**Developing your own vocationally-contextualised teaching and learning**

**materials and activities for GCSE English learners on Study Programmes**

***‘The grid’: some examples of linking the GCSE English Assessment Objectives to selected vocational areas***

**An overview of the DfE Shared Learning Grants ‘GCSE English for Study Programmes’ project**

This resource is part of a set of materials AELP has produced with a group of post-16 providers, in a project for the Department of Education (DfE). It supports the delivery of GCSE English within 16-19 Study Programmes, especially those with a strong vocational element – mainly through developing and using contextualised resources for teaching and learning to help learners taking or re-taking that qualification.

It should be used alongside the example teaching and learning packages (in three typical vocational areas, and for more general approaches), produced by the providers. There are also two generic guides, to help with such contextualising and with examination preparation.

The four selected subject areas are:

* Construction and the Built Environment;
* Health, Social Care and Childcare;
* Business and Administration, and entrepreneurship;
* general life and personal interests (e.g., personal finance, shopping, cooking, etc.).

**This project resource, and how to use it**

This table outlines some suggestions for creating contextualised materials and activities, organised against the nine Assessment Objectives (AOs) set by Ofqual for GCSE English examinations from first examination in 2015.

The illustrations shown here should help stimulate vocational and English specialist staff to collaborate further in adapting, creating and improving their own resources for their particular contexts: the particular vocational areas, the learners involved, and the provider setting.

Like the other outputs of the project, the examples can also help in teaching English in other situations than Study Programmes, and for other English courses than GCSE, too.

Some of the examples given in each subject area are linked, to provide an integrated package across many or all of the AOs. Some are linked to the fuller packages of detailed resources, instructions and other advice.

**Reading (GCSE English Assessment Objectives 1-4)**

*GCSE English Language requires study of the following content, for the Reading AOs:*

Critical reading and comprehension

* identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes;
* drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text;
* identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;
* reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading;
* recognising the possibility of different responses to a text.

summary and synthesis

* identifying the main theme or themes; summarising ideas and information from a single text;
* synthesising from more than one text;

evaluation of a writer’s choice of vocabulary, form, grammatical and structural features

* explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so

comparing texts

* comparing two or more texts critically with respect to the

| **GCSE English**  **Assessment Objective** | **Construction and the Built Environment** | **Health and Social Care: Childcare** | **Business, Administration and entrepreneurship** | **General life and personal interest** |
| --- | --- | --- | --- | --- |
| AO1:  identify and interpret explicit and implicit information and ideas;  select and synthesise evidence from different texts. | * [The B&Q website](http://www.diy.com/help-advice/1.hroot) has a variety of current articles and “how to” guides. Use one for a comprehension or précis exercise. * Use articles with a similar theme from a trade journal to carry out similar tasks. End results can be a poster, PPT or info leaflet. * [HSE- Construction](http://www.hse.gov.uk/construction/) Use current or new legislation for learners to present information in accessible ways for the general public (e.g., a video, PPT or flyer). | Produce a report on child poverty, using a range of source material including your own observation notes on: the children featured in [this BBC documentary](https://www.youtube.com/watch?v=8BN7ml6b-e4#t=84&channel=Indiscriminate35);  information from the [Child Poverty Action Group website](http://www.cpag.org.uk), and other appropriate texts. Formulate your own informed views on the issue, as a key message, supporting that evidence from your research. Then, précis the full report for a short presentation to your colleagues. | Employment law: using the internet, text books, articles and any other sources available, learners research legislation focusing on employer and employee rights at work, to produce a range of short leaflets highlighting aspects of Employment Law at work, for different types of readers. | Differentiated comprehension activity on 3 contrasting (biased?) pieces from various media (about e.g., teenagers’ behaviours/voting from 16 years old/ immigration/ integration). Compare, analyse and critically respond to content implicit messages, and underlying assumptions. Examine how assumptions are communicated (e.g., rhetorical devices, emotive language, views presented as fact. Follow-up with group debate/discussion, with possible creative responses. |
| AO2:  explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant English terminology to support their views | * [*"The Building of the Ship" by Henry Wadsworth Longfellow*](http://www.poetryfoundation.org/poem/173892-)Produce an analysis of this poem. To what and how does the author compare a ship? * [*"The Builders"*](http://classiclit.about.com/library/bl-etexts/hwlongfellow/bl-hwl-builders.htm) , by the same author. Consider how this uses the idea of builders and building to create metaphors about life. * Then, compare how the writer builds the two poems with different language materials and tools, to make his point. * [*"Bridge Builder" John Agard*](http://www.poetryarchive.org/poem/bridge-builder)Use an audio clip to engage with this poem, before reading it and producing an analysis of its methods and meanings. * Take a poem from [this website](http://hellopoetry.com/words/18156/construction/poems/?page=46), and look at the writer’s views on construction. Learners could then make comparisons across their own selection, considering how the poems are constructed and what each writer intends their effects to be on the reader. * [*Government speech on Construction reform.*](https://www.gov.uk/government/speeches/government-construction-summit-2013-speech-by-chloe-smith)Consider how this speech uses language to influence readers. Write a précis. | Design an online prospectus for a nursery, aimed at parents.  As research, find 3 similar websites, and analyse their language for clear and persuasive elements, and for any less clear or less credible ones. Note the use and effects of tense, vocabulary and point-of-view, highlighting what you find most effective, and then summarise these in categories (e.g., nouns, adjectives, adverbs, verbs, etc.). Explain which group has the greatest impact on a reader in your view, and why.  Use this to help write the text for at least 3 pages of your website – including the benefits of creative play, visits to local attractions, and safeguarding children while at the nursery. | Business documentation: explore various types of memos, agendas, minutes and diaries which are used in various business settings. If possible, compare examples of all this documentation from the 1980's to the present time, to discuss whether technology has improved the effectiveness of these documents. Learners then analyse and explain what influences technology has had on modern-day business communications (e.g., Skype, conference calls, e-mail, Twitter, etc.). | Consider pieces of text or other media re: schemes for apprenticeships and developing skills for work: how audience/purpose/ situation influence writing; the effects of language and structure; bias and underlying assumptions. Reaction and reflection pieces to show impacts on the student (can record, using AV software as well as writing); possible online, ongoing discussion. Links to A01, A04 and A06.  Guides online could be  used as a template for  students’ own work, i.e.: <http://www.wikihow.com/Get-a-Job>  (Also, consider how to create video guides or video journals of jobseekers/ apprentices? See: [https://www.youtube.com/ watch?v=qSylCmes5dw](https://www.youtube.com/%20watch?v=qSylCmes5dw) , as a template.) |
| AO3:  compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts | See:   * [DailyMail- Prince Charles & Architecture](http://www.dailymail.co.uk/news/article-2400744/Prince-Charles-veto-London-skyline-Astonishing-claim-world-famous-architect-clashed-heir-3billion-development.html); * [Financial Times - Prince Charles and Architecture](http://www.ft.com/cms/s/2/7ab6ec4a-f7ab-11e3-90fa-00144feabdc0.html); * [Telegraph- Prince Charles and Architecture](http://www.telegraph.co.uk/news/uknews/prince-charles/10433574/Prince-Charles-a-lifelong-love-of-architecture.html);   Learners consider what the articles tell us about the writers’ views on Prince Charles and architecture, and the language tools and materials each writer uses, with what effects. They can also determine what all this may tell us about their intended readers. | Produce a marketing campaign for your day nursery, focused on promoting child development and play-based learning. As research, collect a range of marketing material for general child-centred products – products promoting a safety element (baby milk, push chairs, sterilising equipment, etc.) Compare and contrast the persuasive language and organisational features used and build a vocabulary list for use in your own campaign. Now do the same with the NSPCC’s pages covering Services for children and families, in particular: [Baby Steps](http://www.nspcc.org.uk/fighting-for-childhood/our-services/services-for-children-and-families/baby-steps).  Explore how these texts differ, identifying specific content/language used in each to produce greatest impact on readers. From this research, produce a list of key messages and the vocabulary that might be useful for communicating them. | Technology and entrepreneurism: learners read and compare text extracts or books from at least two influential business people (e.g., ie: Alan Sugar/Amstrad, Richard Branson/Virgin, Steve Jobs/Apple, etc.) Examine the business perspectives of the entrepreneurs involved to consider how their business models and approaches relate and/or differ. Learners could also compare the target markets of their writing and how this is reflected in their style, structure, etc. | Read two or more fictional pieces on (e.g.) integration and assimilation; crime and punishment; adolescence; or mental health and poverty. Students compare and analyse how the narrator conveys ideas, themes, perspectives, etc. Also compare for voice and tone, and narrative, and the language devices used to create all of these. Also analyse non-traditional media – such as songs or movies. Student experience of these could cross over into the writing criteria or speaking and listening (AO 5, AO7). |
| AO4:  evaluate texts critically and support this with appropriate textual references | * See: [BBC-Growth in Construction](http://www.bbc.co.uk/news/business-29030604). How has the writer used vocabulary, form and structural features to make their point? * See: [Theatre of Cruelty by Terry Pratchett](http://www.lspace.org/books/toc/toc-english.html) Learners evaluate the grammatical and structural features, and vocabulary, to identify underlying themes and how they are conveyed. * Learners find a piece from a trade journal and evaluate its vocabulary, grammar and structure, linked to the expected audience. If possible, use two texts from two journals on the same theme and for learners to compare. | Plan a day trip for nursery children to a local historical attraction – first choosing one by collating marketing texts from a range of websites and/or other publicity material to decide which offers the best educational opportunities, and which the least – and which will the most fun for the children, and which the least. Give reasons based on the content and style. Also consider which will be most suitable for children with restricted mobility, and which the least. Decide what other comparisons might you help you decide on the final choice. Use quotations from the material to illustrate your answer. | Newspaper article: Learners research and write an article for the "Business Weekly News" (or similar), based on the readings of two influential entrepreneurs (see A03). The article will include an evaluation section, comparing the two business models and approaches, and their contribution to business generally, and to entrepreneurism. Use SPAG to proof-read work. | Students analyse and critique language used in a series of articles, web-pages or advertorials that they gather, regarding an area chosen by the students. Suggested areas could be homelessness, debt and poverty, schooling and education or the internet. Ties in with AO1/2 articles; reaction-writing pieces could form part of the writing components. |

**Writing (GCSE English Assessment Objectives 5-6)**

*GCSE English Language requires study of the following content, for the Writing AOs:*

producing clear and coherent text

* writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue;
* selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;
* using language imaginatively and creatively;
* using information provided by others to write in different forms; maintaining a consistent point of view;
* maintaining coherence and consistency across a text.

writing for impact

* selecting, organising and emphasising facts, ideas and key points;
* citing evidence and quotation effectively and pertinently to support views;
* creating emotional impact;
* using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

| **GCSE English**  **Assessment Objective** | **Construction and the Built Environment** | **Health and Social Care: Childcare** | **Business, Administration and entrepreneurship** | **General life and personal interest** |
| --- | --- | --- | --- | --- |
| 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 | * [How to lay a patio...](http://www.homebase.co.uk/en/static/how-to-lay-a-patio) Use this theme and information to create: versions of a guide for a beginner and a trade expert; a video guide and as the theme for a short story. * See this [film review](http://www.theguardian.com/film/2014/feb/13/the-lego-movie-review) and write one for a favourite film, or TV show with a construction or similar theme, scene or character. * [Small builders](http://www.hse.gov.uk/construction/areyou/builder.htm) follow very specific guidelines. Communicate some of the ones here in an appropriate text-based format for a different kind or level of reader (specified). | Produce a publicity campaign for a forthcoming fundraising event for the charity ‘Poverty’. Use a selection of vocational, factual and emotive vocabulary for the key messages, and a range of different media (e.g., your nursery’s magazine and/or website, a poster, a press release for a local paper, and a follow-up fact sheet.  Tell the story and present the information from a variety of viewpoints – e.g., a case study on a child helped by the charity; the plight of those in care in the local area. Target different audiences (children, grandparents, etc.) with information about the day, and why children and young people need more free activities.  Create a research questionnaire for children on the types of free activities they would like to in their area. | Applying for jobs: learners look at several different job adverts in several different media/locations. They then analyse different methods for covering letters and applications, identifying the various different features, purpose and contexts. Produce a covering letter/ email for each of the adverts, with particular attention to SPAG, use of formal/ informal language, and the intended purpose and audience. | ‘Scaffolded’ task, to start: writing a response to one or more of the reading tasks that prompted interest from the learners. Innovative and inclusive techniques used to draw out ideas that surround assumptions made by an author (for example, an ‘iceberg’ methodology can reveal underlying beliefs and ideas behind assumptions made). Topical and controversial subjects – e.g., anti-social behaviours, drug use, integration, poverty, sexuality or homelessness. Students could be asked to write articles for a magazine context, focusing on issues important to them, or encouraged to write response pieces to text they have seen/read in the reading components, such as[*YouTube clips on poverty/homelessness*](https://www.youtube.com/watch?v=BKOKN6-z3hc) *.* Videoed interviews could support an article on a student’s views on the treatment of teenagers by mainstream media. (Links to AO1 and 2, and AO 7) |
| AO6:  candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation | Taking the theme “Cowboy Builders”, produce several texts showing possible consequences of employing a ‘cowboy builder’: letter of complaint; news article; article for a magazine aimed at a mainly female readership. | Produce a personal memoir from your childhood for inclusion in your peer group’s publication, ‘Our Childhood Autobiographies’, for use in a nursery setting/school. You may wish to focus on memories that make the audience curious, or tales of overcoming adversity. | CV writing: learners consider and discuss the purpose of a CV, and the varied language features of, and approaches to CV writing (focusing on the layout and content). Using a chosen standard template, the learner creates an appropriate CV for a specific organisation. Proof-read for grammar, vocabulary, spelling and punctuation. | Plan and construct an informative piece giving advice on one issue in AO5 through open discussion and decision-making for maximum engagement and development. Examples: advice on finance/budgets, domestic abuse or online harassment (see this [online guide](http://www.bbc.co.uk/webwise/guides/harassment-online)). Draw on crossovers with AO1 – 4. Consider purpose/audience, to use language features effectively to convey ideas. |

**Speaking and Listening (GCSE English Assessment Objectives 7-9)**

***n.b.***: although Speaking and Listening is unweighted for arriving at the learner’s final grade for GCSE English, these Assessment Objectives are required elements of the course, and are reported on as part of the qualification.

*GCSE English Language requires study of the following content, for the Speaking & listening AOs:*

presenting information and ideas

* selecting and organising information and ideas effectively and persuasively for prepared spoken presentations;
* planning effectively for different purposes and audiences;
* making presentations and speeches.

responding to spoken language

* listening to and responding appropriately to any questions and feedback.

spoken Standard English

* expressing ideas using Standard English, whenever and wherever appropriate.

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| --- | --- | --- | --- | --- |
| AO7:  demonstrate presentation skills in a formal setting | * Look at local authority planning guidelines, and re-present some for a general audience. * Choose a local building or architect and produce an informative presentation for or about them. * See: [CE Mark](https://www.youtube.com/watch?v=_zMs_K23ZaI) and create presentations on the CE Mark, suitable fora range of different industry employees. | Prepare and present proposals and other materials for a charity nursery’s fund-raising day – aimed at parents and carers, to encourage them to help and/or attend the event itself. Use a variety of presentation formats and styles to inform, persuade, and instruct, including talks, radio magazine-item scripts, social media and web materials. | * Create a 15-min PPT presentation which highlights "Rights and Responsibilities at Work" – looking from both the perspectives of the employer and employee, and paying particular attention to policies and procedure. * Research a company, to highlight policies and procedures, in order to present these verbally to other learners. | Students select a topic that arose in the reading/writing (see AOs1, 2 or 3) to give a presentation, with others in the group as audience and giving feedback (AO8). It can also then be applied to AO 5. Use ICT and/or A-V equipment to record and evaluate students' work.  Make a mock ‘Hyde Park Speakers' Corner’ for giving addresses, as 'flash' speeches (depending on learner confidence levels). |
| AO8:  listen and respond appropriately to spoken language, including to questions and feedback to presentations | * [Watch this](https://www.youtube.com/watch?v=_zMs_K23ZaI-) video of information about the CE mark. What makes it engaging and informative? * Use a CBE-relevant clip from a current quiz show (e.g., ‘HIGNFY?’, ‘Mock the Week’, or ‘Question Time’). Learners do a spoken comprehension activity, or can asked what their answers might be to one or more of the issues covered? * [*"Bridge Builder" John Agard*](http://www.poetryarchive.org/poem/bridge-builder) (see AO2) – elicit learners response to the different lexicon. * Learners will also be asking questions/ responding to them, arising from their presentations. | Prepare a plenary session following on from a presentation (e.g., a proposal for a charity fundraising day), making notes on likely questions that may be audience responses. Plan answers to these questions – in particular, details about the occasion and the charity. During the plenary itself, listen carefully to audience responses and questions. Ensure your key messages are reinforced, wherever appropriate. | Group discussion (with Q & A and feedback session) with whole group and tutor, focusing on the Right and Responsibilities at work of the employer/ employee (e.g., Equality Act 2010). | View extracts of ‘Question Time’, etc., replicating with a chosen topic, and sending in Qs by SMS, Twitter? Answers live and vocal – to note differences in formality and tone, etc.? |
| AO9:  use spoken Standard English effectively in speeches and presentations | * [*The D.I.Y Doctor*](http://www.diydoctor.org.uk/diyvids.htm)has lots of videos explaining household DIY tasks and skills; learners can create one of their own as a video or a live presentation. * Create a broadcast or TV interview about the building trade – “good or bad?” * Look at a (local?) building you would like to improve, develop or adapt, and explain why and how. * [*Watch this*](https://www.youtube.com/watch?v=_zMs_K23ZaI), and create a presentation on the CE mark, aimed at staff of a housing trust which is looking to build some build affordable flats. | Prepare a presentation on poverty in your local area. Plan the key messages you wish the audience to hear; e.g.,, how poverty affects children emotionally, socially, physically and intellectually. Make notes on the subject vocabulary you will need to use and consider how best to avoid jargon and slang. Use a range of statistics that help reinforce key messages. Video a practice version of your presentation with a camera or mobile device, to reflect on how your speed of delivery, tone of voice, body language and use of plain English influences your argument’s persuasiveness. | Interview techniques -- learners carry out role-play scenarios, portraying and considering both acceptable and unacceptable interview techniques. Explore the correct uses of tone, pitch, and verbal/non verbal communication – by interviews and interviewees. | Students videoed/recorded a task, in some type of discussion-style format. Students select a point for discussion (possibly one raised in previous reading or writing sessions), then setting the context of use, and researching ideas and concepts themselves. Tutor to provide minimal hands-off guidance and support. See also above: 'flash' speeches. |