

## English Language - What & How to Revise

### EDUQAS GCSE ENGLISH LANGUAGE

Component 1	Component 2
<b>Section A: Reading (20%)</b> Analysing one extract of fiction - 1 hour Text is 20 <sup>th</sup> Century Prose Range of structured questions 15 minutes per 10 marks	<b>Section A: Reading (30%)</b> Analysing two extracts of non-fiction - 1 hour One text from C21 <sup>st</sup> , one from C19 <sup>th</sup> Range of structured questions including comparison 3 sections of 20 minutes
<b>Section B: Prose Writing (20%)</b> One creative writing task from a choice of four titles - 45 minutes	<b>Section B: Transactional Writing (30%)</b> Two compulsory transactional/persuasive writing tasks - 1 hour / 30 minutes each

### What to revise

The [BBC Bitesize online study guide to English Language](#) is very useful for all aspects of the qualification.

### 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:

#### **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, identifying 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:**

- (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:**

- 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 your 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.

Key points to remember for both writing sections:

- 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.

## English Language - Revision Checklist

### Component 1, Section A: Reading Fiction

Genres of fiction	
Setting & structure	
Narrative hooks: tension, mystery, suspense	
Characterisation & narrative voice	
Literary Techniques	
Responding to literary texts	
<b>Most important: <u>exemplar paper practice</u></b>	

### Component 1, Section B: Prose Writing

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?	
<b>Most important: <u>practise writing in timed conditions</u></b>	

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

Non-fiction text types	
Identifying Purpose / Audience / Form	
Finding and summarising information	
Explaining explicit & implicit meanings	
Analysing viewpoints & attitudes	
Analysing language choices & techniques	
Comparing & contrasting texts	
<b>Most important: <u>exemplar paper practice</u></b>	

### Component 2, Section B: Transactional Writing

Letters		Leaflets	
Articles		Reports	
Speeches		Reviews	
Identifying Purpose / Audience / Form from the task			
Planning texts to develop detailed paragraphs			
Engaging language features			
How to use complex punctuation			
Spelling strategies			
<b>Most important: <u>practise writing in timed conditions</u></b>			