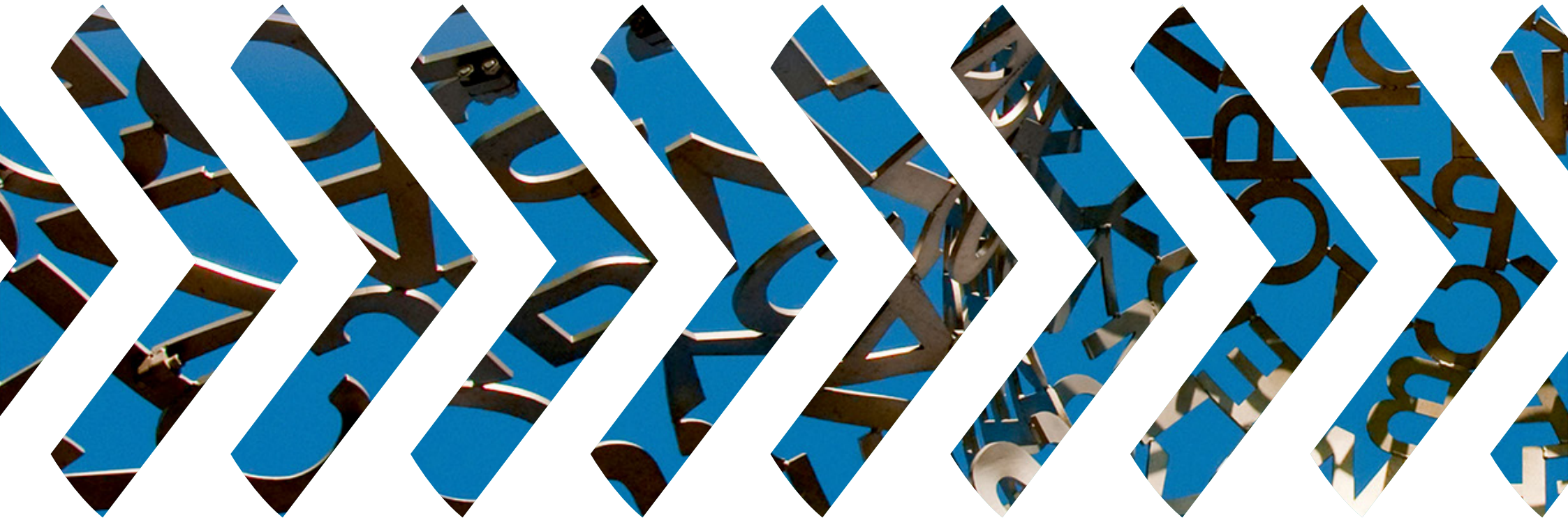


# > **STEP UP** TO OXFORDAQA INTERNATIONAL GCSE ENGLISH LANGUAGE

Mapping of Ignite English from Oxford University Press to  
OxfordAQA International GCSE English Language (9270)



# THE BRIDGE TO INTERNATIONAL GCSE ENGLISH LANGUAGE (9270)

In this document, we show how Ignite English from Oxford University Press prepares your Lower Secondary age 11-14 students for the step up to OxfordAQA International GCSE English Language (9270).

The following mapping grid shows which areas of Ignite English provide the prior knowledge and skills for each topic in the OxfordAQA International GCSE English Language (9270) specification.



## Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) subject content			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11-12) units and sections	Ignite English 2 (ages 12-13) units and sections	Ignite English 3 (ages 13-14) units and sections
LITERARY NON-FICTION AND COMPOSITION	SECTION A: LITERARY NON-FICTION	The passages for the reading section on Paper 1 will be literary non-fiction e.g. autobiography, biography, letters, memoir and travel/adventure writing.	<b>Unit 1: In search of adventure</b> 1.6. Survival skills (Autobiography) 1.7. At the extremes (Diary) 1.9. Assessment – reading (Travel)  <b>Unit 4: Traveller's tales</b> 4.1. First impressions (Travel) 4.2. Expect the unexpected (Travel) 4.4. Exotic tastes (Travel) 4.5. A remote meeting (Travel) 4.6. A scary moment (Travel) 4.7. Tall tales (Travel)		<b>Unit 3: Exploring difference</b> 3.2. A different child (Autobiography) 3.3. Free at last (Autobiography) 3.4. Pushing the limits (Autobiography)  <b>Unit 5: Young Entrepreneurs</b> 5.1. Gap in the market (Autobiography and biography) 5.4. Levels of formality (Autobiography) 5.5. Names and associations (Autobiography)
	SECTION B: COMPOSITION	The writing section will consist of three tasks from which students choose one: descriptive/imaginative/ argumentative or discursive.	<b>Unit 1: In search of adventure</b> 1.5. Unexpected encounters (Imaginative writing task) 1.6. Survival skills (Descriptive writing task) 1.7. At the extremes (Argumentative writing task) 1.9. Assessment – reading (Argumentative writing task)  <b>Unit 2: The identity kit</b> 2.1. What's in a name? (Argumentative writing task)  <b>Unit 3: Out of this world</b> 3.2. Frankenstein's monster (Imaginative writing task) 3.4. Robot: friend or foe? (Imaginative writing task) 3.5. Cloning: cool or cruel? (Argumentative writing task) 3.6. Aliens! (Descriptive writing task) 3.7. The end of the world (Descriptive writing task) 3.10. Assessment – writing (Imaginative writing task)  <b>Unit 4: Traveller's tales</b> 4.3. Home comforts (Descriptive writing task) 4.4. Exotic tastes (Argumentative writing task) 4.5. A remote meeting (Descriptive writing task) 4.6. A scary moment (Descriptive writing task) 4.7. Tall tales (Descriptive writing task)  5.2. Choosing the news (Argumentative writing task)  6.4. Join our club (Discursive writing task) 6.10. Assessment – presenting (Discursive writing task)	<b>Unit 1: It's a mystery</b> 1.3. Reading detective (Imaginative writing task) 1.5. Real-life mysteries (Imaginative writing task) 1.7. Watching the detectives (Descriptive writing task) 1.9. Step into the mystery (Descriptive writing task) 1.10. Assessment – writing (Imaginative writing task)  <b>Unit 2: Words of war</b> 2.10. Assessment – reading (Argumentative writing task)  <b>Unit 3: Appearance and reality</b> 3.5. Under the skin (Imaginative writing task)  <b>Unit 4: Technology matters</b> 4.6. Who is watching you? (Argumentative writing task)  <b>Unit 5: Campaign for a cause</b> 5.5. Reporting on a cause (Argumentative writing task) 5.6. The press release (Argumentative writing task) 5.8. Fundraising appeals (Argumentative writing task) 5.9. Lobbying for change (Argumentative writing task) 5.10. Assessment – writing (Argumentative writing task)  <b>Unit 6: Power of communication</b> 6.2. Power of presentation (Argumentative writing task) 6.4. Building an argument (Argumentative writing task) 6.6. A call to arms (Argumentative writing task)	<b>Unit 1: Dare to scare</b> 1.3. You're welcome... (Imaginative writing task) 1.6. Graphic detail (Imaginative writing task)  <b>Unit 3: Exploring difference</b> 3.2. A different child (Discursive writing task) 3.3. Free at last (Imaginative writing task)  <b>Unit 4: My life, my choices</b> 4.4. Parental pressure (Descriptive writing task) 4.5. Fashion victims (Descriptive writing task)

## Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) subject content			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11-12) units and sections	Ignite English 2 (ages 12-13) units and sections	Ignite English 3 (ages 13-14) units and sections
SOURCE-BASED READING AND DIRECTED WRITING	SECTION A: READING	The reading texts for Paper 2 will relate to modern world themes and issues. Some of the texts may be brief or solely visual. Texts may be fiction or non-fiction.	All units	All units	All units
	SECTION B: WRITING	The focus of the writing task will be writing for audience and purpose, which could be both multiple and diverse. The most successful responses will demonstrate the students' ability to respond to this demand.	<p><b>Unit 1: In search of adventure</b> 1.7. At the extremes 1.9. Assessment – reading</p> <p><b>Unit 2: The identity kit</b> 2.1. What's in a name?</p> <p><b>Unit 4: Traveller's tales</b> 4.3. Home comforts 4.4. Exotic tastes 4.8. Assessment – writing</p> <p><b>Unit 5: Making the news</b> 5.2. Choosing the news 5.5. The language of news 5.8. Writing the news</p> <p><b>Unit 6: Your language</b> 6.7. An idiot's guide to spoken language 6.8. Attitudes to language change 6.9. Stand up for language! 6.10. Assessment – presenting</p>	<p><b>Unit 1: It's a mystery</b> 1.1. Why read mysteries?</p> <p><b>Unit 4: Technology matters</b> 4.4. A clear message 4.5. Disaster! 4.6. Who is watching you? 4.8. Investing in the future 4.9. Assessment – presenting</p> <p><b>Unit 5: Campaign for a cause</b> 5.3. Learning to listen 5.5. Reporting on a cause 5.6. The press release 5.7. Into the news 5.8. Fundraising appeals 5.9. Lobbying for change 5.10. Assessment – writing</p> <p><b>Unit 6: Power of communication</b> 6.2. Power of presentation 6.4. Building an argument 6.6. A call to arms 6.9. Assessment – debating</p>	<p><b>Unit 1: Dare to scare</b> 1.9. Assessment – reading</p> <p><b>Unit 3: Exploring difference</b> 3.4. Pushing the limits</p> <p><b>Unit 4: My life, my choices</b> 4.2. Getting what you want 4.3. A sporting chance 4.5. Fashion victims 4.8. You are what you tweet 4.9. Read all about it 4.10. Assessment – writing</p> <p><b>Unit 5: Young Entrepreneurs</b> 5.4. Levels of formality 5.7. Personality sells 5.9. Preparing the pitch</p> <p><b>Unit 6: From talking drums to tweets</b> 6.2. Smart phones? 6.8. Live news</p>
NON-EXAM ASSESSMENT		<p>The aim of this unit is to develop the relevant reading, study, research, and writing skills as those required for the optional Paper 2, whilst allowing the opportunity for students to pursue individual interests.</p> <p>Students will be required to show that they have read a range of core texts. Through their selection and development of information and ideas they will demonstrate sound understanding of content, an awareness of the purposes of the core texts, and the ability to synthesise information appropriately, and perhaps imaginatively, in order to address the given task. Their final written piece will be structured appropriately and communicated effectively and accurately, with due reference to purpose and audience.</p>	All units	All units	All units

## › Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) subject content			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11-12) units and sections	Ignite English 2 (ages 12-13) units and sections	Ignite English 3 (ages 13-14) units and sections
SPEAKING AND LISTENING (OPTIONAL ENDORSEMENT)		<p>Students must undertake a prepared spoken presentation on a specific topic.</p> <ul style="list-style-type: none"> <li>› Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues</li> <li>› Students must identify the subject for their presentations in advance and agree it with their teacher</li> <li>› Presentations must be planned and organised Students should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades</li> <li>› Students may use pre-prepared notes, power-point etc to assist them during their presentations but this is not a requirement</li> <li>› As part of, or following, the presentation, students must listen to and respond appropriately to questions and feedback</li> </ul>	<p><b>Unit 4: Traveller's tales</b> 4.8. Assessment – writing</p> <p><b>Unit 5: Making the news</b> 5.10. Assessment – presenting</p> <p><b>Unit 6: Your language</b> 6.10. Assessment – presenting</p>	<p><b>Unit 4: Technology matters</b> 4.5. Disaster! 4.8. Investing in the future 4.9. Assessment – presenting</p> <p><b>Unit 5: Campaign for a cause</b> 5.10. Assessment – writing</p> <p><b>Unit 6: Power of communication</b> 6.9. Assessment – debating</p>	<p><b>Unit 3: Exploring difference</b> 3.1. Challenging perceptions 3.6. Standing out</p> <p><b>Unit 4: My life, my choices</b> 4.1. Have your say</p> <p><b>Unit 5: Young Entrepreneurs</b> 5.9. Preparing the pitch 5.10. Assessment – presenting</p> <p><b>Unit 6: From talking drums to tweets</b> 6.10. Assessment – presenting</p>

## › Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) scheme of assessment			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11–12) units and sections	Ignite English 2 (ages 12–13) units and sections	Ignite English 3 (ages 13–14) units and sections
ASSESSMENT OBJECTIVES	GENERAL AIMS AND LEARNING OUTCOMES	› Demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately	All units	All units	All units
		› Express themselves creatively and imaginatively	All units	All units	All units
		› Understand the patterns, structures and conventions of written and spoken English	Unit 6: Your language	Unit 6: Power of communication	Unit 6: From talking drums to tweets
		› Select and adapt speech and writing to different situations and audiences	<b>Unit 1: In search of adventure</b> 1.6. Survival skills 1.7. At the extremes 1.8. Worth the risk? 1.9. Assessment – reading  <b>Unit 2: The identity kit</b> 2.10. Assessment – reading  <b>Unit 3: Out of this world</b> 3.4. Robot: friend or foe? 3.5. Cloning: cool or cruel?  <b>Unit 4: Traveller's tales</b> 4.1. First impressions 4.2. Expect the unexpected 4.3. Home comforts 4.4. Exotic tastes 4.5. A remote meeting 4.8. Assessment – writing  <b>5.1. Who makes the news?</b> 5.2. Choosing the news 5.3. Explaining the issues 5.5. The language of news 5.7. Reading the news 5.8. Writing the news 5.9. Breaking news 5.10. Assessment – presenting  <b>Unit 6: Your language</b>	All units	<b>Unit 1: Dare to scare</b> 1.6. Graphic detail 1.7. The supernatural on stage 1.8. Tenses and tension 1.9. Assessment – reading  <b>Unit 2: Relationships</b> 2.10. Assessment – writing  <b>Unit 3: Exploring difference</b> 3.4. Pushing the limits 3.5. Making your mark  <b>Unit 4: My life, my choices</b> 4.1. Have your say 4.2. Getting what you want 4.3. A sporting chance 4.4. Parental pressure 4.5. Fashion victims 4.8. You are what you tweet  <b>Unit 5: Young Entrepreneurs</b> 5.1. Gap in the market 5.2. Choosing the big idea 5.3. Planning your new business 5.5. Names and associations 5.7. Personality sells 5.8. Responding to questions 5.9. Preparing the pitch 5.10. Assessment – presenting  <b>Unit 6: From talking drums to tweets</b>
		› Become critical readers of a range of texts, including multi-modal texts	All units	All units	All units
		› Use reading to gain access to knowledge and to develop their own skills as writers connect ideas, themes and issues, drawing on a range of texts.	All units	All units	All units

## › Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) scheme of assessment			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11–12) units and sections	Ignite English 2 (ages 12–13) units and sections	Ignite English 3 (ages 13–14) units and sections
ASSESSMENT OBJECTIVES	AO1: READING	<p>› R1: Read and understand texts, selecting and utilising material appropriate to purpose</p> <p>› R2: Collate and synthesise detail from one or more sources, making cross-references and comparisons as appropriate</p>	<p><b>All units</b></p> <p><b>Unit 1: In search of adventure</b> 1.1. The hero's journey 1.5. Unexpected encounters 1.7. At the extremes</p> <p><b>Unit 2: The identity kit</b> 2.1. What's in a name?</p> <p><b>Unit 3: Out of this world</b> 3.1. What is science fiction? 3.5. Cloning: cool or cruel?</p> <p><b>Unit 4: Traveller's tales</b> 4.2. Expect the unexpected 4.8. Assessment – writing</p> <p><b>Unit 5: Making the news</b> 5.2. Choosing the news</p> <p><b>Unit 6: Your language</b> 6.7. An idiot's guide to spoken language 6.8. Attitudes to language change 6.10. Assessment – presenting</p>	<p><b>All units</b></p> <p><b>Unit 1: It's a mystery</b> 1.7. Watching the detectives</p> <p><b>Unit 4: Technology matters</b> 4.5. Disaster! 4.8. Investing in the future</p> <p><b>Unit 5: Campaign for a cause</b> 5.7. Into the news</p>	<p><b>All units</b></p> <p><b>Unit 1: Dare to scare</b> 1.4. Attack! 1.9. Assessment – reading</p> <p><b>Unit 2: Relationships</b> 2.9. Is love blind?</p> <p><b>Unit 3: Exploring difference</b> 3.6. Standing out</p> <p><b>Unit 4: My life, my choices</b> 4.1. Have your say</p> <p><b>Unit 5: Young Entrepreneurs</b> 5.1. Gap in the market</p> <p><b>Unit 6: From talking drums to tweets</b> 6.8. Live news 6.9. Digital generations</p>
		<p>› R3: Develop and sustain interpretations of writers' ideas and perspectives.</p>	<p><b>All units</b></p>	<p><b>All units</b></p>	<p><b>All units</b></p>

## Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) scheme of assessment			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11–12) units and sections	Ignite English 2 (ages 12–13) units and sections	Ignite English 3 (ages 13–14) units and sections
ASSESSMENT OBJECTIVES	AO1: READING	<p>➤ R4: Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</p>	<p><b>Unit 1: In search of adventure</b></p> <p><b>Unit 2: The identity kit</b></p> <p><b>Unit 3: Out of this world</b></p> <p><b>Unit 4: Traveller's tales</b></p> <p><b>Unit 5: Making the news</b> 5.3. Explaining the issues 5.5. The language of news</p>	<p><b>Unit 1: It's a mystery</b> 1.6. Plotting the perfect crime 1.7. Watching the detectives 1.8. Scene of the crime</p> <p><b>Unit 2: Words of war</b> 2.2. At the front 2.3. Keeping a diary 2.4. Class war 2.5. Revealing character 2.7. Rhythms of war 2.8. Shaping the message 2.9. Aftermath 2.10. Assessment – reading</p> <p><b>Unit 3: Appearance and reality</b> 3.1. Writing the illusion 3.2. Unreliable narrators 3.3. Looking differently 3.9. Assessment – reading</p> <p><b>Unit 4: Technology matters</b> 4.2. The price of progress 4.3. Selling technology 4.4. A clear message</p> <p><b>Unit 5: Campaign for a cause</b> 5.5. Reporting on a cause 5.6. The press release 5.7. Into the news 5.8. Fundraising appeals 5.9. Lobbying for change</p> <p><b>Unit 6: Power of communication</b> 6.1. Every word counts 6.2. Power of presentation 6.3. Emotional appeal 6.4. Building an argument 6.5. Debating the issue 6.6. A call to arms 6.7. Talking about revolution 6.8. The power of imagery</p>	<p><b>Unit 1: Dare to scare</b></p> <p><b>Unit 2: Relationships</b></p> <p><b>Unit 3: Exploring difference</b></p> <p><b>Unit 4: My life, my choices</b></p>



## Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) scheme of assessment			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11–12) units and sections	Ignite English 2 (ages 12–13) units and sections	Ignite English 3 (ages 13–14) units and sections
ASSESSMENT OBJECTIVES	AO2: WRITING	<p>W1: Communicate clearly, effectively and imaginatively; use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader</p>	All Units	<p><b>Unit 1: It's a mystery</b>  <b>Unit 2: Words of war</b>            2.6. Painting the war            2.10. Assessment – reading</p> <p><b>Unit 3: Appearance and reality</b>            3.3. Looking differently            3.5. Under the skin</p> <p><b>Unit 4: Technology matters</b>            4.4. A clear message            4.6. Who is watching you?</p> <p><b>Unit 5: Campaign for a cause</b>            5.5. Reporting on a cause            5.6. The press release            5.10. Assessment – writing</p> <p><b>Unit 6: Power of communication</b>            6.4. Building an argument            6.6. A call to arms</p>	All units
		<p>W2: Use a range of sentence structures for clarity, purpose and effect.</p>	<p>Unit 3: Out of this world            Unit 4: Traveller's tales            Unit 5: Making the news            Unit 6: Your language</p>	<p><b>Unit 1: It's a mystery</b>  <b>Unit 5: Campaign for a cause</b></p>	<p><b>Unit 1: Dare to scare</b>  <b>Unit 4: My life, my choices</b>  <b>Unit 5: Young Entrepreneurs</b>            5.4. Levels of formality  <b>Unit 6: From talking drums to tweets</b>            6.1. Communication breakdown</p>
		<p>W3: Organise information and ideas into sentences, paragraphs and whole texts; use a variety of linguistic and structural features to support cohesion and overall coherence.</p>	<p>Unit 3: Out of this world            Unit 4: Traveller's tales            Unit 5: Making the news            Unit 6: Your language</p>	<p><b>Unit 1: It's a mystery</b>  <b>Unit 5: Campaign for a cause</b></p>	<p><b>Unit 1: Dare to scare</b>  <b>Unit 4: My life, my choices</b>  <b>Unit 5: Young Entrepreneurs</b>            5.4. Levels of formality  <b>Unit 6: From talking drums to tweets</b>            6.1. Communication breakdown</p>
		<p>W4: Demonstrate technical accuracy in grammar, punctuation and spelling.</p>	<p>Unit 3: Out of this world            Unit 4: Traveller's tales            Unit 5: Making the news            Unit 6: Your language</p>	<p><b>Unit 1: It's a mystery</b>  <b>Unit 5: Campaign for a cause</b></p>	<p><b>Unit 1: Dare to scare</b>  <b>Unit 4: My life, my choices</b></p>

## › Mapping of Ignite English to OxfordAQA International GCSE English Language (9270)

OxfordAQA International English Language (9270) scheme of assessment			Mapping of content from Ignite English		
Specification area	Section	Overview	Ignite English 1 (ages 11–12) units and sections	Ignite English 2 (ages 12–13) units and sections	Ignite English 3 (ages 13–14) units and sections
ASSESSMENT OBJECTIVES	AO3: SPEAKING AND LISTENING	<p>› SL1: Communicate clearly and purposefully; structure and sustain talk, and use a variety of techniques as appropriate</p>	<p><b>Unit 1: In search of adventure</b> 1.8. Worth the risk?</p> <p><b>Unit 3: Out of this world</b> 3.5. Cloning: cool or cruel?</p> <p><b>Unit 4: Traveller's tales</b> 4.8. Assessment – writing</p> <p><b>Unit 5: Making the news</b> 5.10. Assessment – presenting</p> <p><b>Unit 6: Your language</b> 6.10. Assessment – presenting</p>	<p><b>Unit 4: Technology matters</b> 4.9. Assessment– presenting</p> <p><b>Unit 5: Campaign for a cause</b> 5.9. Lobbying for change</p> <p><b>Unit 6: Power of communication</b> 6.9. Assessment – debating</p>	<p><b>Unit 1: Dare to scare</b> 1.6. Graphic detail 1.7. The supernatural on stage 1.8. Tenses and tension 1.9. Assessment – reading</p> <p><b>Unit 2: Relationships</b> 2.10. Assessment – writing</p> <p><b>Unit 3: Exploring difference</b> 3.4. Pushing the limits 3.5. Making your mark</p> <p><b>Unit 4: My life, my choices</b> 4.1. Have your say 4.2. Getting what you want 4.3. A sporting chance 4.4. Parental pressure 4.5. Fashion victims 4.8. You are what you tweet</p> <p><b>Unit 5: Young Entrepreneurs</b> 5.1. Gap in the market 5.2. Choosing the big idea 5.3. Planning your new business 5.5. Names and associations 5.7. Personality sells 5.8. Responding to questions 5.9. Preparing the pitch 5.10. Assessment – presenting</p> <p><b>Unit 6: From talking drums to tweets</b></p>

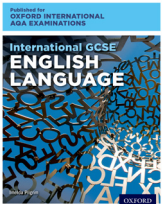
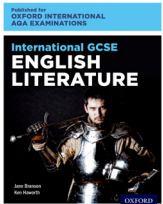
# LAY STRONG FOUNDATIONS FOR OXFORDAQA INTERNATIONAL GCSE ENGLISH

## Ignite English

	Ignite English 1 (ages 11-12)	Ignite English 2 (ages 12-13)	Ignite English 3 (ages 13-14)
Student Book	 <p>978 019 839242 2</p>	 <p>978 019 839243 9</p>	 <p>978 019 839244 6</p>
Teacher Companion	 <p>978 019 839245 3</p>	 <p>978 019 839246 0</p>	 <p>978 019 839247 7</p>

Additional digital support is also available for teachers and students via Kerboodle.  
Find out more at [oxfordsecondary.com/ignite](https://oxfordsecondary.com/ignite)

## OxfordAQA International GCSE English

	English Language (9270)	English Literature (9275)
Student Book	 <p><b>Print Textbook</b> 978 019 837592 0</p> <p><b>Online Textbook</b> 978 019 841188 8</p> <p><b>Print &amp; Online Textbook Pack</b> 978 019 841187 1</p>	 <p><b>Print Textbook</b> 978 019 837593 7</p> <p><b>Online Textbook</b> 978 019 841192 5</p> <p><b>Print &amp; Online Textbook Pack</b> 978 019 841193 2</p>

## YOUR NEXT STEPS

### **Support from Oxford University Press**

**Talk to your local educational consultant:**  
[oxfordsecondary.com/contact-us](http://oxfordsecondary.com/contact-us)

**Evaluate or place an order:**

Call: +44 (0)1536 452620

Email [schools.orders.uk@oup.com](mailto:schools.orders.uk@oup.com)

**Find out more:**

[www.oxfordsecondary.com/oxfordaqa-gcse-english](http://www.oxfordsecondary.com/oxfordaqa-gcse-english)

 [@OxfordEducationInternational](https://www.facebook.com/OxfordEducationInternational)

### **Support from OxfordAQA**

**Find out more about the OxfordAQA International GCSE English Language specification:**  
[oxfordaqaexams.org.uk/english](http://oxfordaqaexams.org.uk/english)

**Talk to your local qualifications consultant:**

Email [enquiries@oxfordaqaexams.org.uk](mailto:enquiries@oxfordaqaexams.org.uk) to arrange a visit

