

## Course planner

*International GCSEs have 120 guided learning hours.*

*Guidance provided within the course planner and scheme of work on lesson plans and teaching approaches are teaching and learning suggestions which can be adapted by centres to suit their particular context.*

*The following course planner is based on a 45 minute lesson duration.*

### International GCSE English Language A

#### Two Year Course Planner

#### Planner at a glance: English Language A

This course planner assumes two teaching sessions on language each week and works for coursework and examination options.

Term	Year of study	Topic/Paper	Guided Learning Hours
1	Year 1	Transactional writing (Paper 1) Unseen reading – non-fiction (Paper 1)	27
2	Year 1	Non-fiction text comparison (Paper 1) Introduction to exam paper format/mock questions	27
3	Year 1	Poetry and prose fiction reading (Papers 2 and 3) Imaginative writing (Papers 2 and 3)	27
1	Year 2	Reading unseen non-fiction texts (Paper 1) Writing skills (all papers)	27
2	Year 2	Language Paper 1 and Paper 2 practice exam questions or coursework preparation for Paper 3	27
3	Year 2	Revision	-

## Detailed planner: English Language A

### Year 10

Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
1	Year 1	<p><b>Introduction to Language Assessment Objectives</b></p> <p><b>Writing skills</b> – focus on transactional writing (Paper 1). Develop confidence/skills in:</p> <ul style="list-style-type: none"> <li>■ form, audience and purpose</li> <li>■ organisation – connectives and paragraphing</li> <li>■ generation of ideas from a variety of stimuli</li> <li>■ use of variety of rhetorical devices.</li> </ul> <p>Introduce AO5 and explain the importance of vocabulary, spelling, punctuation and grammar.</p>	14	Spoken language preparation is an excellent area from which to set independent research/presentation projects. These can be assessed for the Spoken Language Endorsement but will also serve as opportunities to develop the independent learning skills that will be vital for later exam revision.
1	Year 1	<p><b>Reading skills – AO1 and AO2</b></p> <ul style="list-style-type: none"> <li>■ Use wide range of extracts, both fiction and non-fiction, to develop confidence in approaching unfamiliar material.</li> <li>■ Introduce key terminology via extracts and develop repertoire of terms to use when analysing L/F/S (make links to rhetorical devices learned in the previous writing unit).</li> </ul>	13	It is possible to make links between language analysis across International GCSE English Language and GCSE English Literature.
2	Year 1	<p><b>Reading skills – AO3 focus</b></p> <ul style="list-style-type: none"> <li>■ Introduce ‘writer’s perspective’ as a key term.</li> <li>■ Introduce comparison as a specific skill and begin with audience and form, then perspective, then build up to aspects of F/S/L.</li> <li>■ Use short paragraphs, then longer extracts to build confidence.</li> </ul>	14	
2	Year 1	<p><b>Mock exam – Paper 1 preparation</b></p> <ul style="list-style-type: none"> <li>■ Introduce exam paper format.</li> <li>■ Timed exercises to develop exam confidence.</li> </ul>	13	
3	Year 1	<p><b>Reading skills – Poetry and prose fiction extracts (Papers 2 and 3)</b></p> <ul style="list-style-type: none"> <li>■ Introduce via spoken language presentations.</li> <li>■ Develop terminology to cover poetry and prose language styles.</li> </ul>	14	
3	Year 1	<p><b>Writing skills – imaginative writing (Papers 2 and 3, AO4)</b></p> <p>Focus on generation and organisation of ideas.</p> <p>Use <i>Pearson Edexcel International GCSE English Anthology</i> for examples of imaginative writing.</p> <p><b>Introduction to prose</b></p> <ul style="list-style-type: none"> <li>■ Introduce the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>■ Develop analytical terminology for AO2.</li> <li>■ Once students are confident with AO2 terminology, begin to introduce comparison and how the writers use different terminology.</li> </ul> <p>There is an opportunity for a mock examination in this term</p>	13	

## Year 11

Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
1	Year 2	<p><b>Reading skills – non-fiction with AO3 focus</b></p> <ul style="list-style-type: none"> <li>■ Use wide variety of forms and audiences.</li> <li>■ Encourage students to find own extracts and prepare questions for class.</li> <li>■ Revise and develop key terminology bank for AO2.</li> <li>■ Model ‘critical style’ and develop phrase bank for exam answers.</li> <li>■ Develop comparison and synthesis skills using appropriate terminology.</li> </ul> <p><b>Writing skills – AO4 and AO5</b></p> <p>Run alongside reading lessons to use reading material themes as stimuli for short-writing activities to build confidence in:</p> <ul style="list-style-type: none"> <li>■ development of ideas</li> <li>■ use of rhetorical devices</li> <li>■ variety of sentence structures</li> <li>■ variety of punctuation</li> <li>■ use of advanced vocabulary – encourage ‘mining’ of reading material.</li> </ul> <p><b>Introduction to poetry</b></p> <ul style="list-style-type: none"> <li>■ Introduce the <i>Pearson Edexcel International GCSE English Anthology</i> poems.</li> <li>■ Develop analytical terminology for AO2.</li> <li>■ Once students are confident with AO2 terminology, begin to introduce comparison and how the writers use different terminology. Develop exam technique for approaching unseen poetry to cover all aspects of L/F/S.</li> <li>■ Introduce large variety of poetic styles/genres/forms to build confidence.</li> <li>■ Develop comparison skills, using appropriate terminology.</li> </ul>	27	Continue to use Spoken Language Endorsement as a means of developing independent study skills. Students could research and present on aspects of poetry through the ages or aspects of rhetoric via famous speeches/orators.
2	Year 2	<p><b>Language Papers 2 and 3</b></p> <ul style="list-style-type: none"> <li>■ Revision of style of poetry and prose fiction extracts.</li> <li>■ Revise and develop key terminology suitable for poetry and prose texts.</li> <li>■ Begin to answer questions under timed conditions or create commentary (Paper 3).</li> </ul>	12	

Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
2	Year 2	<p><b>Language Paper 1</b></p> <ul style="list-style-type: none"> <li>■ Reading with a focus on comparison skills.</li> <li>■ Writing with a focus on writing developed and coherent finished pieces under timed conditions.</li> </ul>	11	<p>Final opportunities for Spoken Language Endorsement certification if not already covered.</p> <p>Final submission of coursework if Paper 3 is selected.</p>
2	Year 2	<p><b>Mock exam – Paper 1 preparation</b></p> <ul style="list-style-type: none"> <li>■ Introduce exam paper format.</li> <li>■ Timed exercises to develop exam confidence.</li> </ul>	4	
3	Year 2	<b>Revision – focus on timings and exam paper</b>	-	