**OCR GCSE English Language J351**

Post – 16 English one-year scheme of work. Designed specifically for Post-16 learners.

**This SOW assumes that resit students will have 2 – 3 hours per week for their GCSE English resit. This is structured in five units of six weeks each.**

|  | **Specification/ Topic Area** | **Key Learning/Assessment Objectives** | **Recommended teaching activities and resources** | **Resources to support key skills/gaps in knowledge** | **Assessment/ homework** |
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| **Autumn Term 1** | **Non-Fiction Unit:**  *Communicating information and ideas effectively from non-fiction texts*  Introduction | To remind learners of the value of developing English skills further through this resit course in order to make further progress in achieving the GCSE qualification.  To provide them with the opportunity to reflect on and identify the relevant English skills they already have that will contribute towards their success.  To familiarise learners with the OCR specification, expectations and November resit policy. | **RESIT COURSE STARTER: *ELEPHANT IN THE ROOM***:   * Learners and teacher explore response to resitting, ‘clearing the air’. Responses on post its, for example, teacher takes them through important process of acknowledgement, validation of feelings and past experiences of English – learners brought to the present value of ‘*getting over it, under it and through it’* as teacher demonstrates its ‘worth’ to them.   Learners also ‘facilitated’ to think about how best they learn, what they know already and what they can bring to the resit process to help themselves and others improve on their exam performance and English experience.  ***Can do rather than can’t*.** Active, positive approach: teacher needs to work on challenging idea of ‘passive victim’; learners have a lot to contribute to the English course, a lot they can do. Teacher to bring this out e.g. through facilitated discussion and celebrate with class.  Instil ethos of peer-support from the start to further inculcate constructive learning environment of ‘learning from each other’, revising together, as much as learning for themselves.  **Clarification of:**   * 1. Differences with other exam boards (see note below)\*   2. November resit policy/strategy -priority of independent learning through h/w   3. **Diagnostic assessment: At end of this first ‘revision’ unit, response to Q 5/6 to be used for diagnostic assessment – once learners have had a re-familiarisation of the content and expectations of the GCSE and the OCR specification. S/L activity can be usefully included as part of diagnostic assessment process.**   **\*Learners to be informed of the key differences with other exam boards**: *AQA, EDEXCEL, EDUQAS*. Skills, knowledge and understanding requirements the same across all exam boards but the approach of other 3 exam boards are less straightforward and integrated/holistic than OCR approach.  Main differences:   * + **OCR, (as with AQA)**: Two exams equally weighted.   + **OCR** each exam Component 2 hrs (longer time than other 3 exam boards: AQA 1hr 45 each paper Eduqas 1hr 45 and 2hrs for non-fiction - worth 60% of marks; Edexcel 1hr 45; 2hr 05 for non-fiction - worth 60% of marks).   + Non-fiction is Paper 1 (different way around to the other exam boards).   + Each Component has two *shorter* texts to compare (other boards have three, longer texts – with only1 in fiction paper).   + OCR has choice in Q5/6, as with Edexcel– in Eduqas spec. there are two compulsory ‘transactional ‘writing tasks: AQA no choice in non-fiction writing question.   Overview of the exam papers: [OCR English Language Book 2](https://global.oup.com/education/product/9780198332794/?region=uk) **pp.10-11; pp.104-105; pp 70-73.** |  | Those doing the November resit to be given past papers to do for homework.  H/W: plan and prepare to deliver a short talk –using Component 1 or 2 revision/ themes as stimulus.  **S/LAOs**  **AO7** Demonstrate presentation skills in a formal setting.  **AO8** Listen and respond appropriately to spoken language, including to questions and feedback to presentations.  **AO9** Use spoken Standard English effectively in speeches and presentations. |
|  | Focus on 20th/21st century non-fiction texts | This unit provides learners with an ‘holistic’’ revision session, encouraging the continuing development of learners’ ability in the following skills, as linked to exam questions:  **Reading skills:**  **Question 1** - Identifying information.  **Question 2-** Summarising, drawing inferences, exploring connections between texts.  **Question3 -** Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant. subject terminology to support views.  **Question 4** **-** Exploring connections across texts to develop their understanding of the ideas, attitudes and values presented in them. | [Non-Fiction Unit: Introduction](https://www.ocr.org.uk/Images/601323-non-fiction-unit-introduction.docx)  [Non-Fiction Unit: 21st Century Texts Lesson Activity 1](https://www.ocr.org.uk/Images/601321-non-fiction-unit-21st-century-texts-activity-1.docx)  [Non-Fiction Unit: 21st Century Texts Lesson Activity 2](https://www.ocr.org.uk/Images/601322-non-fiction-unit-21st-century-texts-activity-2.docx)  [Resource Pack 1 Analysing language and structure in non-fiction texts](https://www.ocr.org.uk/Images/601324-resource-pack-1-analysing-language-and-structure-in-non-fiction-texts.zip) |  | Learners will be completing responses to exam -style questions for Paper 1, to be assessed – *peer assessment and teacher assessment* – regular conversations about how learning is ‘going’, learners to identify areas to work on and through encouraging self-reflection about how they ‘best learn’, learners develop strategies to help them to improve on their exam performance.  Learners self-assess:*How can I develop my work beyond what I am doing at present? Why will this be an improvement?*  On finishing any work, learners identify the areas of their work they feel most confident about and those they feel they need to do more work on. Make a note of these and follow up on them at the next opportunity.  On completion of any work, compare it to previous responses; identify common mistakes and target these as an area for improvement. |
| Focus on 19th century texts in comparison with 20th/21st century non-fiction texts | [Non-Fiction Unit: 19th Century Text Lesson Activity](https://www.ocr.org.uk/Images/601320-non-fiction-unit-19th-century-texts.docx)  Unit built around theme of war and conflict: [OCR English Language Book 1](https://global.oup.com/education/product/9780198332787/?region=uk) **Chapter 5 (pp. 134-163)**  [OCR Online Delivery Guide: 19th Century Texts](https://www.ocr.org.uk/qualifications/gcse-english-language-j351-from-2015/delivery-guide/delivery-guide-gladg002-english-language-and-literature-19th-century-texts/)  The British Library is a very useful resource for allowing students to independently explore a range of 19th century non-fiction texts in context (see for example<http://www.bl.uk/learning/langlit/texts/context.html>)  **Reading skills**: [OCR Teacher Guide: Question 4](http://www.ocr.org.uk/Images/309675-reading-skills-comparing-and-evaluating-texts-question-4-teacher-guide.pdf) | **Cambridge International Resource Plus:**  Vocab pack: an inventive approach to learning about the power of and fun to be found in vocabulary- offered in the ‘Vocab Rap’ activity: P.13 from: <https://ocr.org.uk/rpgengl3>  Developing ideas pack:: NB: Worksheet 7 p. 27- Questions 1 and 2 v useful for writing practise opportunity but needs to be adapted so it can be used without the reference to the IGCSE mark scheme <https://ocr.org.uk/rpgengl10>  Analyse/evaluate pack: Particularly activities from lesson 2 onwards <https://ocr.org.uk/rpgengl13> |
|  | Production of non-fiction writing  Diagnostic assessment | **Writing skills:** (part of diagnostic assessment)  **Questions 5/6** **-** Producing clear and coherent non-fiction pieces, including writing to:   * + describe   + explain   + inform   Learners will revise and further develop skills to adapt their writing for different purposes, audiences and contexts.  Learners will revise and further explore how vocabulary and grammatical features can be used to achieve effects.  Learners will revise and use techniques identified from their reading of non-fiction texts to achieve specific effects. | [Resource Pack 2 Non-Fiction writing](https://www.ocr.org.uk/Images/601325-resource-pack-2-non-fiction-writing.zip)  [OCR Teacher Guide: Writing skills](http://www.ocr.org.uk/Images/313025-writing-skills-teacher-guide.pdf)  [OCR Specimen Paper (Component 01)](http://www.ocr.org.uk/Images/169262-unit-j351-01-communicating-information-and-ideas-sample-assessment-material.pdf) | **Cambridge International Resource Plus:**  Apostrophe activities: <https://ocr.org.uk/rpgengl4>  Commas activities: <https://ocr.org.uk/rpgengl5>  Sentence activities: <https://ocr.org.uk/rpgengl6>  Summary skills pack: of particular use: Worksheet 4: Aspects of Writing – *we need to talk about spelling*; Worksheet 5: *Aspects of Writing* *– questions* from: <https://ocr.org.uk/rpgengl6> |
| Speaking and listening opportunities for those not able to carry marks forward | There are also opportunities for speaking and listening skills to be revisited and assessed. | **Speaking and Listening**: Opportunities during first weeks for speaking and listening skills development through activity of preparing and planning for a short talk, choose topic linked to themes arising from study of texts. This work **can also be used inform the** **diagnostic process** to take place in the first 6 weeks of term. **Assessment towards end of Term 1.**  [OCR Teacher Guide: Preparing learners for their spoken language assessment](http://www.ocr.org.uk/Images/283391-preparing-learners-for-their-spoken-language-assessment-teacher-guide.pdf) | Cambridge International Resource Plus:  Useful guidance transferrable for GCSE Language Speaking and Listening prep: <https://ocr.org.uk/rpgengl14>  Given there is a choice for the speaking and listening response, the following re debates and on character- based presentations are transferrable for GCSE Language as some teachers may decide to go down any or a combination of these routes and they link to other aspects of the specification, add to relevant skills development: <https://ocr.org.uk/rpgengl15>  <https://ocr.org.uk/rpgengl16>  <https://ocr.org.uk/rpgengl17>  <https://ocr.org.uk/rpgengl18> |  |
| **Autumn half term** | | | | | |
| **Autumn Term 2** | **Literary Unit:**  *Exploring effects and impact*  Reading unseen prose fiction texts from 20th/ 21st century | The development of the following:  **Reading skills:**  **Question 1** - Identifying and interpreting explicit and implicit ideas and information from texts.  **Questions 2 and 3** - Exploring language and structure and relevant subject terminology.  **Question 4** - Exploring connections across texts to develop their understanding of the ideas, attitudes and values presented in them.  **Reminder of AOs:**  **AO1** Identify and interpret ideas and information from texts; summarise ideas and information from a single text and synthesise from more than one text.  **AO2** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.  **AO3** Explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them.  **AO4** Draw inferences and justify points of view by referring closely to evidence from the text and use a broad understanding of the text’s context to inform their reading. | [Literary Unit: Literary fiction and creative writing](https://www.ocr.org.uk/Images/601319-literary-unit-literary-fiction-and-creative-writing.docx)  [Resource Pack 3 Analysing, comparing and evaluation literary texts](https://www.ocr.org.uk/Images/601326-resource-packp3-analysing-comparing-and-evaluating-literary-texts.zip)  Create an anthology of literary prose fiction – each extract approx. 400-500 words in length; alternatively unit built around theme of friendship and family: [OCR English Language Book 1](https://global.oup.com/education/product/9780198332787/?region=uk) Chapter 3 (pp. 76-101) fits well thematically with several of the modern set text options.  [OCR Unseen 20th and 21st century texts anthology](http://www.ocr.org.uk/Images/373395-unseen-20th-and-21st-century-unseen-text-anthology.pdf)  **Use sample assessment materials as ‘models’ to inform learners’ own responses.**  OCR Specimen Paper (Component 02): <http://www.ocr.org.uk/Images/169264-unit-j351-02-exploring-effects-and-impact-sample-assessment-material.pdf>  **Reading:** Learners given opportunities to explore ‘models’ of creative literary prose to inform their own knowledge, understanding and application of creative writing. Reading activities provide opportunities to re- consider, review and reflect on useful and interesting literary techniques that can ‘lift’ learners own writing. | **Cambridge International Resource Plus:**  Figurative language pack: <https://ocr.org.uk/rpgengl7>  Narrative hooks and narrative endings pack: worksheet 1 A-E., worksheet 3 and worksheet 7<https://ocr.org.uk/rpgengl8> | ***H/W*** *: Remembering stories that have had an impact: when, where, what, how, why – and who introduced the story to them?*  **Task:** To find a story or book they have enjoyed/is memorable to them. Bring it to class to briefly write or speak about it e.g. including film- story, episode from a tv series, childhood story book, something read in a blog etc.  **Those doing the November resit to be given past papers to do for h/work.**  Learners will be completing responses to exam -type questions for Paper 2 throughout, to be assessed. P*eer assessment and teacher assessment;* conversations about how learning is ‘going’ occur as a matter of routine 1-1.  Learners self-assess:*How can I develop my work beyond what I am doing at present? Why will this be an improvement?*  On finishing any work, learners identify the areas of their work they feel most confident about and those they feel they need to do more work on. Make a note of these and follow up on them at the next opportunity.  Having completed work, compare it to previous responses; identify common mistakes and target these as an area for improvement |
|  | Production of creative, imaginative writing  Focus on proof reading skills, technical accuracy | **Writing skills (Questions 5,6)**  Opportunities for learners to create and develop imaginative responses in a narrative structure, using literary techniques.  **Focus on AO6: proof reading skills, technical accuracy.**  **AO5** Organise ideas and information clearly and coherently; make considered choices of vocabulary and grammar to reflect audiences, purposes and contexts.  **AO6** Use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling. | [Resource Pack 4 Creative writing](https://www.ocr.org.uk/Images/601327-resource-pack-4-creative-writing.zip)  **Creative, imaginative writing:** Learners invited to think and talk about aspects of their own lives and imaginatively, creatively engage with what is familiar to them to make it ‘unfamiliar’, different and ‘literary’.  A series of activities to be made available to help learners to know it is possible, within difficult exam constraints, to generate creative, imaginative responses by drawing on their own experiences, what they know from their own lives and to use the exam extracts to inform their own writing.  [OCR Teacher Guide: Writing skills](http://www.ocr.org.uk/Images/313025-writing-skills-teacher-guide.pdf)  **Personal stories about stories**  **H/W response:** Learners talk about stories that have mattered to them, have had some kind of an impact on them – either on their own, in pairs – writing ideas down or speaking about them.  [OCR The Little Book of SPaG](http://www.ocr.org.uk/Images/348009-the-little-book-of-spelling-punctuation-and-grammar-spag-.pdf)  **Examiner Reports** – summary of key points raised.  **Learners: Create a personal checklist** of five things they need to improve. Use this checklist to assess every piece of work they do. Once they are consistently doing all the things on the checklist, write a new one. |  |  |

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| **Spring Term 1** | **Review and Revision:**  Component 1  Section A and B  Component 2  Section A and B | Detailed mock examination feedback and model responses. | [OCR student revision checklist](https://www.ocr.org.uk/Images/592837-student-revision-checklist.docx)  [OCR Exam preparation student checklist](http://www.ocr.org.uk/Images/359226-student-checklist.pdf)  OCR Practice Papers Components 1 and 2  **Walking talking mock exam**: teacher takes learners through the exam process by talking through each question, reading each question out, reminding learners of its focus before they set out to answer. Teacher also guide learners through the time-management process. Teaching the exam process in the role of a ‘guide’. Learners answer each question independently, once timing up teacher guides them to the next question and so on through the entire exam paper.  **Feedback after first mock:** provide model responses to each question.  **Sample assessment materials**  **Examiner Reports** – summary of key points raised, compare with review of mock exam responses. | Exam preparations- refer to <https://www.bbc.co.uk/bitesize/examspecs/z3f3mnb>  For revision purposes  OCR Practice papers; independent revision  **H/W or in class: Create a personal checklist** of five things they need to improve after mock exam experience. Use this checklist to assess every piece of exam work they do. Once they are consistently doing all the things on the checklist, write a new one.  *Peer assessment and teacher assessment; conversations about how learning is ‘going’ to occur as a matter of routine 1-1.*  **Learners self-assess***:**How can I develop my work beyond what I am doing at present? Why will this be an improvement?*  On finishing mock exam, learners identify the areas of their answers they feel most confident about and those they feel they need to do more work on. Make a note of these and follow up on them at the next opportunity. |
| **Spring half term** | | | | |
| **Spring Term 2** | **Review and Revision:**  Component 01  Component 02 | **Revision and exam preparation for Component 01 and 02.** | OCR Practice Papers: Components 1 and 2. | OCR Practice papers; independent revision.  *Peer assessment and teacher assessment conversations.*  **Learners self-assess:***How can I develop my work beyond what I am doing at present? Why will this be an improvement?*  On finishing any answers, learners identify what they feel most confident about and where they feel they need to do more work. Make a note of these and follow up on them at the next opportunity. |

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|  | **Specification/ Topic Area** | **Key Learning/Assessment Objectives** | **Recommended teaching activities and resources** | **Assessment/ homework** |
| **Summer Term 1** | **Review and Revision:**  Component 01  Component 02 | **Revision and exam preparation for Component 01 and 02.** | OCR Practice Papers: Components 1 and 2. | OCR Practice papers; independent revision. |
| **Summer half term** | | | | |
| **Summer Term 2** | **Exam will have been taken by now** | | | |



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