

## A05 Content and organisation

	Level 4: Compelling/convincing		Level 3: Consistent/clear		Level 2: Some success		Level 1: Single/limited	
	Upper 4 (23-24)	Lower 4 (19-21)	Upper 3 (16-18)	Lower 3 (13-15)	Upper 2 (10-12)	Lower 2 (7-9)	Upper 1 (4-6)	Lower 1 (1-3)
Register	Convincing and compelling for audience	Convincingly matched to audience	Consistently matched to audience	Generally matched to audience	Some sustained attempt to match register to audience	Attempts to match register to audience	Single awareness of register and audience	Occasional sense of audience
Purpose	Assuredly matched to purpose	Convincingly matched to purpose	Consistently matched to purpose	Generally matched to purpose	Some sustained attempt to match purpose	Attempts to match purpose	Single awareness of purpose	Occasional sense of purpose
Vocabulary	Extensive and ambitious vocabulary	Extensive vocabulary	Increasingly sophisticated vocabulary chosen for effect	Vocabulary clearly chosen for effect	Conscious use of vocabulary	Begins to vary vocabulary	Simple vocabulary	Simple vocabulary
Linguistics	Sustained crafting of devices	Evidence of conscious crafting of devices	A range of successful linguistic devices	Appropriate use of linguistic devices	Some use of linguistic devices	Some use of linguistic devices	Single linguistic devices	None
Structure	Varied and inventive use of structural features	Varied and effective use of structural features	Effective use of structural features	Usually effective use of structural features	Some use of structural features	Attempts to use structural features	Evidence of simple structural features	Limited or no evidence of structural features
Ideas	Writing is compelling, incorporating a range of convincing and complex ideas	Writing is highly engaging with a range of developed complex ideas	Writing is engaging, using a range of clear, connected ideas	Writing is engaging, with a range of connected ideas	Increasing variety of linked and relevant ideas	Some linked and relevant ideas	One or two relevant ideas, simply linked	One or two unlinked ideas
Paragraphing	Fluently linked paragraphs with seamlessly integrated discourse markers	Consistently coherent paragraphs with integrated discourse markers	Coherent paragraphs with integrated discourse markers	Usually coherent paragraphs with a range of discourse markers	Some use of paragraphs and some use of discourse markers	Attempt to use paragraphs, some use of discourse markers, some appropriate	Random paragraph structure	No paragraphs

# Gcse English For Aqa A Higher Students

**Edward de Chazal, John Hughes**



## **Gcse English For Aqa A Higher Students :**

*GCSE English Language for AQA Progress Plus Student Book* Lindsay McNab, Imelda Pilgrim, Marian Slee, 2015-03-19 A new series of bespoke full coverage resources developed for the 2015 GCSE English Language qualifications Endorsed for the AQA GCSE English Language specification for first teaching from 2015 this print Student Book is designed for students working from grades 5 to 9 With progress at its heart this differentiated resource covers a range of 19th 20th and 21st century texts and has spelling punctuation and grammar support integrated throughout The Student Book includes in depth guidance to help students develop the skills necessary to write about an unseen text as well as a dedicated spoken language section An enhanced digital version and free Teacher s Resource are also available [GCSE English Language for AQA Progress Student Book](#) Clare Constant, Imelda Pilgrim, Bernard Ward, 2015-06-04 Specifically written for the AQA GCSE English language specification for first teaching from 2015 this student book is designed for students to progress to grade 5 with extension activities to facilitate achievement beyond this With progress at its heart this differentiated resource covers a range of 19th 20th and 21st century texts and has spelling punctuation and grammar support integrated throughout **AQA**

**GCSE English Language Grades 5-9 Student Book** Keith Brindle, Susan Aykin, Steve Eddy, Jude Ensaff, Harmeet Matharu, 2015-04-24 Exam Board AQA Level GCSE Subject English First Teaching September 2015 First Exam June 2017 Target grade improvement at every level and enable each student to reach their potential by boosting the knowledge and skills they need to understand the demands of the new AQA GCSE English Language examinations Focus completely on exam preparation and success as you are led question by question through both exam papers Deliver higher levels of improvement and lift student performance with examiner insight that explains exactly what the examiner is looking for in each question Differentiate your teaching for varying ability levels with this tiered Student s Book that includes texts of greater demand extending students knowledge and targeting the top grades Support progression through the grades with annotated student responses that show how to improve answers Build students confidence and ensure readiness for exam conditions with practice questions and examination tips Enhance students reading skills through extensive practice for exam questions on the 19th century texts Emphasise the importance of rolling revision with this ideal tool for students to use across the years We will not be submitting these resources to AQA for approval Instead our author team of senior examiners and teachers have matched these resources to the new specification and assessment objectives **AQA GCSE English Language Grades 1-5 Student Book** Keith Brindle, Steve Eddy, Sarah Forrest, Robert Francis, Harmeet Matharu, 2015-04-24 Exam Board AQA Level GCSE Subject English First Teaching September 2015 First Exam June 2017 Target grade improvement at every level and enable each student to reach their potential by boosting the knowledge and skills they need to understand the demands of the new AQA GCSE English Language examinations Focus completely on exam preparation and success as you are led question by question through both exam papers Deliver higher levels of improvement and lift student performance

with examiner insight that explains exactly what the examiner is looking for in each question Differentiate your teaching for varying ability levels with this tiered Student s Book that teaches and develops the exam skills students need using accessible less daunting texts with extra help to break down the questions Support progression through the grades with annotated student responses that show how to improve answers Build students confidence and ensure readiness for exam conditions with practice questions and examination tips Enhance students reading skills through extensive practice for exam questions on the 19th century texts Emphasise the importance of rolling revision with this ideal tool for students to use across the years We will not be submitting these resources to AQA for approval Instead our author team of senior examiners and teachers have matched these resources to the new specification and assessment objectives **GCSE English Literature**

**for AQA Poetry Student Book** Trevor Millum, Andy Mort, 2015-01-29 A new series of bespoke full coverage resources developed for the 2015 GCSE English qualifications Written for the AQA GCSE English Literature specification for first teaching from 2015 this print Student Book provides in depth coverage of the poetry and unseen poetry aspects of the specification With progress at its heart students will build skills through a range of active learning approaches including class group and individual activities with an emphasis on exploring poems in depth and comparing poems An enhanced digital version and free Teacher s Resource are also available **GCSE English Literature for AQA Frankenstein Student Book** Jon Seal, 2015-09-10 A new series of bespoke full coverage resources developed for the 2015 GCSE English qualifications Approved for the AQA 2015 GCSE English Literature specification this print Student Book is designed to help students develop whole text understanding and written response skills for their closed book exam The resource provides chapter by chapter coverage of Shelley s novel as well as a synoptic overview of the text and its themes Short memorable quotations and striking images throughout the book aid learning while in depth exam preparation includes practice questions and sample responses See also our Frankenstein print and digital pack which comprises the print Student Book the enhanced digital edition and a free Teacher s Resource *GCSE English Literature for AQA Great Expectations Student Book* Jon Seal, 2015-06-18 A new series of bespoke full coverage resources developed for the 2015 GCSE English qualifications Approved for the AQA 2015 GCSE English Literature specification this print Student Book is designed to help students develop whole text understanding and written response skills for their closed book exam The resource provides chapter by chapter coverage of Dicken s novel as well as a synoptic overview of the text and its themes Short memorable quotations and striking images throughout the book aid learning while in depth exam preparation includes practice questions and sample responses See also our Great Expectations print and digital pack which comprises the print Student Book the enhanced digital edition and a free Teacher s Resource **GCSE English Literature for AQA Macbeth Student Book** Anthony Partington, Richard Spencer, 2015-05-21 A new series of bespoke full coverage resources developed for the 2015 GCSE English qualifications Approved for the AQA 2015 GCSE English Literature specification this print Student Book is designed

to help students develop whole text understanding and written response skills for their closed book exam The resource provides act by act coverage of Shakespeare's play as well as a synoptic overview of the text and its themes Short memorable quotations and striking images throughout the book aid learning while in depth exam preparation includes practice questions and sample responses See also our Macbeth print and digital pack which comprises the print Student Book the enhanced digital edition and a free Teacher's Resource

**2012 GCSE English results** Great Britain: Parliament: House of Commons: Education Committee, 2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007/09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do

**The Complete Guide to Becoming an English Teacher** Jo Westbrook, 2009-12-01 Praise for the previous edition This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Geoff Barton Times Educational Supplement Teacher Magazine This essential companion for aspiring secondary English teachers has been extensively reworked to help students meet the very latest professional and academic standards while also equipping them with the knowledge and skills they will need for the beginning of their teaching career Focusing on the essentials needed to be a successful English teacher the authors combine subject knowledge with ideas examples and approaches for creating an effective vibrant learning environment and real examples of lesson plans and schemes of work Each chapter clearly links practice to theoretical and critical perspectives on teaching making this an ideal text for students working towards M level credits or a Masters in Teaching and Learning There are also brand new chapters which explore in greater depth specific areas of contention and challenging issues including Diversities including global perspectives on

teaching English The application and implications of using ICT Multi agency provision in personalising learning Research methodologies Transition from the training year and the first year as a teacher The latest requirements for Qualified Teacher Status are clearly signposted throughout and activities at the end of each chapter help to reinforce knowledge and encourage reflection Written by a team of highly respected authors this new edition should be on every secondary English student's bookshelf

**Philip Allan Literature Guide (for GCSE): Great Expectations** Peter Morrisson, 2012-12-07 Philip Allan Literature Guides for GCSE provide exam focused analysis of popular set texts to give students the very best chance of achieving the highest grades possible Designed to be used throughout the course or as revision before the exam this full colour text provides thorough commentary outlining the plot and structure and exploring the themes style characters and context of the text exemplar A and C grade answers to exam style questions with examiner's comments exam and essay writing advice assessment objectives for each exam board highlighting the specific skills that students need to develop Grade booster boxes with tips on how to move between grades Pause for thought boxes to make students consider their own opinions on the text Key quotations memorise and use in the exams Each guide comes with free access to a website with further revision aids including interactive quizzes a forum for students to share their ideas useful web links plus additional exam style questions and answers with examiner's comments and expert advice

Secondary English for Generation Alpha Lorna Smith, 2025-06-13 Secondary English for Generation Alpha seeks to promote a humane responsive and creative pedagogy for English that will develop and enrich understanding and enjoyment of language in all its forms speaking listening reading and writing and help students develop into successful members of their home and wider communities Generation Alpha children born between 2010 and 2025 are growing up amid unprecedented challenges local national and global that threaten social justice The authors of this book see subject English as one means of supporting Generation Alpha to meet these challenges and provide them with the necessary skills and knowledge to fit them for a changing world Responding to tendencies to standardise and centralise curriculum pedagogy and teacher education the book explores the ways in which subject English can draw on local contexts and expertise in schools universities and communities to address local needs and interests demonstrating how what we learn locally can be relevant beyond The chapters in this volume represent work being done individually and collectively in settings across England by teacher educators in universities and other centres alongside their partnership schools By describing their own practice in English classrooms the authors hope to empower others in England but also beyond simultaneously producing both a broad and an in depth exploration of the subject Secondary English for Generation Alpha emerges from the world of initial teacher education yet takes ideas from current research and makes them relevant to teachers and those interested in English teaching in schools in any context

**Rethinking and Reviving Subject English** Pete Bennett, Louise Lambert, Rob Smith, 2022-09-27 This book invites readers to engage with the rich and complex debates of contemporary English education outlining new possibilities to revive

the teaching of English Bringing together diverse voices and insights from educators in English across the primary secondary further and higher education phases the book offers reflections and critical engagement with the lived experiences of English teachers and pupils in contemporary educational spaces Each chapter includes example vignettes from classrooms which tell something of the story of English teaching today The book considers how politics and policy have worked to close the opportunities of the English classroom for self expression and critical engagement with the world a murder The authors then offer an exploration of the opportunities for a re imagining of English the murmurs of teachers and pupils that resist such closures The chapters explore new thinking new practices and new possibilities for English classrooms as inclusive emancipatory critical and creative spaces Offering a thoughtful and hopeful dialogue from practising English teacher researchers the book will be essential reading for researchers and students of English language and literature education as well as trainee teachers of English

**Defining Literary Criticism** Carol Atherton, 2005-09-27 Outlining the controversies that have surrounded the academic discipline of English Literature since its institutionalization in the late nineteenth century this important book draws on a range of archival sources It addresses issues that are central to the identity of academic English how the subject came into existence and what makes it a specialist discipline of knowledge in a manner that illuminates many of the crises that have affected the development of modern English studies Atherton also addresses contemporary arguments about the teaching of literary criticism including an examination of the reforms to A Level literature

*Bringing the English Curriculum to Life* David Didau, 2024-04-12 Bringing the English Curriculum to Life builds on David Didau's groundbreaking book Making Meaning in English by showing how the principles of the original book can be applied in schools and classrooms Drawing together experiences of designing teaching supporting and assessing English across the schools within Ormiston Academies Trust OAT this book demonstrates what an ambitious coherently sequenced broad and balanced English curriculum with successful adaption for students with SEND can look like in practice Designed around the explicit teaching of the powerful conceptual knowledge students need to master the discipline the book offers a fully resourced English curriculum packed with teaching suggestions and examples of high quality practice Covering intent implementation and assessment and outlining in detail what is included in each module for KS3 and 4 the curriculum can be adopted in its entirety but is also flexible enough for departments to take modules and slot them into their own curriculum Providing an inspiring model for teaching English that enables all students to succeed this is an essential resource for all English teachers and school leaders responsible for curriculum development

*Linking Theory with Practice in the Classroom* John Elliott, Vicky Christoforatos, 2024-06-12 Focusing on the professional learning journeys of practising teachers and their tutors this book takes readers through the experiences of teachers on the Developing Innovative Pedagogies through the Lesson Study module at the University of East Anglia Building on the perspectives of teachers practising Lesson Study the book delves into the design of a series of action research cycles to solve authentic learning and teaching problems

in a variety of educational settings In addition to theoretical tools and concepts on pedagogy this book gives voice to teachers who become researchers while crossing the boundaries of school and university and the boundaries of theory and practice The teacher researchers ask their own questions test their hypotheses and work collaboratively with their school colleagues to experiment with teaching strategies aimed at learning with understanding The chapters feature the voices of the pupils themselves and their experiences of learning within a range of educational settings and phases Written for teachers leaders in education teacher educators and researchers this book shows that the combination of good learning theories and teacher collaboration help bridge the gap between theory and practice in teachers professional learning and enable learners to deepen their knowledge and understanding

Learning to Teach English in the Secondary School Jon Davison, Caroline Daly, 2019-06-27 Fully updated to reflect changes in teacher education and the curriculum the Fifth Edition of Learning to Teach English in the Secondary School explores the background to debates about teaching the subject alongside tasks teaching ideas and further reading to expand upon issues and ideas raised in the book Including chapters on planning changes to the assessment system language teaching and cross curricular aspects of secondary teaching this new edition features changes in policy and practice including the most recent GCSE reforms a new chapter on Media literacy in English a consideration of modern digital technology and how it underpins good practice in all areas of English teaching and learning and cross referencing to guidance on assessment and well being and resilience in the core text Learning to Teach in the Secondary School A key text for all student teachers Learning to Teach English in the Secondary School combines theory and practice to present a comprehensive introduction to the opportunities and challenges of teaching English in the secondary school

Debates in English Teaching Jon Davison, Caroline Daly, John Moss, 2010-12-15 What are the key debates in English teaching today Debates in English Teaching explores the major issues all English teachers encounter in their daily professional lives It engages with established and contemporary debates promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgements and argue their point of view with deeper theoretical knowledge and understanding Key issues debated include the professional identity of English teachers attitudes to correctness in grammar and standard English the importance of the media and new technologies social class and literacy the nature of the dialogic classroom the role of wider reading the politics of early literacy With its combination of expert opinion and fresh insight Debates in English Teaching is the ideal companion for all student and practising teachers engaged in initial training continuing professional development and master s level study

*Ebook: Bringing the Curriculum to Life: Engaging Learners in the English Education System* Janice Wearmouth, Karen Lindley, 2021-06-18 How can we bring the curriculum to life so that all young people of compulsory school age are fully engaged in their learning and achieve to their maximum Professor Janice Wearmouth and Dr Karen Lindley bring together contributions from practising teachers researchers and academics to answer this question for a range of educational contexts and demonstrate the positive impact



that can be achieved on student learning at all levels This edited volume highlights challenges and opportunities within the current English education system With reflective questions and ideas for teachers to implement in the classroom this important book bridges the gap between theory and practice and will be invaluable reading for trainee teachers teacher trainers qualified teachers and others with an interest in education and the curriculum The intrinsic value of the book is that it seeks to illuminate the discussions surrounding the issues identified from differing and alternative perspectives in education Dr Barry Paraskeva Costas Senior Lecturer in Physical Education University of Hertfordshire UK A highly engaging and refreshing look at how a diverse range of learners might be immersed in their learning this book provides an imaginative and thought provoking consideration of creative curricula to involve and inspire learners Julie Wharton Senior Lecturer University of Winchester UK This book does an excellent job of drawing together a wide range of contributions and contexts that collectively put the challenges and opportunities of curriculum centre stage Dr Warren Kidd School of Education and Communities University of East London UK Janice Wearmouth is Professor of Education at the University of Bedfordshire UK Dr Karen Lindley is Senior Lecturer in Education at the University of Bedfordshire UK Both editors are experienced teachers and researchers with continuing close links to Education students trainee teachers teacher trainers and practising teachers

**Oxford EAP Elementary/A2 Student Book** Edward de Chazal, John Hughes, 2015-08-13 Oxford English for Academic Purposes offers a specialist course covering listening speaking and reading in key areas of academic life such as lectures presentations and textbooks The course is consistent with levels A2 to C1 of the Common European Frame of Reference for the teaching of foreign languages Great downloadable resources to support you when using Oxford English for Academic Purposes can be found at <https://elt.oup.com/student/oxfordeap>

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