

# Long Term Plan 2023/24 GCSE Re-sit



*NB: Teachers sharing a group may teach separate LTP h/t units and teach them across a term*

Term 1 - Autumn 1 (7 wks) and running into November (re-sit exam)	Term 1 - Autumn 2 (7 wks)	Term 2 - Spring 1 (7 wks)	Term 2 - Spring 2 (6 weeks)	Term 3 - Summer 1 (5 wks)
<b>Speaking and Listening:</b> All students with a 'Pass' or above can carry forward. Any students without a pass for S&L (usually only students transferring to us from other 6th form colleges/schools) must re-record in the first half term.				

<p><b><u>Intensive Revision of Language skills (for November re-sit exam)</u></b></p> <p>Areas of study <b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>- Skills workshops to revise key skills in each paper</li> <li>- Writer's craft: focus on analysing effect and writer's methods</li> <li>- Language used for specific effects: connotations, semantic fields, symbolism etc.</li> <li>- Reading for the extract question): annotation, planning skills, close analysis</li> <li>- Analysing a wide range of extracts, both fiction and non fiction.</li> <li>- Comparing different techniques within two texts (non-fiction)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Writing to describe and story writing skills</li> <li>- Writing to inform and persuade</li> <li>- FLAP and engaging with the audience</li> <li>- Addressing misconceptions in creative writing e.g. length vs linguistic richness</li> <li>- Analysing key features: language use/structural techniques/rhetorical devices</li> <li>- Writing analytically and developing the skills needed</li> </ul> <p>FAR marking and item level data/PLCs/ item level data should be used to inform individualised action plans and DIRT tasks</p>	<p><b><u>Intensive Revision of Language skills (for November re-sit exam)</u></b></p> <p>Intensive revision is continued from last half term (see previous column)</p> <p>_____ <b>NOVEMBER RE-SIT EXAM</b> _____</p> <p><b>Language Focus: Language Paper 1</b></p> <ul style="list-style-type: none"> <li>• Paper 1 approaches and skills</li> <li>• How writers use structure to achieve a range of effects and influence readers</li> <li>• Analysing how writers use structure</li> <li>• Evaluating a text critically and supporting with appropriate textual detail</li> <li>• Developing understanding of the difference between descriptive and narrative writing</li> </ul>	<p><b>Language Focus: Language Paper 2</b></p> <p><b>Key Skills Language:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Paper 2 approaches and skills (Covid catch up)</li> <li>• Cover all questions and skills assessed:</li> <li>• Selecting and synthesising evidence</li> <li>• Understanding implicit and explicit information; analysing hidden meanings</li> <li>• Analysing how writers use structure to achieve a range of effects and influence readers</li> <li>• Understanding what is meant by 'critical evaluation' and to apply this skill to two texts</li> <li>• To write creatively and clearly, using a range of ambitious vocabulary</li> </ul>	<p><b>Learning Review and consolidation: Paper 1 and Paper 2</b></p> <p>Paper 1</p> <ul style="list-style-type: none"> <li>• Review and consolidation of Paper 1 approaches and skills (</li> <li>• Review of How writers use structure to achieve a range of effects and influence readers</li> <li>• Practise Analysing how writers use structure</li> <li>• Review the skills of valuating a text critically and supporting with appropriate textual detail</li> <li>• Developing understanding of the difference between descriptive and narrative writing</li> <li>• Revisit weaker areas using FAR marking (both papers)</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>• Review Paper 2 approaches and skills</li> <li>• Revision of all questions and skills assessed</li> <li>• Revise Selecting and synthesising evidence</li> <li>• check understanding of implicit and explicit information; analysing hidden meanings</li> <li>• Review how writers use structure to achieve a range of effects and influence readers</li> <li>• Check understanding of what is meant by 'critical evaluation' and to apply this skill to two texts</li> <li>• To write creatively and clearly, using a range of ambitious vocabulary</li> </ul>	<p><b><u>Intensive exam Revision</u></b></p> <p>Areas of study <b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>- Skills workshops to revise key skills in each paper</li> <li>- Writer's craft: focus on analysing effect and replicating in own writing</li> <li>- Language used for specific effects: connotations, semantic fields, symbolism etc.</li> <li>- Reading for the extract question: annotation, planning skills, close analysis</li> <li>- Analysing a wide range of extracts (for lit and lang) both fiction and non fiction;</li> <li>- Comparing different techniques within two texts (non-fiction for lang)</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Writing to describe and story writing skills</li> <li>- Addressing misconceptions in creative writing e.g. length vs linguistic richness</li> <li>- Analysing key features: language use/structural techniques/rhetorical devices</li> <li>- Writing analytically and developing the skills needed</li> </ul> <p>FAR marking and item level data/PLCs/item level data should be used to inform individualised action plans and DIRT tasks</p>
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<p><b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions.</p>	<p><b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Language papers differentiate by question and the higher mark questions naturally stretch the top end. Language paper 1 allows for a range of individualised extension and stretch opportunities, such as experimenting with unusual grammatical and literary styles (such as examining the use of non-standard forms for effect) in creative writing.</p>	<p><b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Language papers differentiate by question and the higher mark questions naturally stretch the top end. Discussion and analysis regarding higher level themes in Source texts will be used to stretch the most able. Sentence starters and scaffolding used where needed.</p>	<p><b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Exploration of the themes within each poem will provide many opportunities for higher level discussion and analysis. Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions.</p>
<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Students will use FAR feedback to target specific, personalised misconceptions during their revision; these may include: feature spotting, lack of depth for conceptual issues, mislabelling terms, etc.</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Feature spotting</li> <li>Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>Stories that are overly long without enough description</li> <li>Time management issues</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Feature spotting</li> <li>Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>Lack of engagement with audience for P2 Q2 language</li> <li>Time management issues</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Feature spotting</li> <li>Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>Lack of engagement with audience for P2 Q2 language</li> <li>Time management issues</li> <li>Stories that are overly long without enough description</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Students will use FAR feedback to target specific, personalised misconceptions during their revision; these may include: feature spotting, lack of depth for conceptual issues, mislabelling terms, etc.</li> </ul>
<p><b>Links to previous Key Stage</b> All of the skills covered in the revision unit have been covered at KS3 and KS4 e.g. comparison of two texts, analysing the writer's intentions using methods</p>	<p><b>Links to previous Key Stage</b> The entire KS4 language curriculum prepares students for the study of this unit.</p>	<p><b>Links to previous Key Stage</b> The entire KS4 language curriculum prepares students for the study of this unit.</p>	<p><b>Links to previous Key Stage</b> The entire KS4 language curriculum prepares students for the study of this unit.</p>	<p><b>Links to previous Key Stage</b> All of the skills covered in the revision unit have been covered at KS3 and KS4 e.g. comparison of two texts, analysing the writer's intentions using methods</p>
<p><b>Links to future learning</b> This unit prepares learners with the foundation knowledge for all analytical and creative units of language AS and A2.</p>	<p><b>Links to future learning</b> This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing.</p>	<p><b>Links to future learning</b> This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing.</p>	<p><b>Links to future learning</b> This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing.</p>	<p><b>Links to future learning</b> This unit prepares learners with the foundation knowledge for all analytical and creative units of language AS and A2.</p>
<p><b>SMSC and British Values</b> Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.</p>	<p><b>SMSC and British Values</b> Students explore the concepts of morality, class division and inequality, liberty and the cultural backgrounds through the range of texts studied.</p>	<p><b>SMSC and British Values</b> Students explore the concepts of morality, class division and inequality, liberty and the cultural backgrounds through the range of texts studied.</p>	<p><b>SMSC and British Values</b> Students explore the concepts of morality, class division and inequality, liberty and the cultural backgrounds through the range of texts studied.</p>	<p><b>SMSC and British Values</b> Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.</p>

<b>Cultural Capital</b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	<b>Cultural Capital</b> This unit encourages students to consider a range of cultural themes through the literary extracts studied.	<b>Cultural Capital</b> Shakespeare as part of students' literary heritage. Gender roles and how these change over time.	<b>Cultural Capital</b> The range of poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	<b>Cultural Capital</b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues
<b>Career Links</b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	<b>Career Links</b> This unit prepares students for a range of careers including journalism, politics and teaching	<b>Career Links</b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	<b>Career Links</b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	<b>Career Links</b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others

## Assessment Objectives: Eduqas Component 1 & 2

### Reading (50%)

AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts

AO2 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4 Evaluate texts critically and support this with appropriate textual references

### Writing (50%)

AO5 Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

### Spoken Language

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.