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

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 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 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 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.

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

EXAM LENGTH: 1hr 45mins **Section A:** Reading 1 hr **Section B:** Writing 45 mins	Eduqas # English Language Component 1	**EXTRA TIME ? A**dd 25% to each question: **Section A:** Reading: 1 hr 15mins **Section B:** Writing: 55 mins

Component 1 is worth 40% of your English Language GCSE

Section A	**Section B**
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**	**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**

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:	Analytical verbs:
•At the start •Next •Later •In the middle •Further on •Towards the end •Finally	• Implies • Suggests • Indicates • Presents • Shows • Portrays • Demonstrates

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 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 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.

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

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 – Narrative 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 6: 40 marks, 45 minutes
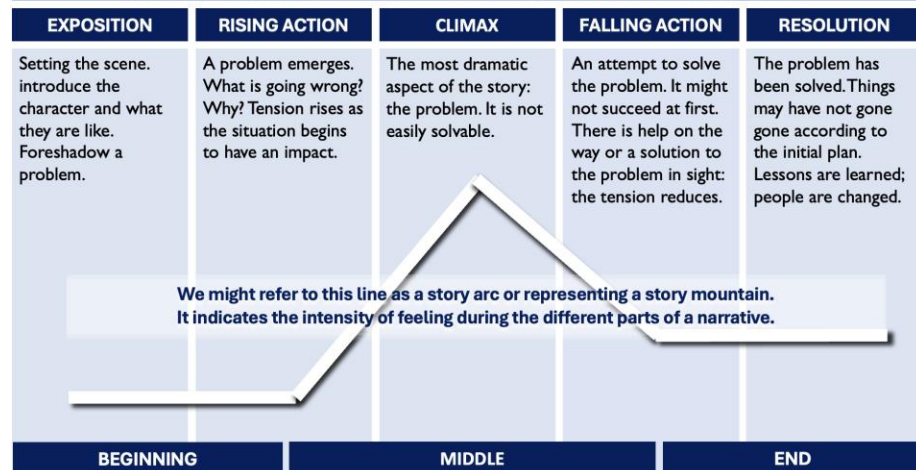
STEP BY STEP GUIDE
- ❑ <u>Read</u> the options of tasks.
- ❑ Select 1 and plan in <u>5 mins.</u>
- ❑ Write narrative in <u>30 mins.</u>
- ❑ Aim for around 3 sides of A4.
- ❑ Correct & improve in <u>10 mins.</u>

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

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

Exposition
Set the scene.
Rising Action
A problem emerges.
Climax
The drama. The problem occurs.
Falling Action
An attempt to solve the problem.
Resolution
The problem is solved but things perhaps

5 ACT STRUCTURE – NARRATIVE OVERVIEW

EXPOSITION	RISING ACTION	CLIMAX	FALLING ACTION	RESOLUTION
Setting the scene. introduce the character and what they are like. Foreshadow a problem.	A problem emerges. What is going wrong? Why? Tension rises as the situation begins to have an impact.	The most dramatic aspect of the story: the problem. It is not easily solvable.	An attempt to solve the problem. It might not succeed at first. There is help on the way or a solution to the problem in sight: the tension reduces.	The problem has been solved. Things may have not gone gone according to the initial plan. Lessons are learned; people are changed.

We might refer to this line as a story arc or representing a story mountain. It indicates the intensity of feeling during the different parts of a narrative.

BEGINNING	MIDDLE	END

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 phases; before but; connecting two independent but connected clauses.
- ❑ **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.

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 – Narrative 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 6: 40 marks, 45 minutes
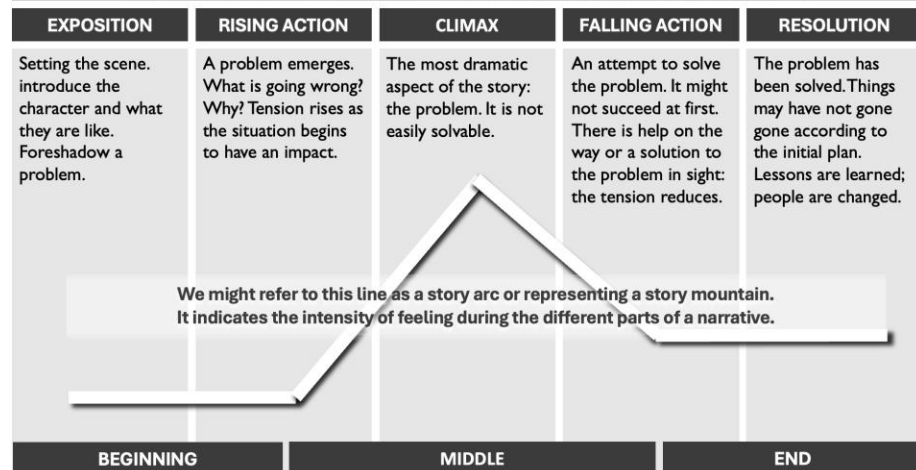
STEP BY STEP GUIDE

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

RULES

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

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

Exposition
Set the scene.
Rising Action
A problem emerges.
Climax
The drama. The problem occurs.
Falling Action
An attempt to solve the problem.
Resolution
The problem is solved but things perhaps

5 ACT STRUCTURE – NARRATIVE OVERVIEW

EXPOSITION	RISING ACTION	CLIMAX	FALLING ACTION	RESOLUTION
Setting the scene. introduce the character and what they are like. Foreshadow a problem.	A problem emerges. What is going wrong? Why? Tension rises as the situation begins to have an impact.	The most dramatic aspect of the story: the problem. It is not easily solvable.	An attempt to solve the problem. It might not succeed at first. There is help on the way or a solution to the problem in sight: the tension reduces.	The problem has been solved. Things may have not gone gone according to the initial plan. Lessons are learned; people are changed.

We might refer to this line as a story arc or representing a story mountain. It indicates the intensity of feeling during the different parts of a narrative.

BEGINNING	MIDDLE	END

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 phases; before but; connecting two independent but connected clauses.
- ❑ **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.