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GCSE English Language Focus on:

AO2

Build on your students' assessment performance using our self-guided, modular training pack

Pre-reading booklet

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Using this pack

This pack is designed to be facilitated by a Head of Department/Subject Leader of English, but these materials can also be used by individual teachers for self-delivery. Pitched with new and experienced teachers in mind, the materials can be used flexibly and adapted accordingly. You may choose to deliver the course in the sequence provided or use the Pre-session reflection template and Route map to build a more bespoke session that focuses on the areas you or your colleagues are less confident teaching.

This resource pack will focus on the teaching of Assessment Objective 2 (AO2) across both Paper 1 and Paper 2, giving you or your colleagues the opportunity to explore how it is assessed and consider implications for the teaching of relevant skills in the classroom.

There will also be opportunities to explore:

- Assessment Objectives and the mark scheme
- examiner insights and feedback
- example student responses
- teaching ideas, strategies and activities to support students.

Before the session

- Ask your colleagues to each complete the Pre-session reflection template within this document.
- Use the responses to tailor the training session to the needs of your colleagues. The Route map on page 7 will help you plan which activities to use in the session.
- Each colleague should have a copy of the *Activities booklet*, the *Handouts booklet* and access to the relevant exam papers and insert document.
- The Post-session reflection template should be provided to each colleague.

Running the session

- When delivering to your colleagues, establish the specific areas colleagues indicated they wanted to focus on.
- The presentation slides will guide you through the activities.
- When delivering to a group, it may be useful to explain to your colleagues that the session isn't an attempt to prescribe how to teach this Assessment Objective. Instead, the session seeks to clarify aspects of the assessment and offer some teaching ideas as potential ways of approaching this.

After the session

- Ask your colleagues to each complete the Post-session reflection (*Activities booklet*) to ensure the training has been successful.
- As a group, discuss how you can support each other to embed this learning in your teaching.

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Summary of activities

Activity 1

This activity is designed to address what was suggested in the Report on the exam about how students who offer a ‘conceptualised’ response are able to explore ideas in relation to the question steer in much more detail. ‘Big idea’ planning encourages students to create a ‘line of argument’ on which to hang their response. If delivering to a group of colleagues, you could pair or group attendees and ask them to complete the activity together. The concept focuses on using a ‘Big idea’ as the starting point, selecting quotations which support this idea and then tailoring exploration so that there is a clear ‘concept’ in the response. Encourage colleagues to rank their supporting quotations so their ‘best’ quotation goes in the larger of the three bubbles, with two further quotations to support.

Activity 2

This activity builds upon the previous activity in guiding students to be more judicious in their selection of quotations and offer some single-word analysis. This activity is again designed to address the comment in the Report on the exam that students who wrote about the effects of specific word choices were able to explain the effect in much more detail. Ask colleagues to read the source material within the *Activities booklet* carefully and select two or three words they would use in relation to the question steer. Model this using the noun ‘piston’, perhaps asking for ideas to complete the connotation chain example. Then ask them to try this individually using the chain within the *Activities booklet*.

Activity 3

This activity builds on the previous activity and provides a chance to transform planning into a written answer. Read the start of a model answer within the *Activities booklet* and then consider how it could be continued with the worked example you completed in Activity 2. Where applicable, work in pairs writing a paragraph using the example of a connotation chain. This activity is designed to exemplify how close word analysis can be taught and modelled to students in the classroom.

Activity 4

This is a slightly different task in that it asks you to use a short film clip. This clip works well with the extract from *A Sound of Thunder* used in the next task. However, other film clips could easily be used in this presentation, or in class. Whilst watching the clip, focus on the four key points identified in the *Activities booklet* (First, Next, Then and Finally). You may choose to play the clip on more than one occasion. Record ideas linked to the four chosen key points in the text. If delivered to a group, encourage discussion of ‘why now’ when completing the second column, as well as thinking about how later events/images are linked to the first point of focus, which is given in the table.

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Activity 5

This activity builds on from the previous one, in which you have allowed colleagues time to focus on key points in a moving image text, considering how the camera encourages the 'reader' to notice certain things at certain points. This activity works on the same principle, but with a written text. This activity serves as an example of ways students can work through a text, choosing four key structural features to focus on as well as then considering how this works with the text as whole. Talk through the question and the idea of how the writer 'shapes' the writing. Use 'What' and 'Why Now' as key phrases as you talk them through your selected example.

Activity 6

This activity is an opportunity to consider how this looks in a student response. After reading Student A's response on page 11 of the *Activities booklet*, consider how this response could be improved. The response is a Level 2 response with a mark of 5/12. If delivered to a group, encourage colleagues to discuss the strengths and weaknesses of the response before revealing the level that was awarded.

Next, read the second response and consider how Student B has improved on Student A's response (this is a Level 4 response with a mark of 12/12) and identify the qualities of a Level 4 response as detailed in the presentation.

Activity 7

The session is concluded by considering what the four responses provided would have been awarded. There is one from each level, across both Question 2 on Paper 1 and Question 3 on Paper 2. Read through all the responses and rank them in order of success. Answers to this task can be found in the Appendix to the *Handouts booklet*.

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A02 route map

Area for development

What is Assessment Objective 2 (A02)?

- Presentation Slides 1-12
- Handout booklet: Mark schemes

How to approach A02

- Presentation Slides 13-23
- Handout booklet: Examiner reports (All)
- Activities booklet: Activity 1
- Activities booklet: Activity 2
- Activities booklet: Activity 3

Paper 1 Question 3

- Presentation Slides 24-30
- Handout booklet: Examiner reports
- Activities booklet: Activity 4
- Activities booklet: Activity 5

Paper 2 Question 3

- Presentation Slides 31-35
- Handout booklet: Examiner reports
- Activities booklet: Activity 6
- Activities booklet: Activity 7

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Pre-session reflection

Reflecting on your teaching experience, rate your current level of confidence in teaching analysis of language and structure using the following prompts to complete the table below:

- What do you enjoy about teaching language/structure analysis?
- What do you find challenging?
- Which aspects of Paper 1 Question 2 and 3, and Paper 2 Question 3 are secure and where do you need more clarity?
- Thinking of your GCSE teaching group(s), what level(s) are they currently working at and what's their potential? In which areas do they need more support/development?

Paper	Confident – areas of strength/secure knowledge	Less confident – areas needing clarity/more support
Teaching analysis of language (in preparation for Paper 1 Q2 and Paper 2 Q3)		
Teaching analysis of structure (in preparation for Paper 1 Question 3)		

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Notes

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