

English Examinations Eduqas - Overview Language GCSE

Language Paper One	Reading Section A	Writing Section B
1 hour 45 minutes 40% of the language GCSE	20% One fiction text to read (extract from a piece of 20th Century Literature) 5 questions to answer Time recommended: 10 minutes reading 50 minutes answering questions 40 marks	20% One fiction writing task -Creative writing Time recommended: 10 minutes planning 35 minutes writing 40 marks
Language Paper Two	Reading Section A	Writing Section B
2 hours 60% of the Language GCSE This Paper is worth most marks for Language GCSE	30% Two non-fiction texts to read (approx. one A4 size) 6 questions to answer 2 questions linking to each article 2 comparative questions Time recommended: 10 minutes reading 50 minutes answering questions 40 marks	30% Two non-fiction writing tasks (e.g, write a letter, report, speech, interview etc. for a specific purpose, audience and format) Time recommended: 30 minutes per writing task 5 minutes planning 25 minutes writing You must answer both questions 40 marks

Each Reading question on both papers targets a specific assessment objective (so read the advice on answers that show the skills they test for)

A01

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

A02

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using **relevant** subject terminology to support their views

A03

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

A04

Evaluate texts critically and support this with appropriate textual references

LANGUAGE PAPER 1: Component One Section A Reading 20thC Fiction (40 marks)
10 minutes allowed for reading leaves 50 minutes to answer 5 questions
After Q time leave lines and go on to next Q – you can go back and add to answers at end if time

Read 10min	Skills	Typical Question
A1 5 mins or less	Identifying explicit /implicit information (5 marks)	<u>List five reasons</u> why Obed Ramotswa went to South Africa. (lines1-9) <i>(find or work out points quickly)</i>
A2 5 mins max	Language / writer's effects / terminology (5 marks)	How does the writer show what Obed went through to become a miner? You must refer to the language used in the text to support your answer. (lines10-17) <i>(repeat question focus / mention 'the writer', comment on language using terminology and explain writer's effects by zooming in on word/short phrases)</i>
A3 10 mins max	Language / writer's effects / terminology / how writers influence readers (10 marks)	What impressions do you get of the work in the mines from these lines? (lines18-30) <i>(repeat question focus /mention 'the writer', comment on language using terminology and explain writer's effects and how writer influences the reader by zooming in on word/short phrases)</i> I get the impression...the writer suggests/creates the effect on the reader of...
A4 15 mins max	Language AND structure / writer's effects / terminology / how writers influence readers (10 marks)	How does the writer make these lines tense and dramatic? (lines31-46) You should write about: <ul style="list-style-type: none"> • <u>what happens</u> to build tension and drama; • the writer's use of <u>language</u> to create tension and drama; • the <u>effects on the reader</u>. <i>(repeat question focus /mention 'the writer', comment on language AND STRUCTURE using terminology and explain writer's effects and how writer influences the reader by zooming in on word or short phrases)</i> Structure e.g. <i>withholds details to build tension, order of events or sudden turn of events, foreshadows, repetition of phrases, ends where it started, line 7 mood changes, juxtaposition of two contrasting ideas/images...</i> Structurally, the writer repeats/lists... Structurally, this sentence gives a feel...because.
A5 15 mins max	Evaluating (Your Opinion, Judging) (10 marks) Evaluate critically	"In the last twenty or so lines of this passage, the writer encourages the reader to feel sympathy for Obed." (lines 47 to end) <u>To what extent</u> do you agree with this view? You should write about: <ul style="list-style-type: none"> • <u>your own impressions</u> of Obed as he is presented here and in the passage as a whole; • how the writer has created these impressions. <i>Start with reasons why <u>you</u> have the view <u>you</u> do (+short quotes) – personal judgement – your opinion ('...' makes me feel, I find the word '...' makes me sympathetic) repeat question focus Look for deliberate choices the writer has made to encourage your view – mention 'the writer' (e.g. the writer contrasts S.Africa with Botswana to create sympathy) <i>Detach yourself and show an understanding of the situation e.g.give an OVERVIEW – e.g. Overall, the writer shows Obed in a very vulnerable state...Overall, the writer shows a sense of injustice which creates sympathy...</i></i>

TIPS When focusing on specific questions use a ruler – mark off the lines for each question and label them with Q1, Q2 etc. If the information used is outside of the specified lines = NO MARKS

Language Terminology: Word Class is a good one to use (adjective, verb, noun, adverb) but don't worry if you can't remember – you can specify 'the word', connotations, identify, contrast, emphasise, reinforce, narrator or narrative voice, tone, imagery and language features e.g. listing, imagery, exaggeration, AFORREST. An examiner will be looking for some subject terminology and a better answer will explain how it creates effect – don't worry if not every quote has terminology but **how the language creates effect is really important**. Often students will identify a short sentence, for example, but don't really explain the actual effect e.g. the short sentence emphasises his disgust because...creates fear because ...

Writing about **Structure** – **CODE**

- **CONNECTIVES** – What text connectives are used to show you the structure/follow argument?
- **ORGANISATION** – How are the key ideas organised? Comparison used/contrast given or juxtaposes two different ideas or images/ chronological (time) order/ cause and effect / problem and solution / idea then specific detail / short sentences e.g. create tension/ development of a mood or idea/ patterns in the text e.g. recurring image or repeated idea/ brackets or other punctuation for effect !
- **DEVICES** – How has the writer created this structure? e.g. use of lists, bullet points, pictures, headlines, use of expert opinions, semantic fields (lots of words about one thing e.g. love, death), repetition, dialogue/description, sub-headings, foreshadowing...
- **EFFECT** – **Most important** is the EFFECT of the structural decision? How does it influence reader?

If there is nothing to say about CODE, then it is unlikely that the question requires students to write about structure in the question.

- **Key advice for students:** look for phrases like 'what *happens to build* tension' and 'the *way he presents* his argument' – they are sometimes used as clues to ask you to write about structure.

LANGUAGE PAPER 1: Component One Section B Creative Writing (1 task 40 marks) 45 minutes - 10 Plan, 30 Write, 5 Check Accuracy		
B1 10 min Plan (bullet point plot, senses, Imagery, Varied Sentence Starts, Ambitious Vocab) 30 min write 5 min check	Writing a short story (total 40 marks) Communication and organisation (24 marks) Spelling, punctuation, vocabulary and sentence structures (16 marks)	Choose ONE of the following titles for your writing: Either , (a) Making a Difference. Or , (b) The Choice. Or , (c) Write about a time when you were at a children's party. Or , (d) Write a story which begins: I didn't know if I had the courage to do this ...

LANGUAGE PAPER 2: Component Two – Section A Non-Fiction Reading 10 minutes allowed for reading leaves 50 minutes to answer 6 questions After Q time leave lines and go on to next Q – you can go back and add to answers at end if time		
Read time 10 min	Skills	Typical Question
A1 A mark a minute then move on	Identifying information 3 marks 3mins	Read the newspaper article by John Humphrys (read the question) How much food is wasted by the British every year? [1] How much does it cost to get rid of wasted food? [1] How much food is thrown away by an average supermarket every year? [1]
A2 10 min	Language / structure / writer's effects / terminology / how writers influence readers (10 marks)	John Humphrys is trying to persuade us to be less wasteful. How does he try to do this? You should comment on: <ul style="list-style-type: none"> • what he says to influence readers; (content/quote) • his use of language and tone; (language/tone) • the way he presents his argument. (structure, pictures/headlines) Content of his points(short quotes) Language&Tone e.g. AFORREST persuasive writing, outrage, sarcasm, humour, anger, positive, negative; facts/figures, examples, quotations; Writer's Intention - what effect trying for e.g. make you feel ashamed, disgust e.g. uses personal experience to convince you that... STRUCTURE e.g. points order or order of argument (e.g. strongest point last), writer uses contrast/ comparison, repetition, problem then solution; Pictures, headlines

<p>A3 3 min</p>	<p>Identifying and interpreting explicit/implicit information (3 marks)</p>	<p>To answer the following questions you will need to read the extract opposite by Lydia M. Child.</p> <p>What does the writer mean by “Time is money” in line 2? [1 mark] What does the writer suggest family members should do to help in the household? [2 marks]</p>
<p>A4 10 min</p>	<p>Evaluating (Your Opinion, Judging) (10 marks)</p> <p>Evaluate critically</p>	<p>What do you think and feel about Lydia M. Child’s views about running a household? You should comment on:</p> <ul style="list-style-type: none"> ▪ what is said; ▪ how it is said. e.g. <i>enthusiastic, critical</i> <p><i>Start with reasons why you have the view you do (+short quotes to back up) – personal judgement – your opinion (...’ makes me feel) repeat question focus</i> <i>Look for deliberate choices the writer has made (uses creative but practical ideas to save money etc.) to encourage your view – mention ‘the writer’</i></p> <p><i>Detach yourself and show an understanding of the situation e.g. give an OVERVIEW– e.g. Overall I think the writer is enthusiastic about saving money and gives good advice that could help modern families on a budget. I think her views were modern in 1832 but are now out of date. However they still have relevance because...</i></p>
<p>A5 4 min</p>	<p>Selecting and synthesising evidence from different texts (4 marks)</p>	<p>According to these two writers, why should Americans change their attitudes to leftover food?</p> <p>Difficult question but only worth a few marks quickly say two things for each writer – Humphreys says change our ways because it’s expensive ‘50 Million’ and children ‘starve’. Childs says it will save us money ‘food nor money is wasted’ and collect the leftover ‘good bits of vegetables and meat’ because it can provide an extra meal.</p>
<p>A6 Leaves 20 min</p>	<p>Comparing writers’ ideas and perspectives across two texts (10 marks)</p>	<p>Both of these texts are about waste. Compare the following:</p> <ul style="list-style-type: none"> • the writers’ attitudes to waste; • how they get across their arguments. e.g. <i>Compare writer’s methods too – uses comparison, humour to show how ridiculous it is, practical ideas</i> <p>Use Compare words e.g. However, Whereas, In Comparison/Contrast, Alternatively Make it clear which text you refer to – use the author’s surname: Childs says...whereas Humphreys points out...</p>

LANGUAGE PAPER 2: Component Two – Section B Transactional Writing (2 tasks)
1 hr: (30 min each task) 5 min plan and 20 mins write and 5 min check SPAG

<p>B1 & B2</p> <p>2 different types of writing</p> <p>Use PAFT for each: purpose, audience, format e.g. letter, article and tone e.g. polite, formal, outraged, lively (a little humour)</p>	<p>Writing for two different purpose audience and formats with clear communication and technical accuracy ANSWER BOTH QUESTIONS (Total 40 marks)</p> <p>AO5: Communication and organisation (24 marks – 12 per task)</p> <p>AO6: Spelling, punctuation, vocabulary and sentence structures (16 marks – 8 per task)</p> <p>1 hour: (30 min each task) 5 min plan and 20 mins write and 5 min check SPAG</p>	<p>B1. Your school/college is keen to reduce waste. Write a report for the Headteacher/Principal suggesting ways this might be done.</p> <p>You could include:</p> <ul style="list-style-type: none"> • examples of waste at the moment; • your ideas about how the situation could be improved. <p>B2. A proposal has been made to hold a motorcycle race on the roads in your area.</p> <p>You have decided to write an article for your community magazine to share your views on this proposal.</p> <p>You could write in favour or against this proposal.</p> <p>Write a lively article for the magazine giving your views.</p>
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