

**EDUQAS GCSE ENGLISH LANGUAGE
LANGUAGE COMPONENT 2
2 hours**

**19th and 21st Century
Non-Fiction Reading**
(x2 non-fiction extracts to compare)

Total: 60%

Section A Non-Fiction Reading:

A01, A02, A03, A04

40 marks 30%

10 minutes reading

50 minutes answering the questions

6 questions

Compare 2 non-fiction extracts

Section B Transactional Writing:

A05 A06 40 marks 30%

Two short non-fiction transactional / persuasive writing tasks for particular audience, purpose and form. Write about 300-400 words for each task – about 1 page long for each task.

30 mins each task:

5 minutes planning

20 minutes writing

5 mins checking spag

GCSE English Language Component 2 Non-Fiction

EDUQAS ENGLISH LANGUAGE COMPONENT 2 – 60%	
19th and 21st Century Non-Fiction Reading	
2 hours	
Section A Reading: 10 minutes reading 50 minutes answering questions 6 questions Compare 2 non-fiction sources <i>Section A = 40 marks</i> <i>SEC A = 30 %</i>	Section B Transactional Writing: <u>Two short</u> non-fiction writing tasks Spend 30 minutes on each task: 5 minutes planning 20 minutes writing 5 minutes checking SPaG 300-400 words long (1-1½ pages) <i>Section B=40 marks</i> <i>SEC B = 30%</i>

You will need:

Highlighter

Black pens

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

1. select the correct Source (the exam contains 2 non-fiction texts)
2. skim-read the correct source to get an idea of what it's about
3. circle the total mark of each question to help indicate timing
4. find the focus of the question; underline key words in the questions

When answering:

1. carefully re-read the right source; keep focus of the question in mind
2. find the paragraphs that answer and match the question – tick them
3. plan your response – highlight and annotate the matching paragraphs
4. pick points from top-middle-bottom (more PEs, more marks)
5. write the question number in the margin
6. write in mini PETs: if in doubt P+E; top band students relate

After answering:

1. leave space between answers
2. check the time – timing is the key to success!

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>Write about how your point/idea/technique can be seen <u>elsewhere</u> or how it <u>develops</u> or <u>changes</u> throughout the whole source; add a quote or 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 writer uses the verb/adjective etc " " to emphasise...

Q1.4 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...

SECTION B TRANSACTIONAL AND PERSUASIVE WRITING 30%

Plan=5mins Write= 20mins Check=5mins	AO5: 12 marks [18%] C&O Communication and Organisation	AO6: 8 marks [12%] VSSP Vocabulary, sentence structure, spelling and punctuation
<p><u>Band 5</u></p> <p>Sophisticated Understanding</p> <p>Convincing</p> <p>Ambitious</p>	<p>11-12 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I show sophisticated understanding of the purpose and format of the task <input type="checkbox"/> I show sustained awareness of the reader / intended audience <input type="checkbox"/> I use the appropriate register and confidently adapt my register to suit my purpose / audience <input type="checkbox"/> My content is ambitious, pertinent and sophisticated <input type="checkbox"/> My ideas are convincingly developed and supported by a range of relevant details <input type="checkbox"/> The shape and structure of my writing is sophisticated <input type="checkbox"/> I communicate with ambition and sophistication <p><i>Pertinent: apt, relevant, applicable</i></p>	<p>8 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>Consistent Understanding</p> <p>Secure</p> <p>Detailed</p>	<p>8-10 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I show consistent understanding of the purpose and format of the task <input type="checkbox"/> I show secure awareness of the reader / intended audience <input type="checkbox"/> My register is appropriately and consistently adapted to suit my purpose / audience <input type="checkbox"/> My content is well-judged and detailed <input type="checkbox"/> My ideas are organised and coherently developed with supporting detail <input type="checkbox"/> There is clear shape and structure to my writing (paragraphs are used effectively sequenced and organisation) 	<p>6-7 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 <input type="checkbox"/> My vocabulary is ambitious and precise
<p><u>Band 3</u></p> <p>Clear Understanding</p> <p>Clear Awareness</p> <p>Developed</p>	<p>5-7 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I show clear understanding of the purpose and format of the task <input type="checkbox"/> I show clear awareness of the reader / intended audience <input type="checkbox"/> My register is appropriately adapted to suit my purpose / audience <input type="checkbox"/> My content is developed and appropriate reasons are given to support my opinions / ideas <input type="checkbox"/> My ideas are organised into coherent arguments <input type="checkbox"/> There is some shape and structure to my writing (my paragraphs are used to give sequence and organisation) 	<p>4-5 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 Awareness</p> <p>Clear Attempt</p>	<p>3-4 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I show some awareness of the purpose and format of the task <input type="checkbox"/> I show awareness of the reader / intended audience <input type="checkbox"/> I make a clear attempt to adapt my register to suit my purpose / audience <input type="checkbox"/> I give some reasons to support of my opinions and ideas <input type="checkbox"/> My ideas show limited development <input type="checkbox"/> I use some paragraphs to sequencing my ideas (my structure/direction may be uncertain) <input type="checkbox"/> My communication has some clarity and fluency 	<p>2-3 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>1-2 marks</p> <ul style="list-style-type: none"> <input type="checkbox"/> I show basic awareness of the purpose and format of the task <input type="checkbox"/> I show some basic awareness of the reader / intended audience <input type="checkbox"/> I make some attempt to adapt my register to suit my purpose / audience <input type="checkbox"/> I have some relevant brief content <input type="checkbox"/> I show simple sequencing of ideas (I may use paragraphs) <input type="checkbox"/> I show some basic clarity but my communication is limited 	<p>1 mark</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

Register: communication, voice, formality and language choice and style (informal, formal, colloquial)

Communication: written expression

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

REVISION RESOURCES:

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=edugas+english+language+paper+2

