

GCSE English and GCSE English Language

Edexcel Scheme of work for Unit 3 English and Unit 3 English Language

Introduction

Speaking and listening accounts for 20% of the marks for each of the *English* and the *English Language* specifications. It is the mode through which most communication - social and work-place - occurs. Progressive improvement in speaking and listening is marked by some of the following features:

- developing ability to stand back and evaluate their own and others speaking and listening strategies
- increasing emphasis on striving for certain effects in more formal situations
- greater ability to sustain and develop discussion for particular purposes - think through issues/problems
- increasing ability to appreciate and articulate implied meaning and to listen critically
- a widening repertoire of spoken language styles to meet increasingly complex/unfamiliar demands

Week	Content coverage/key questions	Learning outcomes	Exemplar activities	Exemplar resources
1	Speaking & Listening AO1i: Communicating and Adapting Language	To understand that there are three key components of any speech presentation: <ul style="list-style-type: none"> • what is said • how it's said • the form of words used to say it 	Students look at examples from past GCSE En1 Standardising and Training DVDs of formal presentations. They identify how well each of the three key components are being addressed.	<ul style="list-style-type: none"> • Past GCSE English Speaking and Listening Training and Standardising DVDs
	Speaking & Listening AO1i: Communicating and Adapting Language	To recognise a range of rhetorical techniques used by adult speakers	Students look at a variety of formal speeches from a range of contexts (e.g. political, ceremonial, humorous) and identify examples of different rhetorical devices being used	<ul style="list-style-type: none"> • Examples of speeches (You tube or other sources) • Checklist of rhetorical features of formal speeches

effectively

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2	Speaking & Listening AO1i: Communicating and Adapting Language	To understand how to plan a structured speech.	<ul style="list-style-type: none"> Students research a topic on which they are going to deliver a speech to the class. This may either be one set by the teacher or one of their own choice. (This could be an individual activity, or it could be a paired presentation). The initial focus is to ensure they have sufficiently varied material to ensure that "what is said" is interesting. They design a Powerpoint presentation that contains only images to support the points they are making. This will be a structuring device - not the script for their presentation. The task here is to decide the order in which material will be presented Pairs present to each other and critique performances, considering especially "how it's said". 	<ul style="list-style-type: none"> Internet access Powerpoint software
3	Speaking & Listening AO1i: Communicating and Adapting Language	Developing and ability to stand back and evaluate their own and others S+L strategies	<p>Students either:</p> <ul style="list-style-type: none"> Present their speeches live to the rest of the class <p>Or:</p> <ul style="list-style-type: none"> Video record their speeches direct to camera. <p>Using the Assessment criteria for Communicating and Adapting Language, students assess each other's performances, offering strengths and identifying points for development.</p>	