

Exam Walk-Through

GCSE English Language

Component 1

20th Century Literature Reading and

Creative Prose Writing



What do I need before I begin?

- A printed copy of the [Eduqas summer 2018 Component 1 Question Paper and Resource Material](#)
- An answer booklet / lined paper
- A pen/pencil/ruler
- **Highlighters** - at least three different colours
- A watch/timer
- Post-it notes



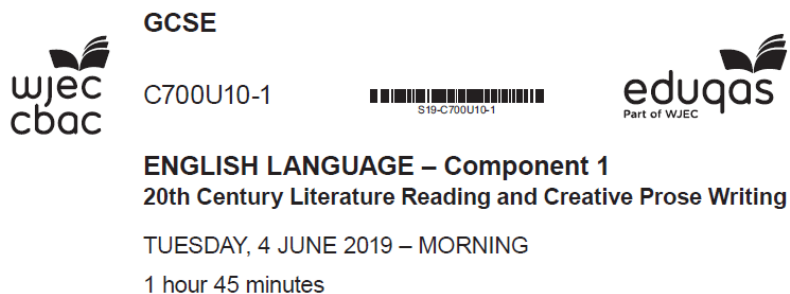
What Component 1 is all about

- This paper is Component 1 20th Century Literature Reading and Creative Prose Writing
- It assesses a number of skills including information retrieval, analysis of a writer's techniques, evaluation and creative writing
- The paper is made up of 2 sections. Section A assesses your reading skills and Section B assesses your writing skills
- In **Section A** you need to answer **all** 5 questions (total marks 40)
- In **Section B** you choose **one** title out of four for your creative prose writing (total marks 40)
- The exam lasts 1 hour and 45 minutes
- It is worth 40% of the overall qualification



What should I do first?

1. Read the front cover of the exam paper.



ADDITIONAL MATERIALS

Resource Material for use with Section A.
A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.
Answer **all** questions in Section A.
Select **one** title to use for your writing in Section B.
Write your answers in the separate answer booklet provided, following the instructions on the front of the answer booklet.
Use both sides of the paper. Write only within the white areas of the booklet.
Write the question number in the two boxes in the left hand margin at the start of each answer,
e.g.

0	1
---	---

 .
Leave at least two line spaces between each answer.
You are advised to spend your time as follows:
Section A - about 10 minutes reading
 - about 50 minutes answering the questions
Section B - about 10 minutes planning
 - about 35 minutes writing

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks
Section B (Writing): 40 marks
The number of marks is given in brackets at the end of each question or part-question.



2. Make sure your name, candidate number and centre number are on your answer booklet.
3. In order to answer the questions in Section A, you need to read the Resource Material. Read it twice.



Read Question 01.

Read lines 1-6.

List five things you learn about Emma in these lines.

[5 marks]



How do I tackle Q01?

Assessment Objective: AO1 the ability to identify explicit and implicit information and ideas.

Suggested time for answering: 4 MINUTES

Marks available [5 marks]

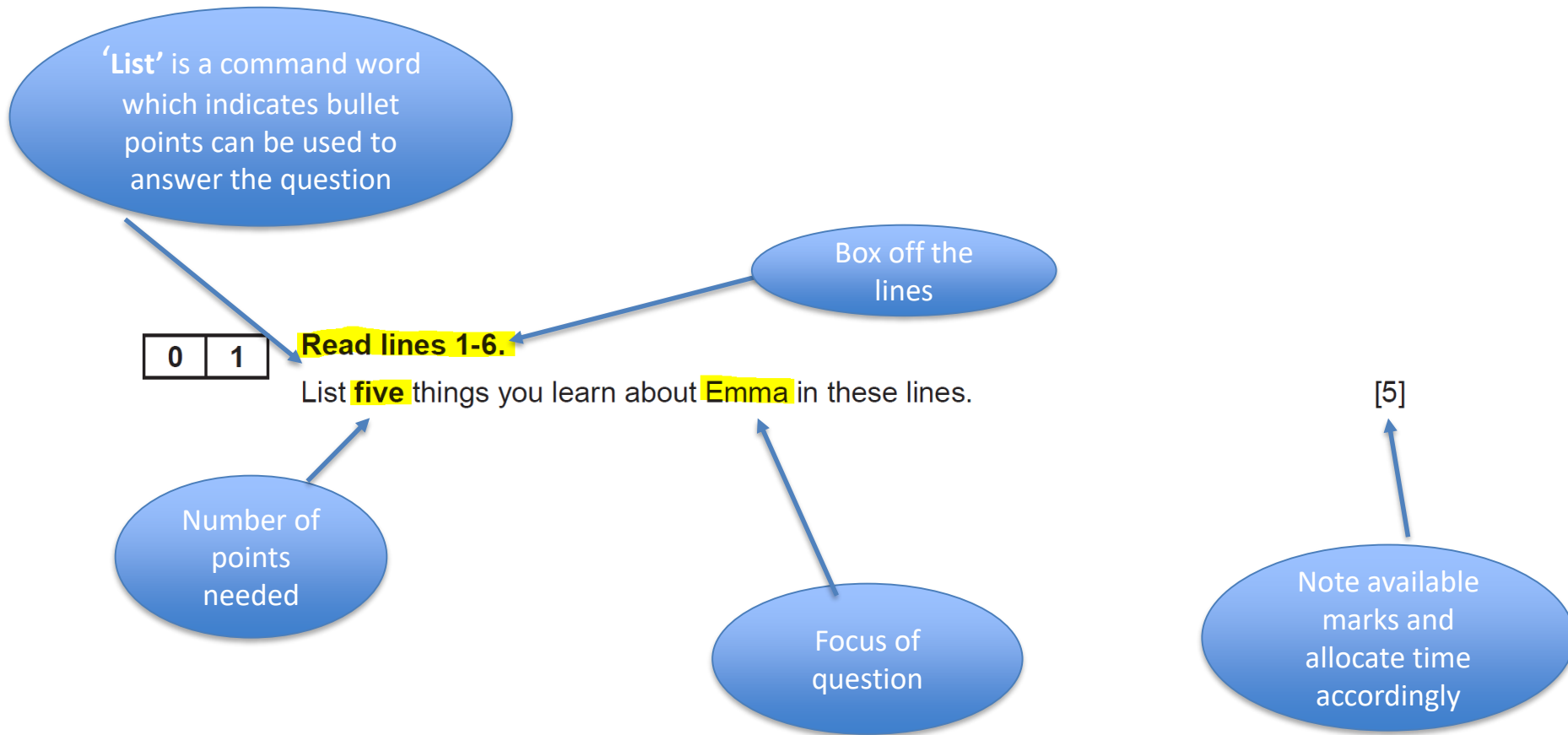
Approach:

- Step 1** Read Q01 TWICE and highlight key words/commands/focus of question.
- Step 2** Re-read the part of the text you are directed to. Use a ruler and a pencil to 'box off' this part of the text so you don't go outside the lines given in the question.
- Step 3** Highlight at least 5 words/phrases in the text to answer the question.
- Step 4** Review what you have highlighted in light of the key words from the question.
- Step 5** Identify which pieces of information best answer the question set.
- Step 6** Write the required number of points from your selected information for your answer to Question 01.

TOP TIPS – bullet point responses are fine for this question. If you can find one or two extra points, add them in. This will maximise your chance of full marks.



Unpacking the Question



How do I tackle Q01?

Emma was always falling in love. She thought that for her it was a lot like skydiving: you leap impulsively into the air and trust your parachute will open. The men she fell in love with were usually married, and awful as well. Her friends tried to find nice men for her but these kind, polite men didn't interest her. She usually wanted men who were successful and she could look up to, which often meant that they had no real time for anyone else, including Emma. Why she couldn't spot this kind of man a mile off was a mystery but she was fearless.



How do I tackle question Q1?

What are the features of a successful answer?

- Points are relevant to the question and concise
- Evidence used is precise and well-chosen
- The section of text is tracked carefully
- At least five clear, separate points are made

• Emma was always falling ✓ in love
 • The men she felt in love with were usually married, and ✓ awful as well.
 • Emma's friends tried to find ✓ nice men for her
 • Kind and ✓ polite men didn't interest her
 • Emma was ✓ fearless
 • She thinks falling in love is a lot like skydiving ✓
 • Emma usually wanted men who were successful. ✓ (maximum)



Marking Scheme for Q01

Read lines 1-6.

0 1 List five things you learn about Emma in these lines.

[5]

(AO1 1a and b)

This question tests the ability to identify explicit and implicit information and ideas.

Award **one mark** for each point and/or inference identified by the candidate, **to a maximum of five**:

- she was always falling in love / easily
- she took risks in her relationships (leaping into them impulsively)
- she thought falling in love was like skydiving
- she usually had relationships with men who were married
- relationships with 'awful' men
- she was not interested in kind, polite men
- she liked successful men she could look up to
- she chose self-obsessed men
- she couldn't spot the type
- she was fearless/reckless in her relationships
- she has friends
- her friends tried to find her a 'nice' man
- doesn't listen to friends' advice
- the men she liked had no time for her

No mark should be awarded for unabridged quotation of whole sentences.



Read Question 02.

Read lines 7-16.

What impressions does the writer create of Emma and Robbie in these lines?

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

[5 marks]



How do I tackle Q02?

Assessment Objective: A02 *the ability to explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology where appropriate.*

Suggested time for answering: 5-6 MINUTES

Marks available [5 marks]

Approach:

- Step 1** Read Q02 TWICE and highlight key words/commands/focus of question.
- Step 2** Re-read the part of the text you are directed to. Use a ruler and a pencil to 'box off' this part of the text so you don't go outside the lines given in the question.
- Step 3** Highlight words/phrases in the text which will help you answer the question.
- Step 4** Review what you have highlighted in light of the key words from the question.
- Step 5** Identify which pieces of information best answer the question set.
- Step 6** Write your answer using your selected information.

TOP TIPS – Track through the section of text methodically and only use subject terminology if you think it is relevant.



Unpacking the Question

Read lines 7-16.

Don't use any
evidence from
outside these lines

What does this
mean?

What **impressions** does the writer **create** of **Emma** and **Robbie** in these lines? [5 marks]

What words and phrases used
by the writer help create
impressions? What evidence
will you use?

Character focus
of the question

*You must refer to the **language used** in the text **to support your answer**, using **relevant subject terminology** where appropriate.*



How do I tackle Q02?

At this time in her life Emma was in love with Robbie. He was twenty years older than her, a stocky, red-bearded Scot who was well known for his grumpiness. Emma mistook it for shyness. She thought he was more mature than he was and therefore difficult to understand. During the early stage of their relationship, Emma almost killed Robbie. She didn't do it on purpose. They were on a Caribbean island and staying in a house that belonged to a friend. They were there for two weeks and by the end of the first one, Emma was feeling the need for some time apart from Robbie, although she still loved him as much as ever. Emma, who was more physically adventurous, began to go for long walks. Sometimes she would climb up cliffs or make her way along slippery ledges visible only at low tide. Occasionally Robbie would go with her but more often he would stay at the house and sulk.



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How do I tackle question Q02?

What are the features of a successful answer?

- The section of text is tracked carefully
- Evidence used is precise and well-chosen
- The focus is on impressions of the named characters

The writer creates the impression that there is a misunderstanding between the characters of Emma and Robbie. For example the writer describes how Robbie "was well known for his grumpiness", yet "Emma mistook it for shyness". The fact that Emma mistakes his grumpy attitude for being shy emphasises how the couple do not fully understand each other as they misinterpret each other's behaviour.

The writer also creates the impression that Emma and Robbie are both very different people. Whilst Robbie is "twenty years older than her" and quite grumpy, Emma is impressionable and slightly naive as she believes "he was more mature than he was" as a result of his sulking attitude. This impression is reiterated when the writer explains how after a week "Emma was feeling the need for some time apart from Robbie". This highlights the distant nature of their relationship and suggests it may not be as strong or loving as she believes.



How do I tackle question Q02?

Marking Scheme for Q02 can be accessed [here](#).

The question is marked in bands, based on the clarity of your impressions and the evidence you select to support your points. The indicative content (some things candidates might pick up on) is below:

- she is in love with him (or thinks she is)
- he seems less keen
- he is grumpy
- but she thinks he is shy (she does not know him really)
- she thought he was more mature than he was
- she thinks he is difficult to understand
- after a week together on the island she feels the need to be apart from him
- she is adventurous/lively
- he usually stays at home and sulks (dull/boring)
- not well matched / different
- naive

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.



Read Question 03.

Read lines 17-30.

How does the writer show the character of Emma in these lines? You should write about:

- what Emma does in these lines
- the writer's use of language to show her character

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

[10 marks]



How do I tackle Q03?

Assessment Objective: AO2 *the ability to explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology where appropriate.*

Suggested time for answering: 10-12 MINUTES

Marks available [10 marks]

Approach:

- Step 1** Read Q03 TWICE and highlight key words/commands/focus of the question.
- Step 2** Re-read the part of the text you are directed to. Use a ruler and a pencil to 'box off' this part of the text so you don't go outside the lines given in the question.
- Step 3** Highlight words/phrases in the text which will help you to answer the question.
- Step 4** Review what you have highlighted in light of the key words from the question.
- Step 5** Identify which pieces of information best answer the question set.
- Step 6** Write your answer using your selected information.

TOP TIPS – This is a 10 mark question. You will need to make a range of points and track through the section of text methodically. Use the bullet points to help guide you.



Unpacking the question

Read lines 17-30.

Don't use any evidence from outside these lines

How does the writer show the **character of Emma** in these lines? You should write about:

Focus of question. Keep this in mind

- what Emma does in these lines
- the writer's use of language to show her character

*You must refer to the **language** used in the text to **support your answer**, using relevant subject terminology where appropriate.*

[10 marks]

What words and phrases used by the writer help present Emma's character? What evidence will you use?

Note this question is worth 10 marks

How do I tackle Q03?

Near the house there was a beach and across from it, about half a mile away, there was an island called Wreck Island. There was an underwater ridge running out to Wreck Island and there was a local tradition that at low tide it was possible to walk to the island along the ridge. The water would come up to your neck, they said. Emma got the idea into her head that she would like to walk out to Wreck Island. She couldn't explain why. To Robbie, she put it down to boredom and said it was a challenge. She wanted to persuade him to make the walk with her. She wasn't totally reckless and, although she still believed she was invincible, she didn't mind having a little back-up. She knew that Robbie didn't really want to go but she also knew he wouldn't be able to resist the word challenge. She made it clear that she was going anyway and in the end he agreed to accompany her. He said she'd need someone to keep an eye on her, in case she got into trouble. Emma chose their gear carefully, including bathing suits, running shoes and floppy sun hats. She felt they should each carry a water bottle and a long walking stick for feeling their way under the water. At low tide they set out and there were a few spectators there to see them off.



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What are the features of a successful answer?

- The section of text is tracked carefully
- Evidence used is precise and well-chosen
- The focus is on how the writer presents the named character
- There are a range of points made
- There is commentary and analysis of what the character says and does, and the words/phrases used by the writer



How do I tackle question Q03?

What are the features of a successful answer?

The fact that, "Emma got the idea into her head that she would like to walk out to Wreck Island," shows that Emma is brave but also has little regard for her own safety as the water goes up to your neck. Emma, "couldn't explain why," suggesting she doesn't fully understand her motives so is immature. "She wasn't totally reckless," suggests that she does have some sense however the choice of language makes convey the idea that she is still very reckless and cares more about her desire to do something than her own safety. Emma, "still believed she was invincible," showing her naivety and immaturity. The word, "still" suggests she is childish as she still has the child-like mindset that she is especially strong and superior.

Emma knew that Robbie, "wouldn't be able to resist a challenge," suggesting that she clearly does understand some parts of Robbie as she is able to manipulate him. Here we get the idea that she is smart, contrasting to her naivety. The fact that Robbie said he'd have to, "keep an eye on her, in case she got in to trouble," suggests that Emma is irresponsible and that this is clear to the people around her, making suggesting that Robbie does somewhat understand Emma. The

The writer, amplifies the reader's idea that Emma is irresponsible by first writing, "Emma chose their gear carefully," making the reader expect that Emma may have been responsible by choosing important, life-saving equipment. This contrasts to the unnecessary, "floppy sun hats," the word floppy contrasts to the sense of danger that the reader gets when they learn of Wreck Island.



How do I tackle question Q03?

Marking Scheme for Q03 can be accessed [here](#).

The question is marked in bands, based on the clarity of your comments and analysis, the range of points made, and the evidence selected to support your points. The indicative content (some things candidates might pick up on) is below:

- Emma decides she wants to walk to Wreck Island, although it is clearly dangerous
- she cannot explain why she wants to do it (impulsive/reckless)
- she explains to Robbie it is boredom (easily bored)
- she also says it is a challenge, and therefore that explains it
- she is very self-confident
- she wants him to go with her
- she is not 'totally reckless'
- she believes she is invincible
- but she doesn't mind 'a little back-up' (ironic tone)
- she shows some guile in manipulating him / persuasive
- she knows he can't resist the challenge
- Robbie thinks she will need 'someone to keep an eye on her'
- she makes it clear she will go anyway / determined / stubborn
- she chooses the equipment carefully (she seems organised and sensible)
- the writer is omniscient
- she also uses action to reveal character
- use of language
- she likes attention / being the centre of attention

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.



Read Question 04

Read lines 31-55.

How does the writer make these lines exciting and dramatic?

You should write about:

- what happens in these lines to build excitement and drama
- the writer's use of language and structure to create excitement and drama
- the effects on the reader

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

[10 marks]



How do I tackle Q04?

Assessment Objective: AO2 *the ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology where appropriate.*

Suggested time for answering: 10-12 MINUTES

Marks available [10 marks]

Approach:

- Step 1** Read Q04 TWICE and highlight key words/commands/focus of question.
- Step 2** Re-read the part of the text you are directed to. Use a ruler and a pencil to 'box off' this part of the text so you don't go outside the lines given in the question.
- Step 3** Highlight words/phrases in the text which will help you to answer the question.
- Step 4** Review what you have highlighted in light of the key words from the question.
- Step 5** Identify which pieces of information best answer the question set.
- Step 6** Write your answer using your selected information.

TOP TIPS – This is a 10 mark question. You will need to make a range of points and track through the section of text methodically. Use the bullet points to help guide you and note that you are asked to consider structure as well as language here.



Read Question 04

Read lines 31-55.

Don't use any evidence from
outside these lines

How does the writer make these lines exciting and dramatic?

Focus of
question.

You should write about:

Don't forget to comment
on what happens!

- what happens in these lines to build excitement and drama
- the writer's use of language and structure to create excitement and drama
- the effects on the reader

Comment on structure as well
as language

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

[10 marks]



How do I tackle Q04?

Emma went first. Finding the ridge was not difficult. The water was quickly up to her armpits but the footing wasn't bad. The ridge was about a foot wide and dropped steeply on either side. A quarter of the way out, Emma realised that the water was much colder than it was when you just went swimming in it. Also the current was stronger than she had thought. The truth was she hadn't given it much attention. The tide had begun to run in again and she decided they wouldn't try to walk back but would signal someone to come out and get them. Until then she had not thought about getting back. This was typical of Emma. She disliked going backwards. She felt the waves were getting bigger and, although she was managing by using her stick, it was harder to keep her footing. Her muscles were beginning to ache and she had to concentrate, which was why she didn't look around earlier to see where Robbie was. Now she did. At first she didn't see him at all. He wasn't on the ridge behind her, where he should have been. What she did see was that the hill overlooking the bay was covered with people, sitting quietly, as if at a play and watching the performance going on before them. The performance was Robbie drowning. He had been swept off the ridge and was being carried out to sea by the current. All she could see was his sun hat. As she watched, an arm came up then sank again. She raised her stick in the air and shook it at the hillside. 'Do something!' she yelled. She pointed at Robbie with the stick, as if it were a magic wand and she could command him to stop and float backwards. She felt helpless. She knew she could not swim after him and rescue him. If she did that, they would both be lost. She had to keep walking or the water would soon be too high. In the end, they sent out Horace in an ancient rowboat. Nobody else would chance it. Everybody sane kept their boats at the other side of the island where there was a safe harbour, but Horace was stubborn and liked to keep his boat where he could watch it. He was also, luckily for Robbie, as strong as an ox. He fished Robbie out of the water and rowed back to shore. The crowd cheered and Robbie went into shock.



What are the features of a successful answer?

- The section of text is tracked carefully
- Evidence used is precise and well-chosen. There is a lot of evidence that could be selected, and you can't use it all. Selection is very important
- The focus is on how the writer creates drama and excitement
- A **range** of points are made from across the given lines
- There is commentary and analysis of what happens, and the words/phrases/structure used by the writer



How do I tackle question Q04?

What are the features of a successful answer?

Initially, Atwood creates the impression that everything was safe enough through the phrase, 'not difficult'. However, immediately indicates the height of the water getting 'up to her armpits' suggesting the initial surprise of Emma. Atwood also makes these lines exciting by describing the ridge which they are walking along. The phrases, 'a foot wide' and 'dropped steeply' suggest how precarious the ridge is and how easily something could go wrong. Atwood also creates drama when she describes the conditions as being worse than Emma had thought. The water was 'colder', and the current was 'stronger' suggest the harsh conditions and the thought that the walk would be harder than expected. The fact that the 'tide had begun to rise again' and 'the waves were getting bigger' foreshadow a catastrophic event about to occur. By describing the physical strain that Emma is under, 'with her muscles beginning to ache', Atwood creates the impression that Emma might not make it. Atwood also creates a sense of panic in the line, 'she didn't see him at all' when Emma looks for Robbie. The line creates a sense of foreboding for what has happened to him. Atwood also emphasises the horror of Robbie drowning by describing it as a 'performance'. The oxymoron highlights the danger that Robbie is in and the fact that no one is helping him. Lastly Atwood create drama when she describes Emma as being unable to help, describing her as 'helpless' suggesting Robbie could be left to die.



How do I tackle question Q04?

Marking Scheme for Q04 can be accessed [here](#).

The question is marked in bands, based on the clarity of your comments and analysis, the range of points made, and the evidence selected to support your points. The indicative content (some things candidates might pick up on) is below:

- at first things seem straightforward enough (they find the ridge easily and the footing 'wasn't bad')
- it soon becomes more dangerous as the water is quickly up to her armpits
- the ridge is only a foot wide and it drops steeply on both sides
- the water is colder than she had thought
- the current is stronger
- it is revealed that she had not thought much about it
- she had not thought about how to get back (she disliked going backwards)
- the waves get bigger and it is harder to keep her footing
- her muscles begin to ache and she has to concentrate
- when she looks around for Robbie he is not there
- a crowd has gathered watching their 'performance', which is Robbie drowning
- Robbie is swept off the ridge and into the sea
- he is carried by the current
- he seems to be drowning (his arm comes up and disappears)
- she 'yells' for someone to do something
- she feels helpless and knows they will both drown if she tries to save him
- the water is still rising and she has to keep walking
- there is only an 'ancient' boat available for rescue
- when Robbie is fished out, he goes into shock

- starts as an exciting bit of fun but quickly develops
- the writer uses action and language to create excitement and drama
- there is also a deliberate use of structure as the drama unfolds gradually

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.



Read Question 05

To answer this question you need to read lines 56-70 and also consider the passage as a whole.

“The writer uses the walk to Wreck Island to show a change in both Emma and Robbie.” How far do you agree with this view?

[10]

You should write about:

- your thoughts and feelings about how Emma and Robbie are presented in these lines and in the passage as a whole
- how the writer has created these thoughts and feelings

You must refer to the text to support your answer.



How do I tackle Q05?

Assessment Objective: AO4 *This question tests the ability to evaluate texts critically and support this with appropriate textual reference.*

Suggested time for answering: 12-14 MINUTES

Marks available [10 marks]

Approach:

- Step 1** Read Q05 TWICE and highlight key words/commands/focus of question
- Step 2** Skim the passage again in its entirety
- Step 3** Think about the statement and whether you fully agree, fully disagree or see different sides. This will depend upon the nature of the text and question.
- Step 4** Once you have decided what you think about the statement, the process is the same as the other 10 mark questions, track through the text to find the best evidence to support your opinion
- Step 5** Identify which pieces of your highlighted evidence best answer the question set
- Step 6** Write your answer using your selected information

TOP TIPS – This is the ‘evaluation question’ but remember that all this means is that you give your opinions on the given statement with relevant supporting evidence. Make sure you leave yourself enough time to do this question as you will have to consider the whole passage in your response.



Unpacking the question

To answer this question you need to read lines 56-70 and also consider the passage as a whole.

Focus of question

“The writer uses the walk to Wreck Island to **show a change in both Emma and Robbie.**”

How far do you agree with this view?

Instruction to give your opinion

[10 marks]

You should write about:

Give own opinions keeping focus of question in mind

- **your thoughts and feelings** about how Emma and Robbie are presented in these lines and in **the passage as a whole**
- **how the writer has created these thoughts and feelings**

Use relevant evidence from across the whole passage to support your opinions

Think about how the writer has shaped your opinion

You must refer to the text to support your answer.



What are the features of a successful answer?

- The response considers the whole passage
- There is a clear focus on the statement given
- Opinions are always supported with appropriate evidence from the text
- The response has a coherent stance
- There is evaluation of authorial methods and how these methods have shaped the reader's opinions
- A **range** of points are made to support opinions



How do I tackle question Q05?

What are the features of a successful answer?

To an extent I agree with the statement. Emma is presented as not really very caring in most of the passage. She thinks she loves him but is not very bothered about spending time with him as she felt 'the need to spend some time apart from Robbie.' However, in the last part of the passage, she is shown to be very upset and says 'Robbie, what have I done to you?' suggesting her deep sense of regret for not caring enough about his well-being. It seems the walk to Wreck Island provoked this change, as it took almost losing him to make her appreciate him. The writer shows the change as Emma 'coaxed him to eat' and 'baked him some cakes, showing her new found love and sense of responsibility for him. Emma has also changed from almost 'adventurous' at the beginning of the passage to becoming aware of her reckless decisions at the end of the passage as she was 'doubly annoyed because she knew they were right' that she wouldn't have listened to them saying it was a bad idea to go on the walk. This shows the walk has brought about a change in Emma as it suggests she will no longer act on impulse as she 'felt terrible' about what she had done.

The writer also shows a change in Robbie, as he seems to shrink into himself and is 'humiliated by the whole incident'. He seems to resent Emma as she made him do the walk and this made him feel like he was 'ageing', whereas she was twenty three and wasn't. The writer has created sympathy for Robbie as he seems to be hiding behind a mask as he 'became more grumpy, when earlier it is shown that he is prepared to do the walk with Emma despite not really wanting to.

Overall, the writer does use the walk to Wreck Island to show a change in both Emma and Robbie to an extent as they both reflect on the situation. However, at the end of the passage, they seem to go back to their normal ways and forget what the experience taught them as 'they flew back to the real world. This suggests it was almost a dream and the experience will be forgotten.



How do I tackle question Q05?

Marking Scheme for Q05 can be accessed [here](#). The question is marked in bands, based on the clarity of your opinions and overall evaluation. The indicative content is below:

Areas for possible evaluation:

Emma

At the beginning

- Emma is lively, independent and adventurous
- she is brash, confident, rather self-obsessed
- she is certain of her love for Robbie

After the walk

- she is left 'shivering and worrying about Robbie' until someone remembers her
- she is not complimented for her bravery
- she is judged to be 'a damn fool'
- she is annoyed that no-one stopped her but also because she knows they are right
- the bartender tells her what kind of woman she is (stubborn and wilful)
- she feels 'terrible' about Robbie (less self-obsessed?)
- she is attentive and contrite
- she thinks of him now as a kind man whom she loves
- she feels guilty and responsible for him almost dying
- she makes tea and cakes and she 'grovelled'
- she has second thoughts about marrying him

Robbie

At the beginning

- he is grumpy / sulks
- he responds to a challenge
- he thinks he is mature (he is certainly a lot older than her)
- he patronises Emma

After the walk

- Robbie becomes even more grumpy
- he feels humiliated
- he becomes aware that he is ageing (Emma still does not understand this)
- they go back to the real world
- they are both changed briefly
- but they revert to type
- the writer uses action and language (more 'tell' than 'show' perhaps)

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.



Read Section B

SECTION B: 40 marks

*In this section you will be assessed for the quality of your **creative prose writing** skills.*

24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.

You should aim to write about 450-600 words.

Choose **one** of the following titles for your writing:

[40]

Either,

1	1
---	---

a) Continue the following: It really wasn't the result I was looking for.

Or,

1	1
---	---

b) Grandma.

Or,

1	1
---	---

c) Write about a time when you had to go shopping with a relative.

Or,

1	1
---	---

d) Write a story which ends:

...and I felt so sorry for myself.



Assessment Objectives:

AO5: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. 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.

Suggested time for answering: 45 MINUTES

Marks available [40 marks]



How do I tackle Section B?

Approach:

- Step 1** Read the instructions carefully and note that 24 marks are awarded for communication and organisation and 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.
- Step 2** Read the titles and choose one of them.
- Step 3** Make a plan e.g. story arc, main event, character, first or third person.
- Step 4** Check that your plan makes sense. A coherent plot should be at the heart of your writing.
- Step 5** Write your story and ensure you stay focused on the title chosen.
- Step 6** Proofread your writing.

TOP TIPS – The titles will offer you an opportunity to write imaginatively or from your own experiences. Play to your strengths. Do you prefer to write in first person or third person? Can you use an experience you have had as a basis for your writing or are you able to take a title and write a convincing ‘imagined’ story? There are a lot of marks available for technical accuracy so you must leave time to proofread your work for errors.



What are the features of a successful answer?

- The narrative clearly links to one of the specified titles
- Whether writing from the imagination or real experience, there is enough detail and development to make the story convincing
- The plot has a sense of purpose and direction and engages the reader
- Characterisation is developed and sustained
- Vocabulary choices are relevant and effective
- Spelling and punctuation is checked and 'basics' like full stops are used consistently accurately
- Ideas are linked and the response is cohesive and coherent. It 'makes sense'



Features of High and Low Level Responses

High Band

Low Band

Plot has a clear sense of direction

Tenses are inconsistent

Convincing use of dialogue to develop character

Plot is difficult to follow

Punctuation and spelling are mostly accurate

Vocabulary is used precisely/ appropriately

Basic punctuation such as full stops not always used correctly

Effective structure and organisation of events



How do I tackle Section B?

The Marking Scheme for Section B can be accessed [here](#). The question is marked in bands.

	AO5 Communication and organisation <i>24 marks</i>	AO6 Vocabulary, sentence structure, spelling and punctuation <i>16 marks</i>
Band 5	20-24 marks <ul style="list-style-type: none"> the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) the writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest) structure and grammatical features are used ambitiously to give the writing cohesion and coherence communication is ambitious and consistently conveys precise meaning 	14-16 marks <ul style="list-style-type: none"> there is appropriate and effective variation of sentence structures virtually all sentence construction is controlled and accurate a range of punctuation is used confidently and accurately virtually all spelling, including that of complex irregular words, is correct control of tense and agreement is totally secure a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	15-19 marks <ul style="list-style-type: none"> the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination) the writing is clearly organised (narrative is purposefully shaped and developed) structure and grammatical features are used accurately to support cohesion and coherence communication shows some ambition and conveys precise meaning 	11-13 marks <ul style="list-style-type: none"> sentence structure is varied to achieve particular effects control of sentence construction is secure a range of punctuation is used accurately spelling, including that of irregular words, is secure control of tense and agreement is secure vocabulary is ambitious and used with precision
Band 3	10-14 marks <ul style="list-style-type: none"> the writing is mostly controlled and coherent (plot and characterisation show some detail and development) the writing is organised (narrative has shape and direction) structure and grammatical features are used with some accuracy to convey meaning communication is clear but limited in ambition 	7-10 marks <ul style="list-style-type: none"> there is variety in sentence structure control of sentence construction is mostly secure a range of punctuation is used, mostly accurately most spelling, including that of irregular words, is correct control of tense and agreement is mostly secure vocabulary is beginning to develop and is used with some precision

Find marked example responses on our [Eduqas OER website](#).



TOP TIPS SUMMARY

1. Try to follow the timings of the paper as indicated on the front cover.
2. In Section A, read the passage TWICE before attempting to answer the questions on it.
3. Read each question TWICE and highlight the key words/focus in the question.
4. Note how many marks each question is worth.
5. For Q01-Q04, box off line numbers and make sure you don't go outside the lines stated in the question.
6. For Q05, remember to consider the whole passage.
7. In Section B, think carefully about the title you choose and stay focused on this throughout.
8. Plan your writing before starting your response and make sure you know the direction of your plot.
9. Ensure you leave enough time at the end of the exam to proofread your creative writing response.
10. Answer all the questions in the paper to maximise your chances.



Any Questions?

Do you have any further questions about the format of the exam?

If so, write them on a post-it note and stick it to the front of your paper to give to your teacher.

