

GCSE (9-1) English

Autumn 2018 network



Before we begin,
please fill in the
Section A of the
feedback form





Agenda

- Feedback on the Summer 2018 exam series.
- English Language Paper 2 amendments.
- AO4 revisited: different approaches to teaching evaluation.

Feedback on the Summer 2018 exam series





English Language – Paper 1

- On Q3, you must try to cover points on both language and structure within the space you have been given and with a time allocation that is appropriate to the six marks the question offers. There is no need for an introduction or conclusion on this question.
- On Q4, try to do more than identify the different techniques that have been used by the writer. You should explain your ideas on how successful you feel the writer has been.
- Whichever writing question you choose, always think about your reader, what you want them to understand and how you want them to react at different parts of your writing; then choose the best words, phrases or techniques available to you to achieve those effects.
- Think carefully about how you will begin to write so that it is imaginative and engaging for your reader from the very start. If you are telling a true story it is more important to write clearly and showing your writing skills than it is to stick to the real story as it happened.



English Language – Paper 2

- For Q3, consider the way Text 1 has tried to engage and interest you as the reader. You could pay particular attention to the opening and closing of the whole text as these are important points for any writer – this is different to Paper 1 where only a certain section is required. The opening and closing of the text will help you to see how the writer has shaped their text to initially gain the interest of the reader, and then how the closing comment leaves them at a particular point.
- In Q3 try to cover points on both language and structure, commenting on the different techniques that have been used by the writer and how they engage and interest the reader.
- For question 7(a) always comment on similarities. You can comment on differences in 7(b). There are only 6 marks for 7(a) so be brief and succinct here. In 7(b) link comparisons back to ideas of the writers and their perspectives.
- When you are writing, always think about your reader, what information and ideas you want to develop and how you want the reader to react at different parts of your writing; then choose the best words, phrases or techniques available to you to achieve those effects.



English Literature – Paper 1

- Section A, part (a) of the question, candidates must explore the language, form and structure of the extract. **Context is not awarded for part a).**
- Section A, part (b), candidates should draw on their knowledge of the text that they have studied and give examples from elsewhere in the play. Contextual comments are required in part b) and should explore their relationship with the text. The Assessment Objective assesses the candidate's knowledge of the text and its relationship to context and not language, form and structure.
- Section A, part (b), examples can be particular references to other parts of the play such as: key events, characters, action, stage directions. Candidates can paraphrase quotations from memory.
- Exact quotations are not compulsory, especially as this is a closed book examination.
- Candidates should be reminded to label their answers clearly (particularly Section A) and to use the correct space in the answer booklet for both sections of the paper.



English Literature – Paper 2

Centres should remind their students of which Assessment Objectives are being assessed. **Context is only assessed in Section B, Part 1 Poetry Anthology.**

- For Section A, part (a) of the question, candidates must explore the language, form and structure of the extract. Candidates should just refer to the extract in this part of the question.
- Section A, part (b), candidates should draw on their knowledge of the text that they have studied and give examples from elsewhere in the novel.
- Section A, part (b), examples can be particular references to other parts of the novel such as events, episodes, character, action, and so on that are relevant to the question. Candidates can paraphrase quotations from memory, but exact quotations are not mandatory, particularly as this is closed book examination. The Assessment Objective assesses the candidate's knowledge of the texts and not language, form and structure. Centres should remind themselves of where the Assessment Objectives are assessed. **Context is not assessed in Section A.**



Activity

- In your pack you have some Paper 2 exemplars.
- In small groups look at script B, focussing on the questions your students find most challenging.
- Look at the responses in light of the feedback given in the examiner report.

Paper 2 amendments





Paper 2 amendments

- Question 2 (2 marks) and Question 5 (1 mark) will now target AO1 'identify information and ideas', rather than AO2 'analyse how writers use language and structure'.
- Structured bullet points have been added to Questions 3 and 7(b) to clarify the requirements.
- 5 minutes has been added to the assessment time – 2 hours and 5 mins.
- You will find an example of the amended paper in your pack.

AO4 revisited

Re-evaluation of
approaches to
evaluation





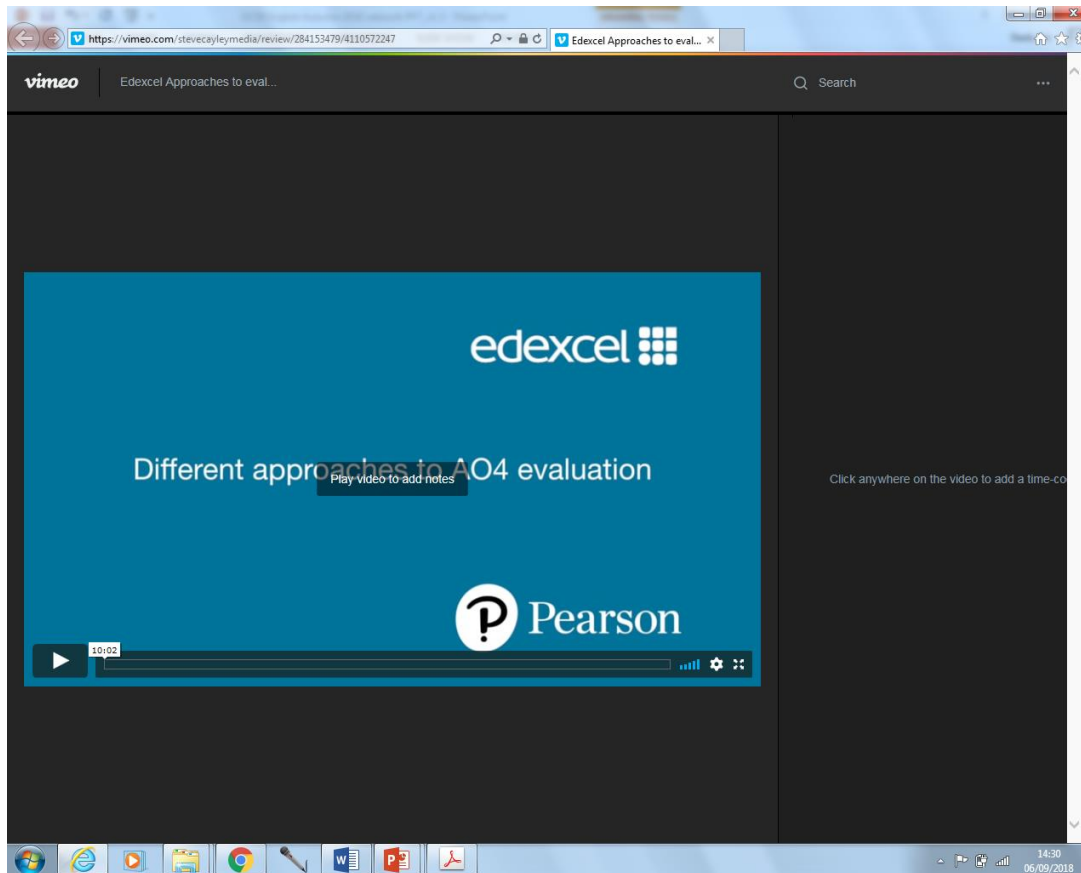
Introduction

- Remember SITE is a possible teaching approach, not a skill that is being assessed.
- Whilst you can comment on any of the elements of SITE (or not), it is bullet 2 of the mark scheme which is the discriminator.
- This bullet point is about a student's informed judgement of the text. It goes from Level 1 'a limited assertion' to Level 5 'a sustained and detached critical overview'.



AO4 evaluation

Watch three teachers talking about different approaches to evaluation



Networking





Networking discussion

- Working with 2 or 3 colleagues from different schools, compare your responses to the three approaches.
- Which was closest to your own approach?
- Were there things you feel might be useful for 'tweaking' your teaching of AO4?
- Think about a detached critical overview and what that means.

New resources and contact info





New resources

- Revision book.



- New secure mock exams for English Language coming soon.

On the website:

- Paper 2 changes
- Exemplars
- Recorded feedback on 2018 summer series



Upcoming events

- **New to Edexcel** (both Lang and Lit events)
- **English Language: Students as writers.** Approaches to improving writing skills – this face-to-face half day workshop is for those teachers who want a total focus on writing skills.
- **English Literature: Teaching unseen poetry** – this face-to-face workshop is for teachers wanting to develop their teaching of unseen poetry.
- **English Literature: 19th century fiction.** Using drama and multi-media techniques to engage students with 19th century texts – this face-to-face workshop is a fiction fest and will focus on *Jekyll and Hyde* and *A Christmas Carol*.



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You can sign up for Clare's
e-updates by completing this
[online form](#)

We also have a [Facebook](#) page
to join and an online [community
page](#).





A Level Autumn Networks

- If you also teach A Level English Literature then why not attend one of these networks too?
- The focus this term is on Poetry.
- Book your free place online.

Thank you for attending!

Please remember to
complete Sections B
and C of the feedback
form and hand in to the
trainer.

