

# Contextualised GCSE English materials

Examples of linking the GCSE English assessment objectives to Health and Social Care: Childcare

## 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 examinations from 2015. These are followed by suggestions for creating contextualised materials and activities for Childcare learners.

The illustrations are 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*
- *Summary and synthesis*
- *Evaluation of a writer's choice of vocabulary, form, grammatical and structural features*
- *Comparing texts*

Assessment Objective	Indicative activities to achieve the objectives
AO1 <b>Identify and interpret</b> explicit and implied information and ideas, selecting and combining evidence from different texts.	<ul style="list-style-type: none"> <li>• <b>Identifying and interpreting</b> 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.</li> <li>• <b>Summarising ideas</b> and information from a single text.</li> <li>• <b>Drawing inferences</b> and justifying these with evidence; supporting a point of view by referring to evidence within the text.</li> <li>• <b>Combining ideas</b> from more than one text.</li> </ul>
AO2 Explain, comment on and analyse how writers use language and structure to <b>achieve effects and influence readers</b> , using relevant English terminology to support their views.	<ul style="list-style-type: none"> <li>• Recognising the possibility of <b>different responses to a text</b>.</li> <li>• <b>Identifying bias</b> and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not.</li> <li>• <b>Explaining and illustrating</b> how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so.</li> </ul>
AO3 <b>Compare writers' ideas</b> and perspectives and how these are conveyed across two or more texts.	<ul style="list-style-type: none"> <li>• <b>Comparing</b> two or more texts critically, identifying the language elements used to create different <b>stylistic</b> approaches and the treatment of key themes to establish different <b>standpoints</b>.</li> </ul>
AO4 <b>Evaluate text critically</b> and support this with appropriate references to the text under consideration.	<ul style="list-style-type: none"> <li>• <b>Reflecting critically</b> and evaluatively on text. Use both the context of the text, and the knowledge and skills gained from wider reading to make your judgements.</li> </ul>

Assessment Objective	Example activities for Health and Social Care – Childcare
<p>AO1</p> <p><b>Identify and interpret</b> explicit and implied information and ideas, selecting and combining evidence from different texts.</p>	<p>Produce a report on child poverty. Use a range of source material including your own observation notes on the children featured in the BBC documentary:</p> <ul style="list-style-type: none"> <li>• Poor Kids (<a href="https://youtu.be/O3ZSC0GfQKE?si=O33-A9Gr2X9P9YMV">https://youtu.be/O3ZSC0GfQKE?si=O33-A9Gr2X9P9YMV</a>),</li> <li>• information from the Child Poverty Action Group website (<a href="http://www.cpag.org.uk">http://www.cpag.org.uk</a>), and</li> <li>• any other appropriate texts you find.</li> </ul> <p>Through your research, formulate your own informed opinion about child poverty and make this/these your key communication message/s for your report. Support your messages with well-chosen evidence from your research. Once finished, précis the report for a short presentation to your colleagues. (AO7)</p>
<p>AO2</p> <p>Explain, comment on and analyse how writers use language and structure to <b>achieve effects and influence readers</b>, using relevant English terminology to support their views.</p>	<p>Design an online prospectus for a nursery aimed at parents. As part of your research, find three similar websites. Analyse the text, looking for that which you find clear and persuasive and that which you find ambiguous or may not fully believe. Look closely at these examples and note the tense, point-of-view and audience. Highlight the words in each extract that carry the most meaning for you. Assemble these into technical categories, such as: nouns, adjectives, verbs, adverbs. Which group of words produces the greatest impact on you as a reader?</p> <p>Now use this new understanding and vocabulary to write the text for three pages of your website, including the benefits of creative play, visits to local attractions, and safeguarding children while at the nursery.</p>
<p>AO3</p> <p><b>Compare writers’ ideas</b> and perspectives and how these are conveyed across two or more texts.</p>	<p>Produce a marketing campaign for your day nursery focused on promoting child development and play-based learning. As part of your research, collect together a range of marketing material for general child-centric products aimed at your target audience. Focus on products which promote an element of safety, such as: baby milk, push chairs, sterilising equipment. Compare and contrast the persuasive language and organisational features used and build a list of vocational terms for use in your own campaign. Repeat this task using the NSPCC’s pages covering ‘Services for children and families’, in particular: Baby Steps (Visit: <a href="http://www.nspcc.org.uk">http://www.nspcc.org.uk</a> and search ‘Baby Steps’)</p> <p>How do these two text sources differ? Identify the specific content and language used in each which produces the greatest impact on its target audience. From this research, produce a list of key messages and the vocabulary that might be useful in their communication.</p>
<p>AO4</p> <p><b>Evaluate text critically</b> and support this with appropriate references to the text under consideration.</p>	<p>You are planning to take your children on a day trip to a local historical attraction, but you are not sure which one to choose. Collate the marketing text from each website and/or publicity material. Which attraction offers the best educational opportunities, and which the least?</p> <p>Which will be most fun for the children, and which the least? Which will be the most suitable for children with restricted mobility, and which the least? What other comparisons might you make to help you decide which attraction to visit? Use quotations from the material to illustrate your answer.</p>

## Writing: Assessment Objectives 5 to 6

Key aspects:

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

Assessment Objective	Indicative activities to achieve the objectives
<p>AO5</p> <p><b>Communicate clearly</b>, 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 <b>coherence and cohesion</b> of texts.</p>	<ul style="list-style-type: none"> <li>• <b>Writing effectively for different purposes</b> and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue.</li> <li>• <b>Using language creatively</b>, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).</li> <li>• <b>Maintaining coherence</b> and consistency across a text.</li> <li>• <b>Using information provided by others</b> to write in different forms; maintaining a consistent point of view.</li> <li>• <b>Selecting, organising and emphasising</b> facts, ideas and key points.</li> <li>• <b>Citing evidence</b> and quotation effectively and pertinently to support views.</li> </ul>
<p>AO6</p> <p>Candidates must <b>use a range of vocabulary</b> and <b>sentence structures</b> for clarity, purpose and effect, with accurate spelling, grammar and punctuation.</p>	<ul style="list-style-type: none"> <li>• <b>Selecting</b> vocabulary, grammar, form, and structural and organisational features judiciously <b>to reflect</b> audience, <b>purpose</b> and context.</li> <li>• Creating <b>emotional impact</b>.</li> </ul>

Assessment Objective	Example activities for Health and Social Care – Childcare
<p>AO5</p> <p><b>Communicate clearly</b>, 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 <b>coherence and cohesion</b> of texts.</p>	<p>Produce a publicity campaign for the charity 'Poverty', the focus of a forthcoming fundraising event. Establish the key messages you want to communicate and a selection of vocational, factual and emotive vocabulary for each. Bring these messages alive in a range of different media, including your nursery's magazine, website, poster, press release for your local newspaper, and follow-up fact sheet.</p> <p>Tell the story and present the information from a variety of viewpoints. For instance: through a case study on a child that has been helped by the charity before; the plight of those in care in the local area; targeting children with information about the day, targeting grandparents with information about the day, explaining why children and young people need more free activities due to the extent of deprivation in the area, etc.</p> <p>Also produce a research questionnaire for children on the types of free activities they would like to be available in their area.</p>
<p>AO6</p> <p>Candidates must <b>use a range of vocabulary</b> and <b>sentence structures</b> for clarity, purpose and effect, with accurate spelling, grammar and punctuation.</p>	<p>Produce a personal memoir from your childhood for inclusion in your peer group's publication: 'Our Childhood Autobiographies', for use in a nursery setting/school. You may wish to focus on memories that make the audience curious, or tales of overcoming adversity.</p>

## Speaking and listening: Assessment Objectives 7 to 9

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
AO7 Demonstrate effective <b>presentation skills</b> in a formal setting.	<ul style="list-style-type: none"> <li>• <b>Selecting and organising information</b> and ideas effectively and persuasively for prepared spoken presentations;</li> <li>• <b>Planning</b> effectively for different purposes and audiences;</li> <li>• Making <b>presentations</b> and speeches.</li> </ul>
AO8 <b>Listen and respond</b> appropriately to spoken language, including to questions and feedback to presentations.	<ul style="list-style-type: none"> <li>• <b>Listening to and responding</b> appropriately to any questions and feedback from audiences, including: peers, teachers and interested parties.</li> <li>• Giving considered, developmental and evidence-based feedback to others.</li> </ul>
AO9 <b>Use spoken Standard English</b> effectively in speeches and presentations.	<ul style="list-style-type: none"> <li>• Expressing ideas using <b>Standard English</b>, whenever and wherever appropriate.</li> </ul>

Assessment Objective	Example activities for Health and Social Care – Childcare
AO7 Demonstrate <b>presentation skills</b> in a formal setting.	Prepare and present proposals and other materials for a charity nursery's fundraising day. This should be aimed at parents and carers, to encourage them to help and/or attend the event itself. Use a variety of writing formats and styles to inform, persuade, and instruct; include: notices, articles, social media and web materials.
AO8 <b>Listen and respond</b> appropriately to spoken language, including questions and feedback to presentations.	Take part in a plenary session following a presentation by yourself, such as a proposal for a charity fundraising day. Make notes on the likely questions that may be asked by your audience in response to your presentation. Be clear about how to answer these questions, and in particular any details about the occasion you are consulting on and the charity you are funding raising for. During the post-presentation plenary, listen carefully to audience responses and questions. Ensure your key messages are reinforced wherever appropriate.
AO9 <b>Use spoken Standard English</b> effectively in speeches and presentations.	Prepare a slide presentation on poverty in your local area. In preparation for producing the slides, write down the key communication messages you wish the audience to hear; for instance, how poverty affects children emotionally, socially, physically and intellectually. Make notes on the subject vocabulary you will need to use and consider how best to avoid jargon. Use a range of statistics that help reinforce your key messages. Video a practise version of your presentation with a camera or mobile device. Reflect on how your speed of delivery, tone of voice, body language and use of plain English influenced the persuasiveness of your argument. Deliver your presentation and reflect on the extent to which you achieved your aims.