



**GCSE RE-SITS: DEVELOP YOUR
PRACTICE (LEVEL 5 MODULE)
ENGLISH**

**SESSION 2 -Analyse GCSE English
Language course requirements**

Claire Callow

clairelcallow@gmail.com

@claire_callow

https://padlet.com/c_collins2/L5EngblendedDay1

01

Welcome

Can you sort out the story?

Drag the cards into an order.

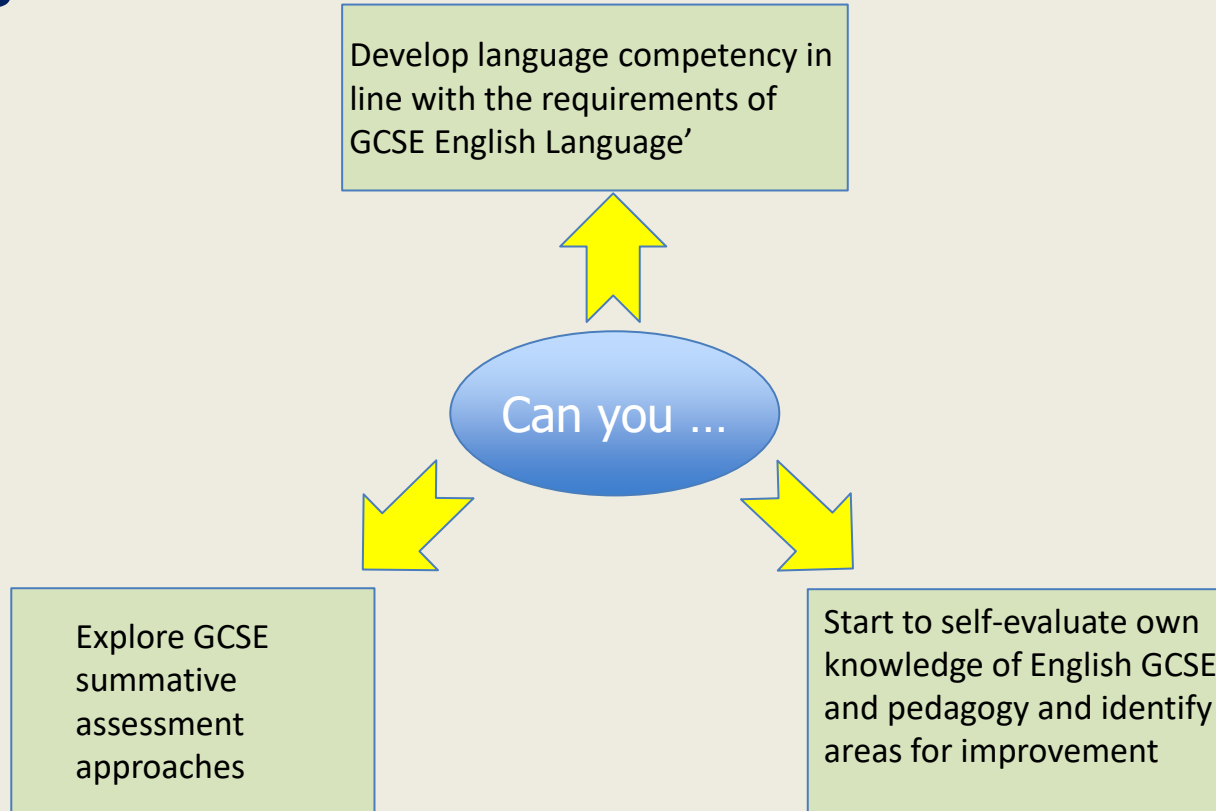
Discuss the features which confirm your choice.

Consider: content, textual cohesion, punctuation, genre, voice, purpose.

02

Session objectives

Learning outcomes



03

GCSE requirements

Activity: the challenges of GCSE

Group one: tutors

- similarities with GCSE re-sits and areas you are familiar with from previous teaching experience
- additional skills and knowledge needed to teach GCSE re-sits

Group two: learners

- the level of functional English/language competence learners bring to the classroom
- learners' interests, vocational aims and career aspirations
- potential areas of difficulty for learners

Meta language

GCSE English language AO 2

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.

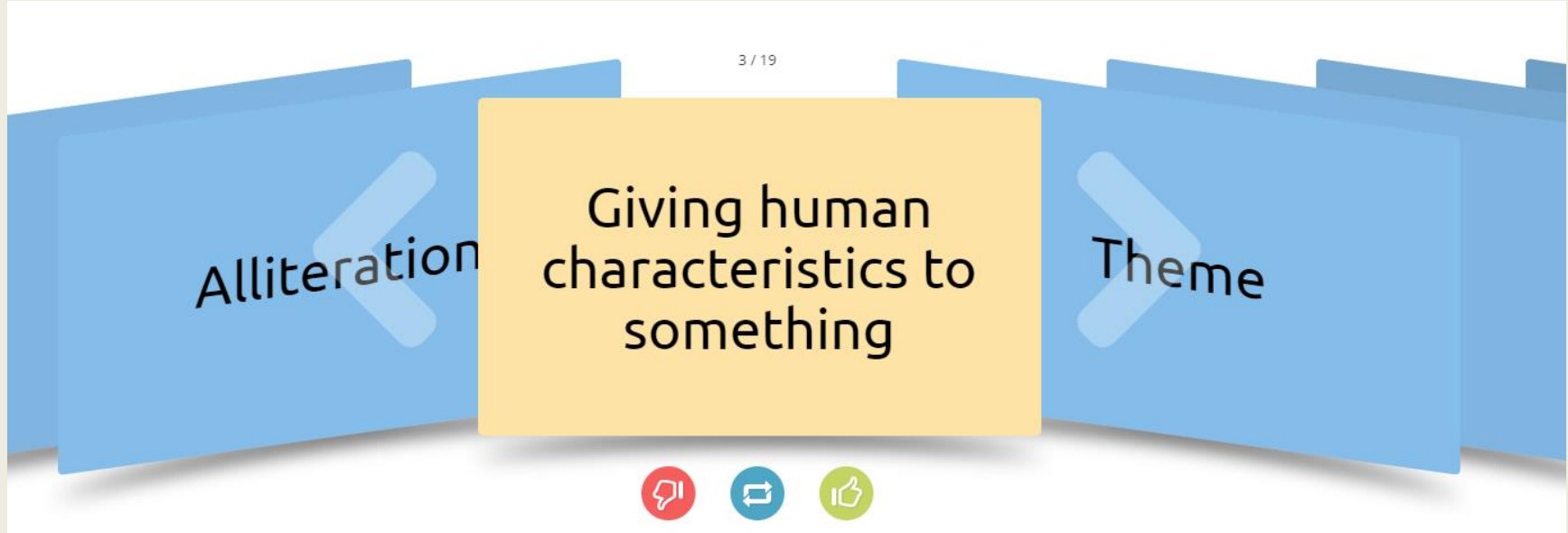
Exploring metalanguage

3 / 19

Alliteration

Giving human characteristics to something

Theme



BREAK

Back in 10 minutes

04

GCSE summative assessments

	Paper / Component 1	Paper / Component 2
AQA	<p><i>Explorations in Creative Reading and Writing</i> (50% of qualification)</p> <p><u>Section A: Reading (40 marks) – 25%</u></p> <p>Focus: narrative and descriptive techniques – openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions.</p> <ul style="list-style-type: none"> one literature prose fiction text (from either 20th or 21st Century) could be extract from novel or short-story <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Questions assess in the sequence AO1, AO2 and AO4.</p> <p><u>Section B: Writing (40 marks) – 25%</u></p> <ul style="list-style-type: none"> descriptive or narrative writing (i.e. choice of 2 tasks) <ul style="list-style-type: none"> 1 extended writing question (24 marks for content; 16 marks for technical accuracy) <p>Stimulus will be choice of written prompt, scenario or visual image – linked to topic in Section A – audience, purpose and form will be specified and different from that in Paper 2.</p> <p>Exam: 1 hour and 45 minutes</p>	<p><i>Writers' Viewpoints and Perspectives</i> (50% of qualification)</p> <p><u>Section A: Reading (40 marks) – 25%</u></p> <p>Focus: consideration and comparison of viewpoints and perspectives about important issues and themes, between writers and over time.</p> <ul style="list-style-type: none"> one non-fiction text and one linked literary non-fiction text (one from 19th and the other from either the 20th or 21st centuries, depending on what was used on Paper 1) e.g. journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography, biography <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8 marks; 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Questions will assess in the sequence AO1, AO2 and AO3</p> <p><u>Section B: Writing (40 marks) – 25 %</u></p> <ul style="list-style-type: none"> writing to present a viewpoint (no choice of task) linked to theme or topic in Section A <ul style="list-style-type: none"> 1 extended writing question (24 marks for content; 16 marks for technical accuracy) <p>Exam: 1 hour and 45 minutes</p>

The 'flat pack' problem

What went wrong here?



Do our students know where they are trying to get to?

“Excuse me sir,” Alice enquires “could you tell me which road to take?”

Wisely, the caterpillar asks, “Where are you going?”

Somewhat dismayed, Alice responds “Oh, I don’t know where I am going, Sir”.

“Well” replied the caterpillar, “If you don’t know where you are going, it really doesn’t matter which road you take.”



Alice In Wonderland – Lewis Carrol

Assessment

- What are they asking me to do?
- How do I know if I've done it right?
- How do I make it better?
- How does this fit with everything else?
- What are they going on about?



Build your learners' confidence by making sure they don't have to answer these questions.

Draw a picture of a College
You have 2 minutes

Mark Scheme

- College sign = 1 point
- Door knob = 1 point
- Path to college = 1 point
- Tree = 2 points
- Canteen = 2 points
- Car park = 2 points
- Reception = 1 point

Total = 10 points

05

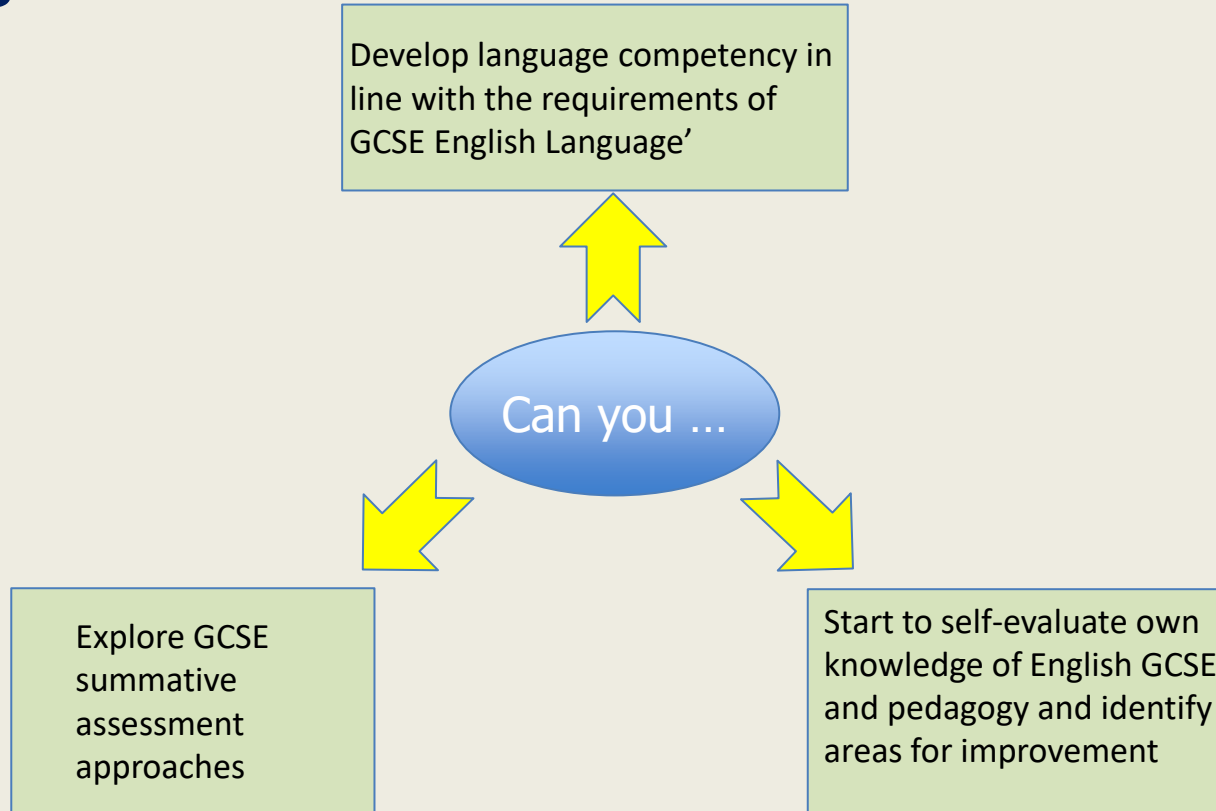
**Review of the session
and post-session tasks**

Plenary discussion

Reflect on/ discuss the importance of the following:

- planning for learning and assessment in a holistic way and building in regular retrieval practice over time
- learners knowing how each piece of work they complete will be assessed
- feedback and target setting

Learning outcomes



Post-session tasks

To finish off this session:

- Take a look at the ETF Foundation online learning platform (details are coming on the next slide) and begin working through any personal areas of need you identify through the sessions and the self-assessment you did before the course started.

To prepare for Day 2:

https://padlet.com/c_collins2/L5EngblendDay2

- Look at S4 HO1 ETF AFL Effective Practice Guidelines
- Read S4 R1 ETF New Approaches to Assessment and Tracking in Maths and English

Foundation online learning

Courses

 <p>CEOs and Principals</p>	 <p>T Levels</p>	 <p>Safeguarding</p>
 <p>Prevent</p>	 <p>Leadership and management</p>	 <p>Teaching and learning</p>
 <p>Maths, English and ESOL</p>	 <p>SEND</p>	 <p>Equality and diversity</p>
 <p>Governance</p>	 <p>Apprenticeship Support</p>	 <p>Digital Skills</p>

Claire Callow

CLAIRELCALLOW@GMAIL.COM

@CLAIRE_CALLLOW

ETFFOUNDATION.CO.UK

**THANK YOU
ANY QUESTIONS?**