

Scheme of work: Post-16 and one-year centres

Introduction

This scheme of work is a suggested approach for the teaching of our [GCSE English Language \(8700\)](#) in one year. In this context, it considers the needs of those learners who may be sitting the qualification for the first time but also those learners who may be revisiting or resitting the course in a post-16 context. The course is organised into half termly blocks which assumes a period of 6 to 7 weeks per half term and a college year prior to the exam period of approximately 30 weeks in total of teaching time.

The scheme has a suggested structure where half terms 1 and 2 focus on building the required knowledge and skills for Paper 1, interweaving learning and practice in both Reading and Writing and showing the correlation between the two. Half-terms 3 and 4 focus on the knowledge and skills for Paper 2 using non-fiction texts from both contemporary and 19th-century writers, drawing on the coverage of the assessment objectives from half-terms 1 and 2. An overview grid of the two papers is provided to help learners conceptualise those links in the required skills. At the end of each half-term, a formal assessment task is suggested to mirror the content taught in the previous weeks.

Following the suggested content coverage grids, you will find ideas and resources to bring your course to life for your learners including thematic teaching approaches. The texts and past papers suggested are examples, but centres can use their own topics/genres/texts to provide adaptability to the interests of their learners and to create a refreshed experience of the course to motivate and engage those learners who are resitting the course.

The final section of the scheme provides a useful skills and knowledge mapping grid to show how each element of the suggested course content matches the assessment objectives and where this is assessed on the papers.

An overview of the papers

<p>Paper 1</p> <p>Explorations in Creative Reading and Writing</p> <p>80 marks 1 hour and 45 minutes</p>	<p>Q1: Reading AO1</p> <p>4 multiple-choice questions</p> <p>4 marks</p>	<p>Q2: Reading AO2</p> <p>How does the writer use language...</p> <p>8 marks</p>	<p>Q3: Reading AO2</p> <p>How does the writer structure the text...</p> <p>8 marks</p>	<p>Q4: Reading AO4</p> <p>To what extent do you agree?</p> <p>20 marks</p>	<p>Q5: Writing AO5/AO6</p> <p>Descriptive or narrative writing</p> <p>24 marks 16 marks</p>
<p>Paper 2</p> <p>Writers' Viewpoints and Perspectives</p> <p>80 marks 1 hour and 45 minutes</p>	<p>Q1: Reading AO1</p> <p>True/false statements</p> <p>4 marks</p>	<p>Q2: Reading AO1</p> <p>What can you infer about...</p> <p>8 marks</p>	<p>Q3: Reading AO2</p> <p>How does the writer use language...</p> <p>12 marks</p>	<p>Q4: Reading AO3</p> <p>Compare how the writers...</p> <p>16 marks</p>	<p>Q5: Writing AO5/AO6</p> <p>Point of view writing</p> <p>24 marks 16 marks</p>

Autumn term: suggested content

Half-term 1	Half-term 2
<p>Introducing: Explorations in Creative Reading and Writing</p> <ul style="list-style-type: none"> • Introduction to course, the assessment objectives and the papers. • What do we mean by fiction? • Introduce basic comprehension skills using short extracts of contemporary fiction. • Read a selection of contemporary short story/stories. • Understand basic plot/character/setting via discussion and low stakes retrieval questions and multiple-choice c.f. <i>Paper 1 Question 1</i>. • Understand the structure of a short story using Freytag's Pyramid. • Plan and write a structured narrative similar to <i>Paper 1 Question 5</i>. • Develop skills with sentences and punctuation. • Develop skills with sentence structures and variety. • Plan and write a narrative opening from a picture stimulus similar to <i>Paper 1 Question 5</i>. 	<p>Developing: Explorations in Creative Reading and Writing</p> <ul style="list-style-type: none"> • Introduce knowledge about language. • Develop skills with language use and how to comment on effect using short extracts of descriptive writing. • Introduce <i>Paper 1 Question 2</i> and apply language skills to tasks. • Plan and write a description from a picture stimulus with a focus on crafting imagery. • Develop knowledge of structure beyond Freytag's Pyramid. Explore structural techniques and features writers use to create specific effects in a variety of short stories/extracts from contemporary fiction. • Introduce <i>Paper 1 Question 3</i> and apply knowledge and skill in commenting on the effect and impact to tasks. • Plan and write a description from a written stimulus incorporating interesting structural features. • Introduce and develop critical evaluation skills (what + how) through collaborative discussion and group exploration. • Introduce <i>Paper 1 Question 4</i> and planning techniques for the critical evaluation mini essay type task.
<p>Half term progress assessment task Narrative writing (Paper 1 Question 5)</p>	<p>End of term progress assessment task Walking Talking Mock: complete Paper 1</p>

Spring term: suggested content

Half-term 3	Half-term 4
<p>Introducing: Writers' Viewpoints and Perspectives</p> <ul style="list-style-type: none"> • What do we mean by non-fiction? • What do we mean by viewpoint and perspective? • Read contemporary non-fiction extract(s) on a chosen theme. • Complete discussion, low stakes quizzing and true/false questions to establish basic comprehension and identification of writers' viewpoints /feelings/perspectives/attitudes. • Introduce learners to a basic comprehension method for AO1. • Develop comprehension skills using two shorter or contemporary texts on a chosen theme. • Explore ways to navigate challenging vocabulary in 19th-century texts, such as via cloze exercises. • Explore more challenging sentence structures in 19th-century texts. • Introduce and apply the AO1 comprehension method to <i>Paper 1 Question 2</i>. • Recap on language knowledge. • Introduce <i>Paper 2 Question 3</i> and apply AO2 analytical skills using a contemporary source. • Apply AO2 language analysis skills to a 19th-century source in readiness for <i>Paper 2 Question 4</i>. 	<p>Developing: Writers' Viewpoints and Perspectives</p> <ul style="list-style-type: none"> • Recap on how writers present viewpoints and perspectives with a focus on rhetoric and oracy. • Explore a number of speeches and TED talks. • Mini debate tasks. • Planning a formal speech/presentation expressing learners' own viewpoints or perspectives on a chosen theme which also correlates to the skills for <i>Paper 2 Question 5</i>. • Complete the <i>Spoken Language Endorsement</i>. • Planning and structuring our viewpoints into other forms: letters and articles and their conventions. • Using contemporary sources as models and stimulus, plan and write an opinion article – <i>Paper 2 Question 5</i>. • Using contemporary sources as stimulus, plan and write a formal persuasive letter – <i>Paper 2 Question 5</i>. • Consider contrasting viewpoints/perspectives from past and present using a chosen theme. • Recap on methods for AO1 (what) and AO2 (how). • Introduce comparative skills and effective selection and planning for <i>Paper 2 Question 4</i>.
<p>Half term progress assessment task Walking Talking Mock: Paper 2 Questions 1, 3 and 2</p>	<p>End of term progress assessment task Walking Talking Mock: complete Paper 2</p>

Summer term: Suggested content

Half-term 5	Half-term 6
<p>Consolidation and walking talking mocks</p> <ul style="list-style-type: none"> • Revision and recapping of key language and structural techniques via low stakes quizzing – secure knowledge of methods builds confidence for Paper 1 Questions 2, 3 and 4 and Paper 2 Questions 3 and 4. • Group work exploring extracts of fiction in line with the assessment objectives for Paper 1 Questions 1-4. Collaborative planning to build confidence. • Creative writing workshops: narrative openings, short stories, flash fiction and powers of description. • Group work exploring contemporary and 19th-century extracts on a chosen theme in line with the assessment objectives for Paper 2 Questions 1-4. Collaborative planning to build confidence. • Create a class/learner anthology or magazine to practice article/viewpoint non-fiction writing or hold a sequence of debates to consolidate writing of speeches and/or complete any outstanding spoken endorsements. 	<p>Final exams</p> <ul style="list-style-type: none"> • During the exam period you could offer short, low stakes revision clinics dealing with specific questions. • Knowledge organisers with basic reminders which do not add to cognitive load can help learners recall question sequence, timings and key techniques. • Give learners access to a curated number of past papers with model answers rather than an unlimited amount which can be overwhelming. • Ensure learners have access to any chosen revision guides in your school or college library or any useful online tools such as BBC Bitesize or any supporting digital tools you use in house such as GCSEpod.
<p>End of course practice assessment task</p> <ul style="list-style-type: none"> • Final mock exam Paper 1 • Final mock exam Paper 2 	

Bringing the course to life: suggested resources

All resources are suggestions. In selecting texts, topics and materials for study in the English classroom, please exercise your own discretion where possible sensitivities may be a factor for your context or for individual learners.

Working towards Paper 1: Explorations in Creative Reading and Writing

- There are several ways you might resource the teaching for the content of half terms 1 and 2. You might wish to curate several extracts on a chosen theme or look at providing an anthology of complete short stories. Aim to use extracts from contemporary fiction (including young adult fiction) to engage learners with reading and encourage uptake of further reading for pleasure. You might select several past papers to use for assessment and then link resources to match those themes or topics. Descriptive and narrative writing tasks can then be created to tie in with the themes and ideas of the topics selected.
- Some texts to use as starting points may be found in our [Teaching Guide: Reading Support Booklet Paper 1](#) and the *Post 16 Reading Support Booklet Paper 1*.
- Some excellent complete short stories for use on the course may be found in our GCSE anthology [Telling Tales](#).
- Each year, publishers Salt produce [an anthology](#) of Best British Short Stories from new and emerging voices.
- *Closure: Contemporary Black British Short Stories* is an anthology featuring several writers including Bernadine Everisto and Monica Ali and *Glimpse: An Anthology of Black British Speculative Fiction* focuses on sci-fi and fantasy.
- You may wish to explore the *Flame Tree* collections of short stories featuring science fiction, crime and mystery, dystopia, chilling horror, American gothic, alien invasions and robotics and artificial Intelligence.
- You may wish to explore short story collections by individual authors such as Andrea Levy, Kate Atkinson, Jackie Kay, Ray Bradbury or Jon McGregor. If you are working with adult learners you might want to consider stories by Lucia Berlin, Lara Williams, Raymond Carver or Stella Duffy.
- In finding images for creative writing stimulus, you might try the [Picture Prompts feature](#) in The New York Times.

Some thematic ideas for approaching the teaching towards Paper 1 might include:

- Working with a selection of mystery, ghostly or gothic themed stories leading to the past paper from November 2020 featuring *The Silk Factory*. You might explore extracts from Stephen King, Donna Tartt's *The Secret History*; VE Schwab's *Gallant*; *Forbidden* by Eve Bunting or Marcus Sedgewick's *White Crow* before writing a gothic inspired description of a place.
- Exploring stories or extracts where animals or the natural world feature leading to the past paper from June 2023 featuring *Life of Pi*. You might look at some of the descriptions in *Circe* by Madeline Millar; *Gliff* by Ali Smith and the evocative depictions of the setting in Arundhati Roy's *The God of Small Things*, Tiffany McDaniel's *Betty* or Delia Owens *Where the Crawdads Sing*. Learners could write a short story or novel opening featuring an aspect or the natural world or a vivid description of a landscape from an inspiring image.
- Ideas around childhood and coming of age explored using extracts from *Small Worlds* by Caleb Azumah Nelson and *The Girl With the Louding Voice* by Abi Daré from the AQA resource [Emerging Identities](#), Chetna Maroo's *Western Lane*, Sandra Cisneros' *The House on Mango Street* or Sylvia Plath's short story *Superman and Paula Brown's New Snowsuit*, perhaps leading to an assessment using the November 2021 paper featuring Chimamanda Adichie's novel *Half of a Yellow Sun*. You might follow this up with a narrative drawn from a memorable moment or a description of a best or childhood friend.

Working towards Paper 2: Writers' viewpoints and perspectives

- In working with non-fiction, you may like to select contemporary texts and writers with themes that will engage and inspire discussion and debate within your classroom to help learners develop their own points of view. You can select texts from a variety of genres, perhaps drawing from literary non-fiction, high quality journalism, memoir and autobiography or travel writing as a way of exploring new ideas and perspectives within your classroom.
- At the outset of your course, you may prefer to focus on contemporary sources, then begin to introduce exploration of the required 19th-century text to investigate if ideas and perspectives have changed over time, or if the writers have contrasting viewpoints to their experiences.
- Again, you may wish to take a thematic approach to your study and perhaps link to the topics or texts you have studied for Paper 1 to enable learners to conceptualise and contextualise ideas. A resource with thematically linked text pairings is the [AQA Post 16 Reading Support Booklet Paper 2](#).
- You can find a rich source of 19th-century texts online at [Victorian Voices](#). Here texts are usefully curated by theme to enable you to match texts to your contemporary choices. The [English Heritage website Blue Plaque Stories](#) features some interesting stories and images to help contextualise the era with themes such as London Poverty, History's heroes of Health, Pioneering Women and London's Black History.
- Children's author Christopher Edge has edited a useful anthology: *19th Century Fiction and Non-Fiction* organised by themes such School and Childhood; Men and Women; Science and Wonder; Exploration and Adventure published by Oxford University Press.

Some thematic ideas for approaching the teaching towards Paper 2 might include:

- Exploring accounts of childhood experiences in Lemn Sissay's *My Name is Why* and Akala's *Natives* against accounts of Victorian childhood, orphanages and workhouse experiences. You might also consider issues of child poverty using extracts from Dickens and *The Bitter Cry of Outcast London* (Mearns and Preston) compared to contemporary accounts such as Katriona O' Sullivan's *Poor*. (You can find an extract and activities based on this text in our publication [Emerging Identities](#). You could expand this topic to explore articles connected to contemporary issues of child labour as a global social justice issue using articles and blogs from charities such as UNICEF and Save The Children as stimulus for debate speeches and/or persuasive letter writing. You might link this theme to the [November 2021 paper](#) featuring *Unreliable Memoirs* by Clive James and *Sweets and their Manufacture* published in 1868.
- Exploring different landscapes, locations and the importance of place through the lens of travel writing. You could investigate some of the Victorian accounts of travel or exploration including Darwin, Isabella Bird and Mary Kingsley considering their bravery but also their attitudes at the time to the places and peoples they visited. You might contrast this with the journeys that people undertake today including migrant and refugee narratives such as Malala Yousafzai's *We Are Displaced: My Journey and Stories From Refugee Girls Around The World* and the extremely powerful *The Lightless Sky: An Afghan Refugee Boy's Journey of Escape to a new life in Britain* by Gulwali Passarlay to inspire persuasive letter writing or speeches. You could link this to the [June 2023 paper](#) featuring Peter Fleming's *One's Company* and *Records of a Girlhood* published in 1878 or the [November 2024](#) paper featuring *The Tomb of Tutankhamun Volume 1* by Howard Carter and *The Englishwoman in Egypt* published in 1844.
- Considerations of sustainability, the environment and the power of the natural world. You could explore 19th-century accounts of different habitats, attitudes to animals or experiences of natural disasters caused by environmental factors or the impact of industrialisation. For example, you might investigate the Arctic explorers through diaries and letters and compare this to more contemporary explorations and current debates around Arctic and Antarctic habitats as stimulus for an opinion article. Evocative diaries and memoirs from natural history writers could be explored for their perspectives of the natural world, such as Chris Packham in *Fingers in the Sparkle Jar* and Dara McAnulty's *Diary of a Young Naturalist* (You can find an extract and activities based on this text in our publication [Emerging Identities](#). Publications from activists such as Greta Thunberg, Tori Tsui in *It's Not Just You: How to Navigate Eco Anxiety and the Climate Crisis* and Mikaela Loach's *It's Not That Radical: Climate Action to Transform Our World* could provide effective stimulus for debate speeches and presentations, articles or blogs. You could link this to the [November 2020 insert](#) *Touching the Void* by Joe Simpson and *Climbing the Meije* by Gertrude Bell.

Encouraging writing

Writing is a fundamental aspect of the course and whilst writing tasks can provide a fantastic outlet for learners' own creativity, it can be more motivating for some learners to have a real or purposeful scenario to use as stimulus for their own writing. There are a number of competitions and opportunities for learners to operate as 'real' writers at different points in the year. You might like to investigate:

- [Young Writers](#) where learners work can be seen in print following their regular competitions
- the most comprehensive [list of writing competitions](#) for young people which catalogues the competitions available for learners chronologically by their closing dates
- the [BBC Young Writers Award](#) runs annually but also provides a number of resources to support the writing of short stories.

Look out also for:

- the [BBC Young Reporter Competition](#)
- the [Orwell Youth Prize](#)
- the [Young Muslim Writers Award](#)
- the [H.G. Wells Short Story Competition](#)
- [Student Voices: Global Young Journalist Awards](#).

Further supporting resources

- An extremely useful resource for supporting post 16 learners with accuracy in spelling, punctuation and grammar may be found at [BBC Skillswise English](#). The exercises and activities here are designed with adult learners in mind and can allow learners to target any specific skills which they may need to work on individually.
- You will find further source materials and activities in our range of [GCSE English Language teaching guides](#).

Skills and knowledge mapping

Assessment objective	Where tested	Suggested fingertip knowledge	Disciplinary skills checklist
<p>A01: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p>	<p>Paper 1 Question 1 Paper 2 Question 1 Paper 2 Question 2</p>	<ul style="list-style-type: none"> • Retrieval • Multiple choice • Supporting quotation • Inference 	<ul style="list-style-type: none"> • Retrieval • Inferential reading • Comprehension skill
<p>A02: 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.</p>	<p>Paper 1 Question 2 Paper 1 Question 3 Paper 2 Question 3</p>	<ul style="list-style-type: none"> • Knowledge of basic word classes such as nouns, verbs, adverbs, adjectives • Knowledge of figurative techniques such as metaphor, simile, personification etc • Knowledge of rhetorical techniques such as imperatives, direct address, lists of three etc • Knowledge of structural features employed by writers such as narrative perspective, time and tense, flashbacks, plot twists, isolated lines, dialogue etc 	<ul style="list-style-type: none"> • Selection and exemplification of key features of language and structure • Application of language knowledge • Application of structural knowledge • Ability to comment on the effect on the reader/them and impact of a writer's choices

GCSE ENGLISH LANGUAGE – 8700 – SCHEME OF WORK: POST-16 AND ONE-YEAR CENTRES

Assessment objective	Where tested	Suggested fingertip knowledge	Disciplinary skills checklist
<p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	Paper 2 Question 4	<ul style="list-style-type: none"> • Comparison • Viewpoint, attitudes, mood, experience, feelings, perspective. • Supporting quotation • Inference • Writers' methods: see suggestions for AO2 	<ul style="list-style-type: none"> • Identifying and comparing the ideas, viewpoints or perspectives of two writers • Identifying the methods those writers use to convey those ideas, viewpoints or perspectives
<p>AO4: Evaluate texts critically and support this with appropriate textual references.</p>	Paper 1 Question 4	<ul style="list-style-type: none"> • Character • Setting/location • Plot • Atmosphere/mood/tone • Supporting quotation • Inference • Writers' methods: see suggestions for AO2. 	<ul style="list-style-type: none"> • Comprehension skill and inferential reading to communicate and support their impression of the given focus. • Identifying the methods the writer has used to create that impression. • Commenting on the effect on the reader/them and impact of that choice.

GCSE ENGLISH LANGUAGE – 8700 – SCHEME OF WORK: POST-16 AND ONE-YEAR CENTRES

Assessment objective	Where tested	Suggested fingertip knowledge	Disciplinary skills checklist
<p>AO5 and AO6: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Paper 1 Question 5 Paper 2 Question 5</p>	<ul style="list-style-type: none"> • Setting • Narrative structure • Freytag’s Pyramid • Topic sentences • Paragraphing • Plot • Character • Atmosphere/mood/tone • Openings/endings • Speech conventions • Article conventions • Letter conventions • Rhetorical devices • Vocabulary building • Application of writer’s methods: see suggestions for AO2 • Grammatical conventions and agreement • Sentence punctuation • Knowledge of a range of punctuation and its effect • Basic spellings • More complex spellings, patterns, rules and irregularities 	<ul style="list-style-type: none"> • Planning and writing a narrative or narrative opening • Planning and writing a description • Planning and writing learner’s own point of view in a variety of forms such as speech, letter or article • Planning, organisation, paragraphing and structural application • Selection and use of vocabulary and figurative and/or rhetorical features • Demonstration of accuracy in spelling, punctuation and use of grammatical constructions

The learning journey continues

A-level English Language

- Studying GCSE English Language Paper 1 and 2 provides a key stepping stone for learners wishing to progress into [A-level English Language \(7702\)](#).
- The GCSE course suggested in this scheme encourages the study of a wide range of texts for different audiences and about different subjects which makes a firm foundation for the A level unit **Textual Variations and Representation**. AO1 work on inferential reading helps learners to see how meanings are constructed. GCSE textual analysis for AO2 helps learners to develop analytical skills for **Methods of language analysis**, leading them to consider lexical choices, how texts can be structured and organised leading to explorations of the effect on the intended reader.
- Work completed for GCSE English Language Papers 1 and 2 creates the opportunity to explore texts from the 19th, 20th and 21st century, considering their different genres, purposes, views, language and structure and provides a stepping stone into the A-level unit on **Language Diversity and Change** which explores texts from 1600 to the present.
- By completing a wide variety of writing tasks throughout the course, learners are preparing for A- level **Original Writing** which has a focus on The Power of Persuasion, The Power of Storytelling and The Power of Information.

A-level English Language and Literature

- Studying for GCSE English Literature Paper 1 and 2 also provides a firm foundation for learners wishing to progress into [A-level English Language and Literature \(7707\)](#).
- Work on the poetry anthology and prose fiction provides an effective stepping stone into the poetry and prose choices available in both the **Telling Stories** and **Exploring Conflict** units. The development of their academic writing skills will be directly relevant to the non-exam assessment **Making Connections**.