

PiXL Independence

English Language – Student Booklet

KS4

Eduqas Component 1&2

Contents:

- I. Eduqas exam layout questions – 20 credits
- II. Multiple Choice quizzes – 10 credits each
- III. Short Answer Reading Questions – 10 credits each
- IV. Writing tasks – 10 credits each with an additional 100 each available
- V. Eduqas AO6 skills – 20 credits
- VI. Academic reading – 50 credits per task

I. Eduqas Exam Layout Questions

20 credits for answering all

1. Do you have to complete coursework for the English Language qualification?
2. How many assessment objectives are you being assessed on across the qualification?
3. How many exam papers do you have to sit?
4. How long are your English Language examinations?
5. How many marks are available on your English Language papers?
6. Is one paper worth more than another?
7. Which component assesses your ability to write a narrative?
8. Which component assesses your ability to write transactional/persuasive pieces?
9. Which component assesses your understanding of 20th century texts?
10. Which component assesses your understanding of 19th and 21st century texts?
11. Which assessment objective requires you to analyse how writers use language and structure to achieve effects and influence readers?
12. Which assessment objective requires you to evaluate texts critically?
13. Which assessment objective requires you to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate punctuation and spelling?

14. Which assessment objective requires you to identify explicit and implicit information and ideas?
15. Which assessment objective is only assessed on component 2? Why can this assessment objective not be assessed on component 1?
16. What is the percentage weighting of each of your English Language papers?
17. Are you only assessed on reading and writing?
18. Will you have studied the extracts in the reading sections of your examinations before?

II. Multiple Choice Quizzes

1. Eduqas Subject Terminology Questions

2.

20 credits for answering the whole quiz.

1. What is a noun?

2. Underline the nouns in the list below:

- Car
- Dog
- Sitting
- Quickly
- Happy
- Home

3. What is a verb?

4. Underline any verbs in the sentence below:

Nathan slammed the door and ran upstairs to his bedroom, crying.

5. What is a pronoun?

6. What is an adjective?

7. Underline the adjectives in the list below:

- Interesting
- Difficult
- Sniggered
- Emotion
- Beloved

8. What is an adverb?

9. Underline the adverbs in the sentences below:

- Katie approached us excitedly.
- She raised an eyebrow at him icily.
- He began to wring his hands fretfully.
- His breath caught painfully in his chest.

10. When analysing language, you should think about the connotations of the language choices the writer makes. What does 'connotation' mean?

11. Writers might use semantic fields in their writing. What is a semantic field?

12. What is the semantic field in the following sentence?

The performance was divine; her voice soared to the clouds and left her audience feeling as though they were dancing with angels.

13. What is a simile?

14. What is a metaphor?

15. Which of the sentences below are similes and which are metaphors?

- His hug was like a warm blanket being wrapped around me.
- My feet were lead as I ran through the sludge.
- Her eyes were lasers, staring right through me.
- It was like waking up in a dream.

16. What is personification?

17. Why might a writer use personification?

18. What is the effect of the personification in the following sentence?

The police helicopter prowled the village, its surveying eyes were desperately searching for the criminal.

19. What is hyperbole?

20. Writers will use descriptive language to make a text more interesting and engaging. They might use:

- Descriptive techniques and vocabulary
- Imagery like similes, metaphors, personification
- Thoughtful Adjectives and verbs

Underline all the descriptive features in the paragraph below:

Lucy dozed. Her neighbour, a computer salesman, was pole-axed by alcohol and snoring, as she had hoped. The plane roared and hummed around her and an outbreak of turbulence brought her swimming up into consciousness. She opened her eyes and saw the flickering movie screen, figures mouthing and gesticulating. She closed them again and dreamed that distant hordes were shouting, like football mobs.

3. Eduqas Structural Features Questions

20 credits for the whole quiz.

During the reading parts of your English Language examinations, you should think about the way the writers have put their ideas together – this is thinking about the structure. During the writing parts of your English Language examinations, you should also think carefully about the way you bring your information together to have the intended effect on your reader.

1. Which of the following is a structural feature?

- Simile
- Question mark
- Foreshadowing
- Personification

2. Which of the following definitions would explain what a 'climax' is?

- The separation of a text in sections, usually indicated by a new line
- The point during a narrative when the action or conflict reaches its peak
- A conversation between two or more people in a narrative

3. What is an 'anti-climax'?

4. What structural feature would 'the separation of a text in sections, usually indicated by a new line' be?

5. What structural feature would 'a conversation between two or more people in a narrative' be?

6. What is the correct structural term to describe when events in a text are in the order in which they happened?

- Description
- Structure
- Paraphrasing
- Chronological

7. What is the difference between first and third person?
8. If a narrative is written in the first person, which structure is it likely to follow?
- Narrative will have an overall view of the story, so it might skip around to cover lots of different events
 - Narrative will probably follow the character's experiences quite closely
9. If a narrative is written in the third person, which structure is it likely to follow?
- Narrative will have an overall view of the story, so it might skip around to cover lots of different events
 - Narrative will probably follow the character's experiences quite closely
10. Underline each of the structural features in the list below:
- Dialogue
 - Punctuation
 - Capital letters
 - Climax
 - Chronological order
 - Pathetic fallacy
 - Paragraphs

III. Short Answer Reading Questions

1. Eduqas Component 1 Style Tasks

Questions 1-9 below will give you 10 credits per question for a correct response.

This independent resource will ask you questions about the extract below. You will be required to use some of the skills that you will need to demonstrate in your GCSE English Language examinations, but this is on a smaller scale. The answers in your exams will need to be more developed and explorative than the responses you will give here. The aim of this resource is for you to practise the skills needed in your exams.

Read Lines 1-24 of the extract found on the exam paper at the following link taken from the exam board website.

The extract is about two plain clothes police officers – George Bailey and his colleague, Keith.

<http://pastpapers.download.wjec.co.uk/a11-0150-01.pdf>

Now answer the questions below:

1. What time in the day did the incident happen?
2. If George and Keith were 'ordered to assist', what does this suggest?
3. Which verb in line 3 helps to create the image of the police inspector trying not to be seen?
4. How does the writer show that George and Keith seem to be braver than the police inspector?
5. Look at lines 5-8. What are Keith's opinions on police inspectors?
6. Which adverb in line 11 shows that Keith is mocking the police inspector?

7. What impression do we get of Keith in line 15?

8. Which adverb in line 16 suggests that George and Keith are well-trained police officers?

9. How does the writer show the fear of the police inspector in lines 18 and 19?

10. How does the writer show the contrast between the police inspector and Keith in the last paragraph?

2. Eduqas Component 1 Style Tasks

Questions 1-9 below will give you 10 credits per question for a correct response.

This independent resource will ask you questions about the extract below. You will be required to use some of the skills that you will need to demonstrate in your GCSE English Language examinations, but this is on a smaller scale. The answers in your exams will need to be more developed and explorative than the responses you will give here. The aim of this resource is for you to practise the skills needed in your exams.

Read lines 1-21 from the passage on the exam paper found on exam board website, which you can access using the link below.

The passage is set in Canada and is about two brothers, Arthur and Jake.

<http://pastpapers.download.wjec.co.uk/a11-0150-05.pdf>

Now answer the questions below:

1. What 3 materials was the bridge made of?
2. How far below was the river?
3. Which adjective in line 1 suggests that the bridge might not be that safe?
4. Which verb in line 3 suggests that the river might be dangerous?
5. Read lines 6-9. How does the writer show the differences between Arthur and Jake?
6. How does Arthur's speech in line 10 demonstrate his annoyance at Jake?
7. Which verb in line 11 shows Jake to be ignorant of the danger they could be in?
8. How does the writer use dialogue to show the differences between the two brothers in lines 16-19?
9. What are Arthur's thoughts and feelings about his brother in the last three lines of the extract?

10. The writer encourages readers to view Arthur as the most likeable of the brothers. To what extent do you agree with this view? Think about how the writer makes readers react to the extract.

3. Eduqas Component 2 Style Tasks

Questions 1-13 below will give you 10 credit per question for a correct response.

This independent resource will ask you questions about the extract below. You will be required to use some of the skills that you will need to demonstrate in your GCSE English Language examinations, but this is on a smaller scale. The answers in your exams will need to be more developed and explorative than the responses you will give here. The aim of this resource is for you to practise the skills needed in your exams.

Read the beginning of the article entitled 'The Revenge of the Couch Potato' found by following the link to the exam paper below.

You need to read as far as 'I just became more accustomed to it.'

<http://pastpapers.download.wjec.co.uk/a11-0151-06-a.pdf>

Now answer the questions below:

1. What does the adjective 'entrenched' suggest about the writer's view about physical activity?
2. Why is the writer encouraged to change her views?
3. What metaphor is used at the end of the first paragraph to add humour to the extract?
4. How does the writer use statistics to support her view that she is a 'fraud'?
5. How does the writer show, in the second paragraph, that she found her 20 minute run difficult?
6. What was keeping the writer running each day?
7. Did the training get any easier for her?

Now read the article, entitled 'Silver Sprinters' which compares with the article above, taken from the exam board website:

<http://pastpapers.download.wjec.co.uk/a11-0151-06-a.pdf>

Answer the following questions:

8. What do you expect the article to be about from the title and the images?
9. What four things does Dixie do to improve his health?
10. What adjective does the writer use to show the difficulty of the marathon that John Starbrook ran?
11. What are the NHS guidelines for exercise?
12. What tips about physical activity could a reader take from the article?
13. How does the writer encourage readers to take up physical activity in the last paragraph of the article?
14. Compare and contrast the writer's views about exercising.

Think about:

- What they say about exercising
- How they get their views across

4. Eduqas Component 2 Style Tasks

Questions 1-7 below will give you 10 credits per question for a correct response.

Read the extract taken from The Telegraph newspaper below. Answer the questions.

'Quiet, please!' says news presenter John Humphrys

The world is getting louder, and the noise is damaging our health. It's time we all turned down the volume

It is inevitable that if you present the Today programme, you will become obsessed with noise. The first question strangers ask is always: "What time do you get up?" (Answer: the middle of the night.) The second is: "What time do you go to bed?" (Answer: absurdly early – long before the average 10-year-old.) And the third is: "How do you manage to sleep?"

Which is where noise comes in. Because it depends. If it is quiet, I sleep like a contented baby. If it is noisy, I sleep like a fractious baby with a particularly nasty teething problem. The difference is that if I am kept awake, I do not scream for attention but lie still, cursing all those selfish souls who think it acceptable to walk past my house at nine in the evening without lowering their voices to a whisper. Yes, I know this is seriously weird, but I would contend that there is no sentient being who is indifferent to noise.

I happen to be on the extreme end of the spectrum for obvious reasons, but you, dear reader, are on it, too. Do you not dread the approach of Christmas with the certain knowledge that every shop you enter will welcome you with canned Christmas carols? Or the fellow passenger who pulls out their mobile to make a phone call, forcing the entire carriage to listen in? Or the hotels who believe you cannot make it through a meal without music in the background? Even at breakfast, for God's sake!

Now answer the questions below:

1. What time does John Humphrys get up?
2. How does the writer use similes to support his views in the second paragraph?
3. How does the writer try to engage his readers?

Now read the following article and answer the questions that follow.

To M.T Bass, Esq., M.O.

Sir,

YOUR undersigned correspondents are desirous to offer you their heart thanks for your introduction into the House of Commons for a Bill of the Suppression of Street Music; and they beg to assure you that, in the various ways open to them, they will, out of Parliament do their utmost to support you in your endeavor to abolish that intolerable nuisance.

Your correspondents are, all, professors and practitioners of one or other of the arts or sciences. In their devotion to their pursuits - tending to the peace and comfort of mankind - they are daily interrupted, harassed, worried, wearied, driven nearly mad by street musicians. They are even made especial objects by persecution by brazen performers on brazen instruments, beaters of drums, grinders of organs, bangers of banjos, clashers of cymbals, worriers of fiddles and bellowers of ballads; for, no sooner does it become known to those producers of horrible sounds that any of your correspondents have particular need of quiet in their own houses, that the said houses are beleaguered by discordant hosts seeking to be bought off.

Your correspondents represent to you that these pecuniary speculations in the misery they endure are far more destructive to their spirits than their pockets; and that some of them, not absolutely tied to London by their avocations, have actually fled into the country for refuge from this unmerited persecution - which is none the less grievous or hard to bear, because it is absurd.

Your grateful correspondents take the liberty to suggest to you that, although a Parliamentary debate undoubtedly requires great delicacy in the handling, their avocations require at least as much, and that it would highly conduce towards the success of your propped enactment, if you prevail on its opponents to consent to state their objections to it, assailed on all sides by the frightfull noises in despite of which your correspondents have to gain their bread.

(Signed)

CHARLES DICKENS

4. What does the adjective 'hearty' suggest about the people who have signed the proposal?
5. What are the street musicians doing to the professors and practitioners who have signed the proposal?
6. What adjective in line 16 gives Charles Dickens' view about people moving from the city to the country? What does it suggest?
7. What language choices does Dickens make in his last paragraph to persuade readers (the government) that they should respond?
8. Both of these texts are about noise. Compare how the writers feel about noise.

IV. Eduqas Component 2 Writing Task

10 credits available for tasks 1-7 and a further 100 credits available for each written task completed

Each of the questions below requires you to work out the purpose, audience, format and tone (PAFT).

Work out the purpose, audience, format and tone (PAFT) of the following writing tasks. You could then use them to practise your transactional writing skills.

1. Write a letter to your MP arguing for or against the installation of speed bumps through your town centre.
2. Write a letter to your school governors with your views on the priorities for improving the experience pupils have at school.
3. Your local community centre has asked you to talk to the town's teenagers about the dangers of underage drinking. Write what you would say.
4. 'Keeping up with the latest fashions is a waste of time and of money; you do not need to be wealthy or have lots of free time to look cool.' Write an article for a national newspaper in response to this statement.
5. Write a blog entry, giving your views on whether technology is having a positive or negative influence on the way teenagers communicate. You might consider TV, voice calls, video calls, texting, email, social networking sites, photo sharing or any other technologies you think are influential.
6. Your school/college has asked pupils to produce an article about work experience. You could include your thoughts and feelings about work experience, voluntary work and paid work.
7. Your school/college is considering making changes to its policy on uniform. Pupils have been asked to present their views on what changes, if any, they would like to see take place. Write a report for the headteacher suggesting how the uniform policy could be improved.

V. Eduqas AO6 skills

20 credits in total

1. Underline the correct spelling below:

- Reccommend
- Recomend
- Recommend
- Recommend

2. Underline the correct spelling below:

- Definitely
- Definatly
- Defanately
- Defanitely

3. Highlight the correct homophones in the sentences below:

- There/ Their are many reasons why extending the school day is a terrible idea.
- If your/you're caught using your mobile phone, it will be confiscated.
- Staff agreed that their/they're/there lessons could be more interesting.
- The Headteacher believes that too/to/two many pupils in Year 11 are not dealt with effectively.
- Your/You're future depends on how hard you work now.
- Our local councils can't cope with the amount of litter on our streets. That's why there/their/they're going on strike this Friday.
- Some argue that healthy food is too/to/two expensive too/to/two buy regularly.

4. Which of the following sentences use apostrophes correctly?

- The teachers class were working really hard.
- The pupil's books had all been marked.
- The pupils' books had all been marked.
- The girls' toilets have been cleaned.
- The exam's have been sent off to the examiner.
- There's too much noise in this classroom. It's unacceptable.

5. Which of the following sentences are NOT punctuated correctly?

- Football which is my favourite sport takes over my life.
- The exam was really difficult, it had too many questions in it, at the end of it Katie said she had done really well and I felt like she was showing off.
- I couldn't believe my luck; I had won £10 on the lottery, even though it was the first time I had bought a ticket!
- Unbelievable!
- Nathan was sauntering through the office, whispering to himself.
- 'Get down here now' mum shouted

6. Now identify and correct all the errors in the passage below – there are 15 errors.

Fantastic Mr Urban Fox, The reason why our so called pests are so at home in our cities.

Wisper it – but deep down, we city dwellers love our urban foxes.

We may curse them when we find the contents of a wripped bin-bag strewn across the road or when their barking has disturbed our suburban slumbers. But all this hostility is just an act, secretly, we adore these red-coated invaders – as you can tell from our typical response to spotting one maybe as it trots across the road or saunters casually along a garden wall. We stop for a moment and stair, marvelling at the sight of such a resourceful intelligent and quite large wild animal so thouroughly at home in our human habitat. Its like a little bit of the countryside has suddenly come to town.

You can find the correct answers by following the link below. You will need to go to page 3 of the past examination paper in the link. The question above uses the headline, subheading and paragraph 1 of the article.

<http://pastpapers.download.wjec.co.uk/s12-4171-02a.pdf>

VI. Academic Reading

Complete the task under each link for 50 credits.

Below there are links to articles and books which will support your understanding of the learning and the text types in the language exam papers.

1. Styles of writing

<https://www.skillsyouneed.com/learn/styles-writing.html>

Summarise the styles of writing explored in this article.

2. Is technology affecting language and literacy?

<https://academicpartnerships.uta.edu/articles/education/how-does-technology-affect-literacy.aspx>

To what extent do you agree or disagree with this article?

3. Do men and women speak differently?

<https://www.theguardian.com/world/2007/oct/01/gender.books>

Write an article in response to the article above, giving your views.

4. Developing an academic writing style

<https://www.dummies.com/education/language-arts/expository-writing/how-to-develop-an-academic-writing-style/>

Use an essay you have written recently and see if you can 'upgrade' it with a more academic writing style.

5. Donald Trump is changing our language.

<https://www.theguardian.com/commentisfree/2017/jan/17/resist-donald-trump-vocabulary-resistance-rhetoric>

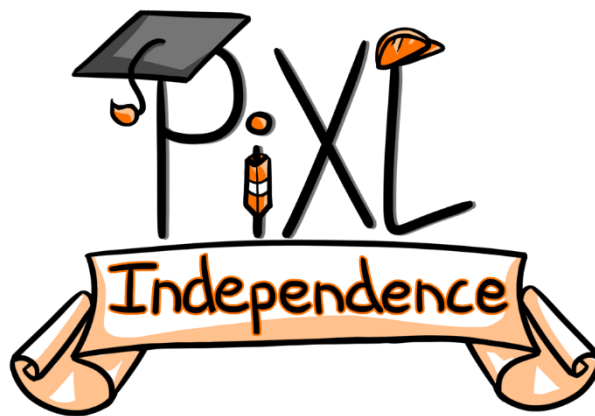
This link may not work if you click on it directly, but should if you copy and paste into your browser. Alternatively, you could Google search 'Donald Trump Vocabulary resistance' and click on the relevant Guardian website link.

To what extent do you agree or disagree with the opinions shared in this article?

6. BBC's news style guide

Google 'BBC news style guide' for the link to the relevant website.

Evaluate your own writing against the advice given in areas on this site. Focus on your areas for improvement to be perfected for the exams.



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