

Speaking and Listening Record

Use the space below to keep a record of all the Speaking and Listening tasks you complete

<i>Explain, Describe, Narrate</i>	1	<i>Group Discussion</i>	A
<i>Explore, Analyse, Imagine,</i>	2	<i>Individual Contribution</i>	B
<i>Discuss, Argue, Persuade</i>	3	<i>Drama Based activity</i>	C

Activity	Triplet	Context	Comment of performance	Mark



KS4 English Handbook

A Pupil Guide to English GCSE Success

Name: _____



Your English Handbook

This handbook is designed to help you fully understand the outline and expectations of your English Language exam. Your exams will take place in November of year 11. This means that year 10 will be a challenging year as there is a lot of work to do!

You will find the assessment objectives of the course; marks schemes for coursework and pages to help you develop your work to the very best of your ability.

Use this handbook to achieve the best possible results!

You will be required to submit your handbook with each draft of coursework you complete; it is your responsibility to use this handbook effectively.

Year 10 is hard work, but you are more than capable of succeeding in English.

My English Information:

My KS3 SAT'S Results	
GCSE Minimum target grade	
GCSE Expected Target Grade	
GCSE Challenging GCSE Grade	

Use the following pages as a glossary of any new words or terms you learn. The space can also be used for taking extra notes.

Glossary/ Notes

Use the following pages as a glossary of any new words or terms you learn. The space can also be used for taking extra notes.

English Expectations

Although your teacher and other members of staff will be here to help you, the main person who is responsible for the outcome of your examinations is you!

In the English Department there are several expectations that you need to meet, By doing this you will be helping yourself to work to your full potential.

- **Always work to the best of your ability**
- **Ask for help when it is required**
- **Join in with class discussion and debates**
- **Be ready to answer questions**
- **Listen respectfully to others**
- **Submit all coursework by the given deadline**
- **Submit all homework by the given deadline**
- **Pay full attention in class and ensure that you are well behaved**
- **Enjoy learning!**

Summary of Course

Terminal Exam 60%

Paper 1
Paper 1 30% (2 hours) Section A (En2) 15% Reading of a prose passage from the English literary heritage Section B (En3) 15% Two writing tasks: • one to inform/explain/describe (7.5%) • one to explore/imagine/entertain (7.5%)
Paper 2
Paper 2 30% (2 hours) Section A (En2) 15% Reading of non-fiction and media texts Section B (En3) 15 % Two writing tasks: • one to argue/persuade/advise (7.5%) • one to analyse/review/comment (7.5%)

Exam Success Personal Targets

Paper Two

PAPER TWO:SECTION A	Reading: Media and Non-fiction texts
What is the structure of this exam?	
What skills do you need to show in this section?	
What are your personal strengths in this section?	
What are your areas for development?	

PAPER TWO:SECTION B	Writing to argue/persuade/advise Writing to review/analyse/comment
What is the structure of this exam?	
What skills do you need to show in this section?	
What are your personal strengths in this section?	
What are your areas for development?	

Exam Success: Personal Targets

Paper One

PAPER ONE:SECTION A	Reading from the English literary heritage
What is the structure of this exam?	
What skills do you need to show in this section?	
What are your personal strengths in this section?	
What are your areas for development?	

PAPER ONE:SECTION B	Writing to inform/explain/describe Writing to imagine/explore/entertain
What is the structure of this exam?	
What skills do you need to show in this section?	
What are your personal strengths in this section?	
What are your areas for development?	

Coursework 40%

Speaking and Listening 20%
Variety of tasks. Assessment should focus on: <ul style="list-style-type: none"> • extended individual contributions • group discussion and interaction • drama focused activities
Written coursework 20%
<ul style="list-style-type: none"> • Reading: Play by Shakespeare* • Reading: Poetry from different cultures and traditions* • Writing: Either to explore, imagine, entertain or to inform, explain describe • Writing: Either to argue, persuade, advise or to analyse, review, comment

* This pieces will also be used for your English Literature coursework if you also take this qualification.

ASSESSMENT OBJECTIVES

Through your coursework and in your exams you will be expected to show the following skills:

AO1 Speaking and Listening (En1)

Candidates will be required to demonstrate their ability to:

- (i) communicate clearly and imaginatively, structuring and sustaining their talk and adapting it to different situations, using standard English appropriately;
- (i) participate in discussion by both speaking 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.

AO2 Reading (En2)

Candidates will be required to 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

Coursework Checklist

Writing to Argue, Persuade Advise/ Analyse, Review, Comment

Target grade:	
Draft grade:	
Final grade:	

Draft deadline date:	
Final deadline date:	

Title of Coursework: _____

Coursework checklist:

	Yes/No	Action to be taken
Do I understand the question?		
Do I have the necessary resources?		
Have I proof read my work?		
Do I understand the mark scheme?		
Do I know how to improve my work?		

Reflecting on your first draft

What went well?

Even better if...

Coursework Checklist

Writing to Imagine, Explore, Entertain/Inform. Explain, Describe

Target grade:		Draft deadline date:	
Draft grade:		Final deadline date:	
Final grade:			

Title of Coursework: _____

Coursework checklist:

	Yes/No	Action to be taken
Do I understand the question?		
Do I have the necessary resources?		
Have I proof read my work?		
Do I understand the mark scheme?		
Do I know how to improve my work?		

Reflecting on your first draft

What went well?

Even better if ...

information is presented;

(iii) follow an argument, identifying implications and recognising inconsistencies;

(iv) select material appropriate to their purpose, 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 ways language varies and changes.

AO3 Writing (En3)

Candidates will be required to demonstrate their ability to:

(i) communicate clearly and imaginatively, using and adapting forms for different readers and purposes;

(ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;

(iii) use a range of sentence structures effectively with accurate punctuation and spelling.

Speaking and Listening Mark Scheme		
General Criteria		
		Explain, Describe, I
G	Candidates speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of standard English.	<ul style="list-style-type: none"> • use straightforward vocabulary and clear • give a simple account narrative with some • give brief responses: general points
F	Candidates speak clearly in a range of familiar contexts, adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others' ideas and views. They use features of standard English vocabulary and grammar appropriately.	<ul style="list-style-type: none"> • use an increasing range to show ideas • provide straightforward accounts and narratives • respond simply to for clarification
E	Candidates speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use standard English vocabulary and grammar where appropriate.	<ul style="list-style-type: none"> • use straightforward appropriate language • give structured and occasionally developed • answer questions using some detail
D	Candidates make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, standard English vocabulary and grammar.	<ul style="list-style-type: none"> • use a suitable range appropriate vocabulary • give ordered and, focused accounts of and processes • give detailed clear response to requests • take an active part involvement
C	Candidates speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of standard English vocabulary and grammar in situations that demand it.	<ul style="list-style-type: none"> • use varied and appropriate vocabulary and expressions • maintain clarity in organisation • answer questions and effective detail

Coursework Checklist

Shakespeare Coursework

Title of Coursework: _____

Coursework checklist:

	Yes/No	Action to be taken
Do I understand the question?		
Do I have the necessary resources?		
Have I read and understood the play?		
Do I understand the mark scheme?		
Do I know how to improve my work?		

Reflecting on your first draft

What went well?

Even better if...

Coursework Checklist

Comparing Poems from Other Cultures Coursework

Target grade:		Draft deadline date:	
Draft grade:		Final deadline date:	
Final grade:			

Title of Coursework: _____

Coursework checklist:

	Yes/No	Action to be taken
Do I understand the question?		
Do I have the necessary resources?		
Have I read and understood the poems?		
Do I understand the mark scheme?		
Do I know how to improve my work?		

Reflecting on your first draft

What went well?

Even better if ...

Specific Criteria		
Narrate	Explore, Analyse, Imagine	Discuss, Argue, Persuade,
and ology unt or e detail ses to	<ul style="list-style-type: none"> • make general contributions • begin to follow and respond to main points or issues 	<ul style="list-style-type: none"> • listen and respond to some points made by others • occasionally make contributions • express a point of view
vocabulary orward itives requests	<ul style="list-style-type: none"> • raise questions • compare key features of subject matter • follow central ideas and possibilities 	<ul style="list-style-type: none"> • respond appropriately to others' contributions • express a point of view and occasionally use emphatic language
rd and ge nd ped accounts clearly	<ul style="list-style-type: none"> • respond to familiar and less familiar subject matter • show some ability to develop a line of enquiry or approach 	<ul style="list-style-type: none"> • make useful contributions and respond with order • express opinions and occasionally make decisive points to good effect
ge of ilary at times, f events ification in its nt and sustain	<ul style="list-style-type: none"> • present an interpretation of central ideas and issues • show some understanding of unfamiliar ideas • show evidence of inference, deduction or empathy 	<ul style="list-style-type: none"> • recognise others' opinions and respond appropriately • use language effectively to convey opinion or line of argument
ropriate ression overall using relevant il	<ul style="list-style-type: none"> • show order and precise expression in communicating and interpreting ideas and issues • respond with understanding to ideas of varying complexity 	<ul style="list-style-type: none"> • make a significant contribution to discussion • engage with others' ideas, recognising obvious assumptions and biases • promote a point of view

Speaking and Listening Mark Scheme			
General Criteria		Specific Criteria	
		Explain, Describe,	
B	Candidates speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of standard English vocabulary and grammar in a range of situations.	<ul style="list-style-type: none"> • use a flexible range of vocabulary and grammatical structures to communicate, including inferential • manage challenging issues on a range of matters effectively • respond to questions and comments in an appropriate and considered way 	C/B Range of structures, varied sentence length/focus Effective simple, compound and complex sentences Effective, accurate range of punctuation Most spelling correct, including irregular words Secure control of tense agreement A/A* Effective variation of sentence structures Sophisticated, effective use of range of sentences Accurate punctuation for deliberate effects Correct spelling, including irregular complex words Confident, purposeful tense change
A	Candidates initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.	<ul style="list-style-type: none"> • show cogency and depth of detail with a range of grammatical structures • use a range of lexis and idiomatic vocabulary • respond to questions in a variety of purposes and ways which is precisely appropriate to context 	C/B Clear understanding of purpose and audience Clear awareness of reader/ audience Appropriate reasons support opinions/ ideas Ideas shaped in coherent arguments Paragraphs for conscious structure Range of vocabulary, creating effect A/A* Sophisticated understanding of task Sustained awareness of reader. Audience Well-judged, detailed, pertinent content Convincingly developed arguments Paragraphs effectively varied and controlled Sophisticated use of stylistic devices Wide range of appropriate vocabulary
A*	Candidates show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.	<ul style="list-style-type: none"> • show originality, fluency and the use of vocabulary, lexis and idiomatic expression • express ideas with precision, e.g. using irony or humour • show inventiveness in the selection of material and in the way it is presented • respond to points with authority 	

Writing Mark Scheme: Argue, Persuade, Advise/ Analyse, Review, Comment														
Content and Organisation	Sentence structure, punctuation, spelling													
<p>G/F</p> <p>Basic awareness of purpose and format Some awareness of audience Some relevant content Paragraphs may be used for order Some attempt to adapt style Limited range of vocabulary</p>	<p>G/F</p> <p>Mostly simple or compound sentences Conjunctions such as 'and' or 'so' Punctuation attempted where appropriate Simple spelling usually accurate Uneven control of verb tense and agreement</p>													
<p>E/D</p> <p>Awareness of purpose and format Awareness of reader and audience Reasons support opinions/ideas Sequencing of ideas coherent Paragraphs logically ordered/ sequenced Clear attempt to adapt style Some range of vocabulary, with some effects matched to audience</p>	<p>E/D</p> <p>Varied sentences, compound and complex used Some subordination for clarity Some control of range of punctuation Simple polysyllabic spelling usually accurate Generally secure control of tense agreement</p>	<table border="1"> <tr> <td>Narrate</td> <td>Explore, Analyse, Imagine</td> <td>Discuss, Argue, Persuade,</td> </tr> <tr> <td>range of grammatical devices conveying meaning, highlighting significant aspects of the subject matter</td> <td> <ul style="list-style-type: none"> analyse and reflect effectively on real or imagined experience formulate and interpret information, developing significant points and responding appropriately </td> <td> <ul style="list-style-type: none"> manage collaborative tasks challenge and build on points made by others make probing contributions, structuring and organising points to achieve impact on audience </td> </tr> <tr> <td>and explicit when required to suit a variety of situations and processes</td> <td> <ul style="list-style-type: none"> articulate and analyse complex ideas and information identify priorities synthesise essential points, resolving outcomes through a considered response </td> <td> <ul style="list-style-type: none"> initiate and sustain discussion through a variety of sensitive contributions respond persuasively and engagingly </td> </tr> <tr> <td>and flair in delivery, intonation and gesture with subtlety, detachment and organisation</td> <td> <ul style="list-style-type: none"> show sophistication and originality in applying and cross-referencing ideas respond inventively through imaginative explorations </td> <td> <ul style="list-style-type: none"> use language in a dynamic and influential way make thought-provoking contributions through powerful expression and command of the situation </td> </tr> </table>	Narrate	Explore, Analyse, Imagine	Discuss, Argue, Persuade,	range of grammatical devices conveying meaning, highlighting significant aspects of the subject matter	<ul style="list-style-type: none"> analyse and reflect effectively on real or imagined experience formulate and interpret information, developing significant points and responding appropriately 	<ul style="list-style-type: none"> manage collaborative tasks challenge and build on points made by others make probing contributions, structuring and organising points to achieve impact on audience 	and explicit when required to suit a variety of situations and processes	<ul style="list-style-type: none"> articulate and analyse complex ideas and information identify priorities synthesise essential points, resolving outcomes through a considered response 	<ul style="list-style-type: none"> initiate and sustain discussion through a variety of sensitive contributions respond persuasively and engagingly 	and flair in delivery, intonation and gesture with subtlety, detachment and organisation	<ul style="list-style-type: none"> show sophistication and originality in applying and cross-referencing ideas respond inventively through imaginative explorations 	<ul style="list-style-type: none"> use language in a dynamic and influential way make thought-provoking contributions through powerful expression and command of the situation
Narrate	Explore, Analyse, Imagine	Discuss, Argue, Persuade,												
range of grammatical devices conveying meaning, highlighting significant aspects of the subject matter	<ul style="list-style-type: none"> analyse and reflect effectively on real or imagined experience formulate and interpret information, developing significant points and responding appropriately 	<ul style="list-style-type: none"> manage collaborative tasks challenge and build on points made by others make probing contributions, structuring and organising points to achieve impact on audience 												
and explicit when required to suit a variety of situations and processes	<ul style="list-style-type: none"> articulate and analyse complex ideas and information identify priorities synthesise essential points, resolving outcomes through a considered response 	<ul style="list-style-type: none"> initiate and sustain discussion through a variety of sensitive contributions respond persuasively and engagingly 												
and flair in delivery, intonation and gesture with subtlety, detachment and organisation	<ul style="list-style-type: none"> show sophistication and originality in applying and cross-referencing ideas respond inventively through imaginative explorations 	<ul style="list-style-type: none"> use language in a dynamic and influential way make thought-provoking contributions through powerful expression and command of the situation 												

Reading Mark Scheme		
General Criteria		
		Response to Drama
G	Candidates make a response to texts. They identify some aspects of content, characters or situation.	Candidates show resp <ul style="list-style-type: none"> • the play as a whole • significant character relationships • the main events
F	Candidates make a personal response which shows understanding of key ideas, themes, events and characters. They use inference and deduction and refer to aspects of texts when explaining their views	Candidates show awar describing <ul style="list-style-type: none"> • the play's explicit r ideas • significant features and plot • language
E	Candidates make a personal response to texts, commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. They refer to aspects of the text when explaining their views.	Candidates show fami describing <ul style="list-style-type: none"> • the nature of the pl meaning and ideas • the sequence of eve • variety of characters • the impact on an auc
D	Candidates give a personal response to literary texts. They show understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views.	Candidates show unde when discussing <ul style="list-style-type: none"> • the nature and impli the play and its struc • the appeal of the pl audience • language
C	Candidates give personal and critical responses to literary texts which show understanding of the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views.	Candidates show insig discussing <ul style="list-style-type: none"> • the nature of the pl implications and relev • characters, structui stagecraft • use of language
		C/B Range of structures, varied sentence length focus Effective simple, compound, complex sentences Effective, accurate range of punctuation Most spelling correct, including irregular words Secure control of tense and agreement
		A/A* Effective variation of sentence structures Sophisticated, effective use of a range of sentences Accurate punctuation for deliberate effects Correct spelling, including complex irregular words Confident, purposeful tense changes
		C/B Relevant, coherent, engaging, sustained content Writing organised in an appropriate form Well organised, detailed content Effective range of vocabulary
		A/A* Well judged, sustained, pertinent content Well crafted, structured, stylish writing Effective, varied, controlled paragraphs Sophisticated organisation of detailed content Wide range of appropriate, ambitious vocabulary

Writing Mark Scheme: Inform, Explain, Describe/ Imagine, Explore, Entertain		Specific Criteria			
		Content and Organisation	Sentence structure, punctuation and spelling		
<p>G/F</p> <p>Some relevant content, uneven coverage</p> <p>Some features of organisation or form</p> <p>Paragraphs may be used to group ideas</p> <p>Some appropriate detail at a general level</p> <p>Limited range of vocabulary</p>	<p>G/F</p> <p>Mostly simple or compound sentences</p> <p>Conjunctions such as 'and' or 'so'</p> <p>Punctuation attempted where appropriate</p> <p>Some spellings usually accurate</p> <p>Uneven control of verb tense and agreement</p>	<p>E/D</p> <p>Content attempts to interest the reader</p> <p>Writing mostly organised appropriately</p> <p>Paragraphs logically ordered and sequenced</p> <p>Some attempts to focus on particular detail</p> <p>Some range and selection of vocabulary</p>	<p>E/D</p> <p>Varied sentences, compound and complex used</p> <p>Some subordination for clarity</p> <p>Some control of range of punctuation</p> <p>Simple polysyllabic spellings usually accurate</p> <p>Generally secure control of tense and agreement</p>	<p>Response to Poetry</p>	<p>Response to Prose</p>
				<p>Insight when discussing</p> <ul style="list-style-type: none"> the nature of poetry, its implications and relevance verse style and structure and tone the poet's use of language 	<p>Insight when discussing</p> <ul style="list-style-type: none"> the nature of the text, its implications and relevance style, structure and characters the writer's characteristic use of language
				<p>Understanding of nature and structure</p> <ul style="list-style-type: none"> the nature and implications of the poem structure and verse form the poet's language 	<p>Understanding when discussing</p> <ul style="list-style-type: none"> the nature and implications of the texts the narrative sequence and structure the writer's language
				<p>Familiarity when discussing</p> <ul style="list-style-type: none"> the nature of the poem's meaning and ideas the range and variety of language the impact on the reader 	<p>Familiarity when describing</p> <ul style="list-style-type: none"> the nature of the text's subject matter the variety of character, situation, narration the impact on the reader
				<p>Response to</p> <ul style="list-style-type: none"> the poem as a whole specific words and phrases the main ideas 	<p>Response to</p> <ul style="list-style-type: none"> the text's explicit meanings and ideas particular episodes the main characters
				<p>Awareness when describing</p> <ul style="list-style-type: none"> the poem's explicit meanings and ideas significant features of the subject matter the poet's language 	<p>Awareness when describing</p> <ul style="list-style-type: none"> the text's explicit meanings and ideas main features of character and plot how the story is told

Reading Mark Scheme		Specific Criteria		
General Criteria		Response to Drama	Response to Poetry	Response to Prose
B	Candidates develop a perceptive personal response. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme, structure and context.	Candidates show analytical skill when exploring <ul style="list-style-type: none"> • the play's implications, contemporary relevance and historical context • characterisation, structure and theatricality • use of linguistic devices 	Candidates show analytical skill when exploring <ul style="list-style-type: none"> • the poem's implications, contemporary relevance and historical context • verse style, structure and tone • the poet's use of linguistic devices 	Candidates show analytical skill when exploring <ul style="list-style-type: none"> • the text's implications, contemporary relevance and historical context • style, structure and characterisation • the writer's use of language
A	Candidates appreciate and analyse alternative interpretations, making cross-references where appropriate. They develop their ideas and refer in detail to aspects of language, structure and presentation, making apt and careful comparison within and between texts	Candidates show analytical and interpretative skill when evaluating <ul style="list-style-type: none"> • the play's moral and philosophical context • significant achievements within the dramatic genre • exploitation of language for dramatic, poetic and figurative effect 	Candidates show analytical and interpretative skill when evaluating <ul style="list-style-type: none"> • the moral and philosophical context of poems • significant achievements within the poetic genre • the poet's exploitation of language for emotive, aural and figurative effect 	Candidates show analytical and interpretative skill when evaluating <ul style="list-style-type: none"> • the moral and philosophical context of the text • significant achievements within the prose genre • the writer's exploitation of language for emotive and figurative effect
A*	Candidates make cogent and critical responses to texts in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure and presentation. Candidates make subtle and discriminating comparisons within and between texts	Candidates show originality of analysis and interpretation when evaluating <ul style="list-style-type: none"> • the play's moral, philosophical or social significance • stagecraft and appeal to an audience • the patterns and details of words and images 	Candidates show originality of analysis and interpretation when evaluating <ul style="list-style-type: none"> • the moral, philosophical or social significance of poems • the poet's verse, craft and appeal to a reader • the patterns and details of words and images 	Candidates show originality of analysis and interpretation when evaluating <ul style="list-style-type: none"> • the moral, philosophical or social significance of the text • the writer's narrative craft and appeal to the reader • the patterns and details of words and images