

# English Revision Pack

## Component 1 English Language

Name \_\_\_\_\_

Form \_\_\_\_\_

You can revise and practice for this exam.

The exam is on **Tuesday 4<sup>th</sup> June 2019, AM**. The exam tests reading and writing. It is worth 40% of your final GCSE English Language mark.

The exam: 1 hour and 45 minutes long. You must complete Section A and Section B in this time.

Section A : reading test (spend one hour on this). You have to read a 20<sup>th</sup> Century fiction passage and answer questions about it. [Included in this booklet is advice about approaching these questions.] 20%

Section B: writing test (spend 45 minutes on this). You will be given 4 titles and you have to write your own narrative (story) that fits one of the titles. 20%

Successful people are not gifted; they just work hard, then succeed on purpose.



“ A GOAL WITHOUT A PLAN IS JUST A WISH ”



## Section A : fiction reading

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You will be given 60-100 words from a 20<sup>th</sup> Century story. The story might be set in any country and might have some tricky words in it. You must read around these words and try to work out what they mean: the examiner cannot explain any words as this is a reading test.

### Advice:

Read from the top of the paper: often the examiners write useful background information that will definitely help you before you start to read the extract.

You must read methodically. Use a ruler and concentrate!  
Do **not** give up if the story seems unusual or difficult!



Carefully work out what the question actually wants you to do.

Read every question and work out:

Where – where do you have to look to find the answer? (Rule this off.)

What – what is the question stem? Consider how you should approach this question to get the most ticks due to answering it really well.

Focus – what specifically is the question asking you to look closely at?



Often the questions are on different pages from the texts – so find exactly where you should be reading for each question **very carefully!**

## Read – think – then write!



Keep an eye on the time! Look at how many marks per question.  
Spend approx. 12 minutes writing a 10 mark answer.

The quality of what you write is really important! You must do every question!

## Paper 1 Fiction

### Question Types and How to Get the Best Marks.

Careful methodical reading is absolutely vital!

Use the ruler provided in the exam to ensure that you read every line really, really carefully.

Do not skim or scan for answers – this will definitely trip you up!

Revise! There are just 3 main styles of question answer on this paper so you must ensure that you definitely know how to do each one. They are:

- Search and find
- What or how
- Evaluate

To get the best marks you should revise the following tips for the Fiction Reading Paper:

**Read all the story before starting any questions at all. Read – Think – Write!**

#### Search and find questions

When you answer these question types, the examiner is looking to see if you can read closely and pick out the exact things that answer the set question. Do not just copy long chunks of text.

Advice:

'List' or 'find' – or questions where it is obvious that you are just looking for something.

- Use bullet points
- Use enough words to make sense
- New line per idea
- Aim for 6/7 points for a 5 mark question

#### 'what' and 'how' questions

When you answer these types of questions the examiner is looking to see: if you can find things in the text that answer the focus of the question; if you can comment on and analyse language, structure and punctuation; if you can show HOW/WHY the writer manages to get certain messages over to you (inference).

Advice:

- **Do WWF**
- **Read and underline key sections (Look for verbs and imagery/language mainly but do look at structure/tone and punctuation). Pick out the words etc to analyse as you read. Subtle points = higher marks!**
- **Decide if your overview will go at the start or at the end.**



- **Connective + the writer + focus then Pick out + Comment/analyse.**
- **Pick out carefully! More subtle points get the higher grades! Can you cluster things?**
- **Stick to the focus of the question throughout.**
- **Make sure that when you embed your quote, the sentence makes sense and helps the examiner.**
- **Use subject terminology if you are certain that you are correct, or use 'word' or 'phrase'.**
- **Track the text as usual.**
- **Aim for 7/8 points from across the lines in 10-12 minutes. Coverage is needed. They give you set lines on purpose!**
- **For a 5 mark question (often question 1 or 2) aim for 4 good points.**

Don't forget!

- Look at structure (if you can )but you can keep it simple: "At the beginning of the passage..." or "By not letting X realise Y until the end this causes..." (If you are unsure then stick to language analysis). Does dialogue tell us more? Sentence lengths for effect – what effect? Are short sentences used to create tension or show exact feelings/thoughts? Order of events – how does this help the writer to make us realise things?
- Look at punctuation – how does this help the writer to get a certain message across?
- Look at techniques used, if you can say why they are used. Eg repetition for emphasis, exaggeration, imagery etc.

### Evaluate question

This is usually the last question . It might not have the word 'evaluate' in the question but the examiners want you to do this. Often it will ask what your impression is or your views, so obviously you must use the word 'I'.

This is where the examiner wants to find out what you think *based on what you have read*.

You are showing if you have understood the plot, the situation, the characters and how they might feel. This is testing inference – what have you understood and worked out.



This question can say 'Evaluate' or maybe it might be in disguise. The question might say:  
How far do you agree?

What impression do you have of?

What are your thoughts and feelings about?

How has the writer created these thoughts and feelings?

*Carefully look at the bullet points!*

## Advice:

- Always include an overview when you start your answer. Use 'the writer'...
- Eg First I think that Mrs Malby was naïve because the writer says that...
- 
- YOU MUST USE THE WORD 'I' AND CLEARLY SHOW/EXPLAIN WHAT YOU THINK AND WHY YOU THINK IT!
- You are working out your thoughts and also must support everything that you put using the text. Use Pick out + comment/analyse, depending on what you pick out and what the bullet points say.
- Always use the question in your answer as usual.
- READ this question carefully and use the parts of the text that it says to use!
- PICK carefully – this is what gets you the higher marks!
- The bullet points are really important.
- PECS help: **Purposefully Effectively Clearly Successfully**

## Section B Narrative writing

"I don't know what to write about!" Prepare and you will not have to worry!



### Remember:

- ✓ Simple, realistic plot
- ✓ Snapshot of time
- ✓ No more than 3 main characters
- ✓ Base your characters on people you know
- ✓ Plan before you write
- ✓ Be descriptive: place, weather, atmosphere and characters thoughts
- ✓ Show don't tell
- ✓ Keep dialogue short and punctuate accurately
- ✓ Precise verbs
- ✓ Vary sentence starts and lengths for effect
- ✓ Imagery

- Paragraphs for changes in time, place, idea or speaker
- Capital letter for proper nouns (names of people and places)
- Commas, full stops, apostrophes and all other punctuation needs to be accurate (your progress book has help inside it)
- Tense and subject/verb agreement needs to be accurate

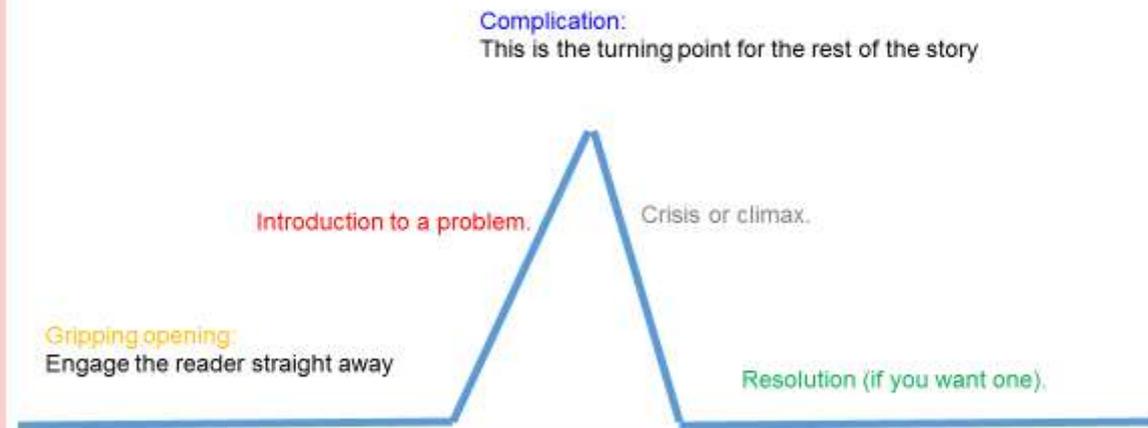
This is a lot to



juggle, so you need to practice!

Use your exercise books to help you look at the red checklist above. Make sure you include the things on the list to show what you can do!

## The fabulous five-part plan



An example of this linked to the title 'The Gift':

## The fabulous five-part plan

### An example: The Gift



### REMEMBER:

*Snapshot of time and realistic. Believable characters: look at the work we did on this. Also look at simile work and all the other story work in your book before you begin.*

5 part plan needed and then write your story adding the details suggested here:

- ✓ **opening that engages the reader** *How? Start with a description of place/time? Have a line of dialogue and the reported clause shows us how the character feels? Character's thoughts and feelings linked with some action eg how you feel as wake up etc. Make sure that you show what your main character is like quite quickly (nouns/verbs use & show don't tell).*
- ✓ **introduces a situation/creates the atmosphere** *describe place in detail; does the weather reflect the situation? sounds? Smells? Sights? Be very specific and imagine that you are looking through a camera – wide lens and then zoom in specific things that make the reader realise things eg pile of pots in the sink – what might that suggest? Adjectives (describing) and verbs (action words) need to be precise.*
- ✓ **something happens that causes a complication/a strong emotion** *this is a key bit of action but it just needs to be something that make your character feel something and does not need to be a huge event. Use similes and show don't tell here to suggest to your reader how your character feels. Again use very precise verbs and adjectives. Maybe use long complex sentences to show and explain but then end with a short sentence that sums things up.*
- ✓ **the main character is involved in the key event of the plot** *this is the next stage of the action : what does the main character do? Again use precise verbs and adjectives. Show don't tell is key too.*
- ✓ **the story ends satisfactorily (sometimes with main character's thoughts and feelings)** *you must have this or cannot get out of band 1! Don't rush it but also be simple and clear.*

Now you need to check your SPAG: Does every sentence make sense? Are your capital letters all correct? Check every comma against your commas work in your book (never between 2 sentences)! Paragraphs? What did you have to work on from your previous stories – look at the EBI sheet that you did for the mock alongside the EBI from other story work. Please make sure that you are not making the same errors.

## **Plan for these titles:**

The Worst Day Ever.

Forgotten.

Write a story beginning with, "Why had I agreed to meet them?"

Write a story ending with, "... and I knew that I would be in trouble when I got home."

Excitement.

## **The basics must be right. Remember :**

Every sentence must make sense.

Basic punctuation needs to be correct.

**The dirty 30 words must not be wrong:** accommodation beautiful

because beginning believe business ceiling decided definitely

disappear disappointed embarrass extremely friend immediately

minute necessary neighbour nervous opportunity persuade

queue queuing quiet quite receive separate sincerely

surprised until **Plus make sure you can correctly use** your you're there

their they're been and being

**Paragraph for every change in time, place , idea or speaker**

## **Top Tips**

You might want to think of some simple plots before you go in. General ideas that fit in with a snapshot of time.

Do NOT think of one plot and try to make it fit one of the titles. This will seem awkward. However having some general plot ideas before you go in will definitely save time.

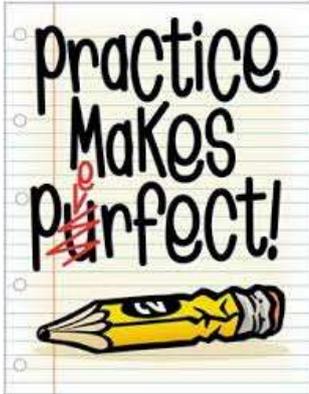
Create a bank of characters based on people that you know. It will make them more realistic and help you to write about how they SHOW their feelings etc, as you know from experience how they behave.

Imagery – avoid clichés! Instead think of original similes that suit a range of emotions, situations, atmospheres etc and learn them.

Vary sentence starts: time, place, weather , feelings, adverb, adjective etc.

Go through your exercise book .

List here your EBIs and also anything that you need to work on or remember. Practise!



# English Revision Pack

## Component 2 English Language

Name \_\_\_\_\_

Form \_\_\_\_\_

You can revise and practice for this exam.

The exam is on **Friday 7<sup>th</sup> June 2019, AM**. The exam tests reading and writing.

The exam: 2 hours long. You must complete Section A and Section B in this time.

Section A : reading test (spend one hour on this). You have to read a 19<sup>th</sup> Century text and a 21<sup>st</sup> Century text. Both are non-fiction texts. Then you answer questions about it. [Included in this booklet is advice about approaching these questions.] 30%

Section B: writing test (spend one hour on this). You will be given 2 compulsory non-fiction titles and you have to do both of them. 30%

The some of the different types of non fiction texts are:

- Autobiography
- Biography
- Essay
- Oration or Speech
- Diary
- Newspaper stories
- Magazine articles.



### Close Read



## Section A Non-fiction reading

You might have to read :

- An article
- Diary
- Autobiography
- Web page
- Leaflet
- Guide
- Speech
- Letter
- etc



One text will be old-fashioned (19<sup>th</sup> Century)  
One text will be modern (21<sup>st</sup> Century)

### Advice.

What to do as soon as you are able to start:

1. Read the inside of the exam paper from the very top. Here it usually tells you the text types and the writer's name (if known). Label up both texts with this information.
2. Be ready to read methodically. Get your ruler from your examination pack and use it. Do NOT skim or scan!
3. If you find unfamiliar words, read around the words and try to make it make sense in line with the rest of the meaning of the text.
4. Think about the intended audience and purpose of the text. This will help you to judge its tone.

The most important thing is that you carefully read the extract and work out:

- What is the message? What is the purpose? Why has this been written?
  - Who is it for? Is the writer being sarcastic or funny?
  - What is it actually about? Be very clear about these bullet point please!
5. **Do Where What Focus for the first question and then read and underline! BE VERY CAREFUL! MAKE SURE THAT YOU ARE USING THE RIGHT TEXT!**
  6. **Do this then for every question!**
  7. **When you write your answers, do not forget to use connectives and to use the question in the beginning of your answer.**
- [Advice points 5-7 are the same as in your fiction reading exam!]

**You have a ruler in the exam to help you!**

Revise! There are just 5 main styles of question answer on this paper so you must ensure that you definitely now how to do each one. They are:

- Search and find
- What or how
- Evaluate
- Synthesis (usually a shorter task)
- Compare (usually the last question)

To get the best marks you should revise the following tips for the Non-Fiction Reading Paper:

### **Search and find questions** (usually Q1 and Q3)

When you answer these question types, the examiner is looking to see if you can read closely and pick out the exact things that answer the set question. Do not just copy long chunks of text.

Advice:

'List' or 'find' – or questions where it is obvious that you are just looking for something.

- Use bullet points
- Use enough words to make sense
- New line per idea
- Aim for 6/7 points for a 5 mark question



### **'what' and 'how' questions**

When you answer these types of questions the examiner is looking to see: if you can find things in the text that answer the focus of the question; if you can comment on and analyse language, structure and punctuation; if you can show HOW/WHY the writer manages to get certain messages over to you (inference).

Advice:

- Do WWF
- Read and underline key sections (Look for verbs and imagery/language mainly but do look at structure/tone and punctuation). Pick out the words etc to analyse as you read. Subtle points = higher marks!
- Decide if your overview will go at the start or at the end.
- Connective + the writer + focus then Pick out + Comment/analyse.
- Pick out carefully! More subtle points get the higher grades! Can you cluster things?
- Stick to the focus of the question throughout.
- Make sure that when you embed your quote, the sentence makes sense and helps the examiner.
- Use subject terminology if you are certain that you are correct, or use 'word' or 'phrase'.
- Track the text as usual.
- Aim for 7/8 points from across the lines in 10-12 minutes. Coverage is needed. They give you set lines on purpose!
- For a 5 mark question (often question 1 or 2) aim for 4 good points.

Don't forget!

- Look at structure (if you can )but you can keep it simple: "At the beginning of the passage..." or "By not letting X realise Y until the end this causes..." (If you are unsure then stick to language analysis). Does

dialogue tell us more? Sentence lengths for effect – what effect? Are short sentences used to create tension or show exact feelings/thoughts? Order of events – how does this help the writer to make us realise things?

- Look at punctuation – how does this help the writer to get a certain message across?
- Look at techniques used, if you can say why they are used. Eg repetition for emphasis, exaggeration, imagery etc.

**Sometimes Q4 is a what or how question that needs evaluation.**

This question is always more tricky: it is asking you to evaluate how effective the writer is in getting their view across.

*I think that X /the writer effectively shows that... COMMENT because*

*PICK OUT (SUBJECT TERMINOLOGY)*

Start with an overview. You need 5-6 points. Do Pick out + Comment/analysis please. Can you cluster things? Often there is less to pick so be more detailed in the how aspect. Ensure coverage!

Remember your PECS

PURPOSEFULLY

EFFECTIVELY

CLEARLY

SUCCESSFULLY

**Don't forget that you can pick out that the writer uses tone, sarcasm or humour or opinion as facts and say what that makes you realise.**

**Question 5 = 5 mark question : synthesis**

- This is a simple 'pick out ' answer – or sometimes you might want the odd comment!
- Use full sentences and keep the question focus in mind.
- Before you answer underline on both texts.
- Then keep it simple. Give an overview of text 1 (name it) linked to the focus and then pick things out of the text, commenting if necessary. THEN use a connective [However/Likewise] and then give an overview of the second text. Then pick things out and comment if needed.
- Aim for 2-3 things per text BUT sometimes you will have more things from one of the texts!

- YOU MUST USE BOTH TEXTS TO GET ANY MARKS! (This is not the usual compare question that is often on the paper last!)

### Compare/contrast – usually last question

Use the writer in your answer. Always include an overview

### **YOU MUST WRITE ABOUT BOTH TEXTS OR YOU GET NO MARKS!**

**BEGIN BY WRITING AN OVERVIEW THAT FITS THE FOCUS OF THE QUESTION!**

- ✓ Look closely at the focus of the question and think about HOW the writer gets the message across.
- ✓ Use the bullet points and underline what you need to use.
- ✓ Clearly make your first point. Then say how you know this point. Use a connective and then make a point from the second text that shows that it is the same or different from your first point about text 1. Say how you know this!
- ✓ Clearly make a second point from text 1 and show how you know it. Connective and then compare to one point from text 2 and say how you know that.
- ✓ Repeat!

If you really struggle, do all the points from one text (always saying how you know each point you make) then use a correct connective and move onto all the points from text 2 (saying how you know it). **YOU MUST DO BOTH TEXTS!**

### **Section B : Non-fiction Writing**

\*Pay close attention to the **purpose** and **audience** of your writing.

\***Paragraph** carefully and write with **accuracy**.

**Use persuasive techniques as necessary!**

#### Remember:

P: purpose – why are you writing this? Is it to persuade, advise, inform or a mixture of things? Your reader must be able to recognise why you are writing.

A: Audience – who are you writing to? This will make you think carefully about your word choices and your tone. Remember however not to use slang and be too informal if the audience is a friend. However, if it is a friend actually get a friend in mind, to help you.

L: Lay out and Language – make sure that you know HOW to set your ideas out on the page (for the type of writing you have been asked to do) and think about the style of language that is needed. Also do not forget paragraphs!

S: Structure – think of your ideas BEFORE you begin. Once you have got a list of ideas, think about the order that you will write them. To put the ideas in the

best order, think about your audience and also how you will try to link some of the ideas ('burgers') between the last line of one paragraph and the first line of the next. Also consider the structure of your paragraphs.

Don't forget your burgers !

**BURGER METAPHOR:** paragraphs can be compared to burgers as they should:

- ✓ have the same idea at the beginning and end (although it will be stated differently at the end just like the bread at the bottom look different from the bread at the top);
- ✓ have plenty of filling that compliments each other (this is the detail). Do not bring in new ideas as this would be like putting a piece of chocolate cake in your Big Mac!



**Unit 2 basic burger paragraphs!**

Connective plus topic sentence. These need to make the reader want to read on. They need to wet the reader's appetite! Fresh and inviting!

You need one main idea (the burger) but you also need to make it a tasty treat!

Include :

- Persuasive technique
- Precise words
- Detail
- Supporting ideas (not new ones)

This needs to be satisfying and filling (tell the reader all that she or he needs to know about the one topic).

The ending sentence needs to be strong and not soggy! It needs to hold everything else together and is very important. A solid base is needed!

**Don't forget the order of your paragraphs and the links between them too!**

## Possible exam tasks / revision ideas

**It is a good idea to look through these titles, pick the ones that you might struggle with and have a go at them. Bring them into your teacher to be marked once done. (Even if you go wrong, your teacher will then be able to show you how it needed to be done!)**

### **Always plan before you write!**

- Write a letter to a family member about a trip you have been on
- Write a letter to a friend giving them advice on starting a new school
- Write a letter to a friend about a journey you have been on
- Write a letter to your student council, asking them to improve the quality of life of pupils at your school
- Write a letter to a travel company, complaining about the holiday they sold you and demanding a refund
- Write a letter to your local MP about how teenagers are treated in your local area
- Write a letter to the Prime Minister giving your views on an issue that affects the whole country and yourself
- Write a letter to your local newspaper complaining about an article they published that was about teenagers being out of control
  
- Write a lively article for a teenage magazine about an issue you feel strongly about
- Write a lively article for a teenage magazine about someone you respect
- Write an article for a school newsletter, for new pupils and their parents, explaining what the school is like and what to expect
- Write an entertaining article for a travel magazine about what you can do and see in your local area
- Write a newspaper article about the increasing violence in your area
- Write a newspaper article about the government's plans to build more houses on fields around your town
  
- Write a speech for assembly persuading people to be more environmentally aware
- Write a speech, to be given to pupils' parents, about the advantages and disadvantages of the internet and computers
- Write a speech, to be given to parents and pupils, about the pressures teenagers face
  
- Write a leaflet that informs people of the dangers of smoking
- Write a leaflet advising people on how to live a healthy life
  
- Write a review, for a magazine, about a film you have seen
- Write a review, for a magazine, about a concert you have been to



### **Top tips / Checklist for layout**

#### **Formal letters**

Your address and their address at top  
Dear Sir / Madam / Mr... etc

Yours sincerely / faithfully at the end

### **Informal letters**

Your address at top

Dear...

Lots of love / take care / all the best / best wishes at end

### **Magazine articles**

Columns

Heading and subheading

Bold lettering for emphasis

Entertaining, chatty language

### **Leaflets and Guides**

Different sections (headings)

Layout (diagrams?)

Make use (but don't rely only on) bullet points

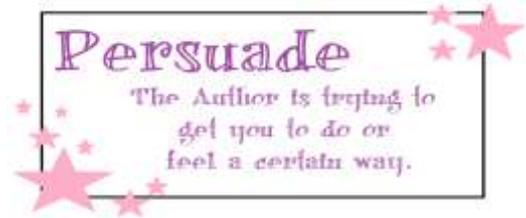
### **Reviews**

Give information and an opinion (but without using 'I')

Give opinion as fact (It was boring, rather than I thought it was boring)

Entertaining language ("It was a bottom-numbing, brain-freezing, yawn-a-minute snore fest of a film")

Arrange it in sections (eg Stars / Plot / Verdict / Overall rating)



### **Persuade / Argue      Persuasive techniques:**

-Rhetorical questions (Can we stand by and let this happen?)

- Rule of 3 (The class is eager to learn, well organised and ready to sit their exams / the meal was cold, tasteless and overpriced)

-Repetition (We must make changes now. We must try to make things better. We must think for the future.)

-Personal pronouns (you, we)

-Facts and figures (over 93% of pupils agreed that... / the last time there was a change to the menu was June 2004 – over 4 years ago!

-Quotes from experts (Secretary of State for Education stated that "schools must make changes now")

-Exaggeration / hyperbolic language

-Emotive language (disgusting / unacceptable / not to be missed / amazing)

-Make a counter point (Some may argue that....) then argue against it (However, I disagree because....)

-Alliteration

## Sentence Starters

Firstly, / Secondly, / Furthermore, / In addition to this,

However, / On the other hand, / Some may argue... / Experts agree that...

In conclusion, / Finally, / To summarise,...

**Preparation is key. You revise by practising. Use the sheets in your Progress Book to help you with Spag and work on your EBIs from previous work!**

### 20 marks per task.

There are 8 marks for SPaG ( spelling, punctuation and grammar – tense correct, subject/verb agreements and vocabulary choices) .

There are 12 marks for paragraphs and communications (purpose/audience obvious and ideas are in full burgers).

Work out what YOU need to focus on to get as many marks as possible.

## WRITTEN ACCURACY

Zero-tolerance spelling list – “The Dirty Thirty” as named by the Eduqas examiners :

1. Accommodation
  2. Beautiful
  3. Because
  4. Beginning
  5. Believe
  6. Business
  7. Ceiling
  8. Decided
  9. Definitely
  10. Disappear
  11. Disappointed
  12. Embarrass
  13. Extremely
  14. Friend
  15. Immediately
  16. Minute
  17. Necessary
  18. Neighbour
  19. Nervous
  20. Opportunity
  21. Persuade
  22. Queue
  23. Queuing
  24. Quiet
  25. Quite
  26. Receive
  27. Separate
  28. Sincerely
  29. Surprised
  30. Until
- There/they're/their      Your/you're      Been/being



