

## Eduqas English Language Paper (Component) 2:

	Q1: 3 marks	Q2: 10 marks	Q3: 3 marks	Q4: 10 marks	Q5: 4 marks	Q6: 10 marks
Assessment Objective	AO1	AO2	AO1	AO4	AO1	AO3
What to include	<ul style="list-style-type: none"> <li>*21<sup>st</sup> century text</li> <li>*Answer with bullet points</li> <li>*Don't just quote from the text</li> <li>*Be specific (e.g. "metre" instead of "m")</li> <li>* Label your answers correctly (a, b, c etc)</li> <li>Very straightforward questions</li> <li>Take care with numbers</li> </ul>	<ul style="list-style-type: none"> <li>* 21<sup>st</sup> Century text</li> <li>*Underline key words of the question and use these to make your points.</li> <li>*Include a range of ideas with supported quotes (7/8)</li> <li>*Can get 6/7 marks if you just focus on the 'what' bullet point as long as your ideas are varied.</li> <li>*Use lots of quotes. Short quotes. Embedded.</li> <li>*Talk about language, tone <u>and</u> structure</li> <li>*Consider the purpose, audience and form</li> </ul>	<ul style="list-style-type: none"> <li>* 19<sup>th</sup> Century text</li> <li>*Answer with bullet points</li> <li>*Don't just quote from the text</li> <li>*Be specific (e.g. "metre" instead of "m")</li> <li>*Label your answers correctly (a, b, c etc)</li> <li>Very straightforward questions</li> <li>Take care with numbers</li> </ul>	<ul style="list-style-type: none"> <li>* 19<sup>th</sup> Century text</li> <li>*Write in first person</li> <li>*Agree/mostly agree with the statement and explain why</li> <li>*Track the text</li> <li>*Don't analyse language/techniques</li> <li>*Include a range of ideas with supported quotes (7/8)</li> <li>*Don't overthink: evaluate.</li> <li>*Can get 6/7 marks if you just focus on the 'what' bullet point as long as your ideas are varied.</li> </ul>	<ul style="list-style-type: none"> <li>*Both texts</li> <li>*Write in full sentences</li> <li>*Should include two specific pieces of information per text (4 in total)</li> <li>*No need for language analysis</li> <li>*Be precise about detail from the text</li> <li>*No need to compare.</li> </ul>	<ul style="list-style-type: none"> <li>*Both texts</li> <li>*Begin with a comparative sentence e.g. Both texts are about volcanoes that have erupted.</li> <li>*Compare content that is relevant to the question focus</li> <li>*Can get 6/7 marks if you just focus on the 'what' bullet point as long as your ideas are varied and you write about both texts.</li> <li>*Compare writers' methods for higher marks.</li> <li>*Can write about one text then the other.</li> <li>*Can get up to 6 marks without any specific comparison as long as ideas are accurate.</li> </ul>
Example Question	<p><i>"a) How wide is the crater of Kalta?"</i> (3 questions in this style)</p>	<p><i>"How does Tom Robbins try to make his account of 'Iceland's erupting volcano' exciting and dramatic? Comment on: -What he says -His use of language, tone and structure -Other ways he tries to make his account exciting and dramatic"</i></p>	<p><i>"b) How far away was Krakatoa from the town of Anjer?"</i> (3 questions in this style)</p>	<p><i>'Pieter Sandrick gets across his feelings of increasing terror really well.' How far do you agree with this statement? You should comment on: -What he says -How he says it</i></p>	<p><i>"Using information from both texts, explain briefly in your own words what has happened as a result of the volcanoes erupting in Anjer and Iceland"</i></p>	<p>"Both of the texts are about volcanoes that have erupted. Compare: -What the writers could see and hear of the erupting volcanoes -How they get their experiences across to their readers"</p>
Example answer	<p><i>a) Five miles</i></p>	<p><i>Robbins creates excitement by.... By writing "[quote]", drama is created because... He writes with a tone of _____ to heighten the drama and excitement...</i></p>	<p><i>b) Twenty six miles away</i></p>	<p><i>I agree with the statement because... I think... I feel...</i></p>	<p><i>Robbins described the volcano erupting as.... whilst Sandrick described it as....</i></p>	<p><i>Both writers describe the sound of the volcano erupting. This can be seen as Sandrick writes "...." and Robbins writes "...."</i></p>

### Assessment Objectives:

AO1: Identify and interpret explicit and implicit information and ideas (Q1 and Q3). Select and synthesise evidence from different texts (Q5)

AO2: 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 (Q2)

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q6)

AO4: Evaluate texts critically and support this with appropriate textual references (Q4)

### STEPS:

1. Read the questions and highlight the question focus ('exciting and dramatic', 'feelings of increasing terror' etc)

2. Read the texts as you need to.

3. Work your way through each question, re-reading and highlighting each appropriate section of the text.

4. Stop after ONE HOUR and move on to your TWO pieces of transactional writing.