

GCSE (9-1)

***ENGLISH***

***LANGUAGE***

**J351**

For first teach in 2015­

**www.ocr.org.uk/englishlanguage**

**Student revision checklist**

Version 1

#### **Revision checklists**

The tables below can be used as a revision checklist.

For more information please see the [OCR GCSE English Language specification.](https://www.ocr.org.uk/Images/168996-specification-accredited-gcse-english-language-j351.pdf)

The table headings are explained below:

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| **Assessable learning outcomes**  You will be required to: | **R** | **A** | **G** | **Comments** |
| Here is a list of the learning outcomes for this qualification and the content you need to cover and work on. | You can use the tick boxes to show when you have revised an item and how confident you feel about it.  R = **RED** means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help.  A = **AMBER** means you are reasonably confident but need some extra practice.  G = **GREEN** means you are very confident.  As your revision progresses, you can concentrate on the **RED** and **AMBER** items in order to turn them into **GREEN** items.  You might find it helpful to highlight each topic in red, orange or green to help you prioritise. | | | You can use the comments column to:   * add more information about the details for each point * add formulae or notes * include a reference to a useful resource * highlight areas of difficulty or things that you need to talk to your teacher about or look up in a textbook. |

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| **Component 01 Communicating information and ideas** | | | | | | |
| **Section A Reading information and ideas** | | | | | | |
| **Type of unseen text** | **Content** | **When looking at non-fiction texts, I can:** | **R** | **A** | **G** | **Comments** |
| Two non-fiction from the 19th, 20th and 21st centuries  One text will always be drawn from the 19th century. | Students **read and understand a wide range of non-fiction texts from the 19th to 21st centuries**. For example, articles, travel writing, speeches and biographical writing.  Students read texts that are designed to persuade, inform, instruct or advise. | Identify and interpret key ideas and information from texts. |  |  |  |  |
| Give and explain the key points of a text to show that I have understood what I’ve read. |  |  |  |  |
| Identify similarities in the content of two texts. |  |  |  |  |
| Summarise ideas and information in texts. |  |  |  |  |
| Select quotations to support the points I have identified |  |  |  |  |

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| **Component 01 Communicating information and ideas** | | | | | | |
| **Section A Reading information and ideas** | | | | | | |
| **Type of unseen text** | **Content** | **When looking at non-fiction texts, I can:** | **R** | **A** | **G** | **Comments** |
| Two non-fiction from the 19th, 20th and 21st centuries  One text will always be drawn from the 19th century | Students **analyse how language and structure inform and impact** on their reading of non-fiction texts.    Students have knowledge and understanding of linguistic terminology and structural features, in order to support their views about non-fiction texts. | Explain and illustrate how the writer’s choice of language shapes meaning. |  |  |  |  |
| Analyse how the writer uses language and structure to create effects and impact. |  |  |  |  |
| Use relevant subject terminology accurately to support my views. |  |  |  |  |
| Refer closely to the text by providing quotes or textual references to support the points I make. |  |  |  |  |

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| **Component 01 Communicating information and ideas** | | | | | | |
| **Section A Reading information and ideas** | | | | | | |
| **Type of unseen text** | **Content** | **When looking at non-fiction texts, I can:** | **R** | **A** | **G** | **Comments** |
| Two non-fiction from the 19th, 20th and 21st centuries  One text will always be drawn from the 19th century | Students develop their skills to **compare** **texts,** looking at the ideas, and the ways these ideas are presented, in two texts.  Students develop their skills to **evaluate the ideas, attitudes and values** presented in two texts in relation to a specific theme or topic. | Make connections across two texts looking at the ideas, attitudes and values presented in them. |  |  |  |  |
| Use the form or genre help me understand how different texts present ideas. |  |  |  |  |
| Evaluate the impact or effect of texts on the reader. |  |  |  |  |
| Use and integrate quotations from two texts in a response. |  |  |  |  |

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| **Component 01 Communicating information and ideas** | | | | | | |
| **Section B Writing for audience, impact and purpose** | | | | | | |
| **Task** | **Content** | **When producing non-fiction writing, I can:** | **R** | **A** | **G** | **Comments** |
| Produce pieces of non-fiction writing in different forms and for different audiences and purposes. | Students **produce non-fiction writing**, including writing to:   * describe * explain * inform * instruct * argue * persuade.   Students develop skills to **adapt their writing for different purposes, audiences and contexts**.  Students can use vocabulary and grammatical features to **achieve particular effects.**  Students write with **accurate spelling, grammar and punctuation** | Organise ideas and information clearly. |  |  |  |  |
| Structure my writing so that it is clear and the order of points/ ideas makes sense. |  |  |  | Try to avoid repetition of the same points/ideas. |
| Select and emphasise key ideas and information to influence readers and reflect the purpose of the writing. |  |  |  |  |
| Maintain a consistent viewpoint across a non-fiction piece of writing. |  |  |  |  |
| Choose vocabulary and grammatical structures and features carefully to reflect the audience and the purpose of the writing. |  |  |  |  |
| Use language and structure to have an emotional impact. |  |  |  |  |
| Use a tone, style and register that is appropriate for the audience and the purpose of the writing. |  |  |  |  |
| Use a range of sentence structures. |  |  |  |  |
| Use accurate punctuation and spelling. |  |  |  |  |

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| **Component 02 Exploring effects and impact** | | | | | | |
| **Section A Reading meaning and effects** | | | | | | |
| **Type of unseen text** | **Content** | **When looking at literary texts, I can:** | **R** | **A** | **G** | **Comments** |
| Two literary texts from the 20th and 21st centuries. | Students **read and understand a wide range of literary texts from the 20th and 21st centuries**. For example, extracts from novels, short stories or literary non-fiction such as autobiography.  . | Identify and interpret key ideas and information from texts. |  |  |  |  |
| Give and explain the key points of a text to show that I have understood what I’ve read.  . |  |  |  |  |
| Identify similarities in the content of two texts. |  |  |  |  |
| Summarise ideas and information in texts. |  |  |  |  |
| Select quotations to support the points I have identified. |  |  |  |  |

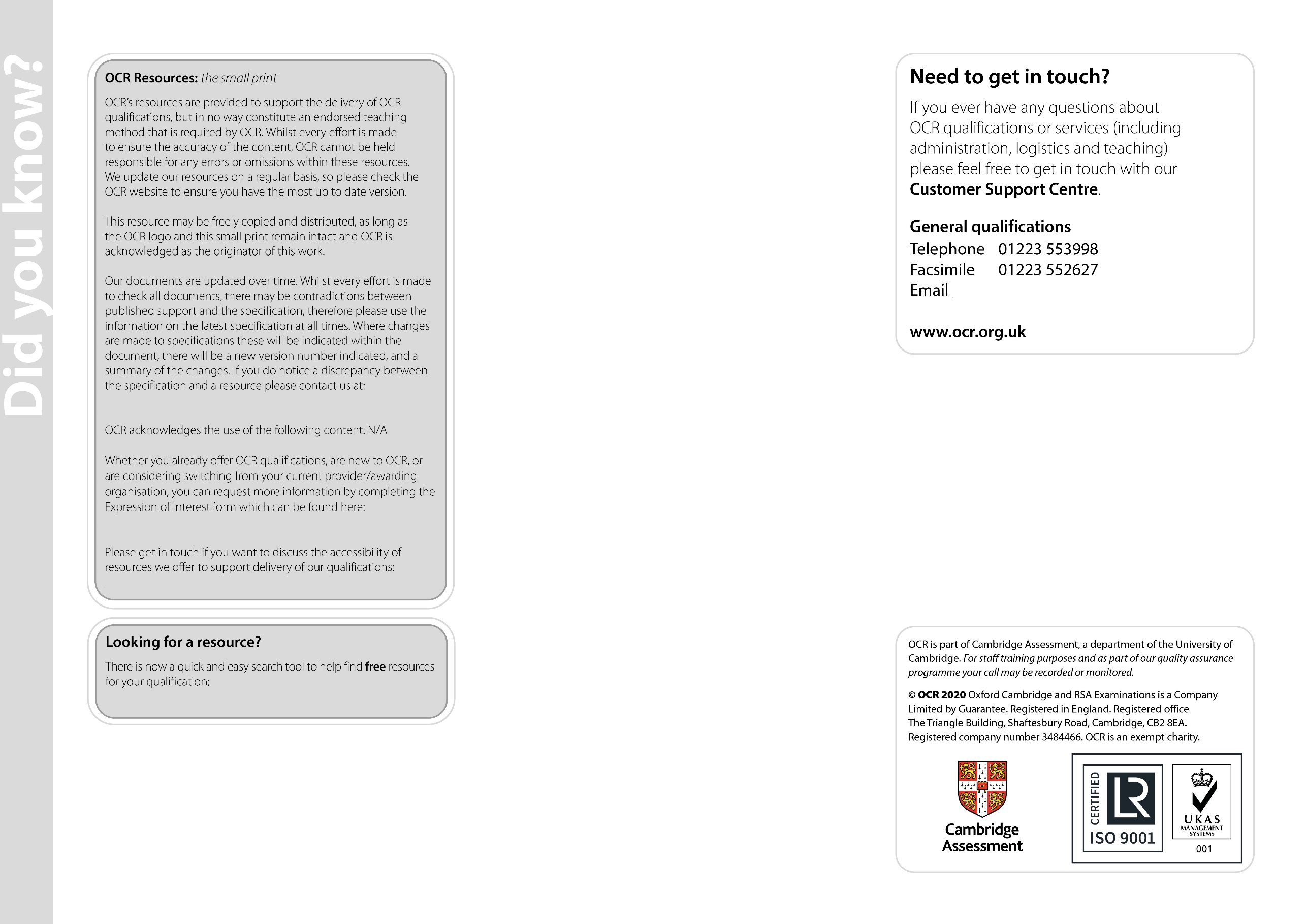
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| **Component 02 Exploring effects and impact** | | | | | | |
| **Section A Reading meaning and effects** | | | | | | |
| **Type of unseen text** | **Content** | **When looking at literary texts, I can:** | **R** | **A** | **G** | **Comments** |
| Two literary texts from the 20th and 21st centuries | Students **analyse how language and structure inform and impact** on their reading of literary texts.    Students have knowledge and understanding of linguistic terminology and structural features, in order to support their views about literary texts. | Explain and illustrate how the writer’s choice of language shapes meaning. |  |  |  |  |
| Analyse how the writer uses language and structure to create effects and impact. |  |  |  |  |
| Use relevant subject terminology accurately to support my views. |  |  |  |  |
| Refer closely to the text by providing quotes or textual references to support the points I make. |  |  |  |  |

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| **Component 02 Exploring effects and impact** | | | | | | |
| **Section A Reading meaning and effects** | | | | | | |
| **Type of unseen text** | **Content** | **When looking at literary texts, I can:** | **R** | **A** | **G** | **Comments** |
| Two literary texts from the 20th and 21st centuries. | Students develop their skills to **compare** **texts,** looking at the ideas, and the ways these ideas are presented, in two texts.  Students develop their skills to **evaluate the ideas, attitudes and values** presented in two texts in relation to a specific theme or topic. | Make connections across two texts looking at the ideas, attitudes and values presented in them. |  |  |  |  |
| Use the form or genre help me understand how different texts present ideas. |  |  |  |  |
| Evaluate the impact or effect of texts on the reader. |  |  |  |  |
| Use and integrate quotations from two texts in a response. |  |  |  |  |

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| **Component 02 Exploring effects and impact** | | | | | | |
| **Section B Writing imaginatively and creatively** | | | | | | |
| **Task** | **Content** | **When producing non-fiction writing, I can:** | **R** | **A** | **G** | **Comments** |
| Produce pieces of creative writing. | Students **produce imaginative, original writing** in a range of forms, including, for example, short stories and autobiographical writing.  Students develop skills to **adapt their writing for different audiences and contexts**.  Students can use vocabulary and grammatical features to **achieve particular effects.**  Students write with **accurate spelling, grammar and punctuation.** | Organise ideas clearly. |  |  |  |  |
| Structure my writing so that it is clear and the order of ideas makes sense. |  |  |  | Try to avoid repetition of the same ideas. |
| Select and emphasise key ideas to create effects and impact for readers. |  |  |  |  |
| Maintain a consistent viewpoint across a piece of creative writing. |  |  |  |  |
| Choose vocabulary and grammatical structures and features for effect. |  |  |  |  |
| Use language and structure to have an emotional impact. |  |  |  |  |
| Use a tone, style and register that is appropriate for the purpose of the writing. |  |  |  |  |
| Use a range of sentence structures. |  |  |  |  |
| Use accurate punctuation and spelling. |  |  |  |  |

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| **Component 03 or 04 Spoken Language endorsement** | | | | | | |
| **Task** | **Content** | **Students should be able to:** | **R** | **A** | **G** | **Comments** |
| One spoken presentation in front on an audience. | Students plan and organise a spoken presentation. They identify the subject for their presentation in advance.  Students give a prepared spoken presentation to an audience which must include the teacher.  Presentations may take a wide variety of forms, including talks, debates, speeches and dialogues. | Select information and ideas for prepared spoken presentations. |  |  |  |  |
| Organise information and ideas effectively and persuasively. |  |  |  |  |
| Presenting information and ideas. |  |  |  |  |
| Give presentations in a formal setting. |  |  |  |  |
| Listen carefully to questions and feedback and respond appropriately. |  |  |  |  |

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|  | As part of, or following, the presentation, Students must listen to and respond appropriately to questions and feedback. | Express ideas effectively using spoken Standard English. |  |  |  |  |



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