**EDUQAS GCSE ENGLISH LANGUAGE**– What & How to revise

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| **Component 1** | **Component 2** |
| **Section A: Reading (20%)**  Analysing one extract of fiction - 1 hour  Text is 20th Century Prose  5 questions  Approx. 1 minute= 1 mark  **Section B: Prose Writing (20%)**  One creative writing task from a choice of four titles  - 45 minutes | **Section A: Reading (30%)**  Analysing two extracts of non-fiction - 1 hour  One text from C21st, one from C19th  6 questions  Approx. 1 minute= 1 mark  **Section B: Transactional Writing (30%)**  Two compulsory transactional/persuasive writing tasks –  1 hour / 30 minutes each |

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**What to revise**

The BBC Bitesize online study guide to English Language is very useful for all aspects of the qualification.

<https://www.bbc.com/bitesize/examspecs/zpxh82p>

**Revising for Reading**

The more you read at home, the better you will do in the two reading sections of this qualification. You should continue to read novels, newspapers and websites throughout your revision. Having said that, the easiest way to revise for this exam is to practise responding to the types of questions you will be asked. They are:

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| **INFORMATION RETRIEVAL (Search and find)**  • List reasons or details/Make a list of….  • Explain what you learn  **IMPRESSIONS/IMAGES**  • What impression do you get of the writer or an organisation or people?  • What image does this text create of the writer or an organisation or people?  **VIEWPOINT/ATTITUDE**  • What are the writer’s attitudes to…?  • What are the writer’s opinions of…?  • What are the writer’s thoughts and feelings…?  •What do you think and feel about...?  **EVALUATION OF TEXT**  • To what extent do you agree that...?  • Evaluate how... | **ANALYSIS OF NARRATIVE OR PERSUASIVE TECHNIQUE**  • How does the writer make these lines tense or dramatic or surprising?  • How does the writer make the reader feel sympathy or uncomfortable?  • How does the writer try to encourage or interest or argue?  • How does this text try to persuade or sell or influence?  **SYNTHESIS OF INFORMATION**  • Both these texts tell you about a topic. Explain what you find out about that topic.  **COMPARISON OF TEXTS**  • Compare and contrast a key topic in these texts. |

Remember to work through the paper methodically and try to avoid repeating work:

* Read all the instructions and questions first to preview the work ahead;
* Complete the reading paper in sections – don’t read more than you need to;
* Rule off any sections so that you focus on the right part of the text for each question;
* Use colour-coded highlighters to identify relevant details while reading;
* Annotate only if necessary, identify the key feature(s) you need in single words;
* Use your highlighted/annotated ideas to write quick but detailed responses;
* Manage time wisely, so you can respond to all the questions.

**Revising for Writing**

As above, the more that you read high-quality writing, the better your writing will be. Practising responding to examination-style tasks is key to your success in these sections of the qualification.

**Prose Writing - Practice Titles:**

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| **5 minutes planning 35 minutes writing 5 minutes checking** |

(a) The Broken Promise.

(b) Write about a time when you couldn't find something, or someone.

(c) Continue the following:

*He knew this would be his last chance.*

(d) Write about an occasion when someone showed unexpected kindness.

(e) Write a story which ends with the following:

*...I knew I should have done something but I did not have the courage.*

(f) The Outsider.

(g) Write about an occasion when you found yourself in ‘big trouble’.

(h) Continue the following:

*I knew this was a race I had to win...*

(i) Write about a time when you felt very sorry for yourself.

(j) Write a story which ends with the following:

*...and now I knew what it was to experience an emotional rollercoaster*

**Transactional Writing - Practice Titles:**

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| **2 minutes planning 25 minutes writing 3 minutes checking** |

1. Write an article for an educational magazine in which you argue for or against compulsory work experience.
2. Write a leaflet for younger children in which you advise them how to play safe around their neighbourhood.
3. Write a magazine article for teenagers which persuades them to improve their health.
4. Write a letter to your Head teacher in which you try to persuade him/ her that school uniform should be abolished.
5. Your school wants to ban Saturday jobs for students. Write a letter to your Head teacher in which you argue for or against the idea of Saturday jobs.
6. Write an article for a careers magazine in which you offer advice to students on what to look out for when applying for a job.
7. Write a letter to the school kitchen where you advise them how to improve school meals.
8. Write a letter to the local council where you try to persuade them to improve local amenities in your area.
9. Write a letter to your local MP in which you argue for or against lowering the driving age to 16.
10. Write an article for you school newspaper in which you advise students how to cope with bullying.
11. Design a webpage in which you advise teenagers how to revise for their GCSEs.
12. Write a leaflet in which you persuade people to be more environmentally friendly in their homes.
13. Write an article in which you argue for or against the use of computer games as an educational tool.
14. Think of something you would like to change at your school. Write a speech to give to students in which you try to persuade them to agree with your opinion.
15. Write a magazine article for teenagers in which you advise them ‘how to be cool’.
16. Write a leaflet to advertise a tourist attraction in your area.

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| * Try to develop an original and engaging response to each writing task so you keep the reader interested; * Make sure you include a plan; this can be a bullet – point list, a spider diagram or a flow chart; * A precise and methodical plan will ensure that you write in organised, detailed paragraphs; * You will be assessed on your use of spelling, sentence structure, punctuation, and paragraph use. If you forget about all these things you can go back and add paragraphs by marking your text with // to show the examiner you want a new paragraph there; * Try to use a variety of punctuation (:;?!) as this automatically gives you more marks; * Leave time to check and correct your work at the end. |

**Component 1, Section A: Reading Fiction**

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| Genres of fiction |  |
| Setting & structure |  |
| Narrative hooks: tension, mystery, suspense |  |
| Characterisation & narrative voice |  |
| Literary Techniques |  |
| Responding to literary texts |  |
| **Most important: exemplar paper practice** |  |

**Component 1, Section B: Prose Writing**

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| Choosing and responding to a title |  |
| Narrative structure using story mountain |  |
| Planning effective narratives |  |
| Developing characters & setting |  |
| Including a variety of descriptions |  |
| Using dialogue to move plot forward |  |
| How to punctuate dialogue |  |
| Examples of opening and closing phrases: which approaches work for me? |  |
| **Most important: practise writing in timed conditions** |  |

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| Non-fiction text types |  |
| Identifying purpose/ Audience/ form |  |
| Finding and summarising information |  |
| Explaining explicit and implicit meanings |  |
| Analysing viewpoints and attitudes |  |
| Analysing language choices & techniques |  |
| Comparing and contrasting texts |  |
| **Most important: exemplar paper practice** |  |

**Component 2, Section A: Reading Non-Fiction**

**Component 2, section B: Transactional Writing**

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| Informal letters |  | Formal letters | |  |
| Articles |  | Reports | |  |
| Speeches |  | Reviews | |  |
| Leaflets (though unlikely…) | | | |  |
| Identifying Purpose / Audience / Form from the task | | |  | |
| Planning texts to develop detailed paragraphs | | |  | |
| Engaging language features | | |  | |
| How to use complex punctuation | | |  | |
| Spelling strategies | | |  | |
| |  | | --- | | **Most important: practise writing in timed conditions** | | | |  | |