

# GCSE

## ENGLISH for CCEA

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media

writer's  
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non-fiction

analyse

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# TEACHER'S RESOURCE

## Acknowledgements

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*British Library Cataloguing in Publication Data*

A catalogue record for this title is available from the British Library.

ISBN 0 340 85728 5

First Published 2003

Impression number 10 9 8 7 6 5 4 3 2 1

Year 2009 2008 2007 2006 2005 2004 2003

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Typeset by Fakenham Photosetting Limited, Fakenham, Norfolk

Printed in Great Britain for Hodder & Stoughton, 338 Euston Road, London NW1 3BH by Hobbs the Printers, Totton, Hampshire.

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# INTRODUCTION

## 1 The purpose of this resource

CCEA's GCSE English examination remains true to the facilitative ideal espoused at the outset of GCSE: to allow candidates to show 'what they know, understand and can do'. As such, it endeavours to be a user-friendly, skills-based test.

This teacher's resource is designed in tandem with the student's book *GCSE English for CCEA*. Together they are intended to provide teachers and students with a detailed understanding of the required skills, as well as offering a real opportunity to develop these skills so that students are enabled to maximise their individual performance.

This resource is designed to:

- ✓ explain the proposed changes to CCEA's GCSE English specification for first teaching in September 2003
- ✓ suggest ways of developing cross-over coursework assignments
- ✓ present an overview of assessment and how it is carried out
- ✓ describe where the assessment objectives fit into the examination papers, and how they might be used to focus students
- ✓ provide an occasional commentary on the student's book, pointing up the significance of the various sections of that text and discussing some of the individual activities
- ✓ provide additional material that can be used for extension purposes
- ✓ supply detailed mark schemes for all the sample papers in the student's book
- ✓ offer assistance with planning the two-year course.

The function of this resource is to be a useful, occasional tool that will assist in the process of bringing students to examination readiness. It is to be expected that teachers will take their usual, sensible, eclectic approach. We do not anticipate that all the material will be used!

The layout of both books reflects the organisation of the two examination papers. There is no compelling reason for the different sections to be studied sequentially. One important consideration is noteworthy: the 'writer's craft' question (the third question in Paper 1 Section A) and the comparative study of non-fiction and media texts (the questions in Paper 2 Section B) provide the most demanding challenges for those taking the examination. The implication of this is that the skills underpinning these questions require to be carefully teased out and patiently built up.

Certain parts of this book, for example ACTIVITIES 1 and 3–8, refer directly to their counterparts in the student's book.

These books have been written by teachers and those working in education in Northern Ireland specifically for CCEA's GCSE English specification. We hope you find them useful.

## 2 The assessment objectives

These are a series of competences or skills that underpin GCSE English. It is these that are being targeted and tested by the examinations. Each question is focused on one of the three assessment objectives:

AO1 Talking and listening

AO2 Reading

AO3 Writing

### A01

#### Talking and listening

(This assessment objective is obviously not tested in the written examination!)

Candidates demonstrate their ability to:

- i communicate clearly and imaginatively, structuring and sustaining their talk and adapting it to different situations using Standard English appropriately
- ii participate in discussion by both talking and listening, judging the nature and purposes of contributions and the roles of participants
- iii adopt roles and communicate with audiences using a range of techniques.

### A02

#### Reading

Candidates demonstrate their ability to:

- i read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- ii distinguish between fact and opinion, and evaluate how information is presented
- iii follow an argument, identifying implications and recognising inconsistencies
- iv select material appropriate to purposes, collate material from different sources and make cross-references
- v understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on the ways that language varies and changes.

### A03

#### Writing

Candidates demonstrate their ability (through the use of drafting, reordering and revising, using paper or computer screen as appropriate) to:

- i communicate clearly and imaginatively, using and adapting forms and genres for different readers and purposes
- ii organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features to present work neatly and clearly
- iii use a range of sentence structures effectively with accurate punctuation and spelling.

## 3 Assessing examination performance

Many of you will be familiar with these assessment objectives and the mark schemes that the examiners have developed to assess candidates' work. For those of you who are not, what follows is a brief explanation of the system of assessment, as it will operate for the 2005 examinations.

### *The process of marking an answer*

For each question, specific assessment objectives define what is being tested and these underpin each segment of the mark scheme. The mark scheme, in turn, guides the marker through the process of assessment.

This is how it works.

- ✓ A system of positive marking is used – it is a matter of rewarding the candidate for what has been achieved, rather than assessing what has not been covered or what is irrelevant or incorrect.
- ✓ The valid points presented by the candidate are credited (they will be ticked and/or underlined) using the relevant checklist for guidance.
- ✓ Having gone through the whole answer, the examiner then writes a brief, positive summation of what the candidate has achieved.
- ✓ On a 'best fit' basis, the most appropriate mark band is first selected. Next, the actual score from within that range of available marks is decided by determining whether the answer fits at the bottom, middle or top of the band.

### *Reading*

It is important that teachers and students should be aware that in the marking of the reading tasks, errors in spelling, punctuation and grammar are not taken into account when the assessment is being made. (Such errors are errors in writing, and are only highlighted and assessed in the writing sections.)

The three questions in Paper 1 Section A and Paper 2 Section B, respectively, are assessed making use of three mark bands, alongside a checklist of question-specific points.

What follows is a summary of where the assessment objectives for reading fit into the examination papers.

#### **Paper 1 Section A**

The questions in this section target three of the reading assessment objectives (AO2 i, iv and v).

In the first two questions, candidates are presented with the opportunity to use their reading to:

- ✓ display 'insight and engagement' and make 'appropriate references' (AO2 i)
- ✓ develop and sustain 'interpretations of texts' (AO2 iv)
- ✓ 'select material appropriate to their purposes' (AO2 v).

In the third and final question, candidates are asked to demonstrate:

- ✓ an analytical evaluation of the writer's craft (AO2 v).