

# GCSE English Language and GCSE English Literature Focus on:

## Co-teachability

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

Activities  
Booklet





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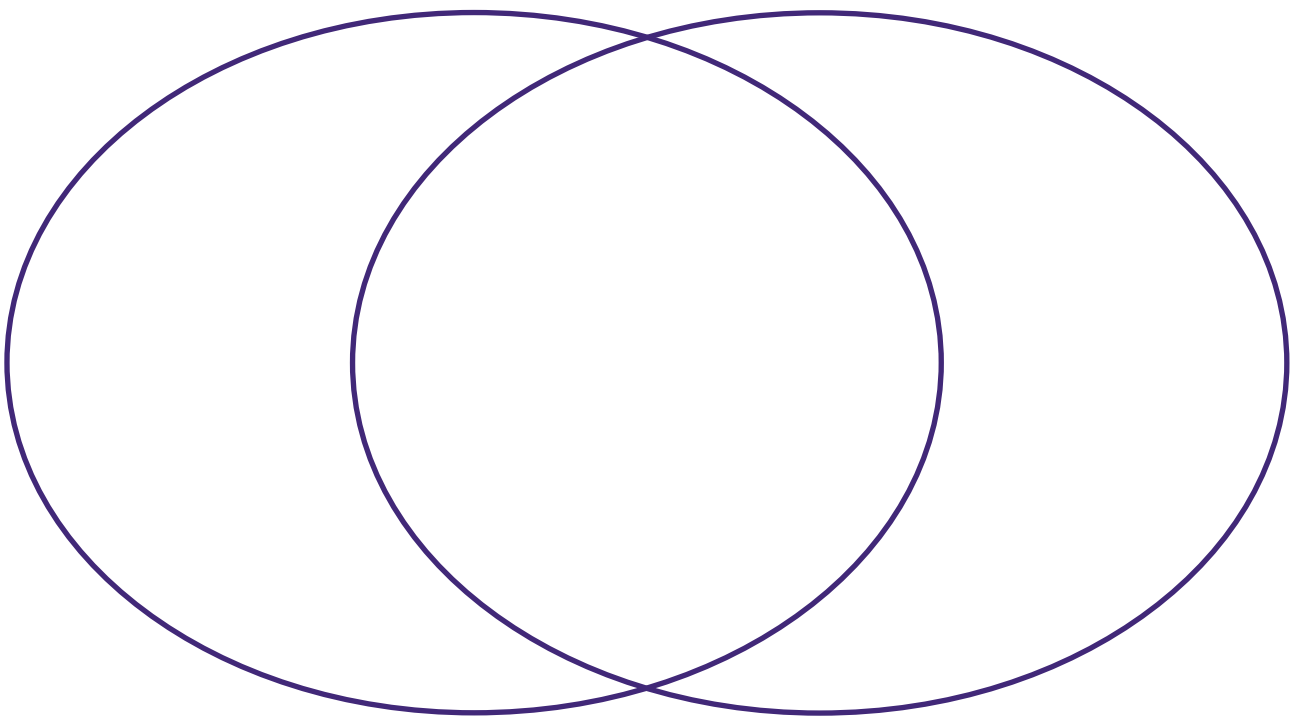
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# What is co-teachability?

## Activity 1: Assessment Objectives

Look at the Assessment Objectives (AOs) provided on page 4 of the *Handouts booklet* and consider the following questions

1. First, identify the links between the AOs for English Language and English Literature. How do they intersect?



2. What are the transferable skills between English Language and English Literature?
3. Imagine you can knock down the 'wall' between Language and Literature and devise a new set of *skills* objectives for English. What would they include?

## Activity 2: Language or Literature?

Read the extracts from the *Reports on the exam* below and assign each to either GCSE English Language or GCSE English Literature.

Content	Language /Literature?
'Some fairly obscure literary terminology is seen by some students to have intrinsic prestige and is often used incorrectly.'	
'There were some students who used historical contextual information unrelated to understanding the characters and events in the passage, and this was rarely helpful to the answer.'	
'Spelling of key words, correct homophones, correct apostrophes, accurate sentence and speech punctuation are all core skills for this specification.'	
'There are students who produce a number of very similar paragraphs, demonstrating the same level of achievement repeatedly, rather than moving their argument forward. These students might benefit from an appreciation of how an essay can be built, constructed and used as illustration of a point of view/response to a question'	
'Less successful students retold the sequence of events.'	
'Much more attention was paid to how writers have structured their texts and the impact this has on meaning. Students have also reflected very fruitfully on characterisation. There is a possibility that because terminology related to structure is less common, students are able to discuss structure with clarity and fluency, using simple terminology such as 'at the start/this changes when/in contrast...'	
'Students who succeed...are often those who have had the opportunity to read a wide range of non-fiction texts from different genres.'	

Content	Language /Literature?
'Speculative comments on how 'the reader' might respond are less helpful.'	
'What characterised the best of these responses was the ability to engage with the 'big ideas': politics, economics, gender, aesthetics, class, morality, psychology, even philosophy.'	
'One hallmark of writing with (precision/clarity) is often a confident general vocabulary, which allows them to engage fully with concepts and ideas'	
'Many students were able to discuss these 'shifts' with some confidence, with many able to discuss contrasts...'	

(Answers are provided as an appendix in your *Handouts booklet*)

## Activity 3: Applying a stylistics approach

Select one or two of the following sources from GCSE English Language past papers and have a go at applying a 'stylistics mind-set' in the way Marcello demonstrated in the article.

Source	Location
<i>The Tiredness of Rosabel</i> by Katherine Mansfield (consider the presentation of Rosabel or the girl in the hat)	GCSE English Language Paper 1 June 2017 Insert
<i>The Other Side of the Dale</i> by Gervase Phinn (consider the presentation of Sister Brendan)	GCSE English Language Paper 2 November 2017 Insert
<i>Boy Lost</i> (consider the presentation of the mother)	GCSE English Language Paper 2 June 2017 Insert
<i>On a bicycle on the streets of London</i> (consider the presentation of the Countess of Malmesbury)	GCSE English Language Paper 2 November 2018 Insert

Consider the presentation of women in your choice of text.  
What sentences/phrases are most fruitful for applying a stylistic approach? Why is this so?  
Note your observations in the space provided below.

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# Co-teachability: Writing

## Activity 4: Editing and improving writing

Below is an example response to the descriptive writing task on GCSE English Language Paper 1 June 2019: Describe a market place as suggested by this picture (please see copy of exam paper)

Glaring, dull, deciested, destroyed animals squessed together like there were one smeas of dried animals blood dripped from the ripped open goat hung from the death like pole. Lights flicked, trying to bring hope to the diseased market stalls.

The women stood not making eye contact with her smashed eyes stooped and picked up a bunch of apples that were stacked high in broken boxes trying to over power the people that would walk through the viens of the market.

Moldy, cheese stood tall waiting to be transformed into sudden stars as the women stopped and stared in there tight short dress trying not to breath in any dust.

Mistery, old and delicate women appered behind the flattened-out till which she tries to make eye contact. Her red creased jumper hung low with her blood stained apron which were tighter that than a goats bone.

Men, women, walked pasted each other in a state of silent. Faces looking down walking through a dead mess scattered onto the floor. On the right were bright green onions waiting to be chosen next. Hudled together they stayed strong underneth the deriliiced roof.

Grabbing the fishes head tight the scary women behind the flattened-out till struggles to pick up the massive strong head up of the lose table.

All the faces didnt move like they were dead the man which had a nest forming on his chin walked in the middle of the market while dead animal blood dripped down is wrinked face.

This piece was awarded a secure Level 2 for both AO5 and AO6.

How might you encourage this student to edit and improve this piece?

Improve a small section applying the strategies suggested (judiciously chosen 'wow' words; show don't tell; adding nuance using adverbs/adverbials).



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# Activity 5: Big questions

What are the 'big questions' for the texts you teach?

Text	'Big questions'

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# Activity 6: Thematic connections across English

Fill in the table below. Start with a thematic link and map it across the different types of text you might teach. An example has been provided in your *Handouts booklet* on page 10.

Thematic/connecting link	Fiction texts/extracts	Non-fiction texts/extracts	Literature texts

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# Post-session reflection

Reflecting on what you've covered during the course of this training session, return to the initial responses noted on your 'Pre-session reflection' and assess whether your thinking has changed.

What will you change, adapt or improve on going forward?

Notes

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