

EDUQAS GCSE ENGLISH LANGUAGE

LANGUAGE COMPONENT 1

1 hour and 45 minutes

20th Century Literature Reading and Creative Prose Writing
(x1 short story extract)

Total: 40%

Section A Prose Reading:

A01, A02, A04

40 marks 20%

10 minutes reading

50 minutes answering

5 questions

Analyse 1 extract from a story

Section B Creative Writing:

A05 A06 *40 marks 20%*

4 options to choose from: titles, scenarios or story openings or endings. 1 task of 450-600 words, about 2 pages long.

5 minutes planning

35 minutes writing

5 mins checking spag

GCSE English Language Component 1 Modern Prose

EDUQAS ENGLISH LANGUAGE COMPONENT 1 - 40% 20th Century Literature Reading and Creative Prose Writing <i>1 hour and 45 minutes</i>	
<u>Section A Reading:</u> 10 minutes reading 50 minutes answering 5 questions 1 story extract Section A = 40 marks SEC A = 20 %	<u>Section B Writing:</u> 5 minutes planning 35 minutes writing 5 mins checking spag 450-600 words [2 pages] Section B=40 marks SEC B = 20%

You will need:

Ruler
Highlighter
Black pens

Before answering *read the instructions on your exam paper and:*

1. score off the passage / lines references
2. circle the total mark of each question to help indicate timing
3. skim read the extract for general understanding

When answering:

1. find the focus of the question; underline the key words in the question
2. plan your response - highlight and annotate the passage
3. top-middle-bottom; chronologically track the passage for points
4. write the question number in the margin
5. write mini PETs, if in doubt P+E; you can RELATE but...
6. stick to the lines mentioned

After answering:

1. leave space between answers
2. check the time

MINI PET [RR] SUCCESS CRITERIA:

Point P	<p>Write one clear point : Embed the task question into your point. (a colon introduces a quote so you don't have to write 'I can prove this by')</p>
Evidence E	<p>Carefully select and copy out a short precise quote " " (you can put extra quotes in T or Relate)</p>
Technique T	<p>Explain the effect of the word, phrase or the technique the writer uses. Do not paraphrase the quote; think about deeper layers of meaning. -You can add extra quotes in T. Use varied analytical phrases: <i>creates, portrays, hints, reveals, indicates, reflects, conveys, exemplifies, reinforces, establishes, exposes, displays, depicts</i></p>
Reader R	<p>Explain the effect on the reader. The writer makes the reader feel/think that... This suggests to the reader that... Do not write: <i>'makes me want to read on / creates the image in my head / paints the picture/ we want to know what happens next'</i></p>
Relate R	<p>1. Write about how your point/idea can be seen elsewhere in the passage; add a quote or example and explain it 2. Q5 only - write about how your point/idea develops or changes throughout the whole extract; add a quote/example and explain it</p>

Mini PET Sentence Starters:

The writer states... The writer describes...

The writer uses the word/phrase " " to suggests that ...

The writer gives the reader the impression that...

The writer shows the reader that...

The writer uses " " to imply...

The character feels... The character is portrayed as... when/by/because...

The writer uses the verb/adjective etc " " to emphasise...

The writer creates tension/suspense when/by...

Q5 Only - Evaluative Sentence Starters:

I agree with... I disagree with...

I agree / disagree to some extent because...

The writer purposefully... The writer successfully... The writer effectively...

Component 1 Section B Mark Scheme: Creative Prose Writing Task

[40 marks 20%]

<p><i>Plan= 5mins</i> <i>Write= 35mins</i> <i>Check=5mins</i></p>	<p align="center">AO5: 24 marks [12%] Communication and Organisation</p>	<p align="center">AO6: 16 marks [8 %] Vocabulary, sentence structure, spelling and punctuation</p>
<p><u>Band 5</u></p> <p>‘Fully Controlled and Secure’</p> <p>‘Ambitious’</p>	<p>20-24 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> My writing is fully coherent and controlled (I develop plot and character with detail, originality and imagination) <input type="checkbox"/> My writing is clearly and imaginatively organised (my narrative is sophisticated and fully engages the reader’s interest) <input type="checkbox"/> I ambitiously use structure and grammatical features to create cohesion and coherence <input type="checkbox"/> My communication is ambitious and consistently conveys precise meaning 	<p>14-16 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use a variety of appropriate and effective sentence structures <input type="checkbox"/> Almost all of my sentences are controlled and accurate <input type="checkbox"/> I use a range of punctuation confidently and accurately <input type="checkbox"/> Almost all spelling, including complex irregular words, is correct <input type="checkbox"/> My control of tense agreement is totally secure <input type="checkbox"/> I use a variety of appropriate, ambitious vocabulary to create effect or convey precise meaning
<p><u>Band 4</u></p> <p>‘Clearly Controlled’</p> <p>‘Secure’</p> <p>‘Some Ambition’</p>	<p>15-19 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> My writing is clearly controlled and coherent (I develop plot and character with convincing detail and some originality and imagination) <input type="checkbox"/> My writing is clearly organised (it is deliberately and purposefully shaped and developed) <input type="checkbox"/> I accurately use structure and grammatical features to support cohesion and coherence <input type="checkbox"/> My communication is clear and shows some ambition 	<p>11-13 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use varied sentence structures to achieve particular effects <input type="checkbox"/> I securely control and structure my sentences <input type="checkbox"/> I accurately use a range of punctuation <input type="checkbox"/> My spelling, including irregular words, is secure <input type="checkbox"/> I securely control tense and verb agreement <p align="center">My vocabulary is ambitious and precise</p>

<p><u>Band 3</u></p> <p>‘Mostly Controlled’</p> <p>‘Mostly Secure’</p>	<p>10-14 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> My the writing is mostly controlled and coherent (plot and character show some detail and development) <input type="checkbox"/> My writing is organised, has shape and direction <input type="checkbox"/> I use structure and grammatical features with some accuracy to convey meaning <input type="checkbox"/> My communication is clear but limited in ambition 	<p>7-10 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I used a variety of sentence structures <input type="checkbox"/> My sentences are controlled and mostly secure <input type="checkbox"/> I use a range of punctuation, mostly accurately <input type="checkbox"/> Most of my spelling, including irregular words, is correct <input type="checkbox"/> My control of tense and verb agreement is mostly secure <input type="checkbox"/> I am beginning to develop and use vocabulary with some precision
<p><u>Band 2</u></p> <p>‘Some Control’</p> <p>‘Some Accuracy’</p>	<p>5-9 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> My writing has some control and coherence (some logical control of plot and character) <input type="checkbox"/> My writing is beginning to show some organisation, shape and development <input type="checkbox"/> I use structure and grammatical features to convey some meaning <input type="checkbox"/> My communication is limited but sometimes clear 	<p>4-6 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use some variety of sentence structures <input type="checkbox"/> I have some control of sentence structures <input type="checkbox"/> I have some control of a range of punctuation <input type="checkbox"/> My spelling is usually accurate <input type="checkbox"/> My control of tense and verb agreement is generally secure <input type="checkbox"/> I use some range of vocabulary
<p><u>Band 1</u></p> <p>‘Basic Control’</p> <p>‘Limited’</p>	<p>1-4 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have basic control (a basic sense of plot and character) <input type="checkbox"/> My writing shows basic organisation such as paragraphs <input type="checkbox"/> I use some structure and grammatical features to show meaning <input type="checkbox"/> My communication is limited but I show some meaning 	<p>1-3 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use a limited range of sentence structures <input type="checkbox"/> I have limited control of my sentence structures <input type="checkbox"/> I show some attempt to use punctuation <input type="checkbox"/> Some of my spelling is accurate <input type="checkbox"/> I have limited control of the tense <input type="checkbox"/> I used a limited range of vocabulary

REVISION SOURCE:

1. Student past paper work booklet – issued by your class teacher
2. Your exercise book
3. EDUQAS tutorials on YouTube:

https://www.youtube.com/results?search_query=eduqas+english+language+paper+1