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**Getting Ready to Teach
GCSE English Language
2010**
Course Code: 9NEA07

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GCSE English Language 2010

Course Objective
Implementing the new specification

Aims

- Develop an understanding of the structure of the new specification
- Gain insight into the potential teaching and learning strategies applicable to the new specification
- Understand the assessment implications of the new specification
- Introduction to the support and resources from Edexcel


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**GCSE English Language: overview of
Specification and Assessment**

Unit 1 20%	Unit 2 40%	Unit 3 40%
<ul style="list-style-type: none"> • Pre-release non-fiction texts: choice of digital or paper-based • Controlled Assessment 	<ul style="list-style-type: none"> • Reading response to either Different Cultures text or non-fiction text • Practical writing task • Examination 	<ul style="list-style-type: none"> • Speaking & Listening • Spoken Language study • Writing for the spoken voice • Controlled Assessment
January and June	January and June	January and June

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Overview of Unit 1: English Today

- Common unit with GCSE English
- Pre-released contemporary non-fiction texts on two themes
- Reading task to analyse key points of the texts: language, structure, presentation, layout
- Writing task for a specified purpose, audience and form
- Covers the criteria for Functional English Reading and Writing

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Unit 1: English Today

Controlled Assessment

- Controlled Assessment is similar to coursework, but:
- the tasks are completed under much more closely defined conditions for **task setting**, **task taking** and **task marking**

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Making Controlled Assessment Work

- **Task setting** is **high control**. This means that Edexcel set a selection of tasks for centres to choose from.
- **Task Taking**
 - **Research & Planning** is **limited control**. Students can complete research and preparation outside of the classroom.
 - **Analysis and Evaluation** is **high control**. The tasks must be completed in a time set by Edexcel completion under controlled conditions.
- **Task Marking** is **medium control**. This means that you mark the Controlled Assessment task using the assessment criteria provided by Edexcel.

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Controlled Assessment Guidance


New CA procedures

- Preparation - selecting the texts and tasks
- Timings - deciding when to complete these tasks
- Supervision - Task completed under teacher supervision
- Marking - teachers mark the work once using the Assessment Criteria published in the specification

Unchanged procedures

- Moderation
- Submitting the Marks - online
- Submitting the Sample - Must include a range of marks including highest and lowest scoring candidates

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Unit 1: English Today

- **Task 1: Studying written language (reading) - compare the material from two texts from a selection provided by Edexcel.**
Students will:
 - make comparisons between texts
 - select appropriate details from texts to support ideas
 - explore how writers use presentation and language to communicate ideas and perspectives in the two texts
- **Task 2: writing task - complete one of two tasks on the chosen theme.**
Students will:
 - make choices in their writing appropriate to audience and purpose
 - spell, punctuate and structure accurately and appropriately for purpose and effect

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Unit 1: skills and choices

Skills

- Cover all reading and writing skills required in the research and planning stage

Choices

- Choose the theme that matches the students' interest
- Choose the two texts for comparison from six within the theme
- Choose the writing task from a choice of two

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Unit 1: English Today Extract from student Exemplar work

The purpose of the Nintendo advert is to persuade people to buy the game. It is aimed mainly at boys and girls between the ages of about 8 or 9 to young adults. The creator of this advert uses lots of persuasive devices such as showing some of the gameplay which is shown the viewer what exactly you can do on the game and if they like what they see then it would make them buy the game. They also have celebrities (Girls Aloud) playing the game and looking like they are hugely enjoying it as they are all screaming and laughing. The creator also shows the beginning with when it says '3...2...1...Go' and the end which says 'Goal'. The beginning scene is used as it shows



Activity Board How to Develop Successful Unit 1 Skills

<p>Further Research Have a look at two websites aimed at teenagers and complete the analysis and evaluation sheet</p>	<p>Activity No. 1 Compare the techniques used in two webpages using the framework provided: Greenpeace Climate Change webpage https://www.greenpeace.org.uk/climate A homepage of The Edge online gaming magazine www.edge-online.com</p>	<p>Further Research Examine two magazine articles aimed at persuading readers and complete the analysis and evaluation sheet of these texts</p>
<p>Activity No. 4 Compare the different styles used in the two different newspapers using the framework provided: Brain training video games boost children's intelligence from The Telegraph Times article on air travel</p>	<p>Your task is to compare the material from two texts on one of the two themes and complete one of the writing tasks set.</p>	<p>Activity No. 2 Compare the features of the two Guardian podcasts using the framework provided: The Lost World Discovered Podcast with the creators of 'Little Big Planet'</p>
<p>Further Research Create a list of dos and don'ts in using layout features such as bullet points, pictures, captions, text boxes</p>	<p>Activity No. 3 Describe 4 advantages and 4 disadvantages of using podcasting</p>	<p>Further Research Create a list of Top Tips for creating a magazine cover aimed at 11-18 year olds</p>

NB: All students MUST complete the overall Orange activity. In order to complete this you SHOULD complete three of four of the white activities. If you have time you COULD complete one or more green activities.



Unit 2: The Writer's Voice

Foundation

Section A: Reading

- three part response
- 3 examples of language features in the extract - 3 marks
- Language in the extract - 13 marks
- Language outside the extract - 24 marks

Section B: Writing

- Writing question - answer one from a choice of two with supporting bullets - 24 marks

Higher


Section A: Reading

- two part response
- Language in the extract - 16 marks
- Language outside the extract - 24 marks

Section B: Writing

- Writing question - 24 marks

Total time allocated 1 hour and 45 minutes




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Unit 2: Choice of texts

- **Either: a non-fiction text**
 - Touching the Void - Joe Simpson
- **Or: one text from the 'Different Cultures & Traditions' list (shared with GCSE English Literature)**
 - Anita and Me - Meera Syal
 - Of Mice and Men - John Steinbeck
 - Balzac and the Little Chinese Seamstress - Dai Sijie
 - To Kill a Mockingbird - Harper Lee
 - Rani and Sukh - Bali Rai
 - Heroes - Robert Cormier
 - Riding the Black Cockatoo - John Danalis

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Foundation Tier - Of Mice and Men

5(ii) Explain how the language in the extract influences your view of the setting.
You may include the examples you have used in your answer to 5(a)(i). (13)
(Extract from student answer)

The passage is set south of Soledad, which means lonely and Lennie and George are well described by the writer as they enter the scene. He makes us see what they look like with some good details such as 'both wore shapeless hats' and 'both carried tight blanket rolls'. This is repetition and is effective for the reader. He uses contrast with the way he describes George and Lennie with George 'small strong hands, slender arms, a thin bony nose' and Lennie described like a bear 'walked heavily dragging his feet a little the way a bear drags his paws'. They are well described and they come into the clearing very quiet but they still disturb the animals.

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Foundation Tier - Of Mice and Men

(b) In the novel, settings are important.
Describe how the writer uses setting in one other part of the novel.
In your answer you should give examples of the language the writer uses.
You may wish to consider how the writer:

- shows the details of the setting
- describes characters in the setting
- describes the mood and atmosphere of the setting. (24)

(Extract from student response)

At the start of Chapter 5 the setting of the barn is described. He uses lots of good details to make the setting come alive. He describes the hay in the barn and tells us little details like the four-taloned Jackson fork. He makes it like we are there when he puts 'the heads of the horse could be seen.' He tells us the day and time - it is Sunday and it is in the afternoon, 'the afternoon sun sliced through the cracks of the barn walls and lay in bright lines on the hay.' The word 'sliced' is good as it describes what it does on the floor.

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Higher Tier - Of Mice and Men

(a) Explore how the language in the extract influences the reader's view of the setting.

You must include the examples of language features in your response. (16)

(Extract from student response)

This extract opens the novel and Steinbeck names the area a few miles south of Soledad, the Spanish word for loneliness. He creates a mood of quiet and calm with adjectives describing the Salinas river 'deep, green and warm'. The 'strong and rocky Gabilan mountains' perhaps indicate an untamed, wild and dangerous environment. After describing the setting of the river valley in general the writer then concentrates on the pool with rabbits sitting peacefully and the secret place for 'coons, dogs and deer'.



Higher Tier - Of Mice and Men

(b) In this novel, settings are important. Explore how the writer presents a setting in one other part of the novel. Use examples of the language the writer uses to support your ideas. (24)

(extract from student response)

The description of the bunk house begins 'was a long rectangular building' showing how it is simplistic but is also creates a general setting for the writer to expand on. Inside 'the walls were whitewashed and floor unpainted'. The words 'whitewashed' and 'unpainted' show a basic clinical design that is uninviting, it is also similar to a prison. 'In 3 walls were small square windows' reinforces this idea as the windows are 'small' and will not allow room to escape or to let light in.



Section B: Writing:

*9 You have found out that a large cinema in your area is closing down. Write a letter to the local newspaper which gives your suggestions for how the cinema site could be redeveloped.


- In your letter, you may wish to consider:
- ideas for how the site could be redeveloped
 - reasons for your ideas
 - benefits to the local community
 - any other ideas you may have.

(24)

OR

*10 Write an article for a teenage magazine in which you suggest fitness activities that you think young people would enjoy.

- In your article, you may wish to consider:
- ideas for fitness activities
 - why you have suggested these activities
 - benefits to young people
 - any other ideas you may have.




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Guidance for approaching the Writing tasks

- Similar questions to the present Writing questions (transactional)
- Clear, accessible language, identifying audience, purpose and form
- It is possible to use existing resources to prepare students
- The students need to practise writing newspaper articles, formal reports, magazine reviews and contributions to a media programme
- Students also need to think about contemporary issues, situations and problems related to their experience

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Unit 3: Spoken Language

- **Speaking and Listening**
The essentials are unchanged
3 tasks: Communicating and Adapting Language
Interacting and Responding
Creating and Sustaining roles
- **Spoken Language Study**
 - Students explore the way spoken language works
 - One task from a choice of two
- **Writing for the Spoken Voice**
 - Students write a text for the spoken voice or a text that represents the spoken voice
 - One task from a choice of four

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Spoken Language Study: Overview of main concepts

- Spontaneous spoken language as a major mean of communication which takes place in real time
- Spontaneous spoken language as face to face interaction which often includes shared context?
- How speakers change their spoken language in formal and informal contexts
- Regional, social and cultural differences in spoken English

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Unit 3: Spoken Language Study
Extract from student exemplar work

Comment on the way teenagers adapt their spoken language to suit the situation

The first situation should be very informal. It is a group of three girls who know each other very well just having a chat. The second situation should be more formal. It is the same group of girls having a discussion with a teacher to plan a school show. All the speakers know each other, but the teacher, Miss M. is in charge and we are expected to speak more formally to her.

The people involved in situation 1 are three teenage girls, aged 15. When we talk together, we are quite informal. I expected that we would interrupt each other a lot, but we don't. We talk very quickly and we take turns, but I only noticed two times in a long conversation when one of us interrupted the other. This shows that even when we are being informal we are polite and listen to each other



Unit 3: Spoken Language Study
Examiner commentary

This response shows

- thorough understanding of how spoken language works
- assured understanding of how spoken language changes according to context
- use of relevant exemplification to support the points made
- thorough understanding of the language choices the speakers make



Unit 3: Writing for the Spoken Voice

What do the students need to know?

- How to write effectively for the spoken voice
- How to script for different modes
- How to write an effective speech
- How to write effective dialogue
- How to use appropriate layouts



Unit 3: Writing for the spoken voice

Extract from student exemplar work

Write a script that contains between 30 seconds and 2 minutes of spoken language

A door opens and MICK comes into the room. He is a big man, looks like a body guard. He is talking on his phone, but all the time he is looking round.

MICK

...five minutes, no later, get it?

(he listens)

Don't give me that. You've got five minutes. Four minutes thirty seconds.

(to the man behind the chair)

Damn, it's cold in here. The boss ain't going to like that.

DAVID

I don't like it.



Unit 3: Writing for the spoken voice

Examiner commentary

This response shows:


- ideas effectively presented in a narrative script
- secure realisation of the requirements of genre, format and audience
- aptly chosen vocabulary for the genre and characters
- a fully structured scene with cohesive dialogue
- appropriate layout



Unit 3: Writing for the spoken voice - screenplay

- Write a script that contains between 30 seconds and 2 minutes of spoken language.
- Your script may be totally original, or you may use the characters from *The Street* in a new storyline
- See pack for lesson plans






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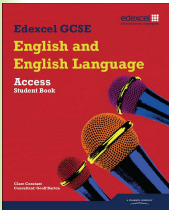
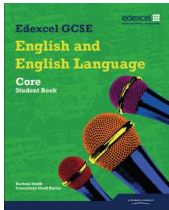
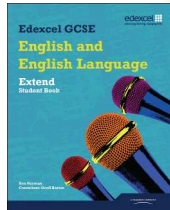
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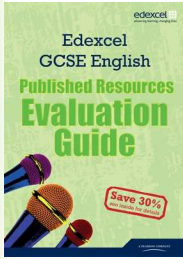
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