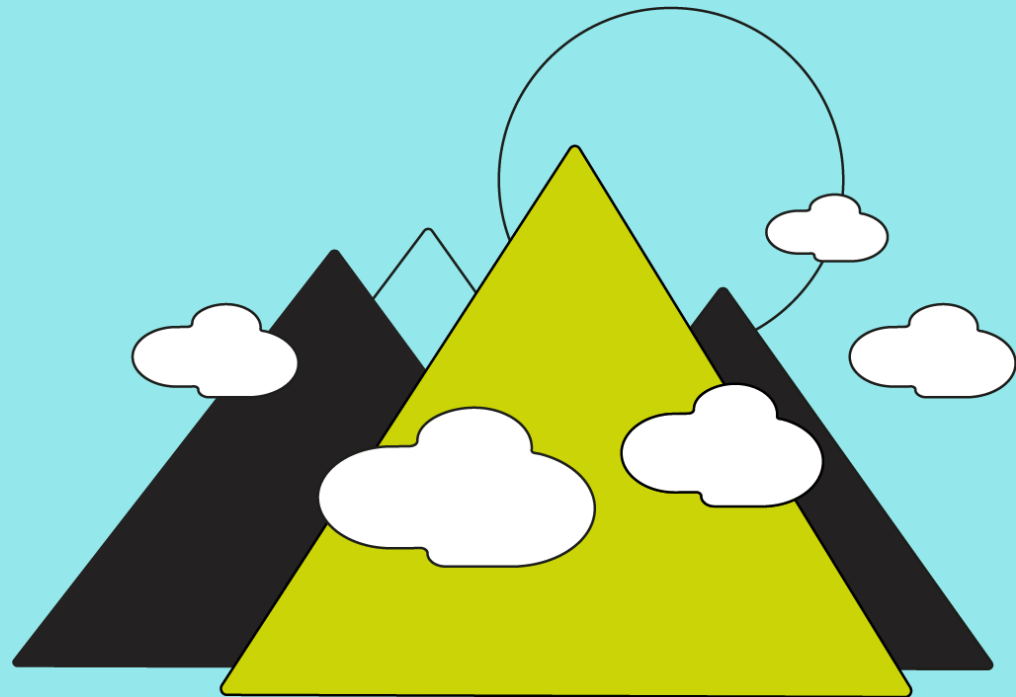


Pearson Edexcel GCSE English Language 2.0 Spring Network for FE Centres

March 2023



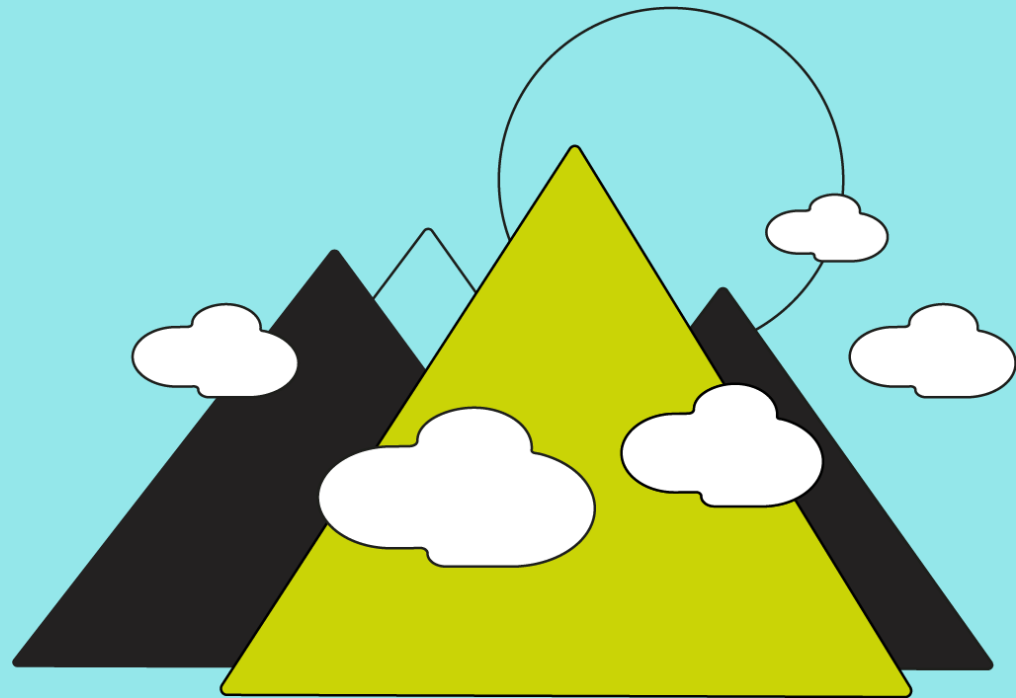
Agenda

- Introduction and welcome
- Resources round-up
- Evaluation ideas
- Marking ideas
- Support



Introduction and welcome

Resources and ideas round-up



Writing

@ItsKieranDrew

BEGIN WITH ACTION


KIERAN DREW



It was Tuesday the 11th of September and I had just sat down at my computer.

'Just another day the office' I sighed to myself. I was in my fifth year at a finance company, but it felt more like my 50th. My 'office' was a small, grey cubicle crammed into a room with 30 other people. I don't speak to any of them. It feels like we've come here to die rather than work.

But then I got an email from an old friend that changed everything.



One wrong step and I'd die.

The wind howled in my ears, as if offended by my presence as I clung to the cliff face. I can't remember the last time I felt my fingers. I looked up at the ledge, it was 10 metres away but it might as well be 10,000. I knew I had to keep going, but I'd reached my limit. I couldn't climb another inch.

How the hell did I get here?

A year ago, I was just an IT drone at a finance company wasting away in a cubicle, wishing for a more exciting life. But you have to be careful what you wish for. It started with an email from an old friend.

Academic writing



Barbara Bleiman 🎓 **Education is Conver...** @BarbaraBlei... · Jan 16 ...

A new blog on academic vocabulary & literary terms – a continuing concern for me. I hope this one both explains the problem and offers some helpful suggestions about ways of developing writing where the words used are well-judged & appropriate!

englishandmedia.co.uk/blog/cuttlefis...

Back | Monday 16 Jan 2023 11:52 am

Print Share

Cuttlefish Spurting Out Ink – Literary Terms and Academic Vocabulary

EMC's Barbara Bleiman has written extensively on vocabulary teaching before, arguing that focusing on it too much can limit opportunities for substantial learning in English. Here she returns to the topic to explore the distortions that can occur in student writing when the focus is on words rather than meaning.

✗ After hypothesising Ness's part as 'Hell', the paragraph ends, signifying a decisive termination of reflection.

✓ The paragraph ends suddenly, after powerful depictions of Ness's part as 'Hell', bringing an abrupt end to all reflection.

Post written by:

Barbara Bleiman

Related Posts

Overemphasising the vocabulary challenge?

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[link to blog](#) [Alex Quigley]

10 Creative Ways To Teach Vocabulary

19/11/2022 / 4 Comments / Closing The Vocabulary Gap, Uncategorized / By Alex Quigley

“Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”

Steven Stahl (2005)

Short stories



Stephen Chiger @SteveChiger · Jan 11

...

What an amazing response to this [I](#): more than 100 very short stories and still counting! I've consolidated what people suggested as of this a.m. and added links. Just scroll to the bottom of my resources page here: stevechiger.com/resources/ ...

Really Short Stories

Hey there! In the not-too-distant past, I posted [a thread](#) on stories that were short enough to (at least in theory) be read and discussed in a single class period, and invited people to share ideas and a potential discussion prompt. I made some suggestions in my original post, but because English teachers rock, the response was incredible – so below is my attempt to consolidate what everyone said into one location!

Thumbnail Lesson Plan

I suggested the following lesson architecture as a starting point:

- 1) Start w/ an opening activity (e.g., a Do Now) that asks s's to retrieve relevant knowledge, vocabulary, literary terms.
- 2) Students then read/annotate for what strikes them as resonant, beautiful, important or interesting.
- 3) Students turn & talk in partners or small groups, then class discourse (I like a "hands-down" protocol. Want to see videos/examples of how to build this culture? Try [here](#).)
 - a. It's powerful to open with something broad like: "What do we make of this story?" but important to have: 1-2 discussion prompts aligned to your goal and designed to nudge students toward the complexity of your particular text. If students don't get there (or somewhere equally rewarding) on their own, pause discourse and give students a few minutes to try your focused question.
- 4) Students "stamp" takeaways/connections to their lives & current study.
- 5) Students revise/develop their initial response to close class.

My publisher will let me have it if I don't mention that there are a ton of videos/1-pagers/class resources to support secondary English instruction in *Love and Literacy*, which you can learn about [here](#).

OK! Here's the list of what everyone said, including a few extras I'll add. I'm limiting this list to stories I could find online and which I am no more than 4ish pages. (So I'll need to pause on a few amazing suggestions like "[The Yellow Wallpaper](#)" since they're a bit longer.) If people suggested discussion questions, I'll add those too! Full disclosure: I've read many of these, but by no means all of them – so of course it's up to you to decide what is a best fit for your context. These texts are best used integrated into a curriculum discussing linked essential questions, themes, or types of text complexity. And, of course, just because a text is short enough for a class or two, of course doesn't mean you need to teach it that way.

A HUGE shout-out to everyone who made suggestions, re-tweeted, or was just positive and collegial. Thanks for building the kind of world our students can be proud to grow up in.

Author	Title w/ link	Notes/Discussion Q's
--------	---------------	----------------------

Grammar

<https://parts-of-speech.info/>.

Parts-of-speech.Info

POS tagging

about Parts-of-speech.Info

Enter a **complete sentence** (no single words!) and click at "POS-tag!". The tagging works better when grammar and orthography are correct.

Text:

John likes the blue house at the end of the street .

Edit text

English ▼

Adjective

Adverb

Conjunction

Determiner

Noun

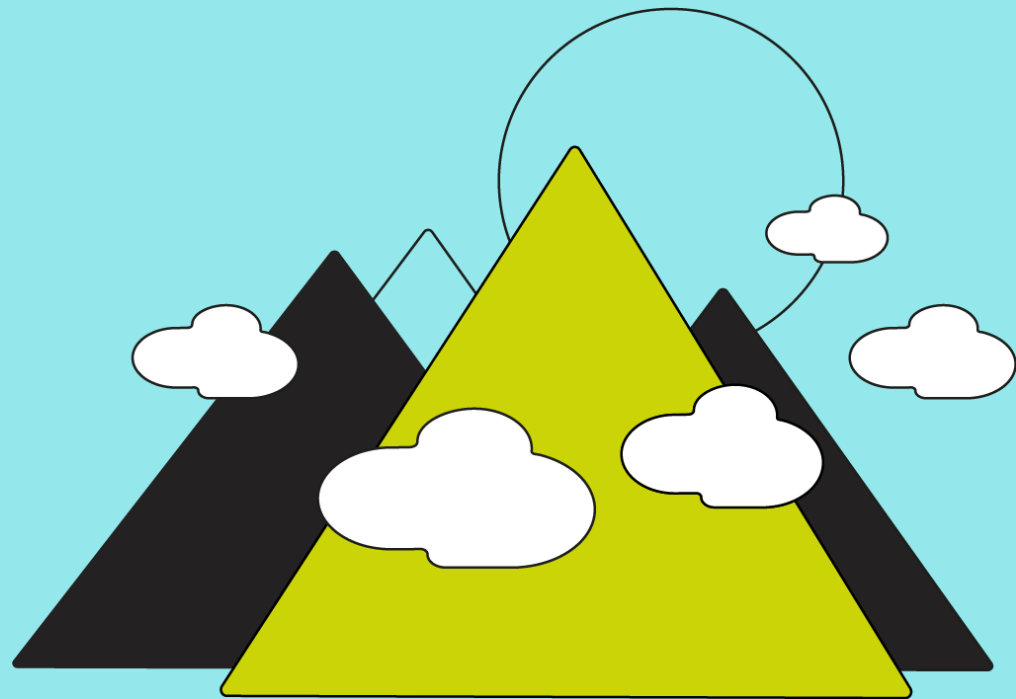
Number

Preposition

Pronoun

Verb

Evaluation



Images



The photographer tries to persuade viewers that teaching is a rewarding profession.

Evaluate how successfully this is achieved.

Give three reasons for your opinion and examples from the image.



Find/explain/evaluate

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none">No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Limited evaluative assertions offered, with little or no personal and critical judgement about the text.The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none">Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the textClear evaluative opinion offered with clear personal and critical judgements about the text.The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none">Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Developed critical evaluation offered with convincing personal judgement about the text.The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Bullet points – find/explain/evaluate

Almost instant access to
information

- News comes in a few minutes

Positive as they will be better
informed with up-to-date
news

Contrasts to going out into
the street

- News comes into people's homes

Positive as readers will feel this is
very convenient and very modern

Not just for news

- Connected to theatres, concerts halls

Positive as readers will
feel that cultural world is
now opened up to them

Bullet points – find/explain/evaluate

explain

- Lots of scientific discoveries
- why persuasive?

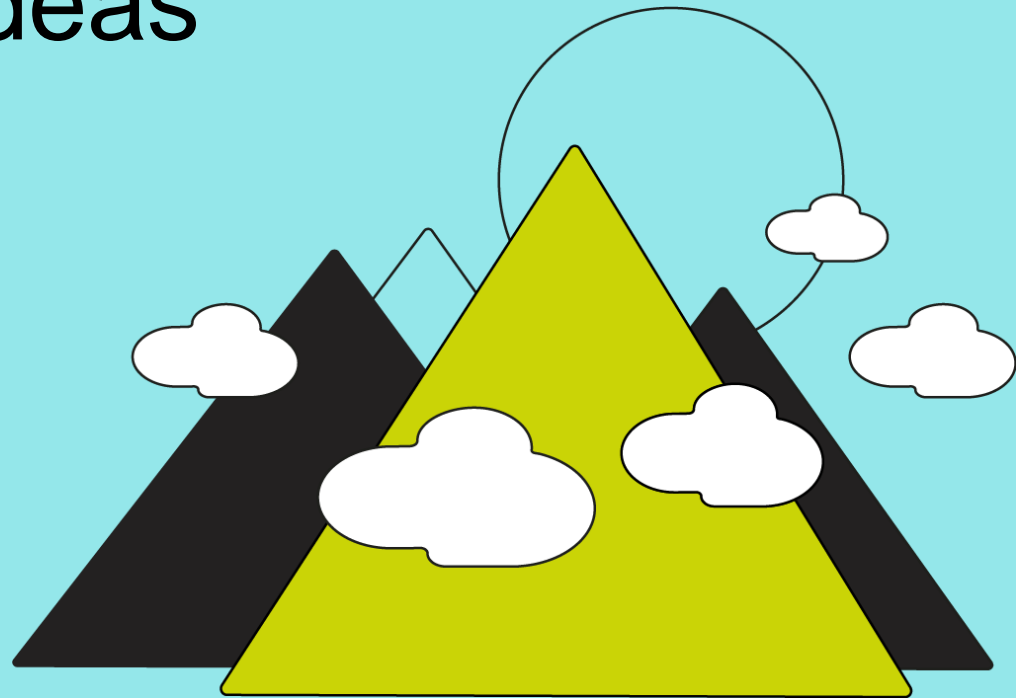
explain

- Hold a conversation with a son in Antipodes
- why persuasive?

explain

- Not matters that concern everybody
- why not persuasive?

Mark scheme ideas



Text explorers

Text explorers can be used as a way into a mark scheme, or as a way to inspire students to stretch themselves. This can start off with some broad group discussion.

- Why does an explorer go to a place?
- What is the difference between a visitor and an explorer?
- What does an explorer do that a reviewer does not?

Text explorers – lower levels

- Limited/limited comment:
 - At a basic level, students are more visitors to the text – they find things and identify them.
- Comment:
 - At a slightly higher level, they move between visitors and reviewers, where they find things that may seem unconnected and comment on them, for example ‘an adjective which describes’.

Text explorers – mid level

- Explanation:
 - At the halfway point, they are more secure reviewers – they **explain** features, for example '*the adverb 'dreary' suggests things had been sad and boring*'.

Text explorers – getting higher

- Exploration/developed:
 - Above mid point, students become explorers. They know what they are looking for, and there is more detailed consideration of what has been gathered from the text with some sense of how **what is found links together to show key findings about their expedition**. This is where students look more closely, and comment on more than just vocabulary and sentence structure.

Text explorers – top level

- Analysis/sustained:
 - At the highest level, this exploration goes further, moving into scrutiny and **overview of the whole text** with an understanding of **what is most important in the text**. Here there is very secure awareness of how what is found links together to show key findings about their expedition.

AO3 – MS activity

Comparison is limited	Description of ideas and perspectives including theme, language and/or structure	Limited references	
Comparisons are obvious	Comment on ideas and perspectives including theme, language and/or structure	Valid references	References are not developed
Range of comparisons	Explanation of ideas and perspectives including theme, language and/or structure	References are appropriate	References are relevant to the points
Wide range of comparisons	Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used	Balanced references from both texts	References fully support the points being made
Varied and comprehensive range of comparisons	Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used	Balanced, discriminating references from both texts	References clarify the points being made

Key words

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Comment on the text and on the language used to achieve effects and influence readers. • The use of references is valid, but not developed. • Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none"> • Explanation of the text and how language is used to achieve effects and influence readers. • The selection of references is generally appropriate and relevant to the points being made. • Some use of relevant subject terminology to support explanation.
Level 3	5–6	<ul style="list-style-type: none"> • Exploration of the text and how language is used to achieve effects and influence readers. • The selection of references is detailed, appropriate and fully supports the points being made. • Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	<ul style="list-style-type: none"> • Analysis of how language is used to achieve effects and influence readers. • The selection of references is discriminating and clarifies the points being made. • Precise use of a range of relevant subject terminology to support analysis.

- comment > explain > explore > analyse
- valid > appropriate > detailed > discriminating

Evaluation

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Limited evaluative assertions offered, with little or no personal and critical judgement about the text. The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text Clear evaluative opinion offered with clear personal and critical judgements about the text. The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none"> Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Developed critical evaluation offered with convincing personal judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

- limited > explain > analyse
- limited > opinion > critical
- limited > appropriate > discriminating

AO5: Paper 1 and Paper 2

		<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. Shows an awareness of audience and purpose, with straightforward use of tone, style and register. Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	<ul style="list-style-type: none"> Clear ability to communicate clearly, effectively, and imaginatively. Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15–19	<ul style="list-style-type: none"> Secure ability to communicate clearly, effectively, and imaginatively. Organises material for particular effect, with effective use of tone, style and register. Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20–24	<ul style="list-style-type: none"> Sophisticated ability to communicate clearly, effectively, and imaginatively. Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

Writing organisation

- basic > aware > select

- limited > ordered > developed & connected

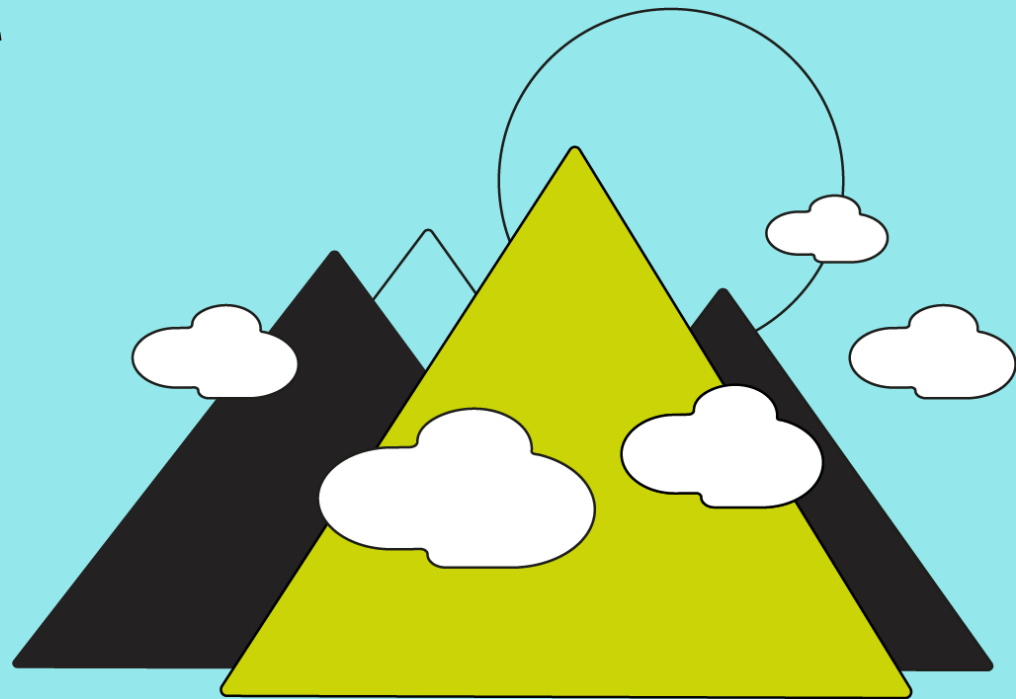
Level 1	1–4	<ul style="list-style-type: none">• Limited ability to communicate clearly, effectively, and imaginatively.• Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register.• Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none">• Some ability to communicate clearly, effectively, and imaginatively.• Shows an awareness of audience and purpose, with straightforward use of tone, style and register.• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	<ul style="list-style-type: none">• Clear ability to communicate clearly, effectively, and imaginatively.• Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.

AO6

Level 1	1–4	<ul style="list-style-type: none">• Uses basic vocabulary, often misspelled.• Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.• Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–7	<ul style="list-style-type: none">• Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.• Uses punctuation with control, creating a range of sentence structures, including coordination and subordination.• Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	8–10	<ul style="list-style-type: none">• Uses a varied vocabulary and spells words containing irregular patterns correctly.• Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.• Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.

- basic > range > varied
- basic > controlled > varied

Further support



Teaching resources and support

Find the
resources
here



Course materials

FILTERS

CATEGORIES

- ☐ Specification and sample assessments (2)
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Clare Haviland

Pronouns: She, her, hers

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The Full English Podcast



Ep 10: The impact of diversifying your school's Literature texts with Diane Lee

During this episode Pam talks with Diane who is an English teacher in Suffolk. Diane's school is part of our Lit in Colour Pioneers programme, and she explains the positive impact that being a Lit in Colour Pioneer has had on the school community. We hear about how they diversified their literature curriculum and how starting a Lit in Colour book club can really open up conversations about different voices and experiences.



Ep 09: Closing the Writing Gap with Alex Quigley

In this episode, Pam is joined by Alex Quigley who talks about his latest book 'Closing the Writing Gap'. You'll hear about the science of writing and how to further develop your students' writing skills. Alex also shares some great ideas to use in the classroom as well as helping you to reflect on your own pedagogy, and how to support and empower your students to create effective writing.



Ep 08: Reading for Pleasure with Emma Braithwaite

Join Pam for episode 8 with guest Emma Braithwaite. Emma is Head of Skills and Engagement at The Reading Agency and leads on a range of

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