



# Golden Brain Academy

**GCSE ENGLISH LANGUAGE**

**JUST £20 PER  
LESSON**

Covering the key  
objectives of the  
AQA GCSE English  
Language syllabus

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# INTRODUCTION



**In my own education, I obtained GCSEs, A levels, BA (Hons) English Literature and English Language, MPhil in Gender Studies, PGCE in secondary English (2014) and I began a PhD in English, with a view to lecture at University.**

**I have followed the English specifications offered by a number of exam boards and have delivered the English syllabus in a range of extremely varied schools. I am particularly well-versed on the specification for AQA, EDUQAS and WJEC.**

**I have worked as an online tutor for three years now, covering the British curriculum with students worldwide. My specialism is secondary English Literature and Language, which I teach at KS3, KS4 and KS5. This can range from covering grammar skills and general English tutoring, revision and exam preparation, and coursework and homework tasks.**



**Laura**

**Laura has personally planned and prepared our GCSE course to ensure full coverage of the syllabus.**

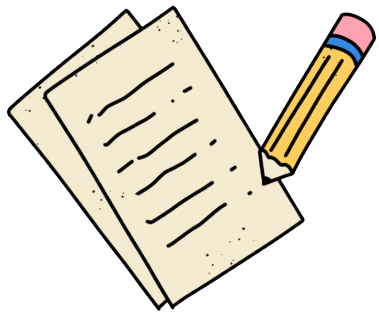
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# YEAR 10 AUTUMN TERM

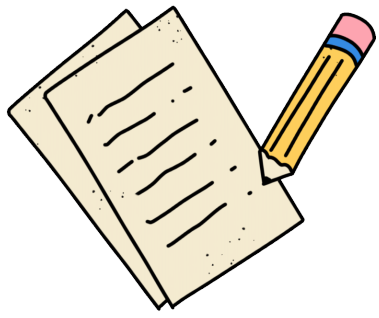


Term 1.1	Focus	Content
Week 1	Intro to Paper 1, Questions 1 and 2 - Language	Looking at the structure of the paper, timings and marks available for each question. Students will understand the Assessment Objectives and revise language techniques. Students will examine a model PEEAL paragraph for Qu 2, before attempting their own response, followed by self- assessment.
Week 2	Question 3 - Structure	Students will revise structural techniques and understand how the writer uses these techniques to shape a text and develop a narrative. Students will also understand how structural techniques affect meaning for the reader, as well as establishing DOs and DON'Ts for this question. Students will look at the mark scheme, an exemplar response and attempt their own response to the question, using a writing frame. Self- assessment.
Week 3	Question 4 – How far do you agree?	Students will recap what they need to do for the first 3 questions of Paper 1. Students will examine the mark scheme in order to see how marks are awarded, and to understand question requirements. Students will examine an example and then attempt the question with the help of a writing frame. Self- Assessment
Week 4	Question 5 - Descriptive Writing	Students will learn to plan and write a description of an image provided. Students will identify language techniques to use in a descriptive piece, as well as other SPAG features and details they may wish to focus on. Students will examine the mark scheme and assess some examples of descriptive writing, before creating their own piece.
Week 5	Question 5 – Narrative Writing	Students will learn to plan and write a narrative, based on a title or line provided. Students will use a story mountain to plan their narrative, as well as listing which language techniques, and other SPAG features, would be effective. Students will revisit the mark scheme and examine an example, before producing their own narrative.
Week 6	Assessment	Students will attempt a past paper Language 1.





# YEAR 10 AUTUMN TERM



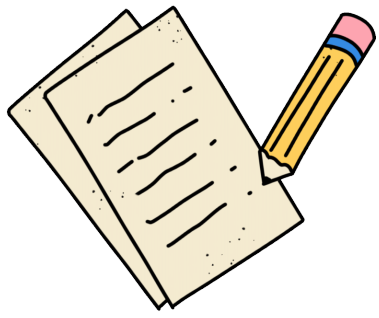
Term 1.2	Focus	Content
Week 1	Introduction to Paper 2, Questions 1 and 2 - Summarise	Looking at the structure of the paper (2 resources), timings and marks available for each question. Students will revisit the Assessment Objectives and look at the mark scheme, in order to establish the requirements of the question. Students will examine an example response of summarising, before attempting Qu 1 and 2. Self-Assessment.
Week 2	Question 3 - Language	Students will understand that the requirements of the question are the same as Paper 1, Qu 2. Students will revise language techniques, before attempting Qu3. Students will examine the mark scheme, as well as a model PEEAL paragraph, before they attempt to write their own. Self- assess. EXEMPLAR - MARKS - AOs.
Week 3	Question 4 - Comparison	Students will recap Paper 2, Qu 1-3. Students will use both resources to compare how the writers present their attitudes in the texts. Students will examine the mark scheme and annotate each text for evidence. Using a comparative table, students will learn how to present similarities and differences in language choices and methods writers use in their texts. Students will examine an example response and use the writing frame to create their own comparison.
Week 4	Question 5 - Article Writing	Students will learn how to plan and structure an article, based on task provided, using PALL. Students will follow the 5-point plan and decide on a title and sub-headings. Students will revise DAFOREST and plan to incorporate as many of these techniques as possible, in their writing. Students will examine the mark scheme and an example article, before attempting their own. Self-assessment.
Week 5	Question 5 - Letter Writing	Students will understand the difference between a formal and informal letter, in terms of structure and language. Using PALL, students will create a 5 -point plan and examine the mark scheme. Students will have the opportunity to examine examples of letters, before writing their own.
Week 6	Assessment	Students will attempt a past paper Language 2.

Laura will use assessment for learning to plan the structure and content for the lessons in the Spring Term. These will be released in due course according to the group's needs.





# YEAR 11 AUTUMN TERM



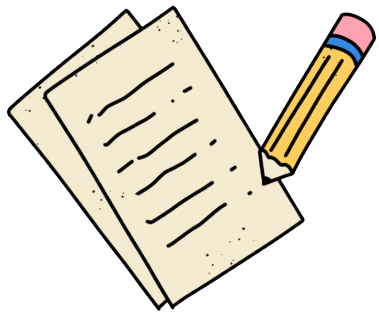
Term 1.1	Focus	Content
Week 1	Intro to Paper 1, Questions 1 and 2 - Language	Students will be reminded of structure of paper 1 and revisit Assessment Objectives. Students will revise language techniques and examine a model PEEAL paragraph for Qu 2. Students will then assess the model against the mark scheme, before writing their own response and self- assessing their own work.
Week 2	Question 3 - Structure	Students will revise structural techniques and the effects they have on the reader. Students will be reminded of DOs and DON'Ts for this question, before assessing an exemplar response. Students will then use a writing frame to produce their own response, followed by a self- assessment and the opportunity to improve what they have written.
Week 3	Question 4 - How far do you agree?	Students will recap what they need to do for the first 3 questions of Paper 1. Students will consider an exam question and seeking evidence from the text and planning their ideas. Students will examine an example response and assess against the mark scheme, for strengths and areas for development. Students will then attempt the question, with the help of a writing frame, and assess their own response against the marking criteria.
Week 4	Question 5 - Descriptive writing	Students will revise how to plan a description relating to an image. Students will identify language techniques to use in their descriptive piece, as well as other SPAG features and details they may wish to focus on. Students will examine the mark scheme and assess some examples of descriptive writing, before creating their own piece. Students will be able to self- assess and improve.
Week 5	Question 5 - Narrative writing	Students will revise the features of a narrative, before considering the task. Students will use a story mountain to plan their narrative, as well as listing which language techniques, and other SPAG features, make an effective narrative. Students will revisit the mark scheme and examine an example, before producing their own narrative and self-assessing and improving.
Week 6	Assessment	Students will attempt a past paper Language 1.







# YEAR 11 AUTUMN TERM



Term 1.2	Focus	Content
Week 1	Introduction to Paper 2, Questions 1 and 2 - Summarise	Students will revisit the structure of the paper (2 resources) and Assessment Objectives. and Students will examine an example response and assess it against the mark scheme. Students will then attempt Qu 1 and 2, before checking their answers and assessing the level of their response.
Week 2	Question 3 - Language	Students will be reminded that this question is the same as Q2 on Paper 1. Students will revise language techniques, before attempting Qu3. Students will examine an example response against the mark scheme, before they attempt to write their own and self- assess.
Week 3	Question 4 - Comparison	Students will recap Paper 2, Qu 1-3. Students will use both resources to compare how the writers present their attitudes in the texts. Students will highlight evidence and to show similarities and differences between each writer's attitude. Students will examine an example response, assess according to the mark scheme and use the writing frame to create their own response and assess their work.
Week 4	Question 5 - Article Writing	Students will be reminded of the features of an article. Students will be presented with a task and consider PALL, before creating a 5-point plan. Students will revise DAFOREST. Students will examine the mark scheme and an example article, before attempting to incorporate these techniques into their own article. Students will self-assess and set targets.
Week 5	Question 5 - Letter Writing	Students will revise the features of formal and informal letters and DAFOREST. Using PALL, students will create a 5 -point plan. Students will have the opportunity to assess examples of letters and before writing and assessing their own.
Week 6	Assessment	Students will attempt a past paper Language 2.

Laura will use assessment for learning to plan the structure and content for the lessons in the Spring Term. These will be released in due course according to the group's needs.



# INFORMATION

- Lessons are just £20 per class.
- Suitable for students in Years 10 and 11, who are sitting the AQA English Language GCSE exam
- Differentiated to cater for all abilities
- Lessons are taught online and are fifty-five minutes long
- Resources are provided
- Regular assessments and progress tests carried out
- Maximum of eight students per group
- One to one or two to one lessons also available on a weekly basis

To book a course  
from just £100 please email  
[richard@goldenbrainacademy.com](mailto:richard@goldenbrainacademy.com)  
Book online at  
[www.goldenbrainacademy.com](http://www.goldenbrainacademy.com)



\*\*\* really loves her sessions with you and always comes away full of confidence and happiness. Thank you so much.

I think that's one last lesson to go now. We were all driving back from the cinema yesterday and when I said you won't have lessons with Laura anymore, I instantly knew she felt sad. I did say I'm sure Laura will still keep in touch. I know you don't have to but I really hope you will as you have played such a massive part in \*\*\*'s young life for the past two ish years.

We had parents' evening this week and the teacher was talking about \*\*\*'s transformation in English! She was so pleased with his results. Thank you so much.

I would like to say a really big thank you. \*\*\* has really enjoyed her lessons. It has really boosted her confidence in the English Language GCSE exams.

Thank you so much Laura, \*\*\* has gone from a 2 to a 4 which is amazing. He is currently going through an ADHD diagnosis and English is not his forte. The help you have given him has boosted his confidence in other subjects as well.