TEACHER GUIDANCE

Eduqas-style Component 2 - Childhood spaces

GCSE English Language | C700U20 · 19th- and 21st-century non-fiction

Standard time: 2h | With approved 25% extra time: 2h 30m

Total: 80 marks. Indicative marking notes.

Original Exam Stash practice, independently written. Not an official paper and not endorsed by AQA, Eduqas or OCR. Read the linked original source booklet alongside these questions. The source text is not reproduced here. Use the printed source line numbers, not the PDF viewer line count.

Shorter-source practice: this uses a shorter reading selection than a full examination would normally use. Question skills, marks and suggested timing follow the named board, but this is not a full specification-equivalent mock. Do not apply past grade boundaries to this practice paper. The OCR pair is shorter than the roughly 900–1200 words normally used in Eduqas Component 2. Suggested timing: 10 minutes reading, 50 minutes Section A, 30 minutes for each writing task.

Source booklet - open before starting

Source A: This Boy — Alan Johnson (2013)

OCR June 2022 J351/01 Insert, PDF page 5, Text 2, lines 1–28. Called the Johnson text in this practice set.

Open the original source booklet

21st-century memoir describing a 1950s childhood. The publication date, rather than the events described, determines the text century. Linked source only; not republished.

Source B: Walks in and around London — Uncle Jonathan (1884)

Same booklet, PDF page 4, Text 1, lines 1–30. Called the Uncle Jonathan text in this practice set.

Open the original source booklet

19th-century non-fiction. Both selections are present in the freely accessible OCR PDF checked 15 November 2026.

Using this guidance

Indicative guidance is flexible: credit accurate alternative readings supported by the specified source. Do not require the ideas listed here.

For extended reading, select the best-fitting band first, then decide a mark within it. Consider evidence, explanation and precision across the whole response.

These practice materials have not been standardised by an awarding body. Report marks and feedback, not GCSE grades.

Question A1 | 3 marks | AO1

Read Johnson, lines 1–9. (a) Where did he like to play away from school? (b) Name one outdoor activity Linda enjoyed. (c) Give one reason Lily wanted him off the streets.

(a) Indoors/in the bedroom (1). (b) Handstands or skipping (1). (c) Concern about trouble or attacks from other boys (1). Accept accurate paraphrase.

Question A2 | 10 marks | AO2

Read the whole Johnson text. How does Johnson make the reader understand why staying indoors appealed to him?

Explain the personal comparison with Linda, dangers outside, family experiences and the closing explanation. Analyse language and organisation, connecting observations to the appeal of avoiding the street.

1–2: limited; 3–4: some explanation; 5–6: clear explanation; 7–8: detailed analysis; 9–10: perceptive, sustained analysis.

Question A3 | 3 marks | AO1

Read Uncle Jonathan, lines 14–27. Give three distinct ways children use the new playground.

Award one mark for each accurate, distinct use, up to 3: walking among the flowers; watching the fountain or fish; resting on seats; caring for babies or siblings; doing paid needlework. Do not award two marks for two objects in the same activity.

Question A4 | 10 marks | AO4

Read the whole Uncle Jonathan text. How convincingly does the writer show that creating the playground has improved children’s lives? Support your evaluation with evidence.

Evaluate the contrast with bleak homes and the former waste ground, the sensory appeal of the garden and the closing appeal. A strong judgement may note that poverty, work and caring responsibilities continue within the apparent refuge.

Use the five 2-mark bands in A2 to assess evaluation rather than description. Reward supported qualifications as well as agreement.

Question A5 | 4 marks | AO1 synthesis

Use both texts. Identify two ways adults influence whether children can feel safe or happy. For each way, give supporting evidence from BOTH texts.

Award up to 2 marks per supported synthesis, total 4: adults can protect children or create refuge; adults can also create or permit difficult circumstances. For each synthesis, 1 mark for a valid shared idea and 1 for relevant supporting detail from both texts. Accept other defensible shared ideas.

Question A6 | 10 marks | AO3

Compare the writers' attitudes towards outdoor spaces for children, and how they convey those attitudes. Refer to both texts.

Contrast the older writer's optimism about a provided refuge with Johnson's more guarded account of danger. Identify shared concern for children's welfare. Explain the difference between an observer's public appeal and retrospective personal experience.

1–2: limited comparison; 3–4: some explained comparison; 5–6: clear comparison; 7–8: developed comparison of viewpoints and methods; 9–10: perceptive, sustained comparison.

Question B1 | 20 marks | AO5:12 / AO6:8

Section B — allow about 30 minutes. Your local council is deciding how to use an empty building. Write a letter proposing a place for young people and explaining what it should offer. Make your ideas persuasive and practical. You do not need to use information from the reading texts.

Award AO5 (12 marks) for clear, convincing communication to the council, a suitable letter form, developed reasons, awareness of practical needs and purposeful organisation.

Award AO6 (8 marks) separately for grammar, vocabulary, sentence structures, spelling and punctuation. Moderate using current Eduqas transactional writing criteria.

Question B2 | 20 marks | AO5:12 / AO6:8

Section B — allow about 30 minutes. Write a lively article for your school or college website reviewing a place where young people can spend their free time. Explain what works well and what could be improved. It may be a real or imagined place.

Award AO5 (12 marks) for an engaging review with a clear audience, specific evaluation, developed detail and an appropriate recommendation or conclusion.

Award AO6 (8 marks) separately. Both B1 and B2 are compulsory; each is marked independently.

Assessment format references

Official Eduqas assessment guidance