**Revision Guide to the Eduqas English Language GCSE**

**Y11 students**

**English Language Exam (2 exams)**

**Student Name:**

**Class:**

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You may not hit the bull’s-eye every time, but how you keep going is more important!

**English Language at a Glance Guide**

Everything you learn over the two years will be assessed by exams at the end of the two years. You will have a compulsory Speaking and Listening element.

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| **Paper One Language** | **Reading Section A** | **Writing Section B** |
| **1 hour 45 minutes in total****40% of the language GCSE** | **20%****One unseen 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**  |
| **Paper Two Language**  | **Reading Section A** | **Writing Section B** |
| **2 hours in total****60% of the Language GCSE**  | **30%****Two non-fiction texts to read (approx. one A4 size)** **6 questions to answer** **2 questions linking to each article** **1 synthesis and 1 comparative** **Time recommended:** **10 minutes reading** **50 minutes answering questions****40 marks**  | **30%****Two non-fiction writing tasks (e.g. write a letter, report, interview, speech/talk 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**  |

**Subject Terminology for English Language**

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| **Terminology & Definition**  |
| **Alliteration**: a series of words in a row which have the same first consonant sound.  |
| **Assonance**: repetition of vowel sounds. |
| **Allegory**: extended metaphor in which a symbolic story is told |
| **Anecdote**: a short story using examples to support ideas  |
| **Bias**: inclination or prejudice for or against one person or group, especially in a way considered to be unfair |
| **Cliché**: overused phrase or theme |
| **Consonance**: repetition of consonant sounds, most commonly within a short passage of verse |
| **Caesura**: a break in the middle of a line of poem which uses punctuation (any . , : ; etc…)  |
| **Connotations**: implied or suggested meanings of words or phrases |
| **Dialogue**: speech  |
| **Direct language**: using you and your **Inclusive** Language – we, us, our  |
| **Ellipsis**:… using 3 dots as punctuation to express emotion or that something has been omitted from the writing |
| **Enjambment**: incomplete sentences at the end of lines in poetry |
| **End-Stopping**: punctuation at the end of a line of poetry |
| **Emotive Language**: language which creates an emotion in the reader |
| **Exclamation mark**: ! punctuation used to express surprise, shock, shouting etc. |
| **Extended Metaphor**: a metaphor that continues into the sentence that follows or throughout the text |
| **Facts**: information that can be proven |
| **First Person**: using I to tell the story |
| **Humour**: Provoking laughter and providing amusement |
| **Hyperbole**: use of exaggerated terms for emphasis |
| **Imagery**: creating a picture in the readers head |
| **Juxtaposition**: placing contrasting ideas close together in a text |
| **Metaphor**: a comparison as if a thing is something else |
| **Motif**: a recurring set of words/phrases or imagery for effect |
| **Onomatopoeia**: words that sound like their meaning |
| **Opinion**: information that you can’t prove  |
| **Oxymoron**: using two terms together, that normally contradict each other |
| **Pathetic Fallacy**: ascribing human conduct and feelings to nature |
| **Protagonist**: the main character who propels the action forward |
| **Personification**: giving human qualities to inanimate objects, animals, or natural phenomena |
| **Repetition**: when words or phrases are used more than once in a piece of writing |
| **Rhetorical question**: asking a question as a way of asserting something. Asking a question which already has the answer hidden in it.  |
| **Sibilance**: repetition of letter 's', it is a form of alliteration |
| **Second Person**: using ‘you’ to tell a story  |
| **Superlative**: declaring something the best within its class i.e. the ugliest, the most precious |
| **Sensory detail imagery**: sight, sound, taste, touch, smell |
| **Simile**: comparison between two things using like or as |
| **Statistics**: facts and figures  |
| **Symbolism**: the use of symbols to represent ideas or qualities |
| **Third Person**: using ‘he, she it & they’ to tell the story  |
| **Tense**: writing which is in the past, present or future |
| **Triplets**: repetition of three ideas, words or phrases close together |
| **Tone**: the way a piece of text sounds e.g sarcastic etc.  |

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| **Guide to what each Language Paper Covers** |
| **Fiction Language Paper One section A - writing criteria (creative writing) (40 marks)** |
| **Question** | **Exam Skills** | **What does this mean?** | **Typical Question** |
| **A1** | Identifying explicit/implicit information **(5 marks – 5 minutes)** | **One question with five points** * Selecting evidence or own words
* Bullet point list
* No analysis
 | List five reasons why Obed Ramotswe went to South Africa. |
| **A2** | Language / writer’s effects / terminology**(5 marks – 10 minutes)** | **One Language Analysis question** * Link to question
* Link to technique – language
* Quotation – 7 – 8 Explore hidden & obvious meaning & effect
 | 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.  |
| **A3** | Language / writer’s effects / terminology / how writers influence readers**(10 marks – 14 minutes)** | **One Language Analysis question** * Link to question
* Link to technique – language
* Quotation – 7 – 8 Explore hidden & obvious meaning & effect
* Link to writer’s intentions
 | What impressions do you get of the work in the mines from these lines?  |
| **A4** | Language / structure / writer’s effects / terminology / how writers influence readers **(10 Marks – 14 minutes)** | **One Language/Structure Analysis question*** Link to question
* Link to technique – language and structure/tension/drama
* Quotations – 7 – 8 Explore hidden & obvious meaning & effect
* Link to writers’ intentions
 | How does the writer make these lines tense and dramatic? [10] You should write about: * what happens to build tension and drama;
* the writer’s use of language to create tension and drama;
* the effects on the reader.
 |
| **A5** | Evaluating**(10 marks – 14 minutes)** | **One persuasive evaluation question** * Link to question
* Give own opinion
* Quotations – 7 – 8
* Evaluate the writers’ viewpoint and own response to this
 | “In the last twenty or so lines of this passage, the writer encourages the reader to feel sympathy for Obed.” [10] To what extent do you agree with this view? You should write about: * your own impressions of Obed as he is presented here and in the passage as a  whole;
* how the writer has created these impressions.
 |
| **Fiction Language Paper One Section B - writing criteria (creative writing) (40 marks)** |
| **B1** | Writing a short story which is well structured with good communication and technical accuracy**(40 marks)**  | **You are being assessed on writing a short story** AO5: Communication and organisation (24 marks) AO6: 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 …  |

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| **Language Paper 2 Component 2A – Non-Fiction Reading** |
| **Question**  | **Exam Skills** | **What does this mean?** | **Typical Question** |
| **A1** | Identifying explicit information**(3 marks – 5 minutes)** | Three comprehension questions * Selecting evidence
* Short answer one line answer or quote
 | How much food is wasted by the British every year? |
| **A2** | Language / structure / writer’s effects / terminology / how writers influence readers**(10 marks – 15 mins)** | **One Language Analysis question** * Link to question
* Link to technique – language
* Quotation – 7 – 8 Explore hidden & obvious meaning & Effect
* Link to writer’s intentions

*Think about tone in this paper* | John Humphreys is trying to persuade us to be less wasteful. How does he try to do this? You should comment on: * what he says to influence readers;
* his use of language and tone;
* the way he presents his argument.
 |
| **A3** | Identifying and interpreting explicit/implicit information**(3 marks – 5 mins.)** | **Two comprehension questions or basis quote analysis questions*** show basic understanding of quotes or answer question
* short answers
 | What does the writer mean by “Time is money” in line 2?  |
| **A4** | Evaluating**(10 marks – 15 mins.)** | **One persuasive evaluation question** * Link to question
* Give own opinion
* Quotations – 7 – 8
* Evaluate the writers’ viewpoint and own response to this
 | What do you think and feel about Lydia M. Child’s views about running a household? You should comment on: * + - what is said;
		- how it is said.
 |
| **A5** | Selecting and synthesising evidence from different texts**(4 marks – 6 mins.)** | **One linking question*** Link to question for both sources
* Quote for both sources
* Explain how both quotes answer the question
 | According to these two writers, why should Americans change their attitudes to leftover food?  |
| **A6** | Comparing writers’ ideas and perspectives across two texts**(10 marks – 14 minutes)** | **One comparison question** * Link to the question
* Explore similarities & differences
* Quote to support the sim/diff 3 to 4 from each source
* Use connectives of comparison
* Explain how the examples are the same/differ with meaning
 | Both of these texts are about waste. Compare the following: * the writers’ attitudes to waste;
* how they get across their arguments.
 |
| **Non-Fiction Language Paper Two Section B writing criteria (specific PAF) Component 2 Writing Mark Scheme – Transactional Writing** |
| **B1 (a) & (b)** | Writing for two different purpose audience and formats With clear communication and technical accuracy(40 marks in total) | **You are being assessed on writing two non-fiction texts**AO5: Communication and organisation (24 marks – 12 per task) AO6: Spelling, punctuation, vocabulary and sentence structures (16 marks – 8 per task)  | **B1.** Your school/college is keen to reduce waste. **Write a report for the Headteacher/Principal suggesting ways this might be done.**You could include:• examples of waste at the moment;• your ideas about how the situation could be improved. **B2.** A proposal has been made to hold a motorcycle race on the roads in your area. You have decided to write an article for your community magazine to share your views onthis proposal. You could write in favour or against this proposal.**Write a lively article for the magazine giving your views.**  |

**ASSESSMENT OBJECTIVES FOR LANGUAGE PAPER ONE & TWO**

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| **AO1: Language Reading Skills - comprehension and understanding explicit and implicit meaning**  |
| **Used to assess: Lang 1A – Q1A and 2A – QA1 & QA3** |
| * Specific comprehension questions where the answers are right or wrong – no specific mark scheme
 |
| **AO1: Language Reading Skills – Selecting evidence and understanding explicit and implicit meanings** |
| **Used to assess: Lang 2A - QA5** |
| **BANDING** | **CRITERIA** | **Own Words: The criteria means** |
| **HIGHEST****(Band 4)**  | * synthesise with clear understanding and provide an overview drawn from a range of relevant detail
 |  |
| **MIDDLE (Band 3)** | * synthesise with some understanding a range of relevant detail
 |  |
| **LOW (Band 2)**  | * select a range of relevant detail
 |  |
| **LOWEST (Band 1)**  | * make some selection of relevant detail
 |  |
|  **AO2: Language Reading Skills - Analysis** |
| **Used to assess: 1A – QA2 & QA3 & QA4 and 2A – QA2** |
| **BANDING** | **CRITERIA** | **Own Words: The criteria means** |
| **HIGHEST** **(Band 5)**  | * make accurate and perceptive comments about how a wide range of different examples create tension and drama/structure
* provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader
* subtleties of the writer’s technique are explored with explanation of how the reader is influenced
* Well-considered, accurate use of subject terminology supports comments effectively.
 |  |
| **HIGH** **(Band 4)**  | * make accurate comments about how a range of different examples create tension and drama/structure
* begin to analyse how language and the organisation of events are used to achieve effects and influence the reader,
* subject terminology is used accurately to support comments effectively.
 |  |
| **MIDDLE** **(Band 3)**  | * explain how a number of different examples create tension and drama/structure
* begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader
* begin to use relevant subject terminology accurately to support comments.
 |  |
| **LOW** **(Band 2)**  | * identify and give straightforward comments on some examples of tension or drama/structure
* simply identify some subject terminology.
 |  |
| **LOWEST** **(Band 1)** | * identify and begin to comment on some examples of tension or drama/structure in the text
 |  |
| **AO3: Language Reading Skills - Comparisons** |
| **Used to assess: Lang 2A – A6** |
| **BANDING** | **CRITERIA** | **Own Words: The criteria means** |
| **HIGHEST** **(Band 5)**  | * make comparisons that are sustained and detailed, showing clear understanding of how they are put across to the reader (writer’s intentions)
 |  |
| **HIGH** **(Band 4)**  | * make detailed comparisons, with valid comments on how they are put across to the reader (writer’s intentions)
 |  |
| **MIDDLE** **(Band 3)** | * identify similarities and differences and make some comparisons, commenting on how they are put across to the reader (writer’s intentions)
 |  |
| **LOW** **(Band 2)**  | * identify and give a straightforward description of some of the main similarities and differences
 |  |
| **LOWEST (Band 1)**  | * identify basic similarities and/or differences
 |  |
|  **AO4: Language Reading Skills - Evaluation** |
| **Used to assess: Lang 1A – QA5 and 2A – QA4** |
| **BANDING** | **CRITERIA** | **Own Words: The criteria means** |
| **HIGHEST (Band 5)**  | * Give a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful quotes
* responses will show engagement and involvement, where an overview of the whole text is used to make accurate and perceptive comments
 |  |
| **HIGH** **(Band 4)**  | * Give a critical evaluation of the text and its effects, supported by well-selected quotes
* show critical response and clear engagement with the text
 |  |
| **MIDDLE (Band 3)**  | * Give an evaluation of the text and its effects, supported by appropriate quotes.
* show some critical response to the text
 |  |
| **LOW** **(Band 2)**  | * Give a personal opinion supported by straightforward quotes.
* show limited understanding of the text
 |  |
| **LOWEST (Band 1)**  | * express a simple personal opinion with linked basic quotes
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| **AO5: Creative Writing Language skills** |
| **Used to assess: Lang 1B only**  |
| BANDING | **AO5 Communication and organisation** | **Own Words: The criteria means** |
| HIGHEST (Band 5)  | * the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination)
* the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader’s interest)
* structure and grammatical features are used ambitiously to give the writing cohesion and coherence
* communication is ambitious and consistently conveys precise meaning
 |  |
| HIGH (Band 4)  | * the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination )
* the writing is clearly organised (narrative is purposefully shaped and developed)
* structure and grammatical features are used accurately to support cohesion and coherence
* communication shows some ambition and conveys precise meaning
 |  |
| MIDDLE (Band 3)  | * the writing is mostly controlled and coherent (plot and characterisation show some detail and development)
* the writing is organised (narrative has shape and direction)
* structure and grammatical features are used with some accuracy to convey meaning
* communication is clear but limited in ambition
 |  |
| LOW (Band 2) | * there is some control and coherence (some control of plot and characterisation)
* there is some organisation (narrative is beginning to have some shape and development)
* structure and grammatical features are used to convey meaning
* communication is limited but clear
 |  |
| LOWEST (Band 1)  | * there is basic control and coherence (a basic sense of plot and characterisation) there is basic organisation (paragraphs may be used to show obvious divisions)
* there is some use of structure and grammatical features to convey meaning
* communication is limited but some meaning is conveyed
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| **AO5: Transactional Writing Language Skills**  |
| **Used to assess: Lang 2B (a + b) only** |
| **BANDING** | **Criteria: Communication and organisation** | **Own Words: The criteria means** |
| HIGHEST (Band 5)  | * shows sophisticated understanding of the purpose and format of the task
* shows sustained awareness of the reader / intended audience
* appropriate register is confidently adapted to purpose / audience
* content is ambitious, pertinent and sophisticated
* ideas are convincingly developed and supported by a range of relevant details
* there is sophistication in the shape and structure of the writing
* communication has ambition and sophistication
 |  |
| HIGH (Band 4)  | * shows consistent understanding of the purpose and format of the task
* shows secure awareness of the reader/intended audience
* register is appropriately and consistently adapted to purpose/audience
* content is well-judged and detailed
* ideas are organised and coherently developed with supporting detail
* there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation)
* communication has clarity, fluency and some ambition
 |  |
| MIDDLE(Band 3)  | * shows clear understanding of the purpose and format of the task
* shows clear awareness of the reader / intended audience
* register is appropriately adapted to purpose / audience
* content is developed and appropriate reasons are given in support of opinions / ideas
* ideas are organised into coherent arguments
* there is some shape and structure in the writing (paragraphs are used to give sequence and organisation)
* communication has clarity and fluency
 |  |
| LOW (Band 2) | * shows some awareness of the purpose and format of the task
* shows awareness of the reader / intended audience
* a clear attempt to adapt register to purpose / audience
* some reasons are given in support of opinions and ideas
* limited development of ideas
* some sequencing of ideas into paragraphs (structure / direction may be uncertain)
* communication has some clarity and fluency
 |  |
| LOWEST(Band 1)  | * basic awareness of the purpose and format of the task
* some basic awareness of the reader / intended audience
* some attempt to adapt register to purpose / audience (e.g. degree of formality)
* some relevant content despite uneven coverage of the topic
* content may be thin and brief
* simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order)
* there is some basic clarity but communication of meaning is limited
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| **AO6: Creative Writing & Transactional Writing** |
| **Used to assess: Lang 1B & 2B (a + b)**  |
| BANDING | **AO6 Vocabulary, sentence structure, spelling and punctuation**  | **Own Words: The criteria means** |
| HIGHEST (Band 5)  | * there is appropriate and effective variation of sentence structures
* virtually all sentence construction is controlled and accurate
* a range of punctuation is used confidently and accurately
* virtually all spelling, including that of complex irregular words, is correct
* control of tense and agreement is totally secure
* a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
 |  |
| HIGH (Band 4)  | * sentence structure is varied to achieve particular effects
* control of sentence construction is secure
* a range of punctuation is used accurately
* spelling, including that of irregular words, is secure
* control of tense and agreement is secure vocabulary is ambitious and used with precision
 |  |
| MIDDLE (Band 3)  | * there is variety in sentence structure
* control of sentence construction is mostly secure
* a range of punctuation is used, mostly accurately
* most spelling, including that of irregular words, is correct
* ability to write in the correct tense and agreement is mostly secure
* vocabulary is beginning to develop and is used with some precision
 |  |
| LOW (Band 2) | * some variety of sentence structure
* there is some ability to write in sentences
* some control of a range of punctuation
* the spelling is usually accurate
* ability to write in the correct tense and agreement is generally secure
* there is some range of vocabulary
 |  |
| LOWEST (Band 1)  | * limited range of sentence structure
* there is limited ability to write in sentences
* there is some attempt to use punctuation
* some spelling is accurate
* ability to write in the correct tense and agreement is limited
* limited range of vocabulary
 |  |