GCSE English and GCSE English Language

Edexcel scheme of work for Unit 1 English Today

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
1	What are the key ideas in a text? What is the writer's perspective? How do you explore audience and purpose?	- Ability to understand the writer's ideas - Ability to evaluate the writer's perspective - Ability to understand how writers appeal to audience and serve purpose	1. Encourage students to read a complex text applying different strategies for understanding the ideas involved including guessing words in context, ignoring difficult words, getting a sense of the whole texts by piecing together the bits that they do understand. You may wish to use the texts provided as part of the pre-release for the controlled assessment. 2. Give students a text and ask them to bullet point the most important ideas that the writer uses. 3. Give students a text and ask them to consider what the opposing perspective would be. 4. Give students a text and ask them to select words and phrases that reveal the writer's perspective to the reader. You might want to encourage them to focus on the adjective choice at first. 5. Ask students come up with categories that could be used to split up the audience, for instance: age, gender, interests, nationality, education, profession. Then, ask students to build profile for possible audience members. Ask them to then decide what choices the individual would require in texts of different types – article/ advert/ trailer/ etc. 6. Look at a text and work with the students to underline words and phrases that might help you to identify the audience. 7. Ask students to define what the word "purpose" means and then get them to consider the use of different texts that you have displayed on your wall all of the time. 8. Work with a series of text to consider what purpose they serve. Encourage students to justify what purpose they select. You may wish to take two texts from the pre-release material and encourage students to compare the purpose of the texts and why they have made the assumptions they have.	*Lesson 1 to 3 Reading of Edexcel Core Book for English and English Language.* *Copies of quality newspapers such as The Guardian, The Times, The Telegraph, etc.* *Use of Newsnight or BBC News extracts from BBC i Player.*

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
2	How does the writer use image and presentation? How do you write about writers' use of images and presentation?	- Ability to identify features of presentation - Ability to identify choices made by writer when selecting images - Ability to evaluate the impact of presentation choices on the audience - Ability to select specific examples of presentation when exploring texts - Ability to explore examples in detail	1. Begin by considering how colour can be used to represent an idea. Give students a paint colour chart. Ask them to cut out some of the colours and explain what they would use the colour to represent. You might want to start by giving them an example. 2. Select a number of images from newspaper. Ask students to guess the story that went with the image. Encourage them to justify their response by referring to the way the image has been presented. 3. Introduce the terms crop, composition and angle. Encourage students to draw images that represent different ideas e.g. a woman is stood alone in the middle of a field and she feels scared or a couple have just decided to marry each other and the rest of the world seems like it has disappeared or a politician has decided to make a statement but nobody supports her on the choice she is making. 4. Display a leaflet or poster, you may want to use the pre-release material for the controlled assessment that you are preparing students for. Ask students to label as many presentational devices as they can. It is always a good strategy to run this as a competition - rewarding the student/ group of students who identify the most. 5. Continue the competition - running a quiz and asking students why a certain presentational device has been used. Begin sentences with the name of device and then use because, suggests or implies. "The bold font on the title has been used because…" Encourage students to link it to the ideas and perspectives of the writer and/or the audience and purpose the text is being aimed at 6. Ask students to select a presentational device the leaflet/ poster uses and write a paragraph about why and how it has been used. Push them to link the presentational device to the ideas/ perspectives/ audience and purpose of the text. You may wish to model writing such a paragraph first and then ask students to complete the task in groups before asking them to write such a paragraph alone.	*Lesson 4 to 8 Reading of Edexcel core book for English and English Language.* *www.direct.gov allow you to order free leaflets Encourage students to bring in junk mail from home.*

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
3	How does a writer use language? How do you write about writers' use of language?	- Ability to identify the language employed by the writer - Ability to consider how the language choices can influence the readers understanding of ideas and perspectives. - Ability to evaluate the impact of language choices on the audience - Ability to select specific examples of language when exploring texts - Ability to explore examples in detail	1. Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. Then, ask students to make up examples of the techniques or to look on the internet/in newspapers for quotations that use these techniques. 2. Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap with another group and ask groups to pinpoint techniques that they didn't identify or they think the other group might have labelled wrong. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used. 3. It would be useful to use the pre-release materials from the controlled assessment for the following tasks. Hand out a film review of a recent release or similar and encourage students to underline words and phrases that highlight to the reader what the writer's perspective on the film. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit the article to change the perspective of the writer. 4. Hand out a newspaper article or similar text and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity. 5. Then, show students how to construct a paragraph on language using the quotation that you labelled earlier. In groups or pairs, ask students to construct a paragraph on language. 6. Comment on group responses – showing where they would have got marks and what needs to be improved. Then, encourage them to improve the paragraphs they have written.	*Lessons 9 – 11 Reading of Edexcel core book for English and English Language* *http://thesurrealist.co.uk/slogan.cgi?word=pen is a good site for exploring language choices in a fun way.*

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
			7. Watch a trailer for a TV programme that could be used with the pre-release material. You may be able to select a programme or trailer as your second text. Ask them to select examples of language used. Individually, ask them to complete a paragraph on the language used in the TV programme trailer - encourage them to link to audience and purpose.	
4	How do you compare texts? How should an answer be structured?	- Ability to explore similarities and differences between texts - Ability to structure a comparison between texts - Ability to construct a paragraph in response to text - Ability to construct a whole response to two texts	8. Draw a table with three columns and four rows. The column headings should contain the name of two texts that you would like the students to compare. The row headings should include image, presentation and language. Encourage students to explore two texts, completing the table with specific examples of the use of image, presentation and language. *NB As you are going to practise writing paragraphs you cannot use the texts listed in the controlled assessment.* 9. List a series of discourse markers/ connectives on the board, such as: however, also, similarly, in contrast, yet, whereas, both, on the other in hand… Ask students to look at the row from their table that focuses on image in the two texts they have explored. Ask them to orally explain what they discovered about the use of image in the texts using the discourse markers/ connectives on the board. It is a good idea to allow student to rehearse this in pairs and then to a group before asking them to share it with the rest of the class. 10. Model how these discourse markers/ connectives can be used to help write up a paragraph on the use of images in the texts. Focus on how to deal with both texts at the same time for A grade students or for connecting between texts for C grade students. 11. Encourage students to complete a paragraph on the use of presentation in the two texts you are practising with.	*Lesson 13 Reading of the Edexcel core book for English and English Language*

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
			12. Point out that each row can become a paragraph or section of their analysis of the texts that they will write about in the controlled assessment. Ask students to guess at the point of an introduction and conclusion in the analysis of texts. Record their responses on the board and then clarify – using the responses to shape a coherent theory about why to include an introduction and conclusion. Using this theory, ask students to construct what they think will make the perfect introduction and conclusion. Listen to a number of responses and take the positives from what you hear to construct a list of success criteria on the board. Encourage students to use this success criterion to improve the introduction and conclusion that they have written. 13. Encourage students to summarise what will make them successful when they complete their real assessment under examination conditions. They could use your feedback from practise answers to form the success criteria. **COMPLETE CONTROLLED ASSESSMENT: Reading (2 hours)**	

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
5	How do you write for audience and purpose? How do you meet the conventions of the form?	- Ability to understand the choices you should make for audience and purpose? - Ability to make effective choices for audience and purpose. - Ability to apply the conventions of the form that has been given in the brief.	1. Put a pack of random texts on tables. In groups encourage students to investigate the audience and purpose of the texts in front of them. Encourage students to share what they have decided and start to record the results of the investigation on the board. 2. Project a series of quotations from different texts and explore the audience and purpose of the different examples. Consider the content, register and other language choices that have been made. 3. Project the different briefs that have been given in the controlled assessment. Ask students to work in groups to make choices based on the audience and purpose they have been given in the task. 4. Look at a series of different forms that are given in the tasks from the controlled assessment. Ask students to write a set of instructions for how to write these different texts. For instance: how to write an email; how to write an article; how to write a blog… etc.	*Lessons 1 - 3 Writing of the core book for English and English Language* *www.bbc.co.uk/schools/revision/english includes resources that are useful for exploring audience and purpose*

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
6	How do you use language effectively?	- Ability to select the most appropriate language for audience and purpose - Ability to employ vocabulary effectively. - Ability to choose sentences for effect - Ability to employ punctuation effectively	1. Provide students with a series of sentences. For each of these lessons on language you may want to use sentences that use a similar audience and purpose but different subject to that found in the controlled assessment. Encourage them to change the vocabulary for different audience and purpose - investigate the effect of including adjectives/ adverbs and the effect of changing the verb. 2. Introduce students to the different punctuation available to them. Ask students to write a series of sentences using the same words but using different punctuation. Ask them to think about the effect of the different choices that they have made. 3. Give students a paragraph that is written entirely in simple sentences. Encourage students to work in pairs to edit the sentence s – using different sentence types. Ask them to list the changes that they made to the text and ask them to consider the effect of the different choices. 4. Ask one students to write a paragraph. Ask them to swap paragraphs with a partner and issue an editing checklist. Encourage the partner to make as many changes to the paragraph as they can. Ask students to talk through the edited paragraph with the partner - explaining the effect of the changes to the language to their partner. You may wish to ask students to feedback to the class and form a checklist of effective choices on the board - and to link these to the success criteria in the mark scheme.	*Lessons 6 - 9 Writing of the core book for English and English Language*

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
7	How do you structure writing effectively? How do you ensure you write accurately?	- Ability to organise work into paragraphs - Ability to connect ideas within and between paragraphs	1. Encourage students to mind map/ brainstorm/ list ideas onto a page. Encourage them to select the best ideas and list them in an order where it is easy to see how you would move between paragraphs. It may be a good idea to ask students to explain how they would move between paragraphs as a speaking and listening activity. 2. Model to students how to use topic sentences/ questions at the end of paragraphs and key words repeated throughout the text to connect ideas. You may want to provide students with a piece of writing and ask them to colour in the different strategies that the writer uses to connect ideas in their text. You might also want to ask students to produce the plan for a professional piece of writing - to unbuild a text to see how it might have been constructed. COMPLETE CONTROLLED ASSESSMENT: Writing (2 hours)	*Lessons 4 and 5 Writing of the core book for English and English Language*