Contextualised GCSE English materials - Blank

*How to link GCSE English assessment objectives to a vocational subject*

## Introduction

The tables below show the indicative activities that may be used to meet each of the nine Assessment Objectives (AOs) set by Ofqual for GCSE English.

The resource is designed to help stimulate vocational and specialist English teachers to collaborate in adapting, creating and improving their own embedded and discrete resources.

## **Reading**: Assessment Objectives 1 to 4

Key aspects:

* *Critical reading and comprehension*
* *Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features*
* *Summary and synthesis*
* *Comparing texts*

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| **Assessment Objective** | **Indicative activities to achieve the objectives** |
| AO1  **Identify and interpret** explicit and implied information and ideas, selecting and combining evidence from different texts. | * **Identifying and interpreting** themes, ideas and information in a range of literature and other high-quality writing, comparing and evaluating the usefulness, relevance and presentation of content for different purposes. * **Summarising ideas** and information from a single text. * **Drawing inferences** and justifying these with evidence; supporting a point of view by referring to evidence within the text. * **Combining ideas** from more than one text. |
| AO2  Explain, comment on and analyse how writers use language and structure to **achieve effects and influence readers**, using relevant English terminology to support their views. | * Recognising the possibility of **different responses to a text**. * **Identifying bias** and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not. * **Explaining and illustrating** how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so. |
| AO3  **Compare writers’ ideas** and perspectives and how these are conveyed across two or more texts. | * **Comparing** two or more texts critically, identifying the language elements used to create different **stylistic** approaches and the treatment of key themes to establish different **standpoints**. |
| AO4  **Evaluate text critically** and support this with appropriate references to the text under consideration. | * **Reflecting critically** and evaluatively on text. Use both the context of the text, and the knowledge and skills gained from wider reading to make your judgements. |

| **Assessment Objective** | **What strategies could you use in your own subject area?** |
| --- | --- |
| AO1  **Identify and interpret** explicit and implied information and ideas, selecting and combining evidence from different texts. |  |
| AO2  Explain, comment on and analyse how writers use language and structure to **achieve effects and influence readers**, using relevant English terminology to support their views. |  |
| AO3  **Compare writers’ ideas** and perspectives and how these are conveyed across two or more texts. |  |
| AO4  **Evaluate text critically** and support this with appropriate references to the text under consideration. |  |

## Writing: Assessment Objectives 5 to 6

Key aspects:

* *Producing clear and coherent text*
* *Writing for impact*

| **Assessment Objective** | **Indicative activities to achieve the objectives** |
| --- | --- |
| AO5  **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 the **coherence and cohesion** of texts. | * **Writing effectively for different purposes** and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue. * **Using language creatively**, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis). * **Maintaining coherence** and consistency across a text. * **Using information provided by others** to write in different forms; maintaining a consistent point of view. * **Selecting, organising and emphasising** facts, ideas and key points. * **Citing evidence** and quotation effectively and pertinently to support views. |
| AO6  Candidates must **use a range of vocabulary** and **sentence structures** for clarity, purpose and effect, with accurate spelling, grammar and punctuation. | * **Selecting** vocabulary, grammar, form, and structural and organisational features judiciously **to reflect** audience, **purpose** and context. * Creating **emotional impact**. |

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| **Assessment Objective** | **What strategies could you use in your own subject area?** |
| AO5  **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 the **coherence and cohesion** of texts. |  |
| AO6  Candidates must **use a range of vocabulary** and **sentence structures** for clarity, purpose and effect, with accurate spelling, grammar and punctuation. |  |

## Speaking and listening: Assessment Objectives 7 to 9

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| Key aspects:   * *Presenting information and ideas* * *Responding to spoken language* * *Spoken Standard English* | ***Note***: *Although Speaking and Listening is unweighted for arriving at the learner’s final grade for GCSE English, these Assessment Objectives are required elements of the course, and are reported on as part of the qualification.* |

| **Assessment Objective** | **Indicative activities to achieve the objectives** |
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| AO7  Demonstrate effective **presentation skills** in a formal setting. | * **Selecting and organising information** and ideas effectively and persuasively for prepared spoken presentations; * **Planning** effectively for different purposes and audiences; * Making **presentations** and speeches. |
| AO8  **Listen and respond** appropriately to spoken language, including to questions and feedback to presentations. | * **Listening to and responding** appropriately to any questions and feedback from audiences, including: peers, teachers, interested parties. * Giving considered, developmental and evidence-based feedback to others. |
| AO9  **Use spoken Standard English** effectively in speeches and presentations. | * Expressing ideas using **Standard English**, whenever and wherever appropriate. |

| **Assessment Objective** | **What strategies could you use in your own subject area?** |
| --- | --- |
| AO7  Demonstrate **presentation skills** in a formal setting. |  |
| AO8  **Listen and respond** appropriately to spoken language, including questions and feedback to presentations. |  |
| AO9  **Use spoken Standard English** effectively in speeches and presentations. |  |

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| # | Date |  |  |
| 1 | 5/9/22 |  |  |
| 2 | 12/9/22 |  |  |
| 3 | 19/9/22 |  |  |
| 4 | 26/9/22 |  |  |
| 5 | 3/10/22 |  |  |
| 6 | 10/10/22 |  |  |
| 7 | 17/10/22 |  |  |
|  | 24/10/22 | Half term |  |
| 8 | 31/10/22 |  |  |
| 9 | 7/11/22 |  |  |
| 10 | 14/11/22 |  |  |
| 11 | 21/11/22 |  |  |
| 12 | 28/11/22 |  |  |
| 13 | 5/12/22 |  |  |
| 14 | 12/12/22 |  |  |
|  | 19/12/22 | Winter break – 2 weeks |  |
| 15 | 2/1/23 |  |  |
| 16 | 9/1/23 |  |  |
| 17 | 16/1/23 |  |  |
| 18 | 23/1/23 |  |  |
| 19 | 30/1/23 |  |  |
| 20 | 6/2/23 |  |  |
|  | 13/2/23 | Half term |  |
| 21 | 20/2/23 |  |  |
| 22 | 27/2/23 |  |  |
| 23 | 6/3/23 |  |  |
| 24 | 13/3/23 |  |  |
| 25 | 20/3/23 |  |  |
| 26 | 27/3/23 |  |  |
|  | 3/4/23 | Easter break – 2 weeks |  |
| 27 | 17/4/23 |  |  |
| 28 | 24/4/23 |  |  |
| 29 | 1/5/23 |  |  |
| 30 | 8/5/23 |  |  |
| 31 | 15/5/23 |  |  |
| 32 | 22/5/23 |  |  |
|  | 29/5/23 | Half term |  |
| 33 | 5/6/23 |  |  |
| 34 | 12/6/23 |  |  |
| 35 | 19/6/23 |  |  |
| 36 | 26/6/23 |  |  |