
GCSE English Language 2015

Component 2: Non-fiction and Transactional Writing

Scheme of Work

Introduction

This Scheme of Work covers the reading and writing requirements for Paper 2, where the assessment objectives of AO1 through to AO6 are assessed.

- For Reading on Paper 2: students will respond to two texts, one from the 20th century and one from the 21st century. There will be a requirement to compare the texts to achieve AO3.
- For Writing on Paper 2: tasks are linked by a theme to the reading extracts. It is possible for the same form (for example, a letter or an article) to be present on both tasks in the same paper but with a different focus and/or audience.

Reading:

The initial learning sequence outlined in this Scheme of Work provides a generic framework which can be used to develop students' understanding of fiction texts in order to be able to respond to unseen texts in the examinations. The approach places the emphasis on the students' developing their understanding of texts, enabling them to show their critical and sensitive reading of fiction and non-fiction texts and thus meet the assessment objectives AO1–AO4.

Writing:

The initial learning sequence outlined in this Scheme of Work provides a generic framework which can be used to develop students' understanding of how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. The approach places the emphasis on the candidates' developing their own understanding of how to communicate ideas through language, form and structure, enabling them to show their ability to create accurate and effective texts and thus meet the assessment objectives AO5 and AO6.

These schemes of work can be used alongside or to complement the *Grammar for Writing* and *Let's Think in English* materials which are available on our website.

Component 2: Non-fiction and Transactional Writing

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
1	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the main ideas a writer is communicating summarise the key points of a text. 	<p>Understanding the main ideas of a text (AO1 and AO2)</p> <p>Students should be given an extract from the Anthology.</p> <p>Introduce different strategies for working out a writer’s main ideas:</p> <ul style="list-style-type: none"> highlighting words in the text they do not understand and working out the meaning using the context summarising the ideas of each paragraph highlighting the key points in the text highlighting the topic sentences at the start of each paragraph as a speed reading method of grasping the main ideas in a text. <p>Model how to write a summary of the main ideas in a text. Use the strategies from the activity to summarise the main ideas from another text (if fiction was used pick non-fiction this time). Individually, students should write a sentence summarising the text as clearly as possible.</p> <p>Ask students to read three different summaries of the chosen text and decide which one is best, giving reasons.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p>	<p>Selected extracts from section B of the Anthology.</p> <p>For example, the texts on ‘Danger’.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Summaries of texts</p>

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			<p>Swap summaries written individually and assess each other’s work. Students could also create their own mark scheme to assess AO1 in this activity.</p>	
2	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the writer’s views and perspective • understand how a writer communicates their perspective to a reader. 	<p>Understanding the writer’s ideas and perspectives (AO1 and AO2)</p> <p>In pairs, students should read two accounts of the same incident and consider:</p> <ul style="list-style-type: none"> • what happened • reasons why the two writers may have given different perspectives on the incident • reasons why the two viewpoints are necessary and why it is important to have considered them. <p>Take two texts on the same theme from the anthology and describe the perspectives presented in each, selecting detail from the texts to support ideas.</p> <p><i>This is an opportunity to build on AO7 – Demonstrate presentation skills in a formal setting.</i></p> <p>You may also choose to compare how a news item is portrayed in newspapers with differing political stances.</p> <p>Take a text from the Anthology and use the reading skills learned in the previous plan to establish the main points and perspective of the writer.</p> <p>Give students a text and ask them to bullet point the most important ideas that the writer uses.</p> <p>Give students a text and ask them to consider what</p>	<p>Two accounts of an incident written by different writers, for example reports on the Presidential election win of Barack Obama from two different newspapers.</p> <p>Selected extracts from section B of the Anthology, for example texts on the theme of ‘winning and losing’ or news articles on a current topic from different newspapers chosen by the teacher.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

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			<p>the opposing perspective would be.</p> <p>Give students a text and ask them to select words and phrases that reveal the writer’s perspective to the reader. You might want to encourage them to focus on the adjective choice at first.</p>	
3	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the audience of a text • identify the purpose of a text. 	<p>Identifying audience and purpose 1 (AO1 and AO2)</p> <p>Look at a text and work with the students to underline words and phrases that might help you to identify the audience.</p> <p>Ask students to define what the word 'purpose' means and then get them to consider the use of different texts that you have on display. Advertisements are also a good starting point for exploring purpose and audience.</p> <p>Work with a series of texts to consider what purpose they serve. Create two spider diagrams – one with the purpose of each text in the centre and one with the audience of each text in the centre. Around the outside, write the clues that help to identify purpose and audience.</p> <p>Encourage students to justify what purpose they select. You may wish to take two texts from the Anthology and encourage students to compare the purpose of the texts and why they have made the assumptions they have.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p>	<p>Selected extracts from section B of the Anthology.</p> <p>To compare audience and purpose the texts from Guy Claxton, the <i>Independent</i>, the <i>Sunday Times</i> and <i>New Scientist</i> could be used.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

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4	Paper 2 Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> comment on how writers make texts appropriate for their audience and purpose. 	<p>Identifying audience and purpose 2 (AO1 and AO2)</p> <p>To reinforce learning from the previous session, pick a text and ask students to identify audience and purpose of the text and explain reasons.</p> <p>Take another text and identify what the audience and purpose are. They should then write a series of sentences about language and structure that will help another student understand why they have selected the audience and purpose they have.</p> <p>Complete the sentences:</p> <ul style="list-style-type: none"> Audience is ... The audience is important in a text because ... Purpose is ... The purpose is important in a text because ... 	<p>Selected extracts from section B of the Anthology for Paper 2.</p> <p>To compare audience and purpose the texts from Guy Claxton, the <i>Independent</i>, the <i>Sunday Times</i> and <i>New Scientist</i> could be used.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
5	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> generate appropriate and engaging ideas to include in writing. 	<p>Generating ideas (AO5)</p> <p>Write the terms 'subject', 'audience', 'purpose' and 'form' (SAPF) on the board. Use questioning to establish what each term means. Students should jot down a text they have read in the last 24 hours. They should identify subject, audience, purpose and form for the text.</p> <p>Take two questions from the sample examination material (one week using Paper 1 and one week using Paper 2). Ask students to colour code using four colours the SAPF required from the question.</p> <p>With the students, consider ways to generate ideas:</p>	<p>Sample Assessment Materials</p>

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			<ul style="list-style-type: none"> • Prior knowledge • Experience • Reading about a topic (e.g. from the reading tasks) • Reading done before the examination Consider strategies for noting down ideas: <ul style="list-style-type: none"> • List • Spider diagram • Mind map Ask students to select one sample examination task and use one strategy to jot down ideas to write about.	
6	Paper 2: Non-fiction	Students will be able to identify what is meant by: <ul style="list-style-type: none"> • voice • language choice • imagery • appeal to the senses • speech and thought • techniques for purpose, e.g. persuade, inform • sentence length and variety structure. 	<p>Introduction to language features of text (AO1, AO2 and AO4)</p> <p>Use feature cards to share key terminology for the examination and techniques that may be seen in texts.</p> <p>Students should be given an extract from the text they have studied. In pairs, students colour code the features they have spotted.</p> <p>Students share their findings as a whole class.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>In pairs, students choose three features and explore the impact these have on the reader; they annotate the text.</p>	<p>Language feature cards</p> <p>Selected extracts from section B of the Anthology -the texts on challenges are useful.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

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			<p>Each pair of students shares their observations with another pair.</p> <p><i>This is an opportunity to build in AO8 – Listen and respond appropriately to spoken language, including to questions and feedback.</i></p> <p>Individually, students write a short explanation of why a writer’s choice of language is important for audience and purpose. This is practise for the assessment of AO2, so students could use the levels-based mark scheme to assess their explanations. Students should also be introduced to the idea of evaluation (AO4) which is developing in this activity.</p>	
7	Paper 2: Non-fiction	<p>Students will be able to demonstrate their understanding of the effects the writer is hoping to achieve by use of:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • colour and contrast • description of place <p>and explain how a writer uses these to appeal to the senses.</p>	<p>Using language and structure to appeal to and influence readers in non-fiction (AO1 and AO2)</p> <p>Each student is given cards with SIMILE, METAPHOR or PERSONIFICATION on. Reads out quotes from the text studied (extract if possible) and students hold up cards. Explore the way that literary techniques can be used in both fiction and non-fiction texts.</p> <p>Each student is given an extract from the Anthology to study. The extract should include a reasonably detailed description of a place. In pairs, students colour code examples of simile, metaphor, personification, use of colour and adjectives/descriptions of place.</p> <p>Each pair of students shares one feature with the whole class.</p> <p>Each pair chooses a comment made by another</p>	<p>Cards, artefacts with sensual appeal. This could cover a number of sessions.</p> <p>Extracts from section B of the Anthology e.g. the Tony Blair text, the Bill Bryson text, the extract from the <i>Tatler</i> or the extract from Joe Simpson.</p> <p>Alternatively, use materials that are known to be enjoyed by the</p>

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			<p>pair and writes a comment on the effect the feature has. Remind class of the senses and show whole class a range of things that appeal to the senses such as paintings, adverts, food, pottery and craft. Invites pair discussion on the nature of their appeal.</p> <p>In pairs, students choose one feature or literary image from the extract that particularly appeals to the senses and writes a comment on a post-it explaining why.</p> <p>The post-its are displayed or passed round and students are invited to discuss in pairs whether or not they agree with the comment.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations, and could be developed to include A07 – Demonstrate presentation skills in a formal setting.</i></p> <p>Individually students choose two images previously identified and annotate the text with an explanation of how they appeal to the senses and why the writer has chosen to use this particular image at this point in the text. This is practise for the assessment of A02 and A04, so students could use the levels-based mark schemes to assess their explanations.</p>	<p>students and that they have used before in the classroom.</p>
8	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand how form can help direct how and what to write. 	<p>Form in Transactional Writing (A05 and A06)</p> <p>Share different types of transactional text with the class as a whole. This should include letters and articles. Ask students to identify parts of the texts that help them to recognise the different forms,</p>	<p>Selected texts from section B of the Anthology, for example the letters from Kurt</p>

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			<p>e.g. headline, first person narrative, salutation. Share findings with the whole class.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>In pairs, select a feature of one text and explain why it is used. Ask pairs to list the similarities and differences between two different texts and use snowball technique to share these ideas with another pair.</p> <p>As a class, examine two letters and ask students to identify how these letters are similar. Ask students to consider how one text would be different if it was written as an article. List features of an article.</p> <p>Ask one set of students to write the opening to a letter on an issue that is important to them, and another set to write the opening to an article about the same issue. Use the mark scheme for A05 to self-assess the work produced.</p>	<p>Vonnegut and J R R Tolkien and any of the articles.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
9	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand how form can help direct how and what to write. 	<p>Form in Transactional Writing (A05 and A06)</p> <p>Share different types of transactional text with the class as a whole. This should include review and travel writing. Ask students to identify parts of the texts that help them to recognise the different forms, e.g. first person narrative, identification of what is being reviewed. Share findings with the whole class.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken</i></p>	<p>Selected texts from section B of the Anthology, for example the reviews from Tony Blair and <i>New Scientist</i>, the extract from Joe Simpson or Bill Bryson.</p> <p>Alternatively, use materials that are known</p>

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			<p>language, including to questions and feedback to presentations.</p> <p>In pairs, select a feature of one text and explain why it is used. Ask pairs to list the similarities and differences between two different texts and use snowball technique to share these ideas with another pair.</p> <p>Students should list features of reviews and travel writing and share these with others, snowballing their ideas. They should RAG (red, amber, green) rate the features to show those that they are aware of and those they need to work on. Follow up with discussion of features and why they are used.</p> <p>Ask one set of students to write the opening to a review of a place and another set to write the opening to a piece of travel writing. Use the mark scheme for A05 to self-assess the work produced.</p>	<p>to be enjoyed by the students and that they have used before in the classroom.</p>
10	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand how form can help direct how and what to write. 	<p>Form in Transactional Writing (A05 and A06)</p> <p>Share different autobiographical texts with students. Ask students to identify parts of the texts that help them to recognise the form and to look at what the difference is between biography and autobiography. Share findings with the whole class.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>As a class, examine two autobiographical pieces and ask students to identify how they are similar.</p>	<p>Selected texts from the Anthology, for example the extract from Jean-Dominique Bauby, Joe Simpson or Brian Keenan.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

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			<p>Ask students to consider how one text would be different if it was written as a biography.</p> <p>Ask one set of students to write the opening to an autobiographical piece, and then ask another student to write the opening to their biography. The students should then compare the two pieces using the mark scheme for AO3.</p>	
11	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand how language reveals a writer’s perspective. 	<p>Using language to communicate ideas and perspectives (AO1 and AO2)</p> <p>Revise how to identify the main ideas in a text by displaying a text from an earlier session. Ask students to pick out the key points. Summarise the main message of the text in 15 words.</p> <p>Select one text from the Anthology and identify words and phrases in the text that show the writer’s perspective. Take another text on the same theme – explore the perspective communicated and compare it with the first text. Pick out words and phrases to support comments.</p> <p>Write a paragraph explaining how the language choices in the two texts differ.</p> <p>Revise the language techniques discussed in previous sessions. Discuss the effect of these techniques in the text. How do they help to communicate the writer’s ideas and perspective?</p>	<p>Useful extracts from section B of the Anthology are: the Kurt Vonnegut letter, the extract from the <i>Guardian</i>, the texts on ‘winning and losing’ or the <i>Independent</i> text.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
12	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the impact language choice can have on the reader. 	<p>Exploring the impact of language choices (AO1 and AO2)</p> <p>Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. Then, ask students to make</p>	<p>Selected extracts from section B of the Anthology for Paper 2.</p>

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			<p>up examples of the techniques or to look on the internet/in newspapers for quotations that use these techniques. Students could also describe an object, place or person using figurative language.</p> <p>Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap with another group and ask groups to pinpoint techniques that they didn't identify or they think the other group might have labelled incorrectly. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used.</p> <p><i>This is an opportunity to build in A07 – Demonstrate presentation skills in a formal setting or A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Select two texts on a theme from the Anthology. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit one text to change the perspective of the writer.</p> <p>Hand out a newspaper article or similar text and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity.</p> <p>Then, show students how to construct a</p>	<p>The Tony Blair text, the Bill Bryson text, the extract from <i>Tatler</i> or the Joe Simpson texts describe places.</p> <p>Set of cards with technical terms and their definitions</p> <p>Set of quotations from a newspaper article or other text for analysis.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the</p>

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			<p>paragraph on language using the quotation that you labelled earlier. In groups or pairs, ask students to construct a paragraph on language.</p> <p>Comment on group responses – showing where they would have got marks and what needs to be improved. Encourage them to improve the paragraphs they have written, using the AO2 levels-based mark scheme.</p>	<p>classroom.</p> <p>Exemplar paragraph demonstrating how to analyse the language in an extract</p>
13	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> comment effectively on how language communicates ideas and perspectives. 	<p>Commenting on language choices (AO1 and AO2); linking particular features to particular non-fiction text types</p> <p>Using an example of a text, select examples of language used by the writer. List the language features selected by students on the board. Ask students to comment on the impact of each feature selected.</p> <p>Select another text and ask students to summarise the ideas in it. Select examples from the text of language features that match their lists prepared in previous sessions.</p> <p>Identify examples of one specific technique linked to the type of text (i.e. literary technique if it is a fiction text), e.g. exaggeration, and consider the impact of this technique. Remind students that this is assessed in AO2.</p>	<p>Selected extracts from section B of the Anthology for Paper 2. The Tony Blair text, the Bill Bryson text, the extract from the <i>Tatler</i>, the Brian Keenan or the Joe Simpson texts describe places.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
14	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> select the best ideas to write about consider how to organise these ideas into paragraphs. 	<p>Planning Transactional Writing (AO5)</p> <p>Encourage students to mind map/ brainstorm/ list ideas onto a page. Encourage them to select the best ideas and list them in an order where it is easy to see how you would move between paragraphs.</p>	<p>Sample Assessment Materials</p>

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			<p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback.</i></p> <p>Model to students how to use topic sentences/ questions at the end of paragraphs and key words repeated throughout the text to connect ideas. You may want to provide students with a piece of writing and ask them to colour in the different strategies that the writer uses to connect ideas in their text. You might also want to ask students to produce the plan for a professional piece of writing – to deconstruct a text to see how it might have been constructed.</p> <p>Plan a piece of writing using the Sample Assessment Materials, coming up with the ideas as well. Create a paragraph plan for the writing using a frame, leaving space for ideas. Write a short advice sheet telling other students how to plan. Include information on how to produce a planning frame and how to create the best structure for different purposes.</p>	
15	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> organise ideas effectively identify how to effectively open the writing. 	<p>Creating effective openings in Transactional Writing (A05)</p> <p>Select a text and consider the opening line. Consider if it is a line that would attract attention and why or why not.</p> <p>Students should work in two groups, one to re-write the opening for a young audience, and one</p>	<p>Selected extracts from the Anthology for Paper 2.</p> <p>Alternatively, use materials that are known to be enjoyed by the</p>

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			<p>to re-write the opening for an older audience.</p> <p>Students should consider three openings to texts on a particular theme, and should evaluate the openings with reasons why they are or are not effective.</p> <p>Students should then plan three openings to one of the tasks in the Sample Assessment Materials. They should then evaluate how effective each opening is, then choose one to open the first paragraph of their text. Students could use the levels-based mark scheme for AO4 reading. Complete the paragraph and then write the opening line of each paragraph to follow.</p>	<p>students and that they have used before in the classroom.</p> <p>Sample Assessment materials</p>
16	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand different types of evidence and how to use evidence to support their argument and improve their writing • plan a piece of effective writing • understand the importance of effective beginnings and endings • understand the importance of linking paragraphs into a coherent argument. 	<p>Effective planning, beginnings, endings and links in Transactional Writing (AO5)</p> <p>Carry out a group discussion on the meaning of evidence and the different types of evidence that can be obtained, e.g. statistics, expert opinion, research information, examples of popular role models, personal anecdote.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>In groups, students look at examples of different forms and highlight the way in which evidence is used to persuade, inform, clarify, etc.</p> <p>Students discuss the importance and purpose of opening and closing sentences. Students examine the opening and closing sentences of the texts they have examined and discuss their effectiveness. They note any differences in terms</p>	<p>Selected extracts from section B of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample Assessment Materials</p>

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			<p>of form.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Students look through one text and highlight the ways in which paragraphs are linked. They map the ways in which the argument is structured.</p>	
17	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> comment on the way structural features are used explore the effects structural devices create. 	<p>Exploring the effects of structure (AO1, AO2 and AO4)</p> <p>Select a text from the Anthology. Ask students to list as many structural devices as they can find.</p> <p>Ask students to come up with three structural devices from the text they are able to identify and ask them to say how and why they have been used. Record these in a table</p> <p>Write a paragraph commenting on the use of structural devices in the text, and self-evaluate these paragraphs using the AO2 levels-based mark scheme.</p> <p>Take another text and establish purpose and audience for the text. Identify the structural devices used. Discuss what structural changes could be made to the text if the purpose and audience were different, then write a commentary evaluating the text. Use the levels-based mark scheme for AO4 to assess the quality of the commentaries and identify areas to develop.</p>	<p>Selected extracts from section B of the Anthology for Paper 2. Also link this session with the texts being studied for Literature.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
18	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> select appropriate examples from a text 	<p>Selecting appropriate examples (AO1, AO2 and AO4)</p>	

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		<ul style="list-style-type: none"> select examples that help support a detailed response. 	<p>Read an extract from the Anthology and highlight words and phrases that help identify the text’s main ideas, the writer’s perspective, the audience and the purpose.</p> <p>Use the text to label features of language and structure students are able to spot.</p> <p>Build the examples labelled into a paragraph commenting on features and impact. Use the AO2 mark scheme to assess quality of comments on language and structure. Students will then move on to writing an evaluation of the extract, commenting on these using the AO4 mark scheme.</p>	<p>Selected extracts from section B of the Anthology for Paper 2.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
19	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the range of sentence types and structures use a variety of sentence types to create specific effects. 	<p>Crafting and using sentences for effect (AO5 and AO6)</p> <p>Identify and label different types and structures of sentences:</p> <ul style="list-style-type: none"> Statement Question Exclamation Command Simple Compound Complex <p>Select a text and ask students to identify different sentence types in it. Ask students to suggest how different sentence types and structures are used by the writer.</p> <p>Students should then edit a paragraph from the text to include a range of sentence types and structures not used in it.</p>	<p>Sentence types</p> <p>Selected extracts from section B of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample Assessment Materials</p>

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			Ask students to consider when it might be appropriate to use incomplete sentences and what effect these might have. Consider the positives and negatives of using incomplete sentences in their work.	
20	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> select a range of punctuation select punctuation to create specific effects. 	<p>Crafting and using punctuation for effect (AO5 and AO6)</p> <p>Give students a list of punctuation devices, e.g. question mark, exclamation mark, full stop, comma, speech marks, semicolon, colon, brackets, ellipsis, dash, etc. Ask students to come up with a sentence using each of them.</p> <p>Show students unpunctuated sentences and ask them to punctuate them correctly.</p> <p>Using a paragraph of an extract from the Anthology ask students to amend the punctuation to change the purpose of the text. For example, if it is a text intended to persuade, try changing the punctuation to explain.</p> <p>Revisit the text written for the 'effective openings' session and encourage students to use a range of punctuation devices for effect.</p>	<p>Selected extracts from section B of the Anthology for Paper 2.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample Assessment Materials</p> <p>Punctuation marks</p> <p>Unpunctuated sentences</p>
21	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> select the most appropriate language for audience and purpose employ vocabulary effectively choose sentences for effect employ punctuation effectively. 	<p>Using language effectively (AO5 and AO6)</p> <p>Provide students with a series of sentences. For each of these lessons on language you may want to use sentences that use a similar audience and purpose but different subject to that found in the Sample Assessment Material. Encourage students to change the vocabulary for a different audience and purpose – investigate the effect of including adjectives/ adverbs and the effect of changing the verb.</p> <p>Introduce students to the different punctuation</p>	<p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			<p>available to them. Ask students to write a series of sentences using the same words but using different punctuation. Ask them to think about the effect of the different choices that they have made.</p> <p>Give students a paragraph that is written entirely in simple sentences. Encourage students to work in pairs to edit the sentences – using different sentence types. Ask them to list the changes that they made to the text and ask them to consider the effect of the different choices. This is an opportunity to check work against the levels-based mark scheme for AO6.</p> <p>Ask one student to write a paragraph. Ask them to swap paragraphs with a partner and issue an editing checklist. Encourage the partner to make as many changes to the paragraph as they can. Ask students to talk through the edited paragraph with their partner explaining the effect of the changes to the language. You may wish to ask students to feedback to the class and form a checklist of effective choices on the board and to link these to the success criteria in the mark scheme for AO6.</p>	
22	Paper 2: Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> check that their work is accurate and effective. 	<p>Checking and editing (AO6)</p> <p>Ask students to identify the difference between checking and editing. Editing means considering the choices made in language and structure, and checking mean looking over the work and correcting mistakes.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p>	Incorrect paragraph Students' work

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			<p>Give students the paragraph with mistakes in and ask them to identify the errors and amend them. Point out that it is very easy to forget to check and edit an answer in an examination and remind them that marks are given for accuracy and quality of language and structure. Create a checklist of things to look out for in the examination from the tips given in previous sessions.</p> <p>Students should edit and check two pieces of work they have produced in the course of this unit. Use the mark scheme for AO6 to self-assess the work produced.</p>	
23	Paper 2: Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use vocabulary that will help them compare • make appropriate comparisons between writers' views and perspectives • evaluate the effectiveness of a text. 	<p>Comparing writers' ideas and perspectives (AO1, AO2, AO3 and AO4)</p> <p>Using two texts from the Anthology ask students to comment on the purpose for each of the texts. Ask students to select examples from the two texts to support their point of view about what the purpose is.</p> <p>Using another text create a three column table with the headings 'Example', 'Perspective' and 'Effectiveness'. List at least four examples and identify the perspective it gives and how effective it is. Do this for another related text and then craft the two tables into a longer evaluative response. Use the AO3 and AO4 mark schemes to assess the responses and identify areas for development.</p>	<p>Selected extracts from section B of the Anthology for Paper 2. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
24	Paper 2 Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore similarities and differences between 	<p>Creating a comparative, evaluative response (AO1, AO2, AO3 and AO4)</p> <p>Draw a table with three columns and four rows.</p>	<p>Selected extracts from</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		<p>texts</p> <ul style="list-style-type: none"> • structure a comparison between texts • construct a paragraph in response to text • construct a whole response to two texts. 	<p>The column headings should contain the name of two texts that you would like the students to compare. The row headings should include language and structure. Encourage students to explore two texts, completing the table with specific examples of the use of language and structure.</p> <p>List a series of discourse markers/ connectives on the board, such as: however, also, similarly, in contrast, yet, whereas, both, on the other in hand ... Ask students to look at the row from their table that focuses on image in the two texts they have explored. Ask them to orally explain what they discovered about the use of image in the texts using the discourse markers/ connectives on the board. It is a good idea to allow student to rehearse this in pairs and then to a group before asking them to share it with the rest of the class.</p> <p><i>This is an opportunity to build in A07 – Demonstrate presentation skills in a formal setting or A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Model how these discourse markers/ connectives can be used to help write up a paragraph on the use of images in the texts.</p> <p>Encourage students to complete a paragraph on the use of presentation in the two texts you are practising with.</p>	<p>section B of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
25	Paper 2: Non-fiction and Transactional Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> • complete a timed Paper 2. 	<p>Practice examination in timed conditions (A01, A02, A03 and A04, A05 and A06)</p>	<p>Sample Assessment Materials</p>

