.**



## GCSE COMBINED SCIENCE

DOUBLE AWARD GRADE COMBINATIONS





# What are the questions like?

The exams use a range of question types:

- Closed – multiple-choice, link boxes, sentence completion, labelling diagrams.
- Open – labelling/drawing diagrams, short answer, calculations, extended response.

Pupils will be required to:

- demonstrate knowledge and understanding (40%)
- Apply knowledge and understanding (40%)
- Analyse information and ideas (20%)

# Regular Quizzing at home

**DODDLE** QUESTION

AQA Adaptations mini quiz

Question 2 of 11: surviving in the Arctic



Which **THREE** of the following adaptations would help an animal to survive in the Arctic?

Press the boxes next to the **THREE** correct answers.

large ears

☐

brightly-coloured fur

☐

large, wide feet

☐

a thick layer of  
blubber (fat)

☐

greasy fur

☐

large surface area

☐

blood vessels near  
skin surface

☐

low body fat  
composition

☐

small, narrow feet

☐

Score: 1 out of 3

That's not right.

Press "next" for a recap on adaptations for life in cold climates.

see answers

next >



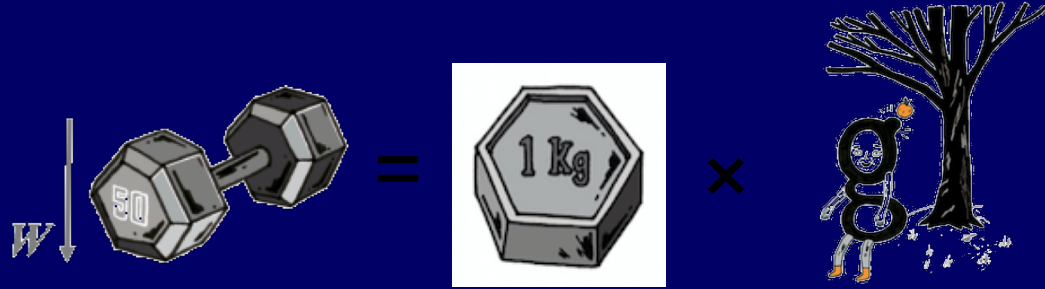
These adaptations help animals to survive in cold environments, such as the Arctic:

- **Large, wide feet** – these help to distribute an animal's weight over the snow.
- **Greasy fur** – this repels water, stopping the animal from getting cold.
- **A thick layer of blubber (fat)** – this acts as insulation from the cold.

# Key Knowledge Quiz: B7 Non communicable disease

1	Define the word health.	A state of complete physical and mental well-being
2	Name 4 ways that different types of disease can interact to make a person ill.	Defects in the immune system, viruses that can trigger cancer, immune reactions caused by pathogens, physical ill health
3	Name two types of risk factors that affect health	Lifestyle and substances taken into the body or in the environment.
4	What are the risk factors for cardio vascular disease?	Diet, smoking, lack of exercise.
5	What is a risk factor for Type 2 diabetes?	Obesity.
6	Give two examples of COPD	Bronchitis and emphysema.
7	What is the biggest risk factor for lung cancer?	Smoking.
8	What are the symptoms of lung cancer?	Persistent cough, coughing up blood, weight loss
9	What are the risks of smoking while pregnant?	Miscarriage, premature births, sudden infant death syndrome (SIDS).
10	What is the risk of heavy drinking throughout pregnancy?	It can lead to foetal alcohol syndrome.

# 21 (or 23) Physics equations to learn!



weight = mass × gravitational field strength

$$W = m \times g$$

N

kg

N/kg

Don't forget  
the SI units

# The 'IT' Resources (specific to the course)

You (and all pupils) will receive a set of resources

**AQA GCSE  
BIOENERGETICS  
THINK IT!**

**LearnIT!  
KnowIT!**

**QuestionIT!**

2. What is an exothermic reaction?

**Label IT**



## Multiple Choice Questions

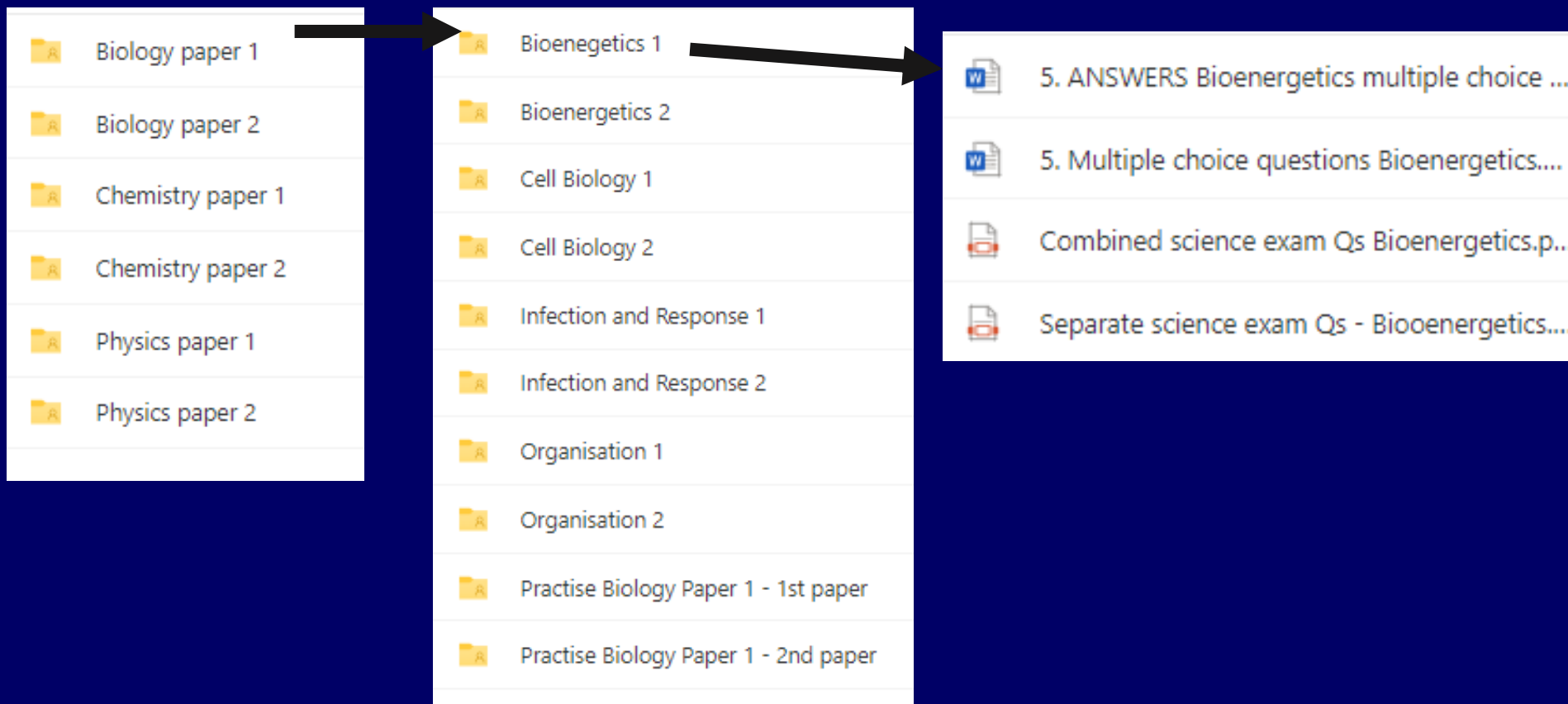
1. Which cell group does not possess a true nucleus?
  - a. Prokaryotes
  - b. Eukaryotes
  - c. Plants
  - d. Animals

**AnswerIT!**

3. What does cell differentiation mean?

**When a cell changes to become specialised.**

# The Resources are organised by paper for pupils:

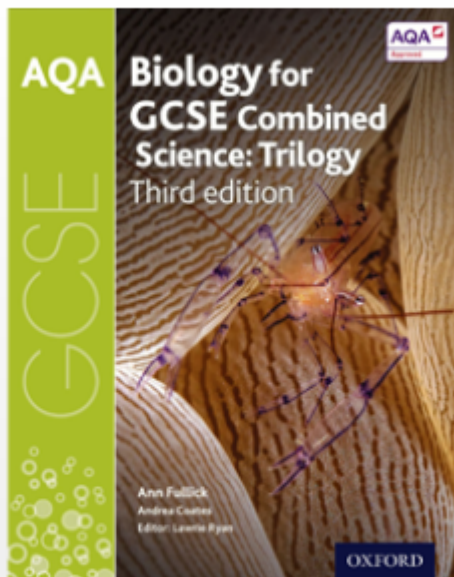




# Organised into a dated revision schedule

SCIENCE REVISION SCHEDULE 2019							COUNTDOWN					
	Day	Date	Pap	Topic	Task		I	C1	P1	B2	C2	P2
1	Saturday	06 April 2019	B2	Homeostasis & Response 1	1.Read topic 5 from your revision guide 2.Complete the multiple-choice questions for this topic and mark them. 3.Watch the 'Free Science Lessons' (blue man) video for the 'Reaction Times' required practical & make notes. 4.Complete the science exam questions for this topic. 5.Mark your answers to the questions using the mark scheme (scroll down to the bottom)	38	40	46	62	67	69	
2	Sunday	07 April 2019	C2	Rate & extent of energy change	Revision guide page refs, 100-107, 110-112 <i>TRIPLE ONLY: Revision guide page references p117-125,127-129</i> oWatch Required practical videos and name control, independent and dependent variables YouTube links: Rates of reaction practical oBBC Bitesize links: Collision TheoryChanging the rate of reaction oComplete PIXL multiple choice questions and mark them	37	39	45	61	66	68	
3	Monday	08 April 2019	P2	Forces 1	1.Read pages 76 to 85 of Physics Revision book. 2.Complete warm-up and exam questions on p81 and p86 3.Watch Blueman clip re: Investigating Springs 4.Complete Doodle Quiz – Required Practical – AQA Force and Extension 5.Complete Doodle – AQA Contact and Non-Contact Forces and AQA Gravity and Weight	36	38	44	60	65	67	

# Login - Digital Book



AQA GCSE Sciences (9–1)  
AQA GCSE Biology for Combined Sciences: Trilogy

Username/Email

Password

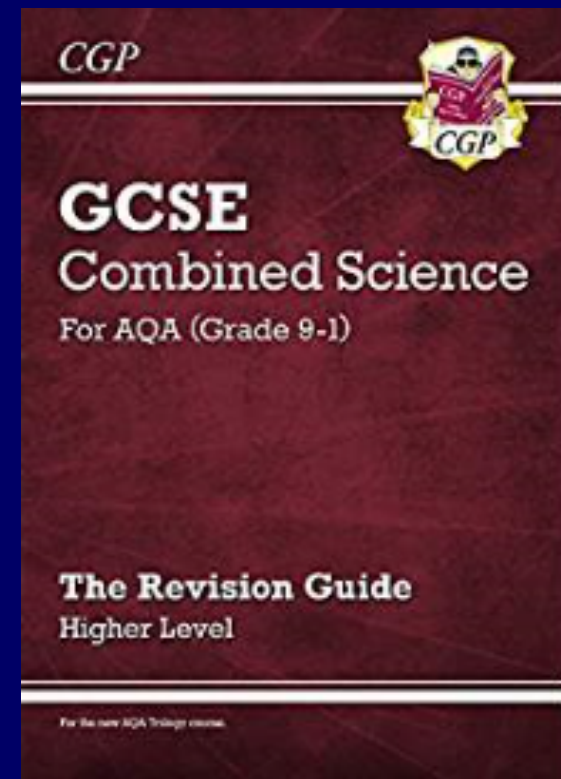
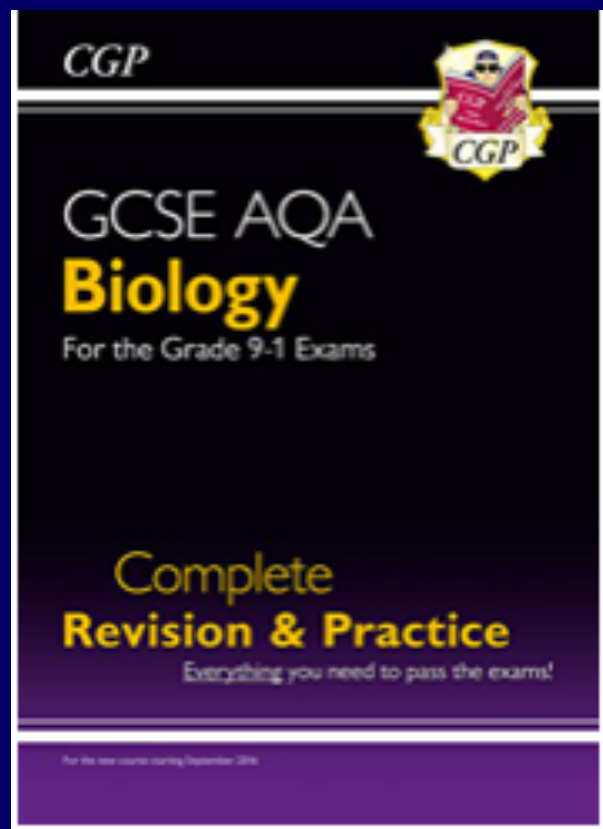
Institution Code

**Log in**

## Contents

Required practicals	vi	<b>B4.9</b>	Factors affecting transpiration	68
How to use this book	vii – viii		B4 Summary questions	70
Kerboodle	ix		B4 Practice questions	71
<b>1 Cells and organisation</b>	<b>2</b>	<b>2 Disease and bioenergetics</b>	<b>72</b>	
Chapter B1 Cell structure and transport	4	Chapter B5 Communicable diseases	74	
<b>B1.1</b> The world of the microscope	4	<b>B5.1</b> Health and disease	74	
<b>B1.2</b> Animal and plant cells	6	<b>B5.2</b> Pathogens and disease	76	
<b>B1.3</b> Eukaryotic and prokaryotic cells	8	<b>B5.3</b> Preventing infections	78	
<b>B1.4</b> Specialisation in animal cells	10	<b>B5.4</b> Viral diseases	80	
<b>B1.5</b> Specialisation in plant cells	12	<b>B5.5</b> Bacterial diseases	82	
<b>B1.6</b> Diffusion	14	<b>B5.6</b> Diseases caused by fungi and protists	84	
<b>B1.7</b> Osmosis	16	<b>B5.7</b> Human defence responses	86	

# AQA Revision Guide Grades 9-1





# Supporting your child with English Language and English Literature at home



# English Language – Overview of papers.

## Paper 1: Explorations in Creative Reading and Writing

1hr 45mins

50% GCSE

### Reading

- Question 1 – 4 statements about an area of the text.
- Question 2 – How does the writer use language.
- Question 3 – Structure focus.
- Question 4 – Do you agree.

### Writing:

- Question 5 – Fiction Writing.

## Paper 2: Writers' Viewpoint and Perspectives

1hr 45mins

50% GCSE

### Reading

- Question 1 – True and False.
- Question 2 – **Comparison of both texts.**
- Question 3 – Language analysis.
- Question 4 – **Comparison of texts and language used.**

### Writing:

- Question 5 – **Non-Fiction Writing.**



## AQA LANGUAGE PAPER 1 EXAM FEEDBACK



TOP TIPS

Q1

- Write in sentences as it may make students points more relevant
- Keep information basic – don't need to interpret the information

- Work backwards – the EFFECT is what gains marks
- Not everything in the bullet points needs to be used
- Subject terminology should enhance a response and not be reliant upon it
- The analysis must be precise and contextualised
- No introductions.
- Write about: the effect/scene and then support with the technique that did that; the bigger ideas suggested by the metaphor/simile/word choice; think about the feelings of the character AND the reader.
- Do not write about sentence structure; write more than the character given; write about techniques without saying what effect is made; use the phrase 'a good effect/big effect'
- Make 3 points maximum

Q2

- Students must focus on WHY the writer has chosen to structure the text in this way
- Students should see the text as a construct and look at the structure before breaking it down and analysing the shifts
- Keep subject terminology simple, equilibrium, narrative shifts, shifts in focus, analepsis, prolepsis
- Students should consider the movement through the text and explain why the shifts happened
- Introductions are unlikely to gain marks
- Students should write about: link between beginning and end, symbolism, first person/third person perspective, use of flashback/setting shifts.
- Students should not write about punctuation, dialogue (unless they have a really pertinent point) say 'this makes the reader want to read on.'
- Make 3 points maximum.

Q3

- Students should think of inventive ideas, and different ways of looking at things. The more original the idea, the more likely it is to be engaging.
- Students should be encouraged to use what they have learnt about the structure of an extract in Q3 to structure their own writing.
- Students should plan their answer to help with organisation and cohesion. They should also leave time for editing at the end.
- Responses should not be too lengthy and instead students should work on creating a shaped and structured response in 2-3 sides.
- A continued use of senses is limiting e.g. – 'I can see', 'I can hear' etc.
- Although ambitious vocab should be encouraged, it is important that students understand the words that they are using.

TOP TIPS

Q4

- Students must understand it is imperative to evaluate the 'how' as well as the 'what'.
- All evaluations and interpretations are valid as long as they are rooted in the text.
- Students should decide if they are agreeing/not agreeing with the statement in mind.
- As they read, they should highlight the points that link to the statement and then consider three to link to the statement in their answer.
- Things to look out for: motivations of characters, write about the deeper meaning of words and what symbols/reveal about the characters. Speak generally about the character/situation as a whole and make a judgement.

Q5

- Students should practice using a variety of sentence forms – how to
- Students should understand common correct.
- Students should be aware how to correctly
- How and where to use apostrophes

A06

## AQA LANGUAGE PAPER 2 EXAM TOP TIPS



TOP TIPS

Q1

- Ensure students understand how to shade the circles correctly for Question 1.
- Students should not write Y or F next to the statements.

Q2

- Students should focus on identifying clear differences/similarities between the **texts**, which they are then able to infer meaning from.
- Students should be reminded that they will need to look closely for information, as they will not necessarily be a wealth to choose from.
- Students should be reminded that they must infer, or they are limiting themselves to Band 1.
- Check the question focus. Many students wrote about similarities NOT differences.
- Read the question, students wrote about the wrong topic, highlighted it!
- Referring to the time periods is not in itself a valid difference of the task
- Students should be prepared to respond to the precise focus

Q3

- Students should understand that the key to success in Question 3 is to focus on comments on the effects of language.
- The clear message is that the subject terms can only ever enhance the language analysis and cannot replace it.
- The best responses explain in detail the effect of specific words and phrases.
- Elaborate subject terms can be over-used and misunderstood
- Give them a useful focus
- Students should only analyse at a sentence level if they are sure they have something pertinent to say.
- Students should make sure their analysis is in context e.g. analysing the word but not in terms of its relevance in the quote e.g. The writer uses the abstract noun 'love' to show that Heritage loves his son (quote: he loves to run)

A06

## AQA LANGUAGE PAPER 2 EXAM FEEDBACK



TOP TIPS

Q4

- Students must comment on methods so that they don't lose marks
- Responses can be structured loosely and still be highly effective
- Students should be encouraged to engage with a wider variety of methods
- Introductions are not needed and rarely achieve marks. Students should go straight into the answer.
- Students should have a variety of synonyms at their disposal. E.g. happy, sad, positive, negative – all of these are 'same'. We need to explicitly teach vocabulary to our students
- Students should be wary of doing too much. It is better to focus in on one comparison than do lots badly.
- Comparison needs to be explicit, saying 'however, in source B...'
- Students should avoid the over-use of embedded quotations. Often they are used with no real understanding or analysis.

Q5

- To write less and to craft their writing more would be useful advice for all.
- Students should be careful when using mnemonics as it may hinder their creativity.
- Students should consider whether the use of statistics and experts is useful to their argument.
- Planning is recommended to produce a coherent structure or argument.
- Responses should be well-structured and considered – quality over quantity.
- Students should stick to one side of the argument.
- Students should consider how to create an inventive structure for their argument.

A06

- Students should spend less time writing longer responses and more time checking, proofreading and improving their work for technical accuracy.
- Avoid formulaic use of linguistic devices
- Students should be encouraged to plan and incorporate more structural features.





# English Literature – Overview of papers.

Exams are “closed book” which means students cannot take the texts in. Therefore they **MUST** memorise quotations.

## Paper 1: Shakespeare and Pre1914 Novel

1hr 45mins

40% GCSE

### Section A:

#### Shakespeare

Extract Given.

### Section B:

#### A Christmas Carol

Extract Given.

## Paper 2: Modern Prose/Drama & Poetry

2hr 15mins

60% GCSE

### Section A:

No Extract Given.

### Section B:

Anthology: Power & Conflict.

### Section C:

- a) Unseen Poetry
- b) Comparison



**These texts are not about plot; the poems are not about simple themes. They are complex. They are about social divide, capitalism, exploitation, pride, ambition and so on...**

**All students have (or should have) an annotated copy of each of these texts (apart from the unseen poems, obviously).  
They need to be reading these every night.**

**Closed book exam. Pupils will need to know quotations from all of the texts.**

## ... and poetry

- Know the text. If you know the text well you will be able to demonstrate this knowledge and focus.
- Answer the question. Perhaps underline the key foci before you start. Make sure you've read the question accurately.
- Demonstrate your knowledge of the text by "pointing" to particular moments. If you use a direct reference, make sure it's relevant to your answer, and that you can say something useful about it. You don't get extra marks for more quotations, but you do get more marks for making plenty of interesting comments about the references you have selected.
- Focus on the range of things that the writer might have done on purpose during the process of putting the text together.
- Using the writer's name can help you to think about the text as a conscious construct and will keep reminding you that the author deliberately put the text together.
- Link your comments on contextual factors / ideas to the text. Remember that context informs, but should never dominate, your reading of the text. The text comes first.
- Read the unseen poem and make sure you get a sense of the overall point first. Select three or four key things to focus your attention on.
- Manage your time effectively. Don't spend too much time on the final question as it is only worth 8 marks. Remember that this task asks you to compare methods, so make sure you focus your attention on the similarities / differences between what the two poets have done to make meaning.

\*AD: If a student does not complete all ADLs, then half the ADL marks.



**Top Tips for Students from AQA's Creative Writing Markers**

1. **Know the text.** You know the text and you will be able to demonstrate this knowledge and understanding in the exam. The text should be the focus.
2. **Answer the question.** Plan the underline the key text before you start. Make sure you've read the question carefully.
3. **Communicate your knowledge of the text by pointing to particular moments.** You have a direct reference, make sure it's relevant to your answer and that you can say something useful about it. You don't get extra marks for being a chatterbox, but you do get more marks for making plenty of interesting statements about the references you have selected.
4. **Appreciate the key themes and ideas of the text.** Think about the writer's intended their audience is. Understand after following the play or reading the novel.
5. **Recognise that there are various points of view.** You can often your interpretation of what's involved. The language analysis is a really useful analysis of structure or characterisation can also be very useful. Make sure you're not just talking about the text, but also about the writer's intended their audience is.
6. **Link your statements to particular scenes.** Make sure you're not just talking about the text, but also about the writer's intended their audience is.
7. **Time spent planning an answer can be very helpful.** Spending time planning an answer can be very helpful. Spending time planning an answer can be very helpful.

# English Revision



These workshops will be running every Thursday for an hour after school.

The students are expected to bring along revision tools and the English teacher will provide support, along with past papers and practice questions.

There will also be a working lunch on a Friday lunchtime. Pupils can come along to a revision session and eat their lunch.

# How can I revise for English?

## Read!

- Twitter (follow accounts)
- Pinterest
- Newspapers
- BBC News
- Articles
- Critical Evaluations
- Books around the topic (lists available in the library)
- Fiction Books (reading for pleasure)
- Re-read Set Texts

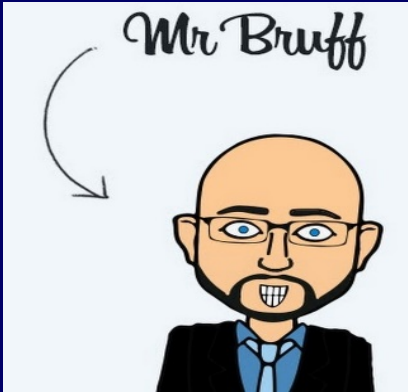
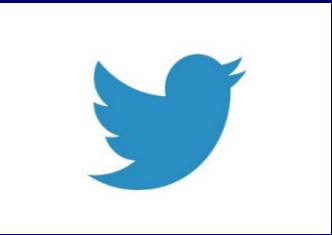
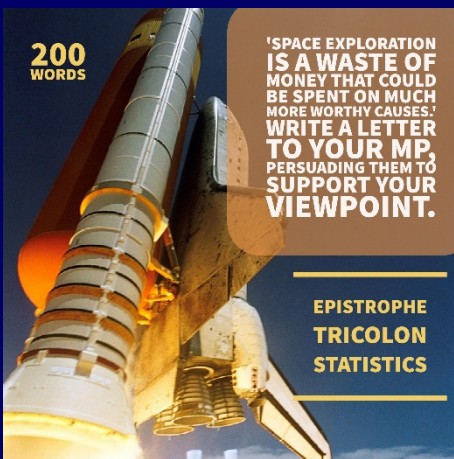
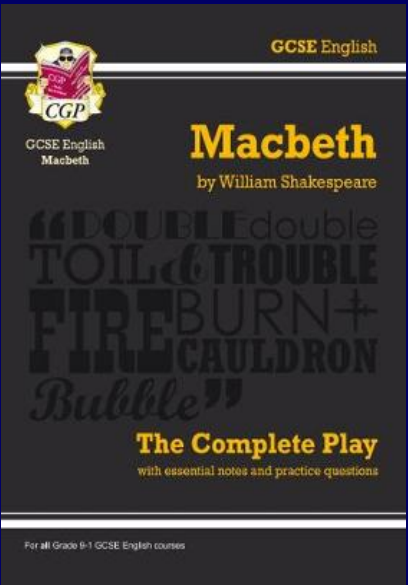
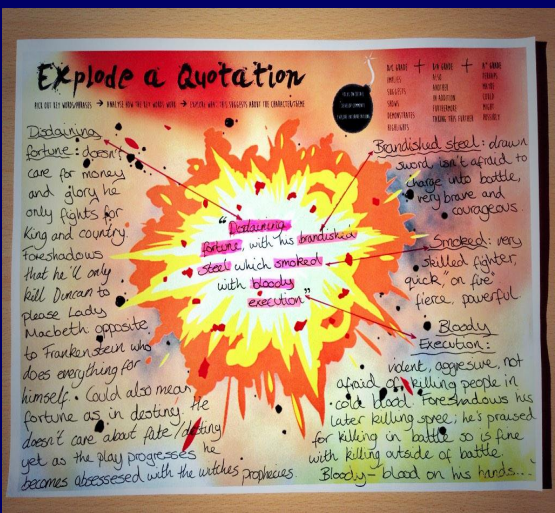
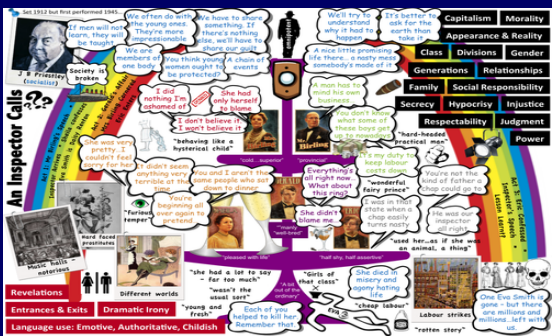
## Other methods

- Explode a Quotation
- Revision Clocks
- One Sheet Revision (for the set texts)
- Quotation Drills
- Vocabulary Wheels
- Mind Maps of: themes, concepts, context etc
- 15min Challenges
- Spark Notes
- Mr Bruff's Videos

# How can I revise for English?

- Revision Guides and Workbooks
- Read a text (fiction or non-fiction) and create your own exam paper
- Past Papers
- BBC Bitesize
- Plan and write different stories for different genres
- Close Analysis of Extracts
- BBC Skillswise
- Knowledge Organisers
- Audio Books
- Model examples and annotate as to why they are successful
- Structure Strips for each question
- Upgrading Sentences – practise of developing sentence choices
- 200 Word Writing Challenges
- Emotion Wheels -key characters
- GCSE Pod





English Language Paper 1: Q2 – LANGUAGE FOCUS (Bram Stoker – ‘Dracula’)		
How does the author use language here to describe the vampire girl?		
THREE details you have identified		I was afraid to raise my eyelids, but looked out and saw perfectly under the lashes. The girl arched her neck she actually licked her lips like an animal, till I could see in the moonlight the moisture shining on the scarlet lips and on the red tongue as it lapped the white sharp teeth. Lower and lower went her head as the lips went below the range of my mouth and chin and seemed about to fasten on my throat. Then she paused, and I could hear the churning sound of her tongue as it licked her teeth and lips, and could feel the hot breath on my neck. Then the skin of my throat began to tingle as one’s flesh does when the hand that is to tickle it approaches nearer—nearer. I could feel the soft, shivering touch of the lips on the super-sensitive skin of my throat, and the hard dents of two sharp teeth, just touching and pausing there. I closed my eyes in a languorous ecstasy and waited—waited with beating heart.
What? (is the point the writer is trying to make?)		
How? (What method or technique does the writer employ?)		
Why?		
(What impressions is the writer trying to convey? What do we think? What do we feel?)		

