

Edexcel GCSE English Language 2.0

The Ultimate Guide



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Edexcel GCSE English Language 2.0

PAPER ONE

Two Non-Fiction 19th Century Texts

1 hour
and 55
minutes

Text One

Q1. Identify four points 4 marks	Q2. Is the text successfully persuasive 6 marks	Q3. Language use 8 marks
--	--	--

Text Two

Q4a. Identify two features 2 marks	Q4b. Identify two features 2 marks	Q5. Is the text successfully persuasive 6 marks	Q6. Agree or disagree 12 marks
--	--	--	--

Q7. OR Q8.
Creative non-fiction writing

24 marks + 16 marks

PAPER TWO

Contemporary Texts - 20th and 21st Century

One fiction text and one non-fiction text

1 hour
and 55
minutes

Text One

Q1. Identify one thing 1 mark	Q2. Language use 6 marks
---	--

Text Two

Q3. Identify one thing 1 mark	Q4. Engaging the reader 10 marks
---	--

Both Texts

Q5. Summarise similarities 6 marks	Q6. Compare writers' ideas 16 marks
--	--

Q7. OR Q8.
Creative fiction writing

24 marks + 16 marks

SPOKEN LANGUAGE

A short 5 minute presentation on a topic of your choice, followed by questions.
Possible Grades: Pass, Merit or Distinction

EXAM DATES:

Paper 1 - Thursday 21st May 2026
Paper 2 - Friday 5th June 2026

Understanding The Basics



Language = The words and methods writers use to get their ideas across

Structure = The way ideas look on a page and are organised

Form = text type e.g. speech, letter, article

Subject Terminology = techniques = methods

Sentence Types



Declarative

Statement - ends with a full stop

Interrogative

Question - ends with a question mark

Exclamative

Showing extreme emotion - ends with an exclamation mark

Imperative

Command - can end with a full stop or exclamation mark

Word Classes



Noun	A place, person or thing	Wakefield, Darren, table, cheeseburger, Starbucks
Adjective	Describes the noun	beautiful, tall, purple, smelly, plastic
Verb	A 'doing' or action word	run, sing, think, be, spin
Adverb	Describes the verb	slowly, carefully, triumphantly, eagerly, frantically

These four word classes are very important and must be learned as a minimum

Additional Word Classes



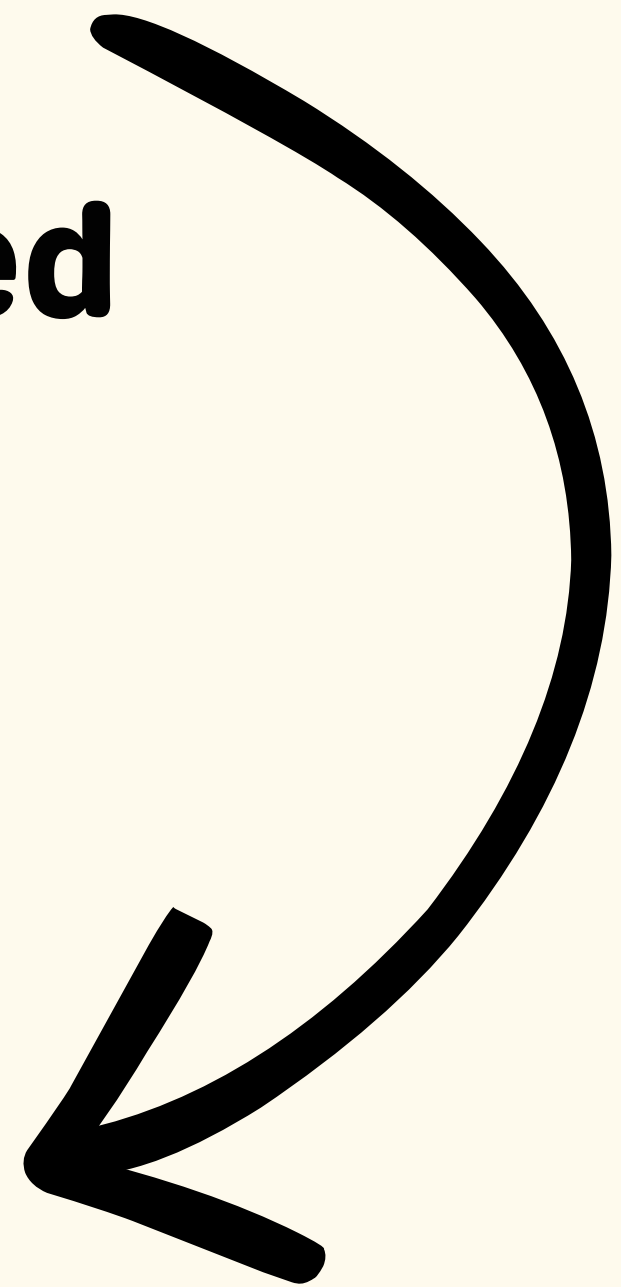
Proper Noun	The specific, unique name of a place, person or thing	Wakefield, Darren, Starbucks, England, Netflix
Common Noun	General places, people or things	dog, town, man, table, cheeseburger
Abstract Noun	Something that cannot be seen or touched but exists	love, luck, fear, happiness, memories
Determiner	Words used before nouns to show amount or belonging	a, the, five, Bob's, many
Subject Pronoun	The person or thing performing an action	I, you, he, she, they, it
Preposition	Shows where or when something is or happens	above, through, later, between, in

Understanding Acronyms - PETEL



P oint	The idea being communicated
E vidence	A quotation from the text
T echnique	The method that has been used
E ffect	The reader's reaction
L ink	The writer's intentions

You must always explain the quote you have selected - what do we learn from it?



Using the PETEL structure correctly



Some questions will use part of the PETEL structure but not all of it, such as Paper 1 Question 2

Technique: Don't just identify the feature. Why this specific method? What impact does it have?

Point: This can be part of the question reworded, or can explain what the writer is focusing on

Effect: What does the quote make the reader think, feel or understand, and why?

Evidence: Use the exact wording from the text and put speech marks at the start and end

Link: Why was the text created? What is the writer trying to achieve?

Understanding Acronyms - SMARTPOSE



S imile

Comparing two ideas using like or as

M etaphor

Not literal, stating that something is something else

A lliteration

Two or more words with the same start sound

R epetition

Using a word or idea more than once

T riplet

Three words or ideas used for emphasis

P ersonification

Giving human qualities to something inanimate

O nomatopoeia

Words emulating the sound they make

S ensory Language

Describing what can be heard, seen, felt, tasted and/or smelled

E motive Language

Words used for emphasis or to show feelings

Understanding Acronyms - DAAFORREST



D irect address

Speaking directly to the reader or audience'

A lliteration

Two or more words with the same start sound

A necdote

A short, personal story that supports an overall point

F act

A statement that can be proven

O pinion

A personal view or belief

R hetorical question

A question where an answer is not required or requested, causing the reader to reflect

R epetition

Using a word or idea more than once

E motive language

Words used for emphasis or to show feelings

S tatistic

A fact with numerical data

T riplet

Three words or ideas used for emphasis

Paper One Overview

**1 hour
and 55
minutes**

Two Non-Fiction 19th Century Texts

**First 5 minutes - Read the
questions and texts**

Section A is the part of the paper that is assessing your reading skills: Questions 1 to 6

**Section B is assessing your
writing skills: Question 7 or 8**

Text One



Q1. Identify four points 4 marks 5 minutes P x4	Q2. Is the text successfully persuasive 6 marks 12 minutes PEE x3	Q3. Language use 8 marks 15 minutes PETEL x3
---	--	--

Text Two



Q4a. Identify two features 2 marks 2.5 minutes P x2	Q4b. Identify two features 2 marks 2.5 minutes P x2	Q5. Is the text successfully persuasive 6 marks 12 minutes PEE x3	Q6. Agree or disagree 12 marks 20 minutes Overview PETEL x3 Summary
---	---	--	---

Q7. OR Q8. Creative non-fiction writing 24 marks C+0 + 16 marks SPaG 45 minutes including planning and proof reading 5 paragraphs 5 DAAFORREST methods 5 pieces of punctuation

Paper One Question One

4
Marks

5
Minutes

Example Question One:

Identify four points the writer makes about reading.

Think of this question as your warm up and a way to get four easy marks. You must simply find four pieces of information from the text

You will always be asked to identify four points for this question - this number will not change

Important Things To Remember:

- You can quote directly from the text or write your ideas in your own words
- Short answers are fine - don't waste time overwriting.
- Check that you are actually answering the question!
- Your answers can be taken from anywhere within Text One, not just the first paragraph.

Paper One Question Two

6
Marks

10-12
Minutes

This is your first evaluation question. You will decide if a writer has successfully explained an idea and use quotes to support your point. Then you should explain why your chosen quote is successful and explain the impact it has on the reader. This should all be done three times in total.

You will always be asked to give three reasons for your opinion - this number will not change

Example Question Two:

In lines 1–9, the writer is trying to show the different ways that people learn to enjoy reading.

Evaluate how successfully this is achieved.

Give three reasons for your opinion and use examples from lines 1–9.

Important Things To Remember:

- Only select quotes from within the specific line number or else you will not gain any marks.
- For the full six marks, you must write three paragraphs with a quotation in each.
- If you say that the writer is successful in your first paragraph, you can still say that they were unsuccessful in the next paragraph. Either is fine as long as you can support it.
- Remember to consider the effect on the reader.
- If you're not sick of seeing the word 'successful' by the end of writing this question, then you haven't written it enough times. Ideally you should be using it six times.

Paper One Question Two

Answer Structure:

- The writer successfully/unsuccessfully shows that...

1. This is shown in the quote...

This is successful/unsuccessful because it makes the reader think/feel/understand that...
- The writer successfully/unsuccessfully shows that...

2. This is shown in the quote...

This is successful/unsuccessful because it makes the reader think/feel/understand that...
- The writer successfully/unsuccessfully shows that...

3. This is shown in the quote...

This is successful/unsuccessful because it makes the reader think/feel/understand that...

Paper One Question Three

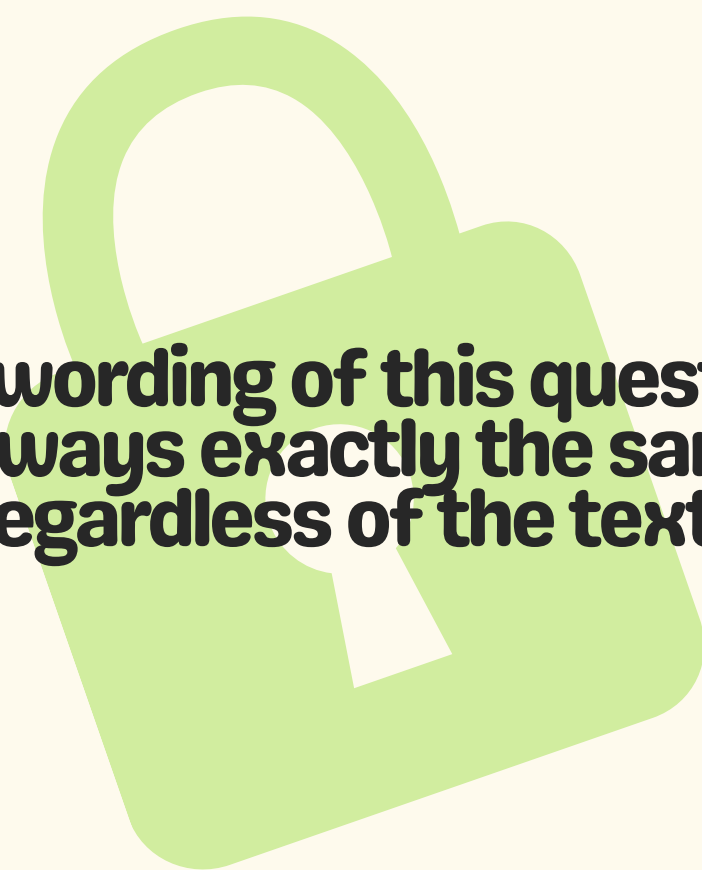
8
Marks

15
Minutes

This question is assessing your ability to interpret language use. Basically, the examiner wants to know:

What Language Techniques Has The Writer Used? Where? Why?

The wording of this question is always exactly the same, regardless of the text



Example Question Three:

How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader

Use examples from the whole text and relevant subject terminology.

Important Things To Remember:

- You should be analysing language from the full text. Choose a quotation from the start of the text, one from the middle and one from the end.
- For the full eight marks, you must write three paragraphs with a quotation and technique in each.
- If you can't find a simile, metaphor, personification, etc, talk about word class. Is there a significant verb or adjective that is used? What does that specific word imply?
- We already know the writer's intention from the wording of the question - they are trying to interest and inform. No need to overcomplicate the link.

Paper One Question Three

Answer Structure:

At the beginning of the text, the writer discusses...

The text says...

1. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer is emphasising that...

In the middle of the text, the writer discusses...

The text says...

2. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer is emphasising that...

At the end of the text, the writer discusses...

The text says...

3. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer is emphasising that...

Paper One Question Four

4
Marks

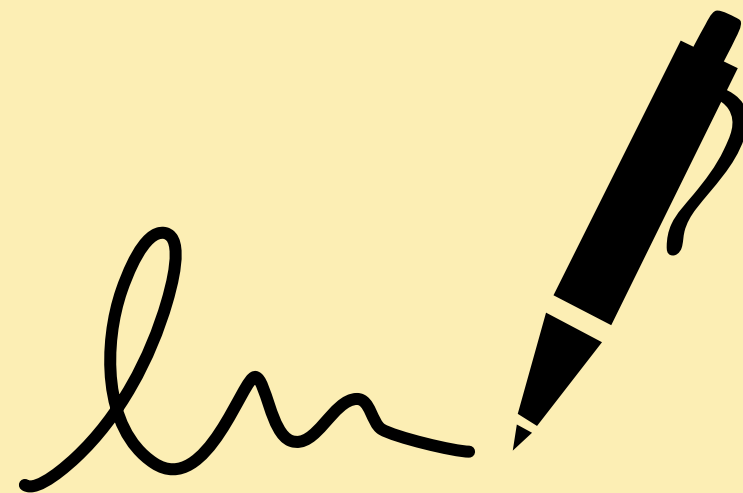
5
Minutes

If you found question one easy, then you'll likely feel the same about question 4! Once again, you must simply find four pieces of information from the text.

Example Question Four:

4a. From lines 4–12, identify two points the writer makes about Mudie's and other libraries.

4b. Read this extract.



From the extract, identify two reasons why groups of people subscribe to Mudie's library.

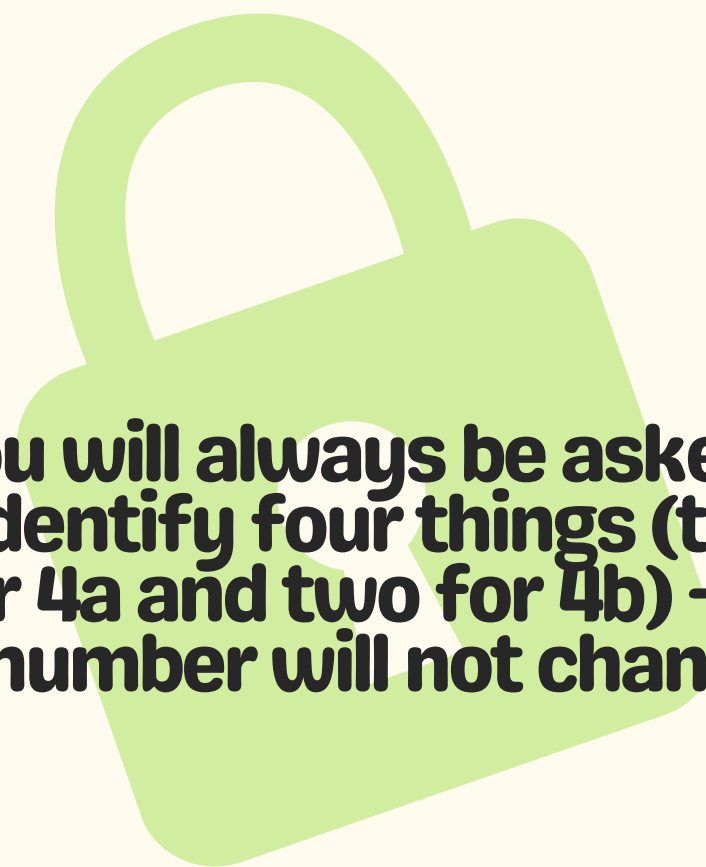
Important Things To Remember:

- You can quote directly from the text or write your ideas in your own words.
- Short answers are fine - don't waste time overwriting.
- Check that you are actually answering the question!

There are two main differences between questions 1 and 4:

- The four marks for question 4 are split across 4a and 4b.
- Unlike in Question 1, you are given specific line numbers for 4a and a specific extract from the text for 4b where your evidence should be taken from.

You will always be asked to identify four things (two for 4a and two for 4b) - this number will not change



Paper One Question Five

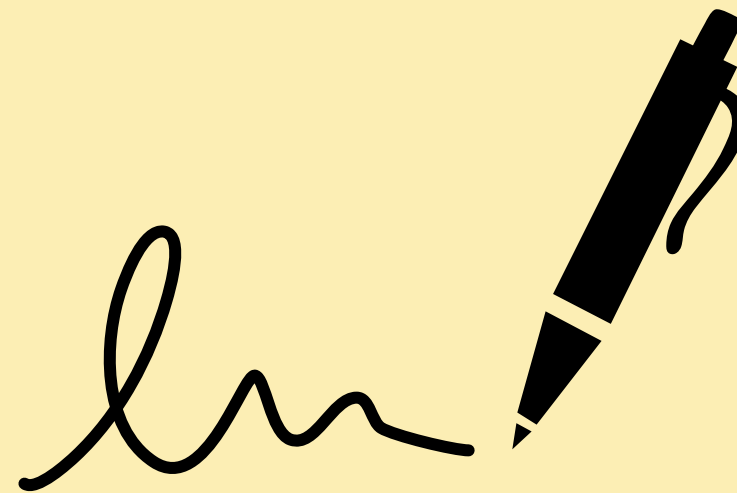
6
Marks

10-12
Minutes

Does this look familiar? On Paper One, questions two and five are exactly the same, just using different texts. You even get the specific section of the text that you need reprinted for you.

Example Question Five:

Read this extract.



In the extract the writer tries to persuade readers that books from Mudie's library will provide entertainment for everyone.

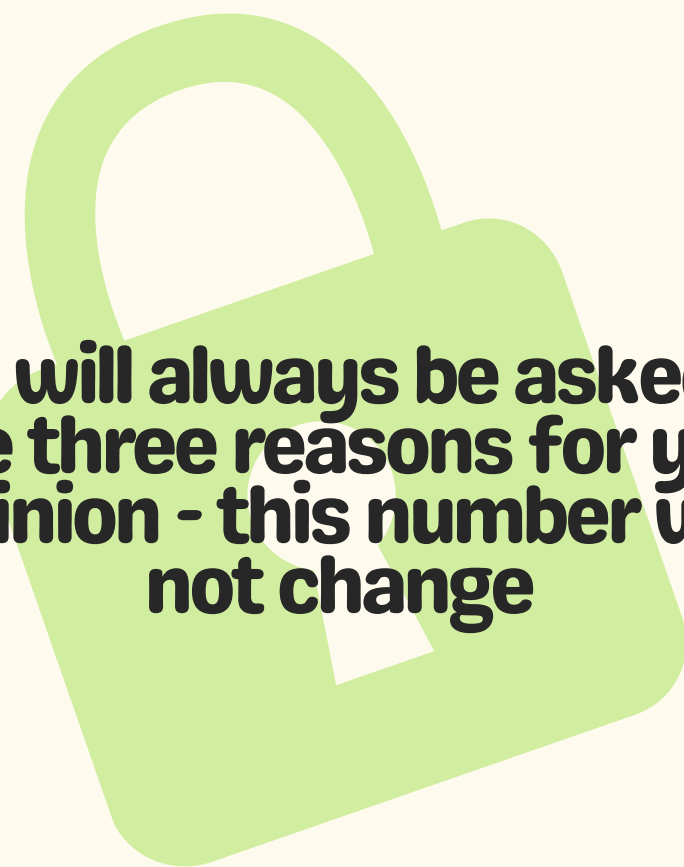
Evaluate how successfully this is achieved.

Give three reasons for your opinion and use examples from the extract.

Important Things To Remember:

- The extract you need to look at is reprinted for you. Only select quotes from within this extract or else you will not gain any marks.
- For the full six marks, you must write three paragraphs with a quotation in each.
- If you say that the writer is successful in your first paragraph, you can still say that they were unsuccessful in the next paragraph. Either is fine as long as you can support it.
- Remember to consider the effect on the reader.
- If you're not sick of seeing the word 'successful' by the end of writing this question, then you haven't written it enough times. Ideally you should be using in six times.

You will always be asked to give three reasons for your opinion - this number will not change



Paper One Question Five:

Answer Structure:

- The writer successfully/unsuccessfully shows that...
This is shown in the quote...
1. This is successful/unsuccessful because it makes the reader think/feel/understand that...
- The writer successfully/unsuccessfully shows that...
This is shown in the quote...
2. This is successful/unsuccessful because it makes the reader think/feel/understand that...
- The writer successfully/unsuccessfully shows that...
This is shown in the quote...
3. This is successful/unsuccessful because it makes the reader think/feel/understand that...

Paper One Question Six

12
Marks

20
Minutes

This is arguably the trickiest question on Paper One, though the skills required are similar to questions 2 and 5. You can fully agree with the opinion you are given, fully disagree, or anywhere in between. You must use quotations to support your views.

You will always be given an opinion and asked how far you agree with it

Example Question Six:

For this question refer to the whole of Text 2.

‘In my view, this text shows Mudie’s library will improve everyone’s lives.’

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

Important Things To Remember:

- You should be writing about the full text. Choose a quotation from the start, one from the middle and one from the end.
- Students who earn high marks on this question start with an overview sentence and finish with an evaluative sentence.
- You are encouraged to write in first person for this question, i.e. “I believe that...”
- Techniques are less important for this question but analysing their effect can help you to support your point.
- Examiners like to see you considering different viewpoints e.g. “some readers might think X, however other readers might interpret this as Y”.

Paper One Question Six

Answer Structure:

1. I fully/partly agree/disagree with this opinion because...

At the beginning of the text, the writer discusses...

The text says...

2. The writer's use of [technique] is effective because it makes the reader think/feel/understand...

I think that the writer...

In the middle of the text, the writer discusses...

The text says...

3. The writer's use of [technique] is effective because it makes the reader think/feel/understand...

I think that the writer...

At the end of the text, the writer discusses...

The text says...

4. The writer's use of [technique] is effective because it makes the reader think/feel/understand...

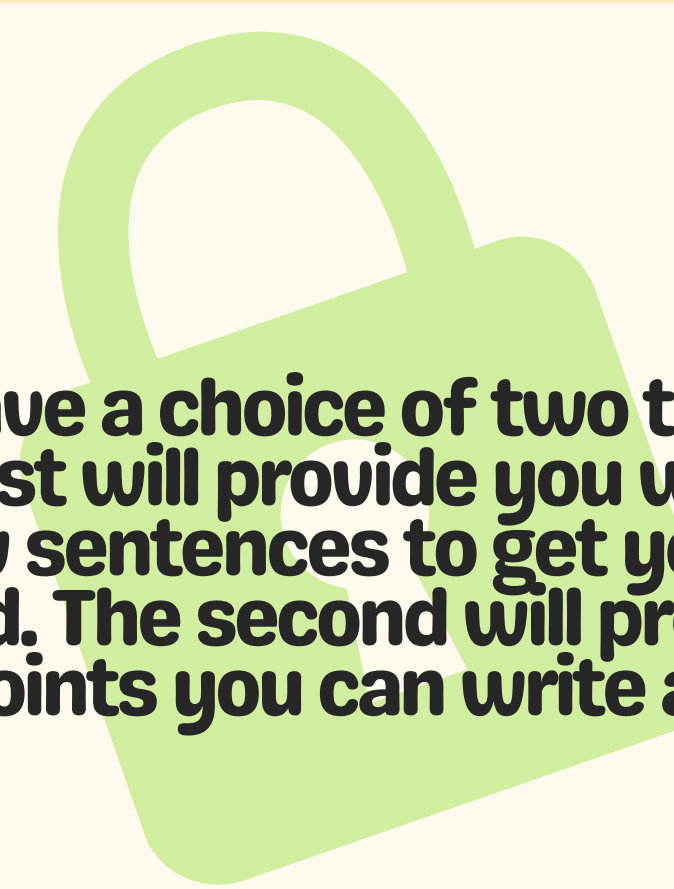
I think that the writer...

5. Overall, I believe the text shows that...

Paper One Question Seven OR Eight

40
Marks

45
Minutes



You have a choice of two tasks. The first will provide you with a few sentences to get you started. The second will provide bulletpoints you can write about.

Important Things To Remember:

- Do not spend more than 5 minutes planning or else you won't leave yourself enough time to write.
- If you finish with 5 minutes left to spare, proof read your work.
- Complete only one of the tasks!
- Your SPaG really matters for this question. In fact, this is the only time on this paper when it does.
- It's better to include an incorrectly spelled sophisticated word than to not put it in at all.
- You earn marks for the skills you are able to show. The more techniques you include, the more marks you can get.

Example Question Seven Or Eight:

Write a review of a book, a film or a television programme for a website aimed at young adults. Your review should have the title 'Try something different'. A student has started a response to this task.

“We spend so much time on social media and gaming, why not try something different for a change that might also interest and entertain you? This review should persuade you to turn off the social media and computer games and try a different form of entertainment.”

Continue this review using your own ideas.

OR

Write a letter to your local newspaper about a plan to close your local library. You should include:

- reasons why the library should stay open
- alternative uses for the building
- what you would recommend.

Paper One Question Seven OR Eight

As this is non-fiction writing, we will be using the acronym DAAFORREST:

Direct address

Alliteration

Ancedote

Fact

Opinion

Rhetorical question

Repetition

Emotive language

Statistic

Triplet

Aim to include at least 5 of these methods

Follow a 5 paragraph structure:

P1: Reason for writing, introduce the topics

P2: First point/idea

P3: Second point/idea

P4: Strongest point/idea

P4: Conclusion and call to action (what you want the reader to do next)

Top Tip – between paragraphs two and three, add in a one sentence paragraph which is a rhetorical question to vary your structure for effect

Aim to include at least 5 different types of punctuation

.,?!“” … () : ; ‘

Proofreading Checklist:

- Appropriate text form features e.g. ‘Dear’ for a letter or ‘I am here to discuss’ for a speech.
- No spelling mistakes
- Capital letter at the start of sentences and for all names
- Sentences should make sense and not be too long (add punctuation if needed)
- Appropriate paragraphs (add in // if you forgot!)

Paper Two Overview

**1 hour
and 55
minutes**

Contemporary Texts - 20th and 21st Century
One fiction text and one non-fiction text

**First 5 minutes - Read the
questions and texts**

Section A is the part of the paper that is assessing your reading skills: Questions 1 to 6

**Section B is assessing your
writing skills: Question 7 or 8**

Text One

Q1. Identify one thing 1 mark	Q2. Language use 6 marks
2.5 minutes	10 minutes
P x1	PETEL x3

Text Two

Q3. Identify one thing 1 mark	Q4. Engaging the reader 10 marks
2.5 minutes	15 minutes
P x1	PETEL x3

Both Texts

Q5. Summarise similarities 6 marks	Q6. Compare writers' ideas 16 marks
10 minutes	25 minutes
PE x3	Overview PETEL x6

Q7. OR Q8.
Creative fiction writing

24 marks + 16 marks

**45 minutes including
planning and proof reading**

**5 paragraphs
5 SMARTPOSE methods
5 pieces of punctuation**

Paper Two Question One

1
Mark

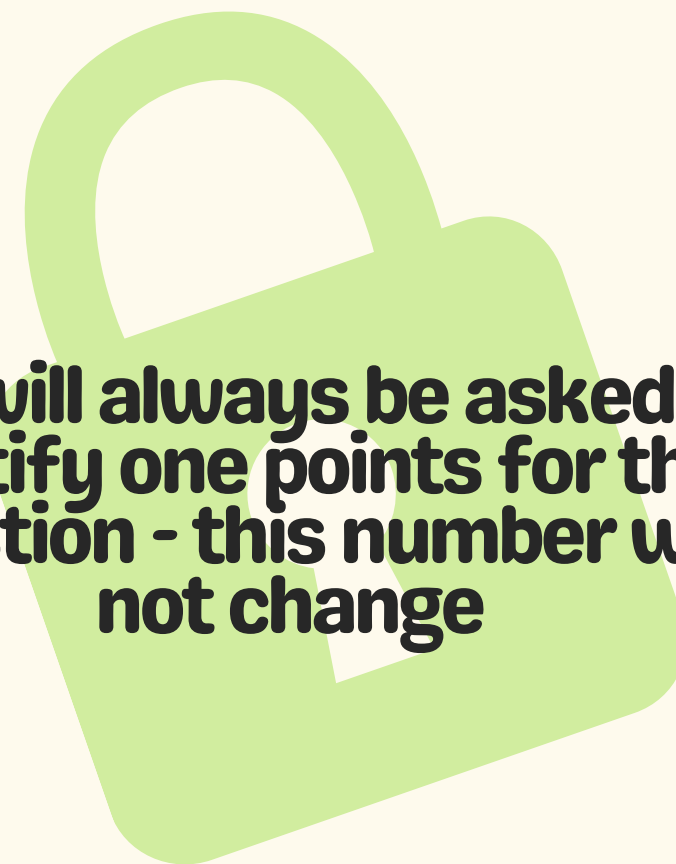
2.5
Minutes

Example Question One:

From lines 21–26, identify one word or phrase that shows what the storm is doing to Pi and the lifeboat.

Think of this question as your warm up and a way to get a mark straight away. You must simply find one piece of information from the text.

You will always be asked to identify one point for this question - this number will not change



Important Things To Remember:

- You can quote directly from the text or write your ideas in your own words.
- Short answers are fine - don't waste time overwriting.
- Check that you are actually answering the question!
- You will always be given the line number that your answer should be taken from. If you make a point from somewhere else in the text, you will lose the mark.

Paper Two Question Two

6
Marks

10
Minutes

Example Question Two:

Read this extract.



In the extract, how does the writer use language to describe the situation?

Use examples from the extract and relevant subject terminology.

This question is almost identical to Paper One Question Three, but is worth 2 less marks. You are once again being assessed on your ability to interpret language use. Basically, the examiner wants to know:

What Language Techniques Has The Writer Used? Where? Why?

Read the question carefully as this will change depending on the text you are given. You might need to write about a place, a character or an event.

Important Things To Remember:

- You are always given an extract to find your evidence from. There's no need to go through the whole text again.
- For the full six marks, you must write three paragraphs with a quotation and technique in each.
- If you can't find a simile, metaphor, personification, etc, talk about word class. Is there a significant verb or adjective that is used? What does that specific word imply?

Paper Two Question Two

Answer Structure:

At the beginning of the extract, the writer discusses...

The text says...

1. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer is emphasising that...

In the middle of the extract, the writer discusses...

The text says...

2. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer is emphasising that...

At the end of the extract, the writer discusses...

3. The text says...

- The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer is emphasising that...

Paper Two Question Three

1
Mark

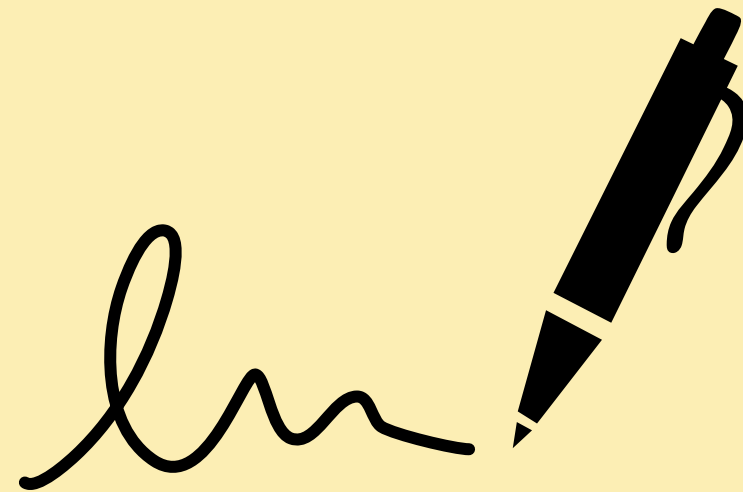
2.5
Minutes

Exactly the same as Paper Two Question One, just using a different text. You must simply find one piece of information from the text.

You will always be asked to identify one point for this question - this number will not change

Example Question Three:

Read this extract.



From the extract, identify one way the writer suggests that the conditions are bad.

Important Things To Remember:

- You can quote directly from the text or write your ideas in your own words.
- Short answers are fine - don't waste time overwriting.
- Check that you are actually answering the question!
- You are always given an extract to choose your point from. There's no need to go through the whole text again.

Paper Two Question Four

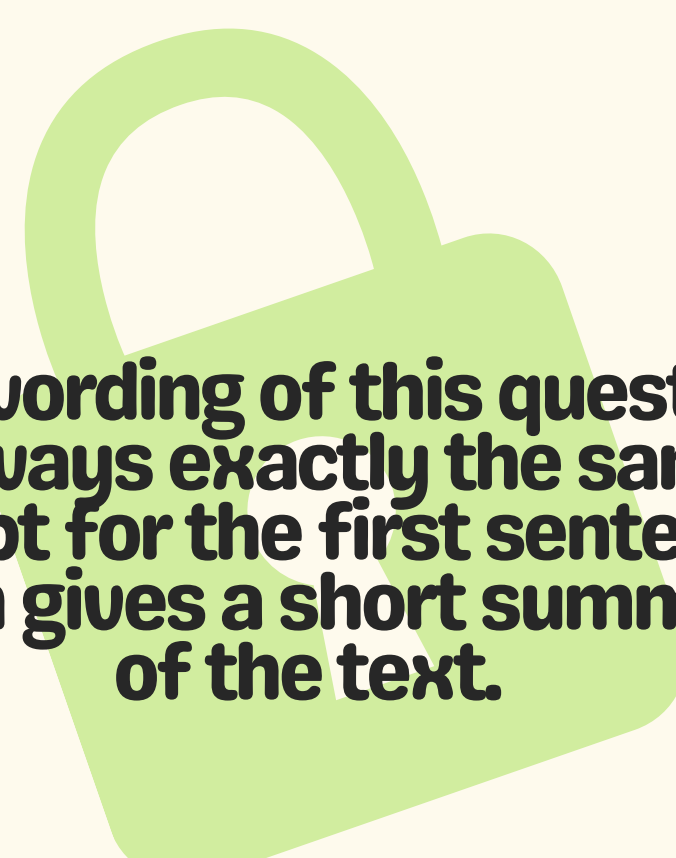
10
Marks

15
Minutes

This question is similar to Paper Two Question Two but has one important difference. You are not only being assessed on your ability to interpret language use, but structure also. This time, the examiner wants to know:

What is the writer focusing on at this point in the text and why?

What language techniques have been used at this point and why?



The wording of this question is always exactly the same, except for the first sentence which gives a short summary of the text.

Example Question Four:

The writer describes someone in a dangerous storm.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

Important Things To Remember:

- You should be analysing the full text. Your first paragraph should analyse the start of the text, the second analysing the middle and the final analysing the end.
- If you can't find a simile, metaphor, personification, etc, talk about word class. Is there a significant verb or adjective that is used? What does that specific word imply?
- For the link in this question, you should explain what the reader is drawing or shifting our focus to at each point and why.

For the full ten marks, you must talk about language AND structure. If you talk about one but not the other, you cannot be awarded more than 4 marks. This is why every paragraph should start with the focus as this is a structural technique.

Paper Two Question Four

Answer Structure:

At the beginning of the extract, the writer focuses our attention on...
The text says...

1. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
At this point, the writer's intention is to...

In the middle of the extract, the writer shifts the focus to...

2. The text says...
The writer's use of [technique] is effective because it makes the reader think/feel/understand...
At this point, the writer's intention is to...

At the end of the extract, the writer shifts the focus to...

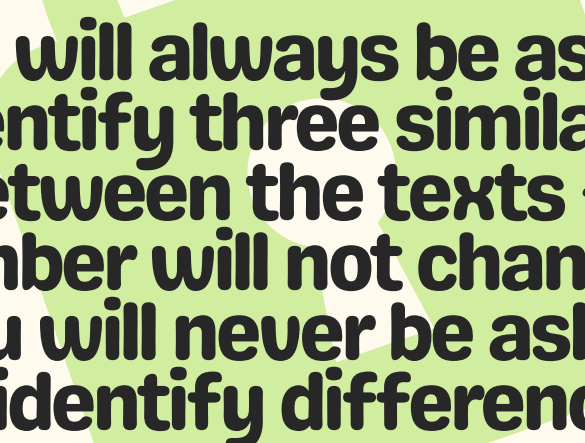
3. The text says...
The writer's use of [technique] is effective because it makes the reader think/feel/understand...
At this point, the writer's intention is to...

Paper Two Question Five

6
Marks

10
Minutes

This is your first comparison question. You are simply finding three similarities between the texts and proving this with evidence.



You will always be asked to identify three similarities between the texts - this number will not change and you will never be asked to identify differences

Example Question Five:

Text 1 and Text 2 both describe people experiencing extreme weather.

**The experiences are different, but they share similarities.
Write a summary giving three separate ways the experiences are similar.**

Support each separate similarity with evidence from both texts.

Important Things To Remember:

- **You are identifying similarities only!**
- **For the full six marks, you must write three paragraphs, each identifying a different similarity.**
- **You must use evidence from each text to support your point. A full mark response should include six quotes in total.**
- **You do not need to explain your quote. Do not waste time doing this.**

Paper Two Question Five

Answer Structure:

1. One similarity is that in both texts...
Text one says...
Text two says...

2. Another similarity is that in both texts...
Text one says...
Text two says...

3. A final similarity is that in both texts...
Text one says...
Text two says...

Paper Two Question Six

16
Marks

25
Minutes

Example Question Six:

Compare the writers' ideas and perspectives about surviving at sea.

You should compare:

- the main ideas
- the points of view
- the presentation of these ideas and views.

Use examples from both texts to support your comparison.

Paper Two Question Six is the reading question worth the most marks. It is the most complex, but don't let this put you off. For this question, you need to write about what message the writer is trying to communicate and how they are doing it.

The wording of this question is always the same, though the first sentence will make it clear how the two texts are linked.

Important Things To Remember:

- **You should be writing about the full text. Choose a quotation from the start, one from the middle and one from the end.**
- **Students who earn high marks on this question start with an overview sentence and finish with an evaluative sentence.**
- **You are encouraged to write in first person for this question, i.e. "I believe that..."**
- **Techniques are less important for this question but analysing their effect can help you to support your point.**
- **Examiners like to see you considering different viewpoints e.g. "some readers might think X, however other readers might interpret this as Y".**

Comparative Words And Phrases



Similar

- and
- also
- too
- similarly
- likewise
- equally
- the same as
- like
- as well

Different

- but
- however
- whereas
- differently
- opposite to
- on the other hand
- in contrast
- unlike
- alternatively

Paper Two Question Six

Answer Structure:

Both texts.....

1. Text One is about...
(Comparative word) Text Two is about...

In Text One, the writer feels positively/negatively about...

The text says...

2. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer's intention is to...

(Comparative word), in Text One, the writer feels...

The text says...

3. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer's intention is to...

Paper Two Question Six Continued

Text One is a [form type] and uses a [mood] tone.

The text says...

4. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer's intention is to...

(Comparative word), Text Two is a [form type] and uses a [mood] tone.

The text says...

5. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer's intention is to...

In Text One, the writer uses [technique] in order to...

The text says...

6. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer's intention is to...

(Comparative word), in Text Two, the writer uses [technique] in order to...

The text says...

7. The writer's use of [technique] is effective because it makes the reader think/feel/understand...
The writer's intention is to...

Paper Two Question Seven OR Eight

40
Marks

45
Minutes

You have a choice of two tasks. The first will provide you with a starting sentence that you must use. The second will provide two pictures you may wish to use for inspiration.

Important Things To Remember:

- Do not spend more than 5 minutes planning or else you won't leave yourself enough time to write.
- If you finish with 5 minutes left to spare, proof read your work.
- Complete only one of the tasks!
- Your SPaG really matters for this question. In fact, this is the only time on this paper when it does.
- It's better to include an incorrectly spelled sophisticated word than to not put it in at all.
- You earn marks for the skills you are able to show. The more techniques you include, the more marks you can get.

Example Question Seven Or Eight:

Write an imaginative piece that starts with the line:
'It was all around us...'

OR

Write about a time when you, or someone you know, was affected by the weather.

Your response could be real or imagined.

You may wish to base your response on one of the images or use any ideas of your own.

You do not have to link your story to the pictures if you do not want to

You should include descriptive passages in your writing but ultimately you are writing a story



Paper Two Question Seven OR Eight

As this is fiction writing, we will be using the acronym SMARTPOSE:

S imile
M etaphor
A lliteration
R epetition
T riplet
P ersonification
O nomatopoeia
S ensory Language
E motive Language

Aim to include at least 5 of these methods

You should be writing at least 5 paragraphs

You may wish to use this structure:
P1 - Describe the setting
P2 - Introduce a character
P3 - Introduce an event or conflict
P4 - The character sets out to achieve something
P5 - Highlight a change in setting e.g. weather, mood

Top Tip – Play around with the lengths of your sentences and paragraphs. A lengthy list followed by a one word paragraph can be very effective.

Aim to include at least 5 different types of punctuation

.,?!“” … () : ; ‘

Proofreading Checklist:

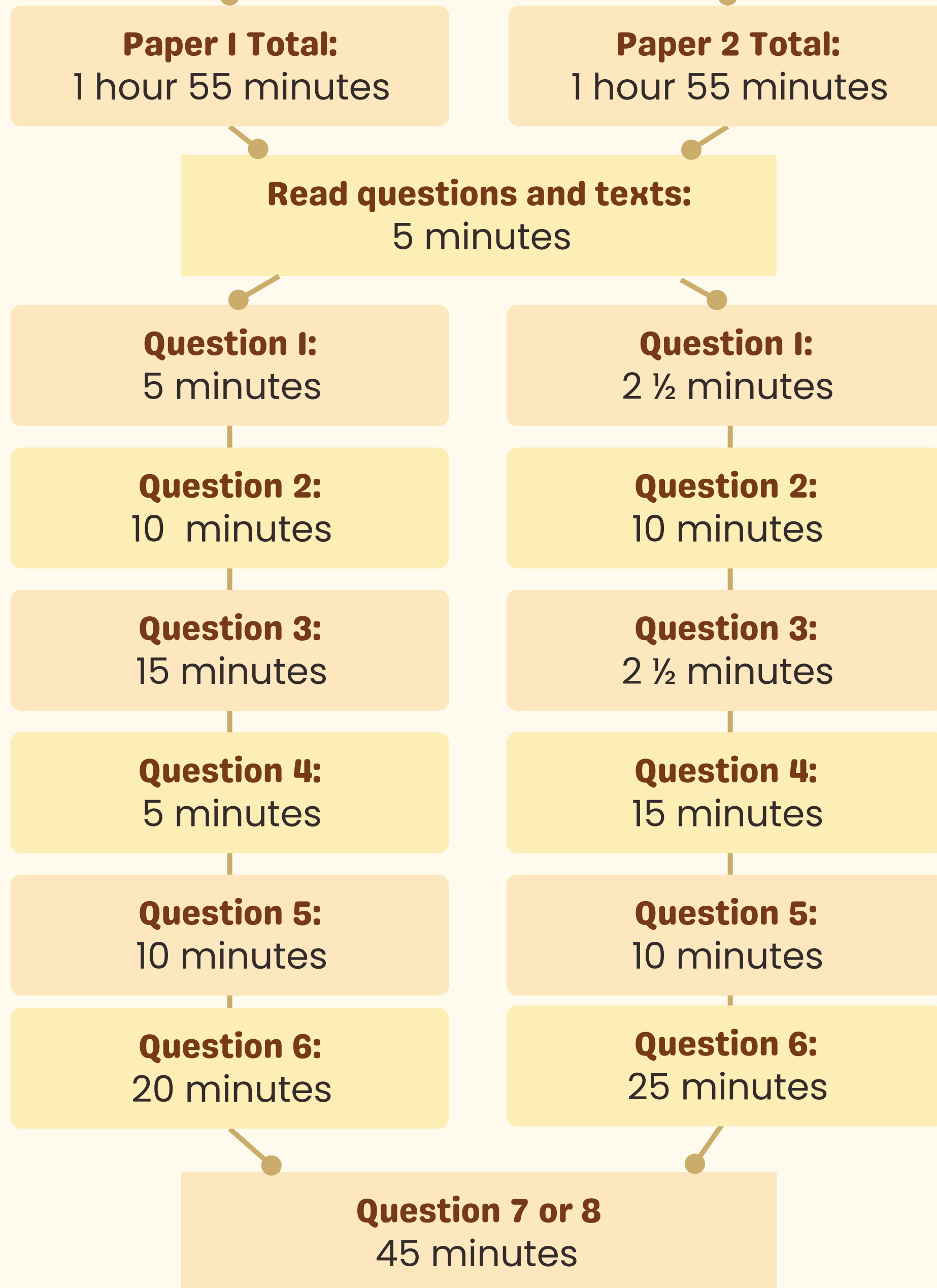
- No spelling mistakes
- Capital letter at the start of sentences and for all names
- Sentences should make sense and not be too long (add punctuation if needed)
- Appropriate paragraphs (add in // if you forgot!)

Creative Writing Mark Scheme

Level	Marks	Skills - Content and Organisation
1	1-4	<ul style="list-style-type: none"> • A few sentences • Sentences might begin to link • Audience and purpose unclear • Tone and style starting to form
2	5-9	<ul style="list-style-type: none"> • Sometimes makes sense • Uses paragraphs • Awareness of audience and purpose • Simple tone and style • Ideas appear in order
3	10-14	<ul style="list-style-type: none"> • Clear and makes sense • Paragraphs and structure are effective • Methods suit audience and purpose • Appropriate tone and style • Develops and connects ideas
4	15-19	<ul style="list-style-type: none"> • Secure, imaginative communication • Deliberate, cohesive structure • Organises material for effect • Effective tone and style • Manages information and ideas
5	20-24	<ul style="list-style-type: none"> • Sophisticated, imaginative communication • Varied structural features support cohesion • Subtly shapes audience response • Sophisticated, sustained tone and style • Manipulates complex ideas

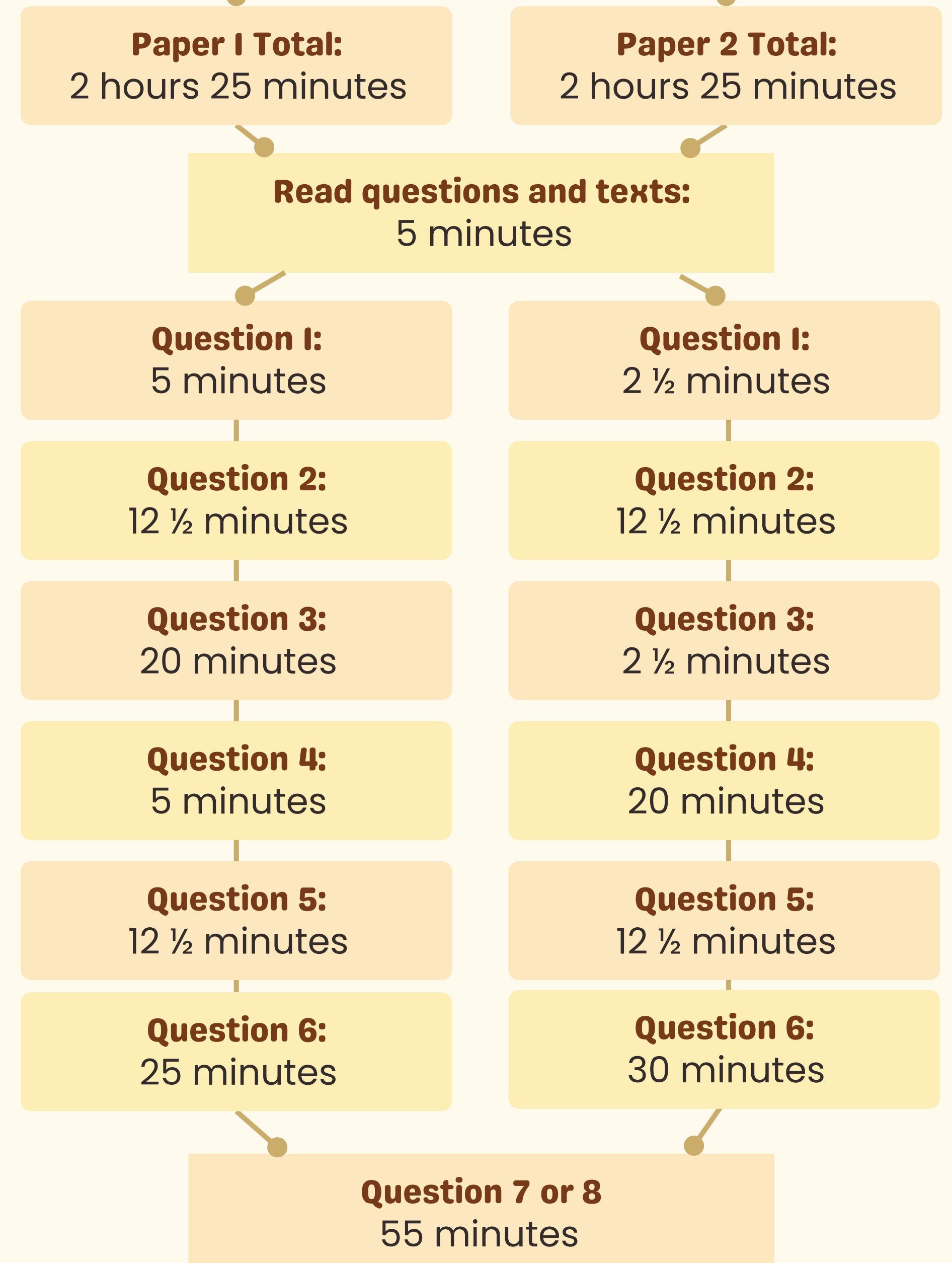
Level	Marks	Skills - SPaG
1	1-4	<ul style="list-style-type: none"> • At times can make sense • Basic words • Basic punctuation with errors • Frequent spelling errors
2	5-7	<ul style="list-style-type: none"> • Sometimes makes sense • Some correctly spelled words • Few punctuation errors
3	8-10	<ul style="list-style-type: none"> • Clear and makes sense • Some correct spelling of more complex words • Accurate punctuation (3)
4	11-13	<ul style="list-style-type: none"> • Wide vocabulary range with few spelling errors • Manages sentence structure for effect • Wide, accurate punctuation range (5)
5	14-16	<ul style="list-style-type: none"> • Sophisticated writing • Extensive vocabulary with few spelling errors • Punctuation range and accuracy aid emphasis (6+)

EXAM TIMINGS



EXAM TIMINGS

**25% EXTRA TIME
VERSION**



Speaking And Listening

This is a compulsory part of your English Language GCSE. This means that you must complete this as part of your qualification, however the score you receive will not affect the rest of your marks and therefore your overall grade.

As a speech is one of the text forms you may be asked to write for Paper 1 Section B, you can read back over this section for guidance on writing

Pass – straightforward ideas, makes attempt at success

Merit – challenging ideas, clear, formal, is successful

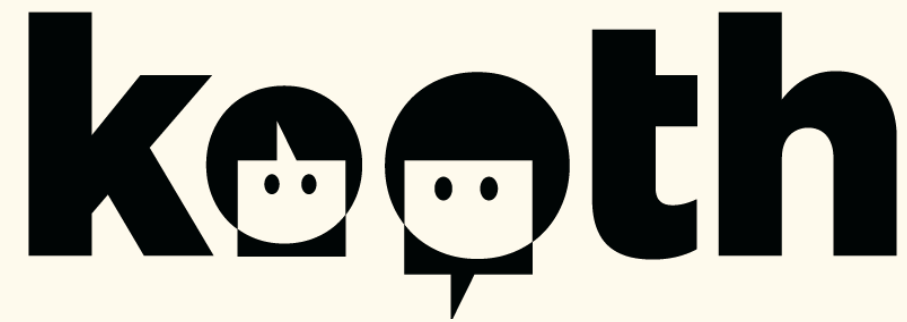
Distinction – sophisticated ideas, perceptive, effective, exceeds expectations

- **Speak loudly and clearly so you can be heard**
- **Your sentences should make sense**
- **Don't use colloquial (slang) language unless it supports your point**

1. Choose a topic that you are passionate about and can discuss for five minutes
2. Write up your speech
3. Learn your speech and practice delivering it multiple times
4. Have a friend ask you some questions about your topic
5. Prepare to be recorded

“As part of, or following, the presentation, candidates must listen to and respond appropriately to questions and feedback.”

Further Support



Kooth provides free, safe and anonymous mental health and wellbeing service, providing online counselling and support for children and young people aged 10 to 25 years old in the UK.

Kooth is the UK's largest digital mental health provider and is a confidential way for young people to get help with their emotional wellbeing. You can seek advice and information, or to speak to someone who understands.

www.kooth.com.



here for you 24/7

Shout provides free, 24/7 text support for young people across the UK experiencing a mental health crisis or struggling to cope in any way. All texts are answered by trained volunteers, with support from experienced clinical supervisors.

As a digital service, Shout became vital during Covid-19, as one of the few mental health services able to operate as normal at this time.

Text SHOUT to 85258 or visit giveusashout.org



www.revisewithrenaye.uk



tiktok.com/revisewithrenaye



youtube.com/revisewithrenaye