

2017 task planning form GCSE Modern Foreign Languages

This form should be attached to the candidate's work. The declarations should be completed by the candidate and teacher as indicated.

- ☐ Unit 3 Speaking ☐ Unit 4 Writing
- ☐ Chinese (Mandarin) 44703/450704 ☐ French 44563/45054 ☐ German 44503/45054 ☐ Italian 44503/45054 ☐ Spanish 44563/45054 ☐ Urdu 44503/45054

Centre number

Centre name

Candidate number

Candidate's full name

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan; her/his cannot give you feedback on your draft or the final version.

Teacher comments on the plan

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please select/tick the relevant boxes (if delete as applicable)

- ☐ Make sure that what you say / write" fits the title.
- ☐ Make sure that you have covered the task fully.
- ☐ Remove the conjugated verbs / complete sentences / codes / visuals" from the plan.
- ☐ "Your plan is too short / long" (40 words maximum).

Further feedback (if not covered by the boxes above).

Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

Teacher declaration

I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

Teacher signature

Date

Aqa Task Planning Form 2013

Simon Ross, Stephen Durman



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Independent Schools Yearbook 2012-2013 none, 2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS **A/AS Level English Literature A for AQA Student Book** Russell Carey, Anne Fairhall, Tom Rank, 2015-11-12 Created specifically for the AQA A AS level English literature A specification for first teaching from 2015 this print student book is suitable for all abilities providing stretch opportunities for the more able and additional scaffolding for those who need it Helping bridge the gap between GCSE and A level the unique three part structure focuses on texts within a particular time period and supports students in interpreting texts and reflecting on how writers make meaning

Developing Numeracy in Further Education Graham Hall, Suzanne Slaney, 2016-10-03 This book presents examples of numeracy applications developed in a wide range of courses in a Further Education college in Wales The numeracy case studies are not limited to simple arithmetic and tasks involving shape and space but include more advanced topics such as statistical analysis mathematical modelling calculus and design of algorithms A broad definition of numeracy is adopted by the authors in line with the range of numeracy skills expected and valued by employers In addition to a knowledge of mathematical techniques numeracy is considered to include problem solving especially in the design of solutions to non routine tasks communication of mathematical results in formats which are suitable for the intended audience and facilitate decision making an ability to use computer technology to collect and process data and a familiarity with number which allows appropriate levels of accuracy to be chosen estimates made and errors detected **Learning to Teach History in the Secondary School** Terry Haydn, Alison Stephen, James Arthur, Martin Hunt, 2014-10-10 An excellent companion to Learning to Teach in Secondary School full of good ideas and better advice Mentors will certainly want to use it and so I m sure will the rest of the history department Make sure they buy one and keep your copy under lock and key Michael Duffy Times Educational Supplement A very well written and readable book Overall this is an excellent book and one which students and teachers outwith England would find a valuable addition to their library Scottish Association of Teachers of History Resources Review This book is without question the standard text for the history PGCE market Dr Ian Davies University of York on the first edition Learning to Teach History in the Secondary School provides an accessible introduction to teaching and learning history at secondary level Underpinned by a theoretical perspective and backed up by the latest research it encourages student teachers to develop a personal approach to teaching history This fourth edition has been thoroughly updated for the new curriculum with a brand new chapter on subject knowledge and a new section on action research to better support those reflecting on and developing their own practice It provides an array of references and materials that give a sound theoretical foundation for the teaching of history including weblinks to further resources while a range of tasks will enable students to put their learning into practice in the classroom Practical advice is combined with reference and

access to a wide range of recent and relevant research in the field of history education to support Masters Level research and aid reflective practice Key issues covered include The benefits of learning history Planning The use of language and strategies for teaching Inclusion Technology in history teaching Assessment Continuing professional development Offering comprehensive and accessible support to becoming a history teacher this book remains an invaluable resource for all training and newly qualified history teachers

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

Getting Into Oxford & Cambridge 2013 Entry Jenny Blaiklock,2012-04-18 Do you want to win a place at one of the most prestigious universities in the country Do you need help making your application stand out from the crowd Winning a place at Oxford or Cambridge is notoriously difficult and with competition at an all time high Getting into Oxford and Cambridge has all the information you need to put yourself ahead of the fierce competition Covering what you should study at A level to your admissions interview and beyond this is a comprehensive guide to Getting into Oxford or Cambridge including Insider tips and advice from admission tutors The grades expected for each university Advice on writing your personal statement Interview preparation and practice Make sure your application stands out from the crowd impress at interview and secure yourself a place at Oxford or Cambridge

Secondary Behaviour Management Lizana Oberholzer,2023-04-14 This concise book supplements the Routledge School Based Teacher Training Hub which you can find at www.routledgeteachertraining.com The Hub has been developed in conjunction with teacher training experts and offers busy trainees and their mentors focussed accessible evidence informed guidance that will help develop skills and confidence for successful classroom practice The chapters in this collection on the Hub explore one of the most challenging aspects of learning to teach in the secondary school Managing behaviour The Hub provides Online access to ten chapters carefully selected from across the breadth of Routledge s publishing written by

experts in the field to cover core skills and knowledge for effective behaviour management An introduction to each chapter designed to show how the evidence applies to your setting and practice and how you can build on the advice to develop and improve teaching A self audit test to help you pinpoint gaps and understand where you will most benefit from skills and confidence development Observation sheets offering a framework that will help you focus and reflect when you re observing colleagues Short mentor meeting guides to structure initial and ongoing meetings with your mentor to help you get the most out of these important relationships

The Media Teacher's Handbook Elaine Scarratt,Jon Davison,2012-03-15 The Media Teacher s Handbook is an indispensable guide for all teachers both specialist and non specialist delivering Media Studies and media education in secondary schools and colleges It is the first text to draw together the three key elements of secondary sector teaching in relation to media study the theoretical the practical and the professional in order to support media teachers throughout their careers Section One Contexts explores the history of rationale for and justification of studying the media from 1900 to the present day and considers the tensions implicit in the subject caused by opposing views of culture Section Two Curriculum comprises seven chapters that focus on studying the media from Key Stages 3 and 4 in English through GCSE and A Level Media Studies It also explores approaches to teaching the Creative and Media Diploma media and citizenship and practical media production Section Three Career Development is designed to support those establishing and leading Media Studies departments and those who are charged with the initial preparation and professional development of teachers Written by experts involved in the teaching training and examination of Media Studies this one stop resource is packed with illustrative case studies and exemplar schemes of work which can be easily adapted for your own needs Suggested Reading and Recommended Resources sections at the end of each chapter list additional books films DVDs groups agencies organisations contact details websites and other materials which will support your teaching even further The Media Teacher s Handbook is an essential guide to the theory pedagogy and practice of media education that will enable you to teach your subject expertly and with confidence

Oxford International AQA Examinations: International GCSE Geography Simon Ross,Stephen Durman,2018-08-23 The only textbook that fully supports the OxfordAQA International GCSE Geography specification 9230 for first teaching from September 2018 It will fully engage students with physical and human topics make learning relevant with current international case studies

Parental Engagement and Out-of-School Mathematics Learning Tim Jay,Jo Rose,2023-08-07 Challenging preconceived ideas and supporting children to acquire mathematical understandings Parental Engagement and Out of School Mathematics Learning informs innovative and vital educational policy and practice

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