

Overview of GCSE English Language

Reading: Students are required to read and respond to texts from the 19th, 20th and 21st centuries. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). All texts in the examination are 'unseen', so students will not have studied the examination texts during the GCSE course.

Writing: When writing, students should be able to write effectively and coherently using Standard English appropriately for the purpose and audience. Grammar, punctuation and spelling should be accurate and students should be able to use a wide range of vocabulary.

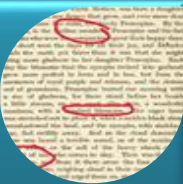


AO1 Reading

AO1: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts

Students are required to find particular information in a text, either literal information or ideas inferred from the text. Students need to be able to summarise information found in different texts (pulling together similar ideas) and they should be able to use quotations appropriately.

- Use texts in L1 to help students to practise finding information and to consider similarities between texts
- Help students to unpick the meaning of terminology used in different question types, annotating in L1 if appropriate
- Encourage students to highlight key words in questions and practise text marking appropriately
- Build students' confidence with unseen texts by practising reading strategies, particularly what to do when there are unfamiliar words (likely to be the case with all texts but particularly 19th century texts)



AO2 Reading

AO2: 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

Students need to be able to consider how both language and structure are used in texts and explain how the writer has used techniques to create effects, considering the impact on the reader. If possible, students should be able to use subject terminology when discussing a text's language and structure.

- Encourage students to verbalise the specific impact of particular words, avoiding generic comments, in either English or L1. Perhaps start to practise AO2 using a text in L1, before transferring the skills to look at a text in English
- Read through model answers with students, annotating how the impact on the reader is considered
- Help students with using a writing frame (such as Point, Evidence, Explanation and Development)



AO3 Reading

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Students are required to compare the ideas, perspectives, themes and/or language in two texts. They should be able to consider the similarities and differences between the texts.

- Practise comparing similarities and differences between two texts in L1 and then in English, verbally, to help students to become familiar with what they are expected to do. Possibly use a talk frame to help with this
- Help students with using appropriate vocabulary to compare, such as: in contrast, similarly, likewise, differently
- Use a Venn diagram to help to identify the similarities and differences between texts, either in English or L1. Encourage students to use different coloured highlighters to mark the similarities and differences between texts
- As a cognitively challenging task, encourage students to plan and draft in L1, if appropriate
- Share and discuss model answers with students so they are able to see what is expected of them

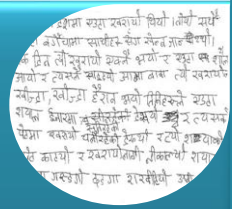


AO4 Reading

AO4: Evaluate texts critically and support this with appropriate textual references

Students should be able to respond to texts in a critical way, considering how successful a text is in achieving the purpose of the writing. Appropriate quotations should be used to support judgements.

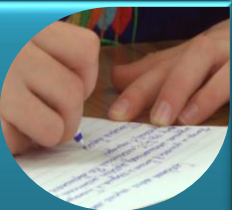
- Ask students to give their opinion about a song, television programme or film in L1. Read different reviews in L1
- Read a text in L1. Discuss the writer's intention and where in the text the writer has achieved it
- Highlight words and phrases in a text which contribute to a particular impact, such as fear or tension
- Rehearse the use of evaluative language: effectively, successfully, clearly, strongly, powerfully, vividly
- Practise selecting quotations and using them to support judgements about texts



AO5 Writing

AO5: - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
 Students should adapt their writing to suit a specific audience and purpose. Ideas should be conveyed clearly and effectively, in a logical order. Paragraphs should be connected in a clear text structure.

- Provide models of different forms of writing, either in English or L1. Activities such as text marking, annotating and sequencing could help students to familiarise with different writing styles
- Encourage the use of speaking and listening activities, prior to writing, to help students to formulate ideas and to connect ideas in a logical and appropriate text structure. Encourage students to work with peers who are strong language models, to help them to be able to express appropriate ideas and to use the necessary language structures
- Initially, find alternatives to writing for students who are not literate in L1 and who are at the beginning of learning English e.g. talk in L1, create a talking book, use an app such as [Book Creator](#)
- Collaborative work, such as a dictogloss activity, could help students to focus on different ideas used in a text
- Offer opportunities to discuss, plan, draft and write in L1 to students who are literate in L1
- Help students with planning, such as through mind maps and Venn diagrams, and encourage proof-reading



AO6 Writing

AO6: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
 Students should be encouraged to use a wide range of vocabulary, including different literary techniques, suitable for the purpose and audience of their writing. Spelling and punctuation should be accurate and effective, with tenses used consistently. Sentence lengths/structures should be varied.

- Provide models of texts, in L1 & English, highlighting the use of punctuation, vocabulary and sentence structures, and discuss the differences between English and L1. Explore why techniques have been used and the impact on the reader
- Help to increase students' vocabulary range, in the context of writing for different purposes. As a pre-teaching task or for homework, students could learn the spelling and meaning of 10 themed key words. Facilitate opportunities for students to work with peers who are able to model the use of vocabulary effectively in different contexts
- In pairs, students could read aloud their work, listening out for consistency of tenses, punctuation etc

AO7, AO8 & AO9

AO7: Demonstrate presentation skills in a formal setting
AO8: Listen and respond appropriately to spoken language, including to questions and feedback to presentations
AO9: Use spoken Standard English effectively in speeches and presentations
 For the GCSE, students are required to give a presentation on a chosen topic (typically on a subject of their choice) in front of an audience. The audience could just be a BA, teacher or small group of student peers – it does not have to be delivered in front of the whole class. They must then answer questions based on their speech. Schools are required to record a selection of students.

- Students could base their presentation on a topic/issue related to their country of origin. Before presenting in English, students could rehearse in L1, practising delivery and answering questions
- Help build students' confidence by using audio recording tools to practise and to self-evaluate

Spoken Language Endorsement

Links



- [Using first language as a tool for learning – an aide-mémoire](#)
- [Accessing the curriculum through first language student training programme](#)

- [EMTAS Secondary App Wheel](#)
- [Mantra Lingua](#)
- [Talking Products](#)
- [Book Creator](#)

- Exam Boards:
- [Pearson Edexcel](#)
 - [OCR](#)
 - [AQA](#)
 - [CCEA](#)
 - [Eduqas](#)