

EXAM LENGTH: 1hr 45mins

Section A: Reading 1hr

Section B: Writing 45 mins

Eduqas English Language Component 1

EXTRA TIME ? Add 25% to each question:

Section A: Reading: 1hr 15mins

Section B: Writing: 55 mins

Component 1 is worth 40% of your English Language GCSE

Section A

Reading: Fiction

- 1 piece of unseen prose.
- Between 60-100 lines of text.
- 5 questions marked on:
- AO1, AO2, AO3, and AO4

20% - 40 marks

Section B

Writing

Narrative based on choice of 4 prompts. Choose **ONE**. Marked on AO5 & AO6
AO5: communicate clearly/imaginatively
AO6: communicate with clarity, purpose and effect [SPaG]

20% - 40 marks

Question 1: 5 marks, 5 minutes

- ☐ Read the contextual information in the box above the extract.
- ☐ Read Q1. **Rule off** the lines.
- ☐ Read the lines. **Highlight** ideas related to the question. Ensure highlighted text is specific.
- ☐ **Paraphrase the evidence** you selected or embed evidence.
- ☐ Inference is *not* required - stick to the facts in the text.
- ☐ Write 5-7 bulleted answers.

Question 2: 5 marks, 10 minutes

- ☐ Read Q2.
 - ☐ **Rule off** the lines.
 - ☐ Read the relevant lines thoroughly.
 - ☐ Select 3-5 concise quotations that answer the question.
 - ☐ Ensure that quotes are selected **chronologically**.
 - ☐ Write 3-5 Track-Quote-Comment paragraphs.
- Top Tip:** Infer, no language analysis

Question 3: 10 marks, 15 minutes

- ☐ Read Q3. Identify and **highlight** the focus.
- ☐ **Rule off** the relevant lines.
- ☐ Read thoroughly: **track text** with a pen and **highlight relevant ideas** related to the focus of the question.
- ☐ Select 7-10 quotations that answer the questions.
- ☐ Ensure that quotes are selected **chronologically**.
- ☐ Write 7 Track-Quote-Comment paragraphs as a minimum. You're aiming to write 10 of these analytical sentences in total.
- ☐ **Inference is key:** Offer insight into how your evidence is proof of the focus in the question and how it influences the reaction of the reader.

Reading Answer Structure

TRACK: your answers should follow the chronology of the text, briefly stating where your ideas have come from in the text using discourse markers, or sequencing adverbials.

QUOTE: select the best, concise evidence to answer the question and prove your ideas
X says, '-----'.

COMMENT: make one, specific, insightful comment. Focus on the deeper meanings and infer beyond the literal explanation. This is where the mark is awarded.

Key Vocabulary

Tracking adverbials:

- At the start
- Next
- Later
- In the middle
- Further on
- Towards the end
- Finally

Analytical verbs:

- Implies
- Suggests
- Indicates
- Presents
- Shows
- Portrays
- Demonstrates

Question 4: 10 marks, 15 minutes

- ☐ Read Q4. **Identify and highlight** the focus in the question.
- ☐ **Rule off** the relevant lines and follow the text with a pen, **highlighting relevant ideas and evidence** related to the focus of the question.
- ☐ Select 7-10 quotations that are related to the focus of the question.
- ☐ Identify quotes in **chronological order**.
- ☐ Write 7 Track-Quote-Comment paragraphs as a minimum. You're aiming to write 10 TQC paragraphs in total.
- ☐ **Inference is key:** Use **analytical verbs** to offer insight into why the author's choice of language relates to the focus in the question.

Question 5: 10 marks, 15 minutes

Evaluate a Statement

- ☐ Read Q5 carefully. It differs from Q2-4 as it may ask you to refer to the end of the extract and the whole text OR the whole text.
- ☐ Identify and **highlight** the focus in the question.
- ☐ **Rule off** the relevant lines in the question and track the text with a pen, **highlighting evidence** related to the focus of the question.
- ☐ Select 7-10 quotations to analyse to respond to the focus.
- ☐ Ensure your quotes are from **ALL** of the text that the question specifies.
- ☐ Write 7 Track-Quote-Comment paragraphs as a minimum. You're aiming to write 10 TQC paragraphs in total.
- ☐ **Top Tip:** After 5 TQC, ensure you've analysed language methods

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Section A – Reading Fiction

- 1 piece of unseen prose.
- Between 60-100 lines of text.
- 5 questions marked on:
- AO1, AO2, AO3, and AO4

20% - 40 marks

Section B – Narrative writing

Narrative based on choice of 4 prompts.
Choose **ONE**. Marked on AO5 & AO6
AO5: communicate clearly/imaginatively
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20% - 40 marks

Descriptive methods

- ☐ **Simile** – A comparison using ‘like’ or ‘as’.
- ☐ **Metaphor** – A direct comparison
- ☐ **Personification** – To give something non-human a human characteristic
- ☐ **Pathetic Fallacy** – To give something non-human human emotions that reflect the mood. Often linked to the weather.
- ☐ **Repetition** – repeating a word or phrase within a text for emphasis.
- ☐ **Alliteration** – repeating the opening sound of successive words in a sentence.

Writing structure - techniques

Exposition

Open with a question or dialogue.
Establish mood with pathetic fallacy.

Rising Action

Vary sentence length to manipulate atmosphere.

Climax

Slow down action and describe in slow motion using sensory language to provide precise detail.

Falling Action

Use longer sentences to decrease tension.
Include a variety of punctuation.

Resolution

Show, don't tell, how your character has changed because of their experiences.

Question 6: 40 marks, 45 minutes

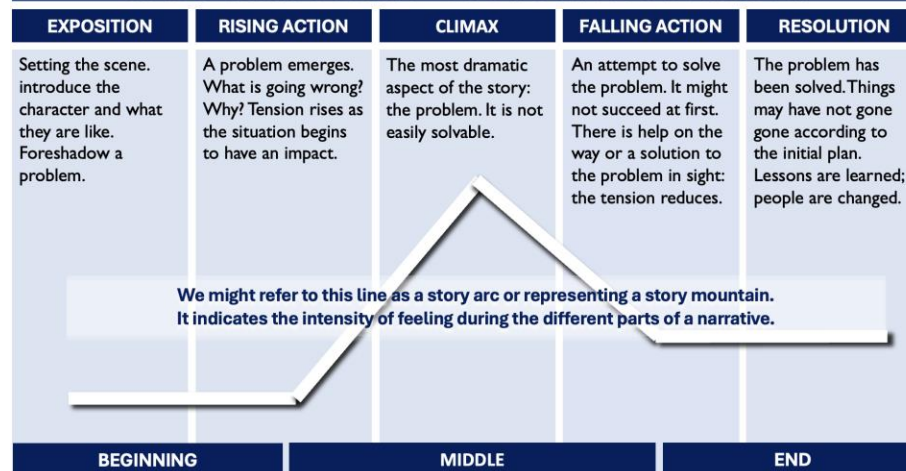
STEP BY STEP GUIDE

- ☐ Read the options of tasks.
- ☐ Select 1 and plan in 5 mins.
- ☐ Write narrative in 30 mins.
- ☐ Aim for around 3 sides of A4.
- ☐ Correct & improve in 10 mins.

RULES

- ☐ A complete story
- ☐ Short time frame
- ☐ No more than 3 characters
- ☐ First person, past tense
- ☐ Realistic and relatable

5 ACT STRUCTURE – NARRATIVE OVERVIEW



Essential punctuation

- ☐ **Capital letters** – at the start of every sentence and for all proper nouns
- ☐ **Full-stops** - to end sentences.
- ☐ **Question marks** – to raise a question, used at the end of sentences.
- ☐ **Exclamation marks** – to add emphasis, used at the end of sentences.
- ☐ **Commas** – to separate items in a list; to identify subordinate clauses; after connective openers/introductory phrases; before ‘but’.
- ☐ **Apostrophes** – to show ownership and to show abbreviation, NOT plurals.
- ☐ **Speech marks** – to indicate dialogue.

Essential techniques

- ☐ **Cohesive paragraphs** – start a new paragraph when you change topic, place, time or person.
- ☐ **Maintain past tense** - a way of writing that shows something has already happened, using verbs like *walked*, *was* or *had seen*.
- ☐ **Show, don't tell** - describes actions, feelings or surroundings in a way that helps the reader see or feel what's happening, not just stating it plainly.
- ☐ **Short sentences for effect** – help to raise tension and change pace.
- ☐ **Varied sentence openers** – add variation and unpredictability by changing how your sentences begin. Consider using *adverbs*, *discourse markers*, *prepositions*, *conjunctions* or *-ing words* to open some sentences.