

# GETTING READY TO TEACH PEARSON'S NEW GCSE (9-1) ENGLISH LANGUAGE FROM 2015



**Our Getting Ready To Teach training looks at the requirements of the new specifications and how they can be delivered in the classroom.**

This is the presentation used in our events and there are embedded notes that will talk you through the specification content and assessment. The presentation will look at:

- the structure, content and assessment of the new qualifications
- Papers 1 and 2 in detail
- the support available to guide you through the changes
- possible teaching and delivery strategies

It may help you to have the following documents to hand – they can all be found on our website:

- GCSE English Language (9-1) Exemplars for both papers (exemplar student responses with examiner commentaries and mark schemes)- most references will be made to these
- GCSE (9-1) English Language Sample Assessment Materials (SAMs)(sample question papers with mark schemes)
- GCSE (9-1) English Language specification

These slides will take you through our new specification. We will begin with an overview and gradually move in to look at the requirements of each paper in closer detail.

# SPECIFICATION OVERVIEW



## Overview

These slides will take you through our new specification. We will begin with an overview of the specification and gradually move in to look at the requirements of each paper in closer detail.

In working through each slide, there will be opportunities to reflect on the implications for teaching and learning – what can stay the same, and what will need to develop, both in KS4, but just as importantly in KS3 as a foundation for building on and developing key skills.



## Changes to subject criteria

### GCSE English Language

#### •Reading - 50% of the GCSE

- Students are required to answer questions on unseen 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts
- These texts must cover fiction, non-fiction and literary non-fiction

#### •Writing - 50% of the GCSE

- SPaG has an increased weighting of 20%

- Minimum examination time of 3.5 hours.

### Changes to subject criteria

These changes are ones with which all awarding bodies must comply and are taken from the criteria documents which can be found on the DfE website

In our legacy specification, SPaG has accounted for just over 14% of the marks so it is important to note the increased weighting afforded to these crafting skills, which go beyond just spelling and grammar and cover such elements as range of vocabulary and sentence structure.

We have decided to have exams totalling 3  $\frac{3}{4}$  hours to allow time in Paper 2 for candidates to read and answer questions on 2 texts.



## Changes to subject criteria

### Spoken Language endorsement

- Spoken Language is assessed as a separate endorsement
- Students will be required to present to an audience on a topic of their choice and listen to, and answer, questions
- Students' presentations will be audio recorded and sent to the Awarding Body for moderation
- There are 2 assessment objectives:  
AO7
  - Demonstrate presentation skills in a formal setting.  
AO8
  - Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

### Spoken Language task

As you can see the current role play and group discussion tasks are no longer required for assessment, although these skills still feature in the National Curriculum.

The questions and answer session following a presentation is a key part of the assessment and our Speaking and Listening moderators have reported that this is often the time when students relax from the extremely prepared nature of their talk and show the real extent of their knowledge and enthusiasm for their chosen topic.

The presentation should last no longer than 10 minutes and may take a variety of forms.

It must be formal and could be a speech or talk, followed by questions from the audience or a formal debate or dialogue such as an interview, followed by questions from the audience. Students may use pre-prepared notes or a powerpoint to assist them but this is not a requirement.



## Spoken Language endorsement edexcel cont...

- Spoken language assessments will be assessed by teachers (with provision for students to be directly assessed by the exam boards where desirable or necessary) using a set of criteria that are common across all exam boards.
- There will be three levels of achievement, “Pass”, “Merit” and “Distinction”, and one outcome indicating the required standard was not met. This will be called “Not Classified”.
- A student must meet all of the criteria in relation to a level to be awarded that level.
- Spoken language assessments may be externally assessed by exam boards and/or internally assessed by teachers, using criteria set by Ofqual.
- Exam boards will monitor the assessment of spoken language where this is undertaken by teachers by requiring schools to submit audio-visual recordings of a sample of their students.

### The importance of speaking and listening

Speaking and listening should still form an integral part of any scheme of work. The separate endorsement of these skills will enable any colleges, universities, employers to know exactly how well a student has achieved in this area.

Heads of centres need to sign a written statement indicating that they have taken reasonable steps to ensure that their students have undertaken the spoken language assessment.

Criteria for ‘Pass’, ‘Merit’ and ‘Distinction’ have been published in an inter-board guidance document. This can be found on the English Language page of the website.

All outcomes will be reported on certificates, including ‘Not Classified’.

A sample of students’ presentations will be recorded and sent to the Awarding Body for monitoring.



## Specification Overview

### Students will be able to:

- **Read** a wide range of texts fluently and with good understanding
- **Read** critically and use knowledge gained from wide reading to inform and improve their own writing
- **Write** effectively and coherently using Standard English appropriately
- Use **grammar** correctly, **punctuate** and **spell** accurately

### Qualification aims and objectives

As you can see, these are aims with which we are all very familiar and the focus is very clearly on:

- reading with understanding and responding critically to texts
- effective, coherent and accurate writing.



## Specification Overview

### Students will be able to:

- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language, and use spoken Standard English effectively.

### Specification overview

There is a clear connection between Reading, Writing and Spoken Language in the use of vocabulary and grammar.

The use of Standard English should not only be employed in formal written responses but will also be crucial in assuring good achievement in Spoken Language.

# KEY FEATURES AND FEEDBACK FROM LAUNCH





## Paper 1 Overview

### Fiction and Imaginative Writing

The focus of this component is:

- **Section A – Reading:** study and analyse selections from a range of prose fiction.
- **Section B – Imaginative Writing:** explore and develop imaginative writing skills.

### Overview

This is a broad overview of Paper 1 – key features will be looked at later.

There will be 4 reading questions worth **1,2,6,15 marks = total 24 marks.**

There will be a clear thematic link between the two different sections and so the unseen text may act as a stimulus for the writing task.

Creative writing has been assessed for the past few years on the Edexcel English GCSE unit 3 controlled assessment task and, as with that controlled assessment task, images will be provided to act as prompts for students on one of the questions.

The task will have a total of 40 marks (24 AO5 and 16 AO6).



## Paper 2 Overview

### Non-Fiction and Transactional Writing

The focus of this component is:

- **Section A – Reading:** study and analyse selections from a range of non-fiction texts (including literary non-fiction)
- **Section B – Transactional writing:** explore and develop transactional writing skills, for example letters, articles, reports.

### Overview

This is a broad overview of Paper 2 – key features will be looked at later. Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts.

Text types should also include literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive. Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment.

There will be 3 questions on Text 1 worth **2, 2, 15 marks** and 3 questions on Text 2 worth **1, 1, 15 marks** and 1 question, divided into 2 parts that is on both texts worth **6 and 14 marks. Total for reading 56 marks.**

Again there will be a thematic link between the unseen texts and the writing task.

This paper retains the types of relevant and functional writing tasks that exist on the legacy paper.

The writing task will, as with Paper 1, have a total of 40 marks (24 AO5 and 16 AO6).



## Paper 1 – 1 hr 45 mins (40%)

### Section A:

#### Unseen 19<sup>th</sup> Century fiction

- Extract will be approximately 650 words in length
- Shorter response questions will focus on close analysis of the text; longer response questions will ask students to show their understanding of the whole text

### Section B:

#### Creative Writing

- Choice of 2 tasks linked to the theme of the 19<sup>th</sup> century fiction
- One task will include images to help students address the task
- Audience and purpose along with SPaG will be assessed

## Paper 2 – 2 hrs (60%)

### Section A:

#### Comparison of two unseen texts from the 20<sup>th</sup> and 21<sup>st</sup> century

- One non-fiction; one literary non-fiction
- Extracts will be approximately 1000 words in total
- Shorter response questions will focus on close reading of the texts; longer response questions will ask students to compare the texts

### Section B:

#### Transactional writing

- Choice of 2 tasks linked to the theme of the texts
- Newspaper articles, letters etc
- Audience and purpose along with SPaG will be assessed

## Papers at a glance

Both papers start off with the questions on the unseen text(s) in Section A and a choice of writing tasks linked to the text(s) thematically in Section B. There is, however, a clear difference in the timings and weightings of the 2 papers.

Paper 2 is longer and counts for 60% of the total marks in order to reflect the fact that students will need to read and respond to 2 texts rather than the single text of Paper 1.

The writing tasks are equally weighted and each count for 25% of the whole GCSE with AO5 counting for 15% and AO6 counting for 10%.

**Paper 1 = 15% for Section A; 25% for Section B**

**Paper 2 = 35% for Section A; 25% for Section B**



## Key Features

**The 19th century requirement will always be met via one stand-alone fiction text**

- This provides additional exposure to the sorts of literary heritage texts students will encounter in English Literature.
- It will be straightforward for you to find similar texts for teaching and learning.

### 19<sup>th</sup> century unseen fiction

Our research showed that teachers wanted the 19<sup>th</sup> century text as a stand-alone and felt more confident sourcing 19<sup>th</sup> century fiction.

Also, many students find the narrative thread of fiction aids understanding.

The 19<sup>th</sup> century unseen text may be written by a non-British author.

There is a free anthology of unseen texts, suitable for both Papers 1 and 2, available to download from the website.

Also the Let's Think in English programme (more details later) has many suggestions for helping students to approach and tackle unseen texts with confidence.

Teachers we consulted also liked the idea of students using the skills they used in reading 19<sup>th</sup> century literature in GCSE Literature for Language too. Passages from the set text could be introduced as "unseens" as a way of preparing students for this paper as well as helping them to form their own ideas about, and develop a close understanding of, the text that they are studying.

It also means that the comparison task is based on two contemporary texts, which is similar to the current Unit 1 in our legacy GCSE English and English Language controlled assessment tasks.



## Key Features

### Comparison of modern non-fiction texts

- This ensures comparison is not limited to differences in language between older and more contemporary texts.
- Students will be able to develop the skills required to analyse real-world, relevant non-fiction texts of a sort they will encounter in their lives.
- Again, it will be straightforward for you to find similar texts for teaching and learning.

### Comparison (AO3)

As noted, the focus on 19th century stand-alone means that the comparison task is based on two contemporary texts, which is similar to the current Unit 1 in our legacy GCSE (2010-2016) although there is no requirement to comment on presentational features.

The texts provided will include such types as newspaper and magazine articles, book reviews, obituaries, speeches, letters, biographies, travel writing.



## Key Features

### Clear, straightforward paper structure

- Paper 1 = fiction/creative writing
- Paper 2 = non-fiction/transactional writing
- The higher weighting for Paper 2 reflects the additional work (comparison, two reading texts) expected of learners in this paper.

### Identity

The link between the reading text(s) and the writing tasks is not only intended help students to approach their writing task with confidence but also provides a clear identity for each paper that ensures that students know what to expect.

For Paper 2, as we have already seen, students also have an additional 15 minutes making the exam two hours. This reflects the requirement to read two texts.

While the texts are longer than the fiction text they will be more contemporary, so should be quicker to read.



## Key Features

### Clear, straightforward timings.

- There are more questions overall, however there are more short answer questions.
- Paper 1 timings as a very rough guide are 1 hour for the reading section and 40-45 minutes for the writing section.
- Paper 2 timings as a very rough guide are 1 hour 15 minutes for the reading section and 40-45 for the writing section.

## Timings

Students often appreciate guidance about how long they should spend on each section so we have printed suggested timings on the exam paper.

You may well wish to adjust these as, from all the practice that you give, you will get to know the time your students need to take on each section.

It is very important that the writing questions are not rushed as students will need to allow time to check spelling and grammar. Some people have asked if students could do the writing task first; whilst this is quite possible, it is not advocated as it is important to remember that the text is linked thematically to the writing tasks and so may help students with ideas for content, style and structure.



## Key Features

### Reading and Writing linked

- Papers linked by a theme: reading provides students with a stimulus and a model for their writing.
- A choice of writing tasks per paper.
- An optional set of images to provide an additional stimulus for learners in the imaginative writing section.

## Writing

There is a choice of writing tasks on each paper.

An optional set of images for one question on Paper 1 will be printed; this has proved very popular on the Edexcel GCSE English Unit 3 as it provides confidence that the chosen topic is appropriate and helps those who may be struggling to come up with ideas. It is important to note that students choosing that question, however, do not have to write about the images.

Many teachers have commented that they like the fact that students are free to choose to write in either narrative, descriptive or monologue forms for the creative writing.

The resources provided by the Grammar for Writing team (more details shown later) could be very helpful here in helping students use appropriate and accurate grammar..

## **WORKING WITH AN UNTIERED EXAM**



### **Our experience**

Our current International GCSE and Certificate exams in English Language and English Literature are untiered so we have a great deal of experience in setting and assessing such papers; these have been very successful as they have proved to be accessible to students of all ability whilst the levelled mark schemes allow for assessment at the top of the ability range.

There is now no need to decide which tier of paper is most appropriate for students and students themselves know that there need be no limits to their aspirations.



## Inclusive and accessible

- 'Ramping' – questions move upwards in requirements and marks, but all students can read and understand them.
- Shorter answer questions start each paper and target specific skills linked to comprehension:
- providing facts, locating answers, identifying information, describing, giving examples, summarising, identifying purpose
- In the assessment objectives this is AO1.

### Accessibility

Ramping (which is used on our current International GCSE English Language papers), as it suggests, means that the papers start with low tariff questions that require straightforward skills such as retrieval and explanation and then move up to questions worth more marks that assess the more challenging skills of analysis and evaluation.

The short answer questions are designed to allow students to develop confidence at an early stage that they can tackle the paper.

It is important to note that some candidates (often very able) try to write too much on short answer questions- direct your students to just use the response space provided!



# GCSE English Language

## Assessment objectives for Reading

| AO  | Assessment objective   | % in GCSE |
|-----|--|-----------|
| AO1 | <b>Identify and interpret explicit and implicit information and ideas</b><br><b>Select</b> and synthesise evidence from different texts                                    | 7.5       |
| AO2 | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views | 15        |
| AO3 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts   | 8.75      |
| AO4 | Evaluate texts critically and support this with appropriate textual references   | 18.75     |

## Here are the AOs

We are looking first at **AO1**, covered in:

Paper 1 questions 1(1 mark) & 2 (2 marks)

Paper 2 questions 1(2 marks), 4 (1 mark), and 7(a) (6 marks).

The low tariff questions that assess AO1 require the skills emboldened on the slide. The final skill of synthesis is assessed on Paper 2 q7a only.

[There is a breakdown of Assessment Objectives across both papers on page 14 of the Specification.]



## Inclusive and accessible

**Paper 1 Q2:** From lines 13-19, give **two** ways the narrator's behaviour shows that he is confident he will not be caught.

| Question 2  | Mark     | Comments  |
|---|----------|---|
| 1. 'I smiled, for what had I to fear'<br>2. 'wild audacity of my perfect triumph'                             | <b>2</b> | This candidate gives two quotations to answer the question which is acceptable.   |
| 1. Covered up the evidence by placing a chair on top of the corpse<br>2. He was confident. Not insecure.      | <b>1</b> | This answer achieves one mark for the first point but the second is not specific enough to achieve a mark.  |
| 1. He smiled and welcomed the gentlemen into his home.<br>2. He showed the men around and sat down with them. | <b>2</b> | This candidate has used their own words to answer the question which is acceptable. The first answer could be credited as two points (smiled and welcomed). |

### Paper 1 Q2 (2 marks) and responses

Line references are given to guide students to the appropriate part of the text.

It can be seen here that candidates can achieve marks by identifying/selecting information and that a broad range of points are accepted. **Both own words and quotations are equally acceptable.**

As stated earlier, a straightforward 2-mark question can help a student develop confidence and out of all the exemplar responses marked for this question, all achieved at least one mark. These questions at the start of the papers form the beginning of a reading journey.



## Inclusive and accessible

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**Paper 2 Q1 :** In lines 41-49, identify **two** requirements needed by people to be recruited by MI6 (SIS).

| Question 1  | Mark | Comments   |
|---|------|--|
| 1. Applicants must be British<br>2. Must also hold a 2:2 degree or above  | 2    | Two correct answers offered.   |
| 1. Motivated problem solvers who do not crave the limelight<br>2. People who are good at building relationships | 2    | Two correct answers offered.   |
| 1. Online application<br>2. Assessment course   | 0    | Both answers are incorrect as they look at what people need to <u>do</u> rather than <u>have</u> . |
| 1. Assessment<br>2. Must be British and hold a 2:2 degree or above.   | 2    | While the first answer is incorrect, two correct answers are given in the second part.             |

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### Paper 2 Q1 (2 marks) and responses

Again, line references are provided and again, both own words and/or quotations are acceptable.

The short answer questions at the start of both papers form the beginning of a reading journey.

# PLANNING FOR TEACHING, LEARNING AND ASSESSMENT



## Planners

We have devised some Schemes of Work and 2-year planners (for use from 2015) and 1-year planners (for use from 2016) that may help you to decide how best to deliver the course which may include teaching alongside an English Literature course.

You might decide to focus on one paper at a time or on the different reading and writing skills required.

The SOW and planners have inbuilt opportunities for Spoken language assessment.



# GCSE English Language

## Assessment objectives for Reading

| AO  | Assessment objective   | % in GCSE |
|-----|--|-----------|
| AO1 | Identify and interpret explicit and implicit information and ideas<br>Select and synthesise evidence from different texts  | 7.5       |
| AO2 | <b>Explain, comment on and analyse</b> how writers use language <b>and</b> structure to achieve effects and influence readers, using relevant subject terminology to support their views | 15        |
| AO3 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts   | 8.75      |
| AO4 | Evaluate texts critically and support this with appropriate textual references   | 18.75     |

## AO2

We are now going to look more closely at AO2 which is probably the most recognised in terms of type of question – the effects of language and structure.

Ramping is important here as, whilst there is ramping in the requirements of the questions through the papers, there is also ramping within the mark scheme levels – from identifying (feature spotting), to commenting, explaining, exploring and analysing.

**Explaining** will be familiar as a key word in current Foundation Tier, **exploring** in current Higher Tier.

The key thing to focus on for AO2 is that candidates must comment on **both** language **and** structure (look at on the notes for the next slide) to move into the higher levels of the mark schemes for those questions that are worth more than 2 marks.

AO2 is the focus for the following questions:

**Paper 1 Q3 (6 marks)**

**Paper 2 Qs 2 (2 marks), 3 (15 marks), 5 (1 mark)**



## AO2 Achievement – an extract

**Paper 1 Q3:**– In lines 20-25, how does the writer use language and structure to show the change in the narrator’s mood?

*...Using the superlative 'more' Allan Poe is able to add to the change in mood he wishes to create. Allan Poe doesn't just use word choice to create an atmosphere. As mentioned before his sentence structure is crucial to his set up towards the crux of the story. At the end of this particular paragraph then sentences have become considerably and noticeably longer to those at the beginning. The longer sentences are constructed through the use of colons, hyphens and embedded clauses. Using this punctuation the writer has been able to include large amounts of information in a single sentence, showing a stream of consciousness. This results in a hectic - almost dizzying - finish to the paragraph as the narrator's mind becomes confused and taken over by paranoia.*

### Paper 1 Q3 (6 marks) and response

This question also provides line references but requires a longer response.

This is an **extract** from a top level answer that received **6 marks**. Language and structure are analysed in the whole of the answer in a detailed way.

You can find the full response on page 8 of the Paper 1 Exemplars booklet, where you can also find the examiner’s commentary. The mark scheme is on page 9.

**Structure** means factors such as:

- . organisation of ideas
- . punctuation
- . sentence types and length
- . repetition etc.



## What is evaluation?

Questions on both papers will ask students to **evaluate** how well the writer achieves something (e.g. creating tension) for AO4.

In exemplar responses the greatest issue was students producing an AO2 answer:

1. focus on 'how well', not 'how'
2. use evaluative language – opinion, judgement
3. focus on ideas, events, themes and settings.

### AO4

Evaluation is AO4 and is covered in both Paper 1 Q4 and Paper 2 Q6. By this time, the students will have moved through retrieving information, explaining, analysing language and structure and should have formed an opinion and have a good understanding of the complete text which they will be required to write about for AO4.

Students should not just repeat AO2 saying how the writer does it, although there will be some coverage of this.

There needs to be a focus on the use of evaluative language – opinion, informed judgement, developed critical judgement

The mark scheme gives indicative content to focus on ideas, events, themes and settings – this will help structure the answer.



## Level 1 Evaluation

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**Paper 1 Q4:** In this extract, there is an attempt to build tension. Evaluate how successfully this is achieved. Support your views with detailed reference to the text

***I think he builds tension well. Although the starting section is really the one where he builds tension. He leaves you wanting to know more because of not giving all the information.***

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### Paper 1 Q4 (15 marks) and response

This is a complete response which is very brief. It appears on page 10 (A) of the Exemplars booklet and the mark scheme is on page 16.

The 5 levels of the mark scheme exemplify how there is a hierarchy of skills assessed here and are very useful in helping students understand what they need to do to progress to the next level.

Whilst students will need to provide evidence of true evaluation skills to achieve high marks, an answer such as this can be awarded **1 mark** for the "limited assertion" that "he builds tension well."



## AO4 Achievement – an extract

**Paper 1 Q4:** In this extract, there is an attempt to build tension. Evaluate how successfully this is achieved.  
Support your views with detailed reference to the text

The **theme** of the extract is hiding a secret and the guilt that this can lead to. Because of this the tension is developed through the piece, and very quickly builds up in a short space of time. Since the tension is **so condensed it has more effect**. The **idea** of a secret is shown at the start of the extract and the way that this is described by the writer develops tension. The language used **avoids description of whatever is being hidden**, and because of this the reader feels a sense of intrigue initially. He writes 'deposited all between the scantlings', but 'all' is not specific. The use of the **narrator's reflection on how well he has done to hide the item** moves the reader from intrigue to concern. Because he uses the adverbs 'cleverly' and 'cunningly' the reader is manipulated into thinking that he is deliberately trying to conceal the item from someone else. The confirmation of the idea that something is wrong is seen in the use of 'wrong' at the end of the sentence. At this point the reader's tension has been built **through the themes of intrigue and concern about what he has done...**

### Paper 1 Q4 (15 marks) and response

This is an **extract** from an answer that achieved **15 marks**; the full version can be found on page 13 (E) of the Exemplars booklet and is followed by the examiner commentary.

The parts of the answer that have been emboldened focus on theme, ideas, events.

There is some comment on language but it is relevant to the evaluation of the ideas and theme.

Use of the third person here helps to present a detached critical view but students will certainly be able to achieve high marks using the first person.



## Synthesis

This final element of AO1 is assessed through a discrete question in Paper 2-7a)

Students need to draw information from both texts.

This is not a comparison (AO3) as students select explicit information from both texts.

### AO1 Synthesis

Synthesis is not to be confused with comparison. It essentially requires students to bring together information from two texts.

It will always only be assessed on Paper 2 Q7(a) by which time they will already have answered questions on each text that are assessed for AOs 1&2 and so should be quite familiar with them.

The SAMs Paper 2 Q7( a) requires candidates to draw out and comment on the similarities that the main characters from each text share. We will look at an exemplar response on the next slide.



## AO1 Synthesis – an extract

**Paper 2 Q7a):** The two texts show the points of view of different spies. What similarities do the spies Nick and Leo share in these texts? Use evidence from both texts to support your answer.

*...In the two texts there are many similarities between the two spies. Both spies have to work very hard for a long time. Nick says that occasionally working for MI6 you 'do work long hours' and Leo has to spend more than three days on the code in the extract. Both Leo and Nick have been educated and are clever. Nick was the first one from his family to go to university and Leo shows that he knows what he is talking about through the language he uses like 'substitution code' and 'frequency count'...*

### Paper 2 Q7( a) (6marks) and response

This is the first section from a top band response worth **6 marks**– the whole response is in the Paper 2 Exemplars booklet on page 26 (C), followed by the examiner's commentary and the mark scheme on page 27 .

The candidate picks up a range of similarities between the spies and shows a detailed understanding.



## Comparison

- Comparison of two texts has been a key part of the current GCSE
  - The comparison will feature in paper 2 and will therefore be on the non-fiction texts
  - Ideas, perspectives, language, structure
  - It will be the final question –
- 
- as by then candidates will have selected and synthesised, examined language and structure and evaluated texts – they will know the texts very well.

### AO3

As with the synthesis, all candidates will be able to do some comparison knowing the texts well by this stage.

Comparison of ideas, perspectives, language and structure are the types of things you, as teachers, will be familiar with from the current GCSE.

**There is no requirement to compare presentation, images etc.** and students should be discouraged from doing so as no marks are available on any question for comments on these elements.



## A03 Comparison – an extract

**Paper 2 Q7b):**–Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about intelligence agency work.

...Both texts are similar in that they show that there is a need to be part of a team. Text 1 says 'he was 'amazed' how friendly it was', showing that the work means you get to be part of working with people. It also says that you have to be good at 'building relationships'. Text 2 shows that breaking the code is a team effort with Leo and the girls working together, even though they don't get along. The texts are different in the way that the spies talk about their work. Nick and Catherine talk positively about their experiences - Nick says it is friendly and flexible 'I do get to drop my daughter at nursery' and Catherine says that it is safe. Leo on the other hand uses negative language to reflect his experience like 'unbreakable', tedious' and 'slogging'...

### Paper 2 Q7( b) (14 marks) and response

The full response, which is followed by the examiner's commentary is on page 30 of the Paper 2 Exemplars booklet and the mark scheme is on page 34.

This is an **extract** of a level 4 response worth **9 marks**.

A number of comparisons are made and, whilst not always developed as effectively as they might be, these are sufficiently wide-ranging to just move the response into level 4.



# GCSE English Language

## Assessment objectives for Writing

| AO  | Assessment objective  | % in GCSE |
|-----|---|-----------|
| AO5 | Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences<br><br>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts | 30        |
| AO6 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation   | 20        |

## Writing

There is very little change from the types of writing questions that you and your students are probably used to:

- creative writing task with the option of images to act as stimulus
- transactional writing features types of writing typical to the current GCSE Units 1 and 2.

The change, as noted earlier, is the weighting of SPaG , AO6, to 20%. It is important to encourage students to employ a range of appropriate vocabulary and sentence structures; the mark schemes reward ambition so fear of mistakes should not lead to an over-cautious approach.

There is no requirement to focus on layout and presentation – organisation is much more important here.



## Imaginative Writing – an extract

**Paper 1 Q5:** Write about a time when you, or someone you know, tried to hide something. Your response could be real or imagined.

...I was stuck in the middle. Charlotte was my best friend and Oscar was the boy I really like. Me and Charlotte had both started talking to him online. We knew who he was he went to our school. I started talking to him first after he gave me a cheeky smile in town. 'Hey x' I typed on the keyboard: I pressed enter to send. I remember smiling as it said 'read 4:53pm'. That's how me and Oscar started talking. We got to know each other and it wasn't until a couple of months later Charlotte got involved...

### Paper 1 Q5 (40 marks) and response

This is an extract from a level 3 creative/imaginative writing response. The full version can be found on page 17(A) of the Paper 1

Exemplars booklet followed by a detailed examiner's commentary and the mark scheme on page 20.

The candidate achieved level 3 in both AOs with a **mark of 12(AO5) + 7 (AO6) = 19**

**Candidates are not given a prescribed form in which to write; they can choose to write either a narrative, description or monologue.**



## Transactional Writing – an extract

**Paper 2 Q8:** Write a letter to MI6, applying for a position as an Intelligence Officer.

...I am a highly qualified criminologist with qualifications important for your work. I have sophisticated communication skills, demonstrated through my A Level in English Language but also through my day-to-day dealings with a range of clients and customers. I am proficient in both speaking and listening, and skilled at picking up nuances of what people are saying and analysing sub-text. I also have an A Level in Psychology, making me suitable for interrogations with foes. Secondly I spent three years at university earning a First in Criminology and Forensic Science...

### Paper 2 Q8 (40 marks) and response

This is an **extract** from a level 5 transactional writing response. The full response is on page 40 of the Paper 2 Exemplars booklet, followed by a very detailed examiner commentary and a mark scheme on page 43.

The candidate achieved level 5 for both AOs. This is an assured and accurate piece and was awarded **a mark of 22(AO5) and 15 (AO6) = 37**.

## **KEY CONCERNS AND OUR SUPPORT**





## Understanding the standard

- Additional sample papers
- Schemes of work and course planners
- Key Stage 3 tests for Year 7 (baseline on entry), Year 7 end of year, Year 8 end of year and Year 9 end of year
- Grammar for Writing and Let's Think in English.

### To help you we are providing:

- **Sample papers:** there are sets available on the website from autumn term 2015.
- **Schemes of Work:** options available for both Language and Literature that offer different approaches  
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FScheme-of-work>
- **Course planners:** both 2 year (3 options) and 1 year (2 options) versions to act as a guide. The 1-year planners can be used from 2016.  
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FCourse-planner>
- **Key Stage 3 test materials:** these are based on this new GCSEs and are designed to develop skills all the way from the start to the end of KS3, ramping up skills and development.  
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FAssessment-material>
- **Grammar for Writing:** sets of GFW lesson plans to support progress in writing
- **Let's Think in English:** resources to help prepare for unseen texts and helping students to become more confident readers



# Our Website

## Specification



**DOWNLOAD**

PDF | 1.6 MB

**Qualification type:** General Certificate of Secondary Education (GCSE)

**Level:** Level 1/2

**Accreditation status:** Accredited

**Subject:** English Language

**Specification codes:** 1EN0

**Availability:** UK and international

**First teaching:** 2015

**First assessment:** 2017

### Course materials

Specification and sample assessments (2)

[Teaching and learning materials \(34\)](#)

### Sign up to teach

Interested in teaching this qualification?

[> Register your interest here](#)

[About GCSE English Language reforms +](#)

[Our new specification +](#)



## Understanding the standard

- Extensive training for all units
- Training on delivering units and marking mocks
- Local network groups
- Local support team
- Subject advisor.

### To help

**Training** will be available all through the course and around the key times of mocks to help teachers

**Networks** are currently in place and will run to help support our centres with twilight or afternoon sessions in a local area to save on travel. We also offer both online and face to face events. All the details are on our website

**Local support team** – this is the CSC (Curriculum support consultant) who will be there to help with both the qualifications and available resources.

**Subject advisor** – as always, the subject advisor – Clare Haviland - and her team are on hand to help you. Details are on the last slide.



## Planning and SoW

### Option for a 2 year plan – year 10

| Year 10  | Language                        | Literature                                    |
|----------|---------------------------------|---|
| Autumn 1 | Intro to Language AOs           | Intro to Literature AOs                       |
| Autumn 2 | Reading and Writing skills      | Shakespeare play                              |
| Spring 1 | AO3 – comparison writing skills | Post-1914 text – introduction                 |
| Spring 2 | Mock exam                       | Post-1914 text – reading the whole text       |
| Summer 1 | Reading Skills – 19th century.  | 19th-century text                             |
| Summer 2 | Imaginative writing             | Introduction to poetry – anthology and unseen |

### Options

We have produced 3 different course planners for Language and Literature along with 3 different Schemes of Work to help you to plan and deliver the course. This is a very top level planner and there is a lot more detail which accompanies the planners on the website.



## Planning and SoW

### Option for a 2 year plan – year 11

| Year 10  | Language                             | Literature                           |
|----------|--------------------------------------|--------------------------------------|
| Autumn 1 | Reading and Writing – non-fiction    | Poetry                               |
| Autumn 2 |                                      | Revisit Shakespeare play             |
| Spring 1 | Revise Language Paper 1              | Revise Literature Paper 1            |
| Spring 2 | Revise Language Paper 2              | Revise Literature Paper 2            |
| Summer 1 | Revision – focus on timings and SAMs | Revision – focus on timings and SAMs |
| Summer 2 | Exam                                 | Exam                                 |



## Teaching and Learning

We are teaming with academic partners  
University of Exeter and Kings College London

- Creating powerful support built around trialled, evidence-based pedagogies
- Specifically designed to help overcome critical barriers to progress in the 11-19 English curriculum
- Providing you with free teaching support based on these pedagogies

### GfW & LTE

These pedagogies, looked at in more detail on the following slides, have been extensively trialled and tested and they can really help students to succeed.



## Grammar for Writing

In partnership with Debra Myhill and University of Exeter

- Recent study at KS4 showed teaching contextualised grammar had a statistically significant impact on reading and writing
  - Positive impact on language analysis, sentence structure, punctuation and spelling
  - Impact was measured using new Edexcel GCSE Language SAMs, and results were marked by Edexcel examiners

### GfW Background

We have been working with Deborah Myhill for some time for KS3 and are now moving her expertise and vast amount of data and materials to GCSE to help teachers with the SPaG requirements.

- The study was conducted as a Randomised Controlled Trial – the gold-star standard for scientific research
- The study had a control group teaching as they normally would and a sample group using the 9 lessons that we are providing free to centres
- Before and after the trial students were asked to complete an section of the new SAMs for the 2015 Edexcel GCSE in English Language
- Results were marked by Edexcel examiners and analysed by Debra and her team
- Students in the intervention group had **statistically significant positive impact on reading and writing scores.**



## **Grammar for Writing – Free unit of work**

Free lesson support for you to put the pedagogy into practice

- 1 unit of work, comprised of 9 lessons
  - Lesson plans, Powerpoints, Worksheets, other assets
  - Developed by Debra Myhill and her team
  - Trialled and reviewed content

• Available NOW online via ActiveTeach, for front-of-class use or easy download

We have provided you with the 9 lessons that were used in the trial as free teaching materials to help you support your students. You can access these via the website or you can sign up to access them via our ActiveTeach online platform.



# Grammar for Writing

Grammar for Writing Lesson Plans

Grammar for Writing Lesson Plans

Lesson 2 Newspaper Article Details Lesson Plan  
PowerPoint 2  
Worksheet 2.1

Lesson 3 Demon of Dartmoor Lesson Plan  
PowerPoint 3

All the content

All the content

**Truth is Stranger than Fiction**

**Lesson Objectives**

- Understand the typical underlying structure of news headlines and how it is effective.
- Explore how effective headlines are created through parallel writing, visual and thematic combinations of words and images.

**Learning objectives**

- By the end of this lesson, all students will be able to identify the grammatical pattern used in headlines.
- Most students will be able to identify why parallel writing is used in headlines.
- Some students will be able to vary the pattern of headlines by effect.

**Teacher**

Display news headlines. (Lesson 1 ppt, slides 2-3)

**Whole class**

Read through the headlines, students vote on which headlines they think are real.

**Teacher**

Reveal the real sources of all of the headlines. (Lesson 1 ppt, slide 4)

Display Lesson 2 ppt, slide 6. Show how the headlines are constructed by ultra-concise while giving key information about WHO and WHAT.

- Explain the basic NOUN VERB PREPOSITION NOUN structure.
- As or about something
- For or at/for something
- Explain that this is often expanded by adding adjectives before the nouns.

**Question:** Why are the headlines all in the present tense?

**RESOURCE 1.1**

**The STRANGE Headline Generator**

| Adjective    | Noun (concrete) | Verb          | Preposition | Noun (concrete) | Noun (abstract) |
|--------------|-----------------|---------------|-------------|-----------------|-----------------|
| Grant        | Coach           | Exposes       | in          | Crack           | Significance    |
| Tiny         | Police officer  | Attacks       | During      | Monkey          |                 |
| Sleeping     | Bicycle         | Gives birth   | After       | Cow             |                 |
| Appealing    | Girls           | Disappears    | Before      | ESCAL           |                 |
| Yoga-legged  | Cake            | Disintegrates | At          | Marriage        |                 |
| Disappearing | Wasp            | Calculates    |             | Swimming        |                 |
| Green        | Bear            | Mets          |             | Space-rod       |                 |
| Yapping      | Teacher         | Shouts        |             | Microscopic     |                 |
| Asian        | German          | Kicks         |             | Microscopic     |                 |

Lesson plan, PowerPoints and worksheets can be downloaded or launched straight from the website

This is a screen shot of the resources you can access for free.



## Grammar for Writing – Live exam reports

Reporting on students' use of SPaG in exams

- Debra and her team will be assessing live student exam scripts and writing a report analysing:
  - Grammatical aspects of student writing at sentence level
  - Paragraph and textual organisation
  - Composition and effect
- Reports will help teachers to pinpoint areas of concern
- First report available now, based on June 2014 exam series

### Update

There is a report available on the website. This is particularly useful for centres who use our current specification but they also provide all teachers with useful feedback around SPaG and writing.



## Let's Think in English

In partnership with Kings College London

- Teaching programme developed by a team at Kings College London
- Pedagogy underpinned by a research trial
- Helps students develop thinking skills necessary for success in English
  - Builds skills of inference, deduction and analysis
  - Builds confidence in unseen texts in exams
  - Lessons are based on discussion, problem solving and structured reflection

### LTE background

LTE is based on 30 years' research at King's College which has shown that structured development of students' cognitive skills over two years increases their ability.

Teaching programme started in 2009

Let's Think in English provides clear evidence-based methods and materials for helping to achieve many of the recommendations in Moving English forward, Ofsted's latest report on what it expects as good English teaching – away from the teacher-led, fast-paced, three-part lessons recommended by the National Strategies to a more pupil-focused, reflective, Assessment-for-Learning-style approach, including:

- flexible teaching, responding to pupils' needs as the lesson develops [Key finding, page 5]
- encourage teachers to be more flexible in responding to pupils' progress as lessons develop [Recommendations, p.7; paragraphs 27, 124 – 126]
- pupils given adequate time to think, plan, discuss, write and test out ideas [para 27]
- using questions to extend thinking skills – giving pupils time to think [para 129]
- develop independent learning through problem-solving [para 83]
- increase the challenge of Key stage 3 lessons – need to refresh the KS3 English curriculum [46 - 47; 116 – 119].



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## Let's Think in English – Free lessons

Free support to put the pedagogy into practice

- 5 free lessons

- Lesson plans, Powerpoints, Worksheets, other assets
- Developed, trialled and reviewed by Kings College London

- Lessons based on text types for the new GCSEs:

- 19<sup>th</sup> century fiction
- 20<sup>th</sup> century literary non-fiction
- Modern direct non-fiction
- Romantic poetry
- Shakespeare

- Available NOW online via ActiveTeach, for front-of-class use or easy download

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This approach can help particularly to assist students in tackling unseen texts with confidence.



# Let's Think in English

Let's Think in English

**Let's Think in English GCSE: Owl Creek Bridge**

Reasoning pattern: narrative sequencing

| Resources required  | Key words/phrases  |
|---|--|
| <ul style="list-style-type: none"> <li>Worksheet 1A</li> <li>Worksheet 1B</li> <li>PowerPoint 1</li> <li>File on YouTube (An Occurrence at Owl Creek Bridge 1902) <a href="http://www.youtube.com/watch?v=UqP8UQsw4d0">www.youtube.com/watch?v=UqP8UQsw4d0</a></li> </ul> | <ul style="list-style-type: none"> <li>drift net</li> <li>submerge</li> <li>grape shot</li> <li>prevent twice</li> </ul> |

**Lesson 1: Owl Creek Bridge**

**Overview**

The activity uses Ambrose Bierce's short story An Occurrence at Owl Creek Bridge (published in 1900) and part of the film version of the story. The reading of the story is stopped twice. First, to enable students to consider the implications of the man's actions slowing down and other evidence, and secondly, to ask students to deduce the end of the story. The process explores the methods by which Bierce builds suspense alternative possibilities.

**Learning Objectives**

The activity uses Ambrose Bierce's short story An Occurrence at Owl Creek Bridge (published in 1900) and part of the film version of the story. The reading of the story is stopped twice. First, to enable students to consider the implications of the man's actions slowing down and other evidence, and secondly, to ask students to deduce the end of the story. The process explores the methods by which Bierce builds suspense alternative possibilities.

**Resources**

- Worksheet 1A
- Worksheet 1B
- PowerPoint 1
- File on YouTube (An Occurrence at Owl Creek Bridge 1902) [www.youtube.com/watch?v=UqP8UQsw4d0](http://www.youtube.com/watch?v=UqP8UQsw4d0)

Let's Think in English ActiveTeach

Let's Think in English

A Let's Think in English pedagogy scheme of work for GCSE English Language and GCSE English Literature

|                  |   |
|------------------|---|
| Lesson 1         | 2 |
| Lesson 2         | 3 |
| Lesson 3         | 4 |
| Lesson 4         | 5 |
| Lesson 5         | 6 |
| Acknowledgements |   |

Let's Think in English Lesson Plans

|                  |                              |
|------------------|------------------------------|
| Lesson 1         | Owl Creek Bridge Lesson Plan |
| Owl Creek Bridge | PowerPoint 1                 |
|                  | Worksheet 1A                 |
| All the content  | Worksheet 1B                 |

## Let's Think in English

### Reflection

- What did we learn by stopping reading the story after two pages and thinking about what we read?
- Would it have been as good a story if Bierce hadn't described the driftwood, the man slowing down and the man thinking to escape? If so, why do you think so?

Lesson plan, PowerPoints and worksheets can be downloaded or launched straight from the website



## KS3 Support – GCSE-style assessments

We are providing GCSE-style assessments opportunities for KS3

- End of year assessments in years 7, 8 and 9 in both Language and Literature
- Baseline assessment for the start of year 7 in both Language and Literature
- One free unit of Grammar for Writing for Y9

These tests are now all available on our website. They are available in both word and PDF so you can cut and paste the materials to suit your needs.

Language KS3 tests:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FAssessment-material>

Literature KS3 tests:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FAssessment-material>

The free Year 9 Grammar for Writing unit is available on ActiveTeach from September 2015.



## KS3 Support – GCSE-style assessments

The KS3 GCSE-style assessments will:

- Will progress towards the format of the GCSE exams
- Focus on ensuring the level of the assessment will be appropriate for the year group, with relevant skills/AOs assessed at the appropriate level
- Be linked to the Pearson Progression Steps to help you to track progress
- Move towards being assessed using the GCSE mark scheme

- Be paper-based, downloadable, printable question papers and mark schemes

These tests are available for you to download now.

The format of the GCSE examinations are followed and the same bands are used.



## Endorsed resources

- We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

- To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including ourselves.

- However, it is not necessary to purchase endorsed resources to deliver our qualifications.

**A list of all endorsed resources will be available on [edexcel.com](http://edexcel.com)**



## Endorsed resources

We are working with a range of publishers who are looking towards getting their resources endorsed:

- ZigZag Education
- Pearson.



## Endorsed resources

edexcel 

- ZigZag Education – Study guides and activity packs for Language and Literature.
- Pearson – Printed text book anthology; 6 tiered workbooks building reading and writing skills; Active Teach; assessment and revision resources.

*\*These resources have not yet been endorsed. This information is correct as of January 2015, but may be subject to change.*

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## Professional Development

Face-to-face training sessions to support you with the Grammar for Writing and Let's Think in English pedagogies

Developed and delivered by teams at:

- University of Exeter
- King's College London.

# CONTACT INFORMATION





## Contact information

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- <http://www.edexcel.com/Subjects/English/Pages/Default.aspx>
- **English forum** look at and participate in:  
[www.community.edexcel.com/english/default.aspx](http://www.community.edexcel.com/english/default.aspx)
- **Twitter:** [www.twitter.com/EnglishSubAdv](http://www.twitter.com/EnglishSubAdv)
- [www.edexcel.com/learningforabetterfuture](http://www.edexcel.com/learningforabetterfuture)