

# NEW: AQA GCSE ENGLISH LANGUAGE – SECURING GRADES 4-5!

CODE 8812

## ABOUT THIS COURSE

The brand new course offers guidance on how to help students achieve grades 4 and 5 in GCSE English Language and will enhance delegates' understanding of the mark scheme from the perspective of an experienced examiner. Focusing on both paper 1 and paper 2, the day will provide refreshed approaches to teaching the exam questions.

The course also focuses on detailed analysis of assessment materials and exemplar responses, offering a range of activities to develop understanding.

## PROGRAMME

### What makes Grades 4 and 5?

- Welcome and introduction
- Exploring features of Grades 4 and 5- what is the difference between these two grades?
- What does 'clear' mean? Ways to assess if a response is "some attempt" or "clear"
- Engaging with the vocabulary of the mark scheme

Discussion: coffee break

### Reading Strategies (AO1)

- Activating prior knowledge: before, during, and after reading
- Responding to lower tariff questions
- Strategies to develop inferential skill with the students.
- Apples and pears: selecting 'like for like'

### Language and Structure (AO2)

- What is 'language'?
- Commenting on 'effect' as a key skill- remembering the why as a route into effect.
- Time and place: exploring narrative dynamics
- Structure in non-fiction texts- methods to engage with structure rather than language.

Lunch and informal discussion

### Evaluation and Comparison (AO3/4)

- Evaluation: framing the response
- Don't forget the writer: the importance of methods-Strategies to develop clear discussion of writer's methods.
- Identifying ideas and perspectives- methods to improve comments on writer's intention.
- The 'coat-hanger' effect: making effective comparisons

### Clear Communication (AO5/6)

- What makes writing 'clear'? Questions to ask when trying to place a mark and level.
- Exploring features of narrative, descriptive and rhetorical writing-
- Mood and structure in creative writing- methods to develop vocabulary.
- Structuring a point of view - 'because-but-so'
- Making sentences work for variety and effect- remembering that writing should be built in layers.

LOCATION/DATE

London

Monday 22 November 2021

## COURSE LEADER

**Lance Hanson** is an experienced teacher of English, school leader, teacher trainer and blogger. He currently works as the strategic lead for teaching, learning and curriculum for a multi-academy Trust. He has also examined GCSE English Language for almost two decades, written materials for exam board training, and has recently completed his PhD.

## WHO SHOULD ATTEND?

- Teachers focusing on improving performance in GCSE English Language assessments
- Teachers seeking insights into the examiner's perspective
- Subject leaders looking to develop their department approach to teaching GCSE English Language

## BENEFITS OF ATTENDING

- Develop your understanding of the features grade 4/5 responses
- Explore how 'big ideas' enrich responses to both reading and writing tasks
- Take away refreshed teaching methods to help guide students to achieving the pass grade.
- Broaden your perspective by reading a range of student responses
- Share the experience and expertise of a senior examiner
- Take away valuable written guidance on typical features and levels of comment