

edexcel 
advancing learning. changing lives

Getting Ready to Teach GCSE English Language 2010

Course Code: 9NEA07

A PEARSON COMPANY





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





GCSE English Language: overview of Specification and Assessment

Unit 1 20%

- Pre-release non-fiction texts: choice of digital or paper-based
- Controlled Assessment

January and June

Unit 2 40%

- Reading response to either Different Cultures text or non-fiction text
- Practical writing task
- Examination

January and June

Unit 3 40%

- Speaking & Listening
- Spoken Language study
- Writing for the spoken voice
- Controlled Assessment

January and June



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





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**





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.





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





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





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





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 shows the watcher 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 when it says '3...2...1...Go' and the end which says 'Goal'. The beginning scene is good as it shows



Activity Board

How to Develop Successful Unit 1 Skills

<p><u>Further Research</u> Have a look at two websites aimed at teenagers and complete the analysis and evaluation sheet</p>	<p><u>Activity No.1</u> Compare the techniques used in two webpages using the framework provided: Greenpeace Climate Change webpage http://www.greenpeace.org.uk/climate A homepage of The Edge online gaming magazine www.edge-online.com</p>	<p><u>Further Research</u> Examine two magazine articles aimed at <u>persuading</u> readers and complete the analysis and evaluation sheet of these texts</p>
<p><u>Activity No.4</u> Compare the different styles used in the two different newspapers using the framework provided: Brain training video games boost children's intelligence from <i>The Telegraph</i> <i>Times</i> 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><u>Activity No.2</u> Compare the features of the two <i>Guardian</i> podcasts using the framework provided: The Lost World Discovered Podcast with the creators of 'Little Big Planet'</p>
<p><u>Further Research</u> Create a list of dos and don'ts in using layout features such as bullet points, pictures, captions, text boxes</p>	<p><u>Activity No.3</u> Describe 4 advantages and 4 disadvantages of using podcasting</p>	<p><u>Further Research</u> 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





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





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.





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.



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.



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





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





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





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





Functional Skills

- Now accredited at Entry levels 1-3 and levels 1-2.
- Largest Pilot for Functional Skills with successful free training and comprehensive resources.
- Functional Skills is a stand-alone qualification.
- Equivalent to a GCSE short course at Level 1 and Level 2.
- Edexcel Functional English assessment (exams) consists of three units:
 - Reading
 - Writing
 - Speaking, Listening and Communication
- Eight assessment windows are available.
- Email functionalskills@edexcel.com
- Visit our website www.edexcel.com/fs





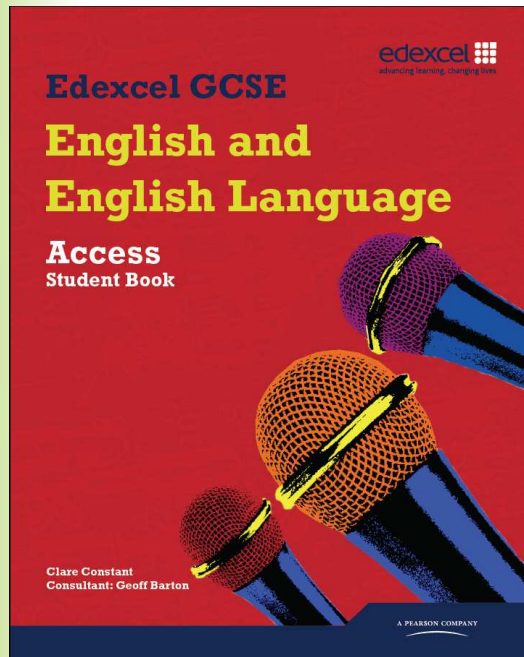
We offer you full support so you can be confident teaching the new GCSEs





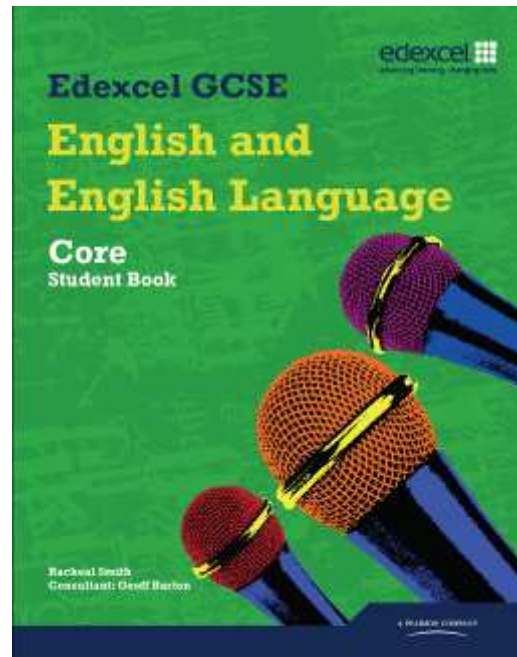
GCSE English and GCSE English Language Student Books

Access



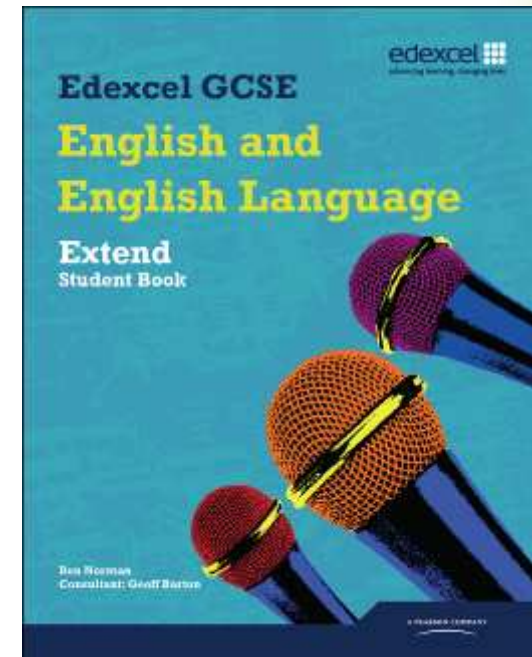
March 10
£12.99

Core



Jan 10

Extend



May 10



Our published resources



GCSE English

What are we publishing?

GCSE English and English Language	Access For students working from G to D and helping them move up to a C grade. Spring 2010	Student Book 978 1 84607 04 3 £12.99*	Teacher Guide 978 1 84607 07 4 £99.00*	ActiveTeach with BBC video 978 1 84607 46 6 £249.00*
	Core For students working towards a C grade, and helping them move up to a B. Spring 2010	Student Book 978 1 84607 03 6 £12.99*	Teacher Guide 978 1 84607 06 7 £99.00*	ActiveTeach with BBC video 978 1 84607 44 9 £249.00*
	Extend For students working towards an A or A* grade. Summer 2010	Student Book 978 1 84607 02 9 £12.99*	Teacher Guide 978 1 84607 01 0 £99.00*	ActiveTeach with BBC video 978 1 84607 42 2 £249.00*
Revision	Spring 2011	Student Workbook 978 1 84607 12 0 £4.99*	Teacher Toolkit 978 1 84607 13 7 £20.00*	 ActiveTeach 3 in 1 978 1 84605 96 5 £69.00*
	Spring 2011	Student Workbook 978 1 84607 11 1 £4.99*		

GCSE Digital Communication	Summer 2010	Student Book 978 1 84607 10 4 £12.99*

Functional Skills English	Level 1 Autumn 2010	Student Book 978 1 84605 00 4 £3.99*	Teacher Guide 978 1 84605 01 1 £75.00*	
	Level 2 Summer 2010	Student Book 978 1 84605 02 0 £3.99*	Teacher Guide 978 1 84605 14 2 £75.00*	

* Prices are provisional/indicative



Our own resources for the new GCSE specifications

- An exact match to the new specifications
- Written by an expert author team of experienced teachers and senior examiners including consultant Geoff Barton.
- Grade-banded resources to support **every** student.
- ResultsPlus activities and advice to help improve grades.





7 Understanding presentation

This lesson will help you to...

- understand what presentational features and devices a writer can use
- understand the impact of presentation on the reader

When writers produce texts they think very carefully about the way that they are presented. Writers use presentational devices to change the way the text looks. The first step when writing about presentation is to identify the choices the writer has made.

Activity 1

- 1 Look at the toolbar below. Identify why a writer would use each of the different tools.



Activity 2

- 1 Look at the home page from the Hollyoaks website. List the different presentational devices the writer has used in this text.
- 2 Discuss why you think some of these devices may have been used.



You also need to be able to explore the effect that presentational devices can have on a reader. Look at the three different ways the word "bang" is presented below.

BANG! **bang!** **BANG!**

- The use of capital letters for the word on the left makes it seem loud. Capital letters are often used for shouting in presentation, so this raises the volume.
- The use of a larger font for the middle word makes it seem loud too, but also makes the word really stand out within the text. It might mean that this is a title or heading.
- The use of graffiti writing makes the word on the right seem like the tag of a gang or a phrase that teenagers might use.

Activity 3

- 1 Change how each of the following words and phrases are presented by using presentational devices, such as font size, font style, bold text, underlining, colour and borders. For each word, draw your design and explain the impact your presentational choices would have on a reader.

Help	See you tomorrow	I love you
Do it now	Come over here	I want to go home

- 2 a) Using a range of presentational devices, design the word 'Help' to show how it could be presented in:
 - a charity leaflet appealing for money
 - the home page of a magazine website.
- b) Explain the different presentational choices you made. Think about how they help to achieve the purpose of each text and appeal to different audiences.

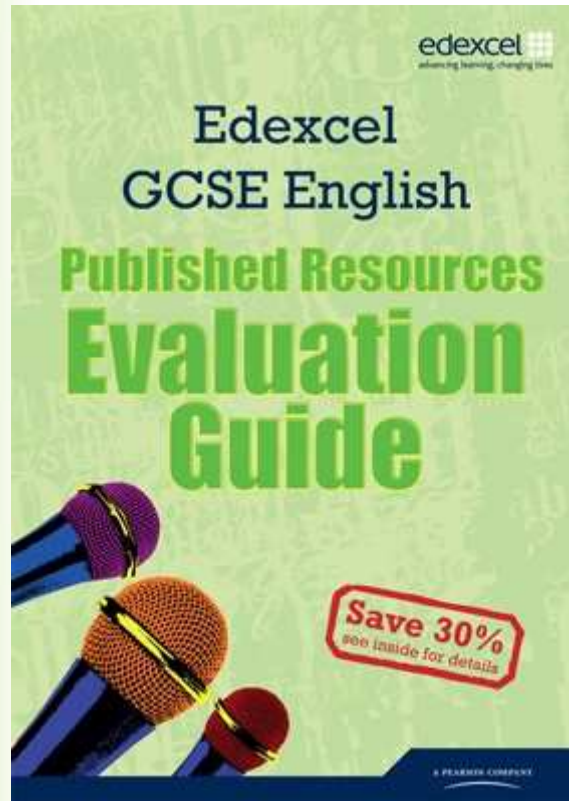
ResultsPlus
Watch out!

A lot of students fell into the trap of describing lots of different presentational devices without explaining their effect. Remember that for each presentational device you select and identify you must comment on how it has been used.

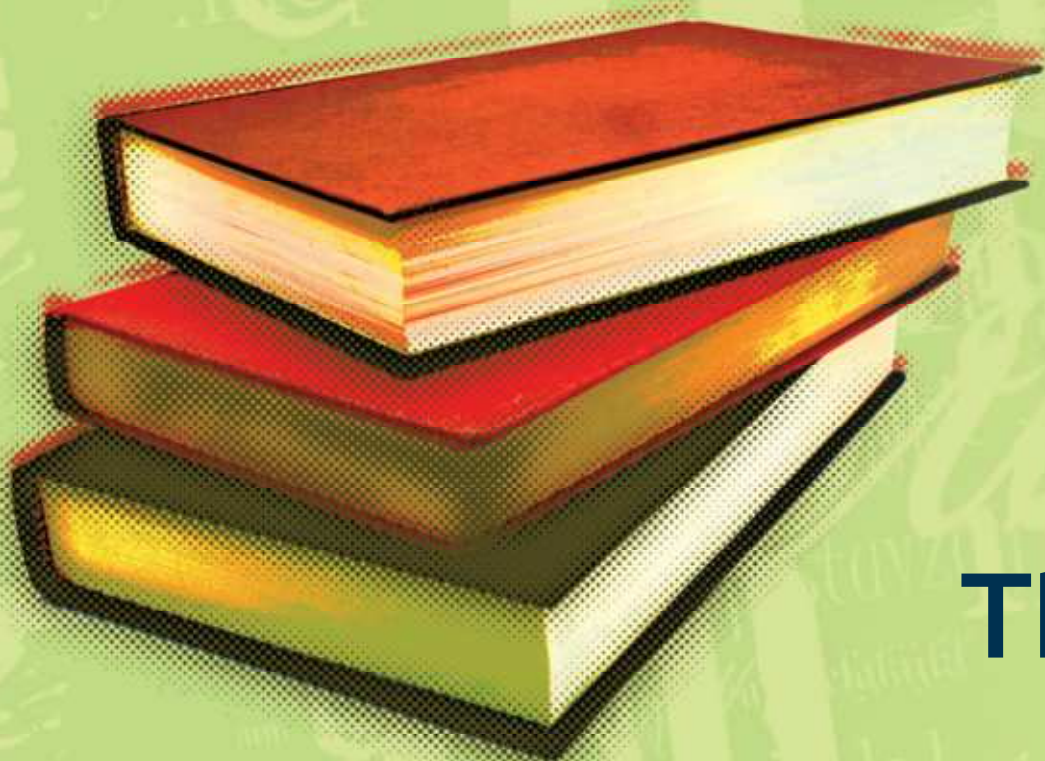




Evaluation Guide



- Straightforward guide to our suite of resources
- Sample pages from the student and teacher resources
- Details of how to save 30%



edexcel 
advancing learning. changing lives

Thank you

A PEARSON COMPANY

