

# Scheme of work: Two-year

## Introduction

This scheme of work offers a possible route through teaching our [English Language \(8700\)](#) course. This scheme assumes the GCSE course is a two-year course in centres where GCSE English Language and GCSE English Literature may be taught as discrete subjects by two or more members of the English team or GCSE English Language is offered as a stand-alone qualification.

It covers the specification in a logical order (but it is just one of many possible ways the course could be organised) and suggests possible teaching and learning activities for all aspects of the course. The learning opportunities outline potential activities but are by no means exhaustive and are there as a guide. The order is by no means prescriptive but offers a rationale for the suggested implementation and there are many alternative ways in which the content could be organised to suit your individual setting.

The scheme begins with an infographic of the exam papers for the subject. You may like to use copies of this with learners to help them conceptualise and visualise the course as it unfolds and see where the key assessment objectives are tested. An overview grid shows how the course may be organised into a core **Teaching phase**, followed by a **Consolidation phase** in Year 11 to close any gaps and a final phase of **Revision support** when the number of weeks can vary before the public exam period.

This overview is followed by a detailed suggested teaching plan, including a rationale for the implementation, timings, suggested activities and summative assessment ideas for each text. Following the suggested teaching plan, you will find a detailed section of 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. Suggested links and stepping stones to our A-level qualifications in English Language finalise the scheme.

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An overview of the papers: GCSE English Language

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

## A suggested overview for the course structure

Year 10	Term 1 Teaching weeks 1-12	Term 2 Teaching weeks 13-24	Term 3 Teaching weeks 25-36
<b>Teaching phase</b>			
<b>Topic area</b>	Introduction to the course Study of fiction texts Introduction to writers' language and structural choices Narrative Writing	Developing skills with language and structural analysis Descriptive Writing Critical Evaluation skills and academic writing development	Introducing writers' viewpoints and perspectives Working with non-fiction texts Working with 19 <sup>th</sup> -century texts Recapping on language knowledge Planning and writing a formal persuasive letter
<b>Leading to</b>	Paper 1 Section A and B	Paper 1 Section A and B	Paper 2 Section A and B

Year 11	Term 4 Teaching weeks 1-12	Term 5 Teaching weeks 13-24	Exam period
Teaching phase		Consolidation phase and revision support	
Topic area	Exploring speeches Planning a formal speech and presentation Spoken Language Endorsement Creating opinion articles Comparing and contrasting viewpoints	Final revision and closing gaps Revision clinics Masterclasses Wellbeing support	Exam period
Leading to	Paper 2 Section A and B	Paper 1 and Paper 2	

# Teaching phase

## Year 10 Term 1 in depth

### Introducing: Explorations in creative reading and writing

#### Learning opportunities

Beginning the course with English Language Paper 1 creates the opportunity to use contemporary short stories and/or extracts from prose fiction including Young Adult fiction and more diverse text choices to engage and motivate learners and scaffold reading stamina. It allows learners to refresh basic comprehension skills and develop their knowledge about the structure of narratives and writers' choices of language and effect. They can go on to use this knowledge to apply to their own writing process. This suggested entry point also allows for a more accessible start to the two-year programme of study for learners with EAL, SEND or learners who have only recently joined the school and may have missed some of the foundations in these areas of study from Key Stage 3.

#### Suggested timing (lessons)

Approximately 24 x 1-hour lessons (12 weeks)

#### Possible teaching and learning activities

- Introduction to the 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 stories.
- Understand basic plot/character/setting via discussion and low stakes retrieval questions and multiple-choice c.f. *Paper 1 Question 1*.
- Begin to explore writer's choices of language and their effect, building subject knowledge.
- Understand the structure of a short story using Freytag's Pyramid.
- Plan and write a structured narrative similar to *Paper 1 Question 5*.
- 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 *Paper 1 Question 5*.

#### Summative assessment

At the end of this term, you could:

- complete a low stakes multiple choice reading assessment
- complete a timed English Language Paper 1 Section B: Writing assessment (narrative writing).

# Teaching phase

## Year 10 Term 2 in depth

### Developing: Explorations in creative reading and writing

#### Learning opportunities

After building firm foundations in working with fiction and understanding narrative in Term 1, learners could go on to develop their more technical subject knowledge to provide the tools for analysis of the language and structure of texts, considering the effect and impact of writers' choices. They might begin to use this knowledge to apply to short analytical pieces aligned to the exam requirements. They can go on to apply this skill to their own descriptive writing process, exploring ways to plan and craft their own descriptive writing from both written and picture stimulus, improving on their expression and accuracy. This could then be followed with more of a focus on academic writing as learners bring their comprehension and analytical skills together by developing their abilities in critical evaluation, considering how to effectively plan and execute a response using a variety of stimulus.

#### Suggested timing (lessons)

Approximately 24 x 1-hour lessons (12 weeks)

#### Possible teaching and learning activities

- Develop skills with language use and how to comment on effect using short extracts of descriptive writing.
- Introduce *Paper 1 Question 2* 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 *Paper 1 Question 3* and apply knowledge and skill in commenting on the effect and impact of structural choices.
- Plan and write a description from a written stimulus incorporating interesting structural features.
- Plan and write a description from an evocative image.
- Introduce and develop critical evaluation skills (what + how) through collaborative discussion and group exploration.
- Introduce *Paper 1 Question 4* and planning techniques for the critical evaluation mini essay type task.

#### Summative assessment

At the end of this term, you could complete a timed walking talking English Language Paper 1 style assessment

# Teaching phase

## Year 10 Term 3 in depth

### Introducing: Writers' viewpoints and perspectives

#### Learning opportunities

In Term 3, you could begin to introduce learners to 19<sup>th</sup>-century texts and language through extracts alongside more contemporary non-fiction texts in readiness for GCSE English Language Paper 2. You might explore texts across a range of genres such as memoir, travel writing, diaries, letters, high quality journalism, essays or blogs. You might draw on some of the social and cultural ideas and themes explored in your work on short stories earlier in the academic year to create a cohesive link for learners - perhaps connected to people, places or relationships. You could draw on 'big ideas' connected, for example, to social justice, the environment or changing technologies. You could also explore some of the changes in expression between 19<sup>th</sup>-century texts and more contemporary work to help learners understand sentence structures, more complex syntax and explore changes in vocabulary over time.

#### Suggested timing (lessons)

Approximately 24 x 1-hour lessons (12 weeks).

#### Possible teaching and learning activities

- 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 19<sup>th</sup>-century texts such as via cloze exercises.
- Explore more challenging sentence structures in 19<sup>th</sup>-century texts.
- Introduce and apply the AO1 comprehension method to *Paper 2 Question 2*.
- Recap on language knowledge.
- Introduce *Paper 2 Question 3* and apply AO2 analytical skills using a contemporary source.
- Apply AO2 language analysis skills to a 19<sup>th</sup>-century source in readiness for *Paper 2 Question 4*.
- Explore how writers present viewpoints and perspectives.
- Planning and structuring our own viewpoints into different forms: letters and articles and their conventions.
- Using contemporary sources as stimulus, plan and write a formal persuasive letter – *Paper 2 Question 5*.

## Summative assessment

At the end of this half term, you could:

- complete a timed walking talking English Language Paper 2 Section A: Reading assessment (Q1, 2 and 3)
- complete a timed English Language Paper 1 Section B: Writing assessment (letters).

# Teaching phase

## Year 11 Term 4 in depth

### Developing: Writers' viewpoints and perspectives

#### Learning opportunities

In Term 4, you could recap work on GCSE English Language Paper 2 with a focus on speeches and rhetoric. This is an ideal opportunity to use oracy to discuss how different writers have presented their viewpoints, perspectives, attitudes and experiences. You can extend cultural capital by considering how attitudes have changed over time leading into the comparative approaches needed for Paper 2 Question 4. This will also allow learners the opportunity to consider the form and structure of formal speeches, perhaps through watching and studying some famous speeches before developing their oracy skills in a supportive way – perhaps through class debate or small group mini debates. You could complete a linked written task for GCSE English Language Paper 2 Question 5 to consolidate those skills. This would work as a stepping stone into the crafting of the formal presentation for the Spoken Endorsement. The Spoken Endorsement is teacher assessed and learners will receive a separate grade of a Pass, Merit or Distinction.

#### Suggested timing (lessons)

Approximately 12 x 1-hour lessons (6 weeks).

#### Possible teaching and learning activities

- Recap on how writers present viewpoints and perspectives with a focus on rhetoric and oracy.
- Explore a number of speeches and TED talks.
- Complete mini debate tasks to generate ideas and build confidence.
- Plan a formal speech/presentation expressing learners' own viewpoints or perspectives on a chosen theme which also correlates to the skills for *Paper 2 Question 5*. Learners will need to select a topic, research their topic and plan a presentation for their purpose and audience.
- Learners could be given the [assessment form](#) in advance and practice in small groups.
- A 'menu' of task choices could be provided to help learners select a topic (they could be linked to the ideas or themes/topics from their non-fiction studies, but most learners enjoy the challenge of selecting a topic they're interested in).
- Recapping on structuring our own viewpoints into different forms: letters and articles and their conventions.
- Using contemporary sources as models and stimulus, plan and write an opinion article – *Paper 2 Question 5*.
- Consider contrasting viewpoints/perspectives from past and present using a chosen theme.
- Recap on your chosen methods for AO1 (what) and AO2 (how).
- Introduce comparative skills and effective selection and planning for *Paper 2 Question 4*.

## Summative assessment

At the end of this term, you could:

- complete the *Spoken Language Endorsement*
- complete a further timed English Language Paper 1 Section B: Writing assessment or
- complete a full walking talking style Paper 2 assessment to identify any misconceptions in the lower tariff tasks.

# Consolidation phase

## Year 11 Term 5 in depth

### Consolidation and walking talking mock

#### Learning opportunities

Term 5 allows for a secure consolidation of skills from across the whole course. If mock exam have been held at the end of Term 4, then the outcomes will have shown where gaps need to be addressed and so this term can be flexibly organised to address particular misconceptions. The time scale here also allows for significant time to be spent developing writing which is the highest tariff task on both papers. This could be approached in a refreshed workshop or project style way to maintain engagement and motivation for learners.

#### Suggested timing (lessons)

Approximately 24 x 1-hour lessons depending on text choice (12 weeks).

#### Possible teaching and learning activities

- 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 19<sup>th</sup>-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.

#### Summative assessment

Complete additional practice papers or specific questions under timed conditions.

# Consolidation phase

## Revision support

### Final revision opportunities

The final revision period following the Easter break and before the public exam period can be very short depending on the dates where the Bank Holidays fall. In this period, you could choose to continue with any of the suggested consolidation activities from Term 5. Many learners at this stage may be experiencing stress or anxiety and you could include more low stakes or collaborative work here to help alleviate this as well as considering a more varied approach if time, budgets and staffing allows. You might consider:

- revision clinics on specific questions and texts
- past paper club where learners can drop in with any past questions they have completed in their own time
- a series of practical creative writing workshops
- guest speakers to offer masterclasses
- creating knowledge organisers with basic reminders which do not add to cognitive load can help learners recall question sequence, timings and key techniques
- giving learners access to a curated number of past papers with model answers rather than an unlimited amount which can be overwhelming
- ensuring 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](#).

## 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 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 a number of 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 [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 of 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 our [Emerging Identities](#) resource, 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 19<sup>th</sup>-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 our [Post 16 Reading Support Booklet Paper 2](#).
- You can find a rich source of 19<sup>th</sup>-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: *19<sup>th</sup> 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 [Emerging Identities](#) resource. 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 19<sup>th</sup>-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 compared to more contemporary explorations and current debates around Arctic and Antarctic habitats as stimulus for an opinion article. 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 McNulty's *Diary of a Young Naturalist* (You can find an extract and activities based on this text in our [Emerging Identities](#) resource. 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 sample paper featuring *The Death Zone* by Matt Dickinson and *London Snow* published in 1867 or the specimen paper which featured *The Village that Lost its Children* by Laurie Lee and *Earthquake in England* published in 1863.

## 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 [GCSE English Language teaching guides](#)

## Skills and knowledge mapping

Assessment objective	Where tested	Suggested fingertip knowledge	Disciplinary skills checklist
<p><b>AO1:</b> Identify and interpret explicit and implicit information and ideas. Select and <i>synthesise</i> 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"> <li>• Retrieval</li> <li>• Multiple choice</li> <li>• Supporting quotation</li> <li>• Inference</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieval</li> <li>• Inferential reading</li> <li>• Comprehension skill</li> </ul>
<p><b>AO2:</b> Explain, comment on and analyse how writers use language <i>and structure</i> 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"> <li>• Knowledge of basic word classes e.g. nouns, verbs, adverbs, adjectives</li> <li>• Knowledge of figurative techniques e.g. metaphor, simile, personification etc</li> <li>• Knowledge of rhetorical techniques e.g. imperatives, direct address, lists of three etc</li> <li>• Knowledge of structural features employed by writers e.g. narrative perspective, time and tense, flashbacks, plot twists, isolated lines, dialogue etc</li> </ul>	<ul style="list-style-type: none"> <li>• Selection and exemplification of key features of language and structure</li> <li>• Application of language knowledge</li> <li>• Application of structural knowledge</li> <li>• Ability to comment on the effect on the reader/them and impact of a writer's choices</li> </ul>

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

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

## 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 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 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**.