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| **Overview of this Qualification:**  This qualification aims to give students the skills they require in reading, writing, and speaking and listening in everyday life. Students will be given realistic scenarios, contexts and problems drawn from everyday life, the community, the workplace or educational settings. It can be used to assess students’ ability to sit a GCSE exam. There are two levels achievable, Level One and Level Two (the final examination for Entry Level will be in 2017 so current Year 10s are not applicable). Students are expected to be able to understand and use information from texts, comment on visual presentational features, write for a specified format and use effective speaking and listening communication skills. Students can be entered for the exam more than once during an academic year. Initially, all students should sit the Level One qualification and then decisions can be made based on the outcomes. Typically, these take place in November, January and June. Speaking and listening features in the form of controlled assessment, which is marked by teachers and externally moderated by AQA. Students will need regular routines embedded and time allocated for extended pieces of writing. Teachers should apply the same structure for weekly extended writing as they would with all groups, being mindful of timings. Students will be studying *Refugee Boy* as a class reader, to hinge the exam skills and provide topics for speaking and listening activities. The amount of text is covered is left to teacher discretion. | | | | **Assessment Focus Reading and Writing**   * **Level One Reading- read and understand a range of texts** * Identify the main points and how they are presented in a variety of formats * Understand texts in detail * Use information in a text * Identify suitable responses to a text * **Level Two Reading- select, read and compare texts; use them to gather ideas, information, arguments and opinions** * Use texts to utilise information * Succinctly summarise information from different sources * Identify purpose and how meaning is conveyed * Detect a point of view/ bias/ implicit information * Analyse texts based on audience need   **Level One Writing- write for a range of formats and audiences, conveying information, ideas and opinions**  Write clearly and coherently, including relevant detail  Present information in a logical sequence  Use appropriate language, format and structure  Use correct grammar, including correct and consistent tense  Generally accurate spelling and punctuation  (n.b. SPaG accounts for 40% of marks)  **Level Two Writing- write a range of texts, including extended written documents**  Present ideas/ info precisely, logically and persuasively  Present information on complex topics clearly and concisely  Use a range of writing styles for different purpose  Use a range of sentence structures and paragraphs  Punctuate using commas, apostrophes and inverted commas correctly  Create work that is fit for audience and purpose, with accurate spelling and grammar |
| **Exam format:**   * Reading is divided into two sections * Section A asks students to read one source and respond to six multiple choice questions at Level 1, or two sources and twelve multiple choice questions at Level 2. * Section B asks candidates to read one further source and respond with short written responses, commenting on purpose and reader response. They will also need to use information to perform a short task. * For the Writing section, students respond to two tasks. This will include text for letters, emails, notices, leaflets and handouts. They are based on real life contexts. * The purpose, audience and genre of the writing tasks will be specified * The Reading is 45 minutes and the Writing is 1 hour.   **Controlled Assessment:**  Pupils will need to participate in a discussion (spoken exchange between two or more people) and a presentation, and will need to practise doing this for different contexts. Stimulus material can be used and final assessment tasks will be set by the faculty. This will be marked by the class teacher and moderated by the faculty. Students should know when they are being assessed, and should be filmed. | | | |
| **Level One Speaking and Listening**-**take part in formal and informal exchanges and discussions that include unfamiliar topics**  Make relevant and extended contributions, and allowing for and responding to input  Prepare for and contribute to formal discussions of ideas  Make different kinds of contributions (e.g. ask questions, present a viewpoint)  Present information and ideas clearly and appropriately  **Level Two Speaking and Listening**- **make a range of contributions in a range of contexts, including those that are unfamiliar, and make effective presentations**  Consider complex information and give a relevant, clear response  Present information and clearly and persuasively  Adapt contributions to suit audience, purpose and situation  Make significant contributions to discussions, taking on a range of roles and help move discussion forward | | | |
| **Assessing Learning Prior to this Unit:**  Comprehension and being able to communicate ideas are key for this qualification.  Teachers will want to consider what opportunities students have had to write under timed conditions; what speaking and listening tasks students have participated in previously and the roles they undertook; what students already know about rules for spelling punctuation and grammar | | **Key questions for this unit:**  Can I retrieve straightforward information from a text?  Can I summarise information?  Can I write for a specific audience, genre and purpose?  Can I use commas and apostrophes correctly?  Can I write in a consistent tense?  Can I organise my ideas logically? | | |
| **How can challenge be embedded for the most able in this unit of work?**  All tasks can be differentiated for Levels 1 or 2 once teachers have a clear understanding of student ability. For students that are very competent at Level Two, teachers can look to the Legacy English Language Unit 1 GCSE for ideas and resources to further challenge these pupils. | | | **SMSC/ Life in Modern Britain**   * Tolerance of other viewpoints * Respect for perspectives different to your own * Expression of your personal viewpoint, morals or beliefs | |
| Week 1:  Extended Writing | Six multiple choice questions and four questions (information retrieval) based on Chapter One of *Refugee Boy.* | | | |
| Week 2:  Extended Writing | Write an article about what life is like for refugee children. Try to include information that you have learnt from the text. | | | |
| Week 3:  Extended Writing | Write a letter to your local MP about what should be done to help refugees. Remember to explain what ideas you have and why they would help. | | | |
| Week 4:  Extended Writing | Imagine you have been forced to move to a different country. Write an email to a friend. Tell them what your life is like now, and what you miss from before. | | | |
| Week 5:  Extended Writing | Using the Water Aid information poster, explain what visual features are used and why they have been chosen. | | | |
| Week 6:  Extended Writing | **AQA reading and writing papers under timed conditions (this will take two lessons)** | | | |
| Week 7:  Extended Writing | Improved piece of work on the Writing paper (this will need to have been peer assessed or teacher marked) | | | |