

GCSE (9-1) English

Spring 2019 network





Agenda

- Consider ideas to inject creativity into KS3.
- Focus on how students can improve their achievement in AO3 comparison (question 7b in Language Paper 2).
- Take another look at the AO2 analysis of language and structure question, including exemplars.
- Share ideas and network with others.

Consider ideas to
inject creativity into
KS3





Spielman's speech

<https://www.gov.uk/government/speeches/amanda-spielman-speech-to-the-schools-northeast-summit>

‘We have created a situation where second-guessing the test can trump the pursuit of real, deep knowledge and understanding....’

‘I don’t know a single teacher who went into teaching to get the perfect progress 8 score.’



Spielman's speech

Some secondary schools were significantly shortening KS3 in order to start GCSEs early...The Assessment Objectives from GCSE were being tracked back to as early as Y7, meaning many pupils' secondary education was narrow and shallow rather than broad and more in-depth across the subject area.



Ofsted's concerns...

- A narrowing of the curriculum, especially in Y7-9, towards a 'watered down GCSE course'.
- A limiting of the range of texts being studied, meaning some aspects of 21C literacy are being ignored,
 - Insufficient curriculum time being given to explicit teaching of writing.
 - Assessment is being prioritised over and above the content of the curriculum. We need to redress the balance: make the valuable assessable, and vice versa.

Reclaiming creativity

- It is now more than a decade since the (then) DfEE published *All Our Futures; Creativity, Culture and Education*. It was part of the Blair administration's drive to raise educational standards by boosting a child's self-confidence and self-esteem. Exploring contemporary culture and expressing themselves through individual creativity were seen as essential in nurturing a lively society and a dynamic economy.



What does ‘real, deep knowledge and understanding’ in English look like?

- Becoming articulate and engaging speakers.
- A very high percentage of all communication – in the workplace and socially – is oral.
- Talk needs to be at the heart of the curriculum.



What does 'real, deep knowledge and understanding' in English look like?

- Writing in a wide variety of forms
- Writing for a variety of real purposes – including imaginative expression for enjoyment and personal development



What does ‘real, deep knowledge and understanding’ in English look like?

- In *Reading* – more than just the GCSE Assessment Objectives.
- What skills does a reader need to draw meaning from a text?
- OECD *PISA* studies define these as *dynamic reading skills*.



Dynamic reading skills

- Question and challenge
- Make connections
- Envisage and predict
- Speculate
- Play with ideas
- Keep options open as they read



Reading

To improve their reading skills, students need to be: collecting, classifying, noticing, speculating, predicting, adapting, substituting, experimenting, inventing, making.

Curiosity

Experiment

Observation

Reflection

Taxonomy of engaging with texts

ENGLISH

1. Notice details
2. Explore ideas linked to the details
3. Analyse meaning
4. Evaluate effectiveness

MEDIA STUDIES

1. Denotations
2. Connotations
3. Analyse meaning
4. Evaluate effectiveness



Networking discussion

- In groups, discuss how could you make/are making your own KS3 curriculum more creative?

Focus on how students
can improve their
achievement in AO3
comparison (question 7b
in Language Paper 2)





Approaching Q7b

A few reminders:

- AO3 is only assessed in Question 7b
- there are 14 marks available over 5 levels
- the total marks for Q7 are 20 – which after Writing is the largest allocation of marks
- 7a and 7b are marked together on the e-pen marking system, so any answers that consider differences in 7a can be credited for these in the mark for 7b.



Key pointers to approaching the question for ALL candidates

Remind your students of what they will have done by this point in the examination:

- written about language and structure in Text One in Question 3
- written about ideas and perspectives in Text Two in Question 6.

Take these and use them in the comparison as points that can be developed through a link to the other text.



Key pointers to approaching the question for ALL students

- For example, from Summer 2018:
 - if Q3 had commented on the structure of the obituary then a valid comparison could be that Text Two also has a similar structure starting with the life very clearly seen in Bessie, moving through to her tragic death
 - if Q6 had commented on how the writer showed more admiration for looks rather than commenting on music, then Text One very clearly admires the musical talent of Milton and has no mention of looks.



What do Level 5 answers do?

- Will have used obvious comparisons (feature of Level 2 answers) in the similarities part of the question (7a).
- Will have focussed on the question – specifically in summer 2018 ideas and perspectives about **singers**, in November 2018 ideas and perspectives about **relationships**.
- Will have included ideas and also perspectives.
- Will have used discriminating references from across the whole of the two texts.



Ideas and perspectives

- Ideas can be both texts covering the idea that relationships can have difficulties because of pregnancy (November 2018).
- Perspectives can be approached more through considering the form and audience for both texts.
For example:
 - in Summer 2018 is that both singers were seen as important to the time and social context for different reasons
 - in November 2018 the letter takes a more personal perspective than the extract from the book, and the audiences for the texts are very different which impacts on their use of language and style.



Discriminating references

- Discriminating references are those which are most relevant to the points being made
- If references are not discriminating they tend to be anything that may illustrate a point and may just move through the texts chronologically
- Discriminating references are those that are especially useful to illustrate a point: think ‘why am I including this reference or quotation?’ and ‘How is it illustrating the writer’s perspective?’

Take another look at the
AO2 analysis of
language and structure
question, including
exemplars





Approaching AO2

A few reminders:

- in Paper 2 there are 15 marks available over 5 levels for this question
- the question is always the same and always asks how language and structure are used to interest and engage the reader
- students need to comment on both language and structure.



Key pointers to approaching the question for ALL students

- Students do need to make sure they are considering what the impact on the reader is.
- They should try to go beyond the ‘make the reader read on’, or ‘to make it interesting for the reader’ - which will rarely indicate an answer higher than Level 3.
- Will decide on who the reader is and how they are being addressed.



What do Level 5 answers do?

- Will consider the type of text the extract is from, and how this is designed and created for the reader it is written for.
- Will have used discriminating references when rewarding Level 5, where a student picks out specific examples across the extract that link to their point, not just where they comment on every feature seen.



What do Level 5 answers do?

- It can be tempting for students to look out for the usual features of language (alliteration, personification, simile, metaphor) and structure (lists, repetition, short sentences, questions) and these can work well, although...
- Will select features to analyse which are linked to the audience, purpose and form of the text. For example, in November 2018:
 - the more nuanced responses were able to explore the structural points of a letter and in language the use of the personal voice, and the use of the dog's 'voice'.

New secure mock





New secure mock

- New mock papers are available on the website (go to Teaching and Learning Materials – Specimen Papers and Mark Schemes).
- Training video and real student responses showing how to apply the mark scheme.
- Upload marks to Results Plus.

Activity	Date
Students to sit new Autumn 2018 mock exam	26 Nov 2018 – 18 Jan 2019
Standardisation scripts and training video available to help teachers mark the mocks	18 Jan – 1 Feb 2019
Input marks to Results Plus Mock Analysis	25 Jan – 8 Feb 2019

Other useful information





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Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of students sitting Pearson Edexcel examinations.

3. [Results Plus](#)

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