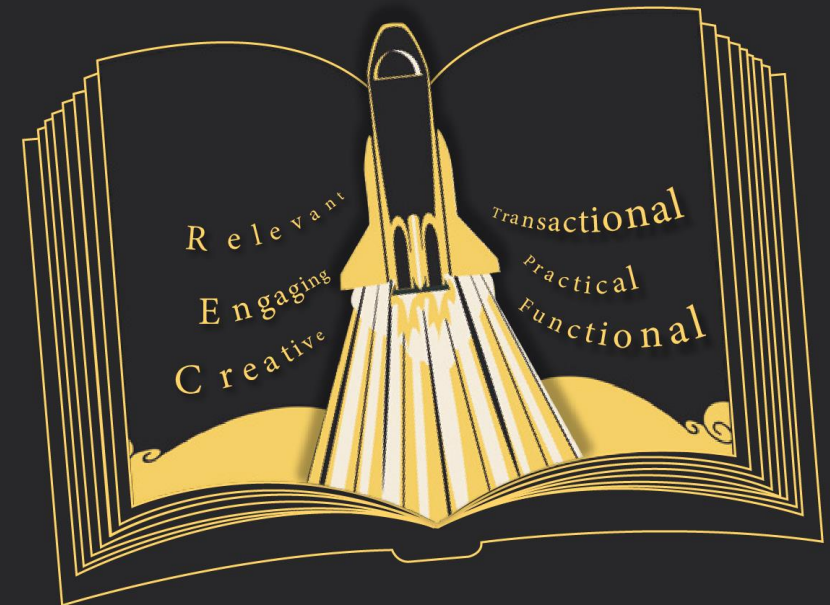


GCSE

English Language 2.0

Developing the Skills –
AO3 Comparison

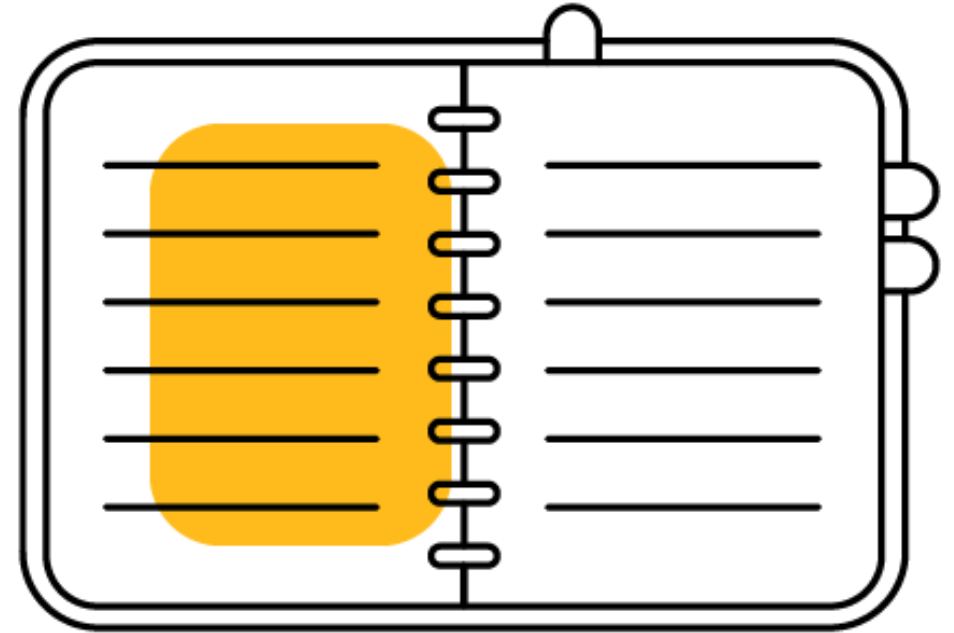




Polls

Agenda

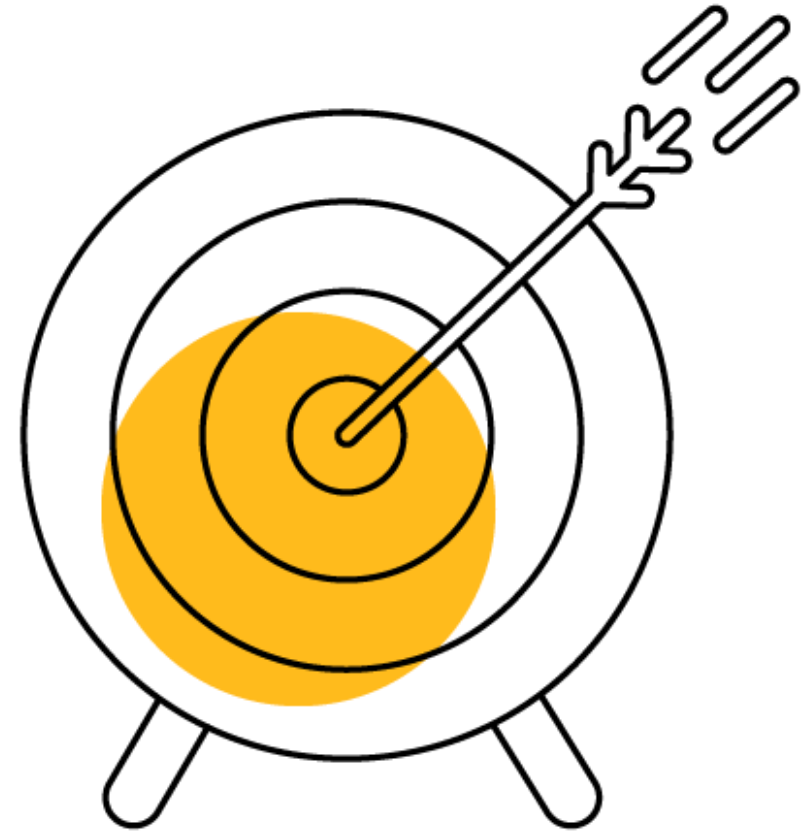
1. Overview and outline of the specification and assessments
2. Exam issues
3. Hints, tips and resources
4. Any questions
5. Further support



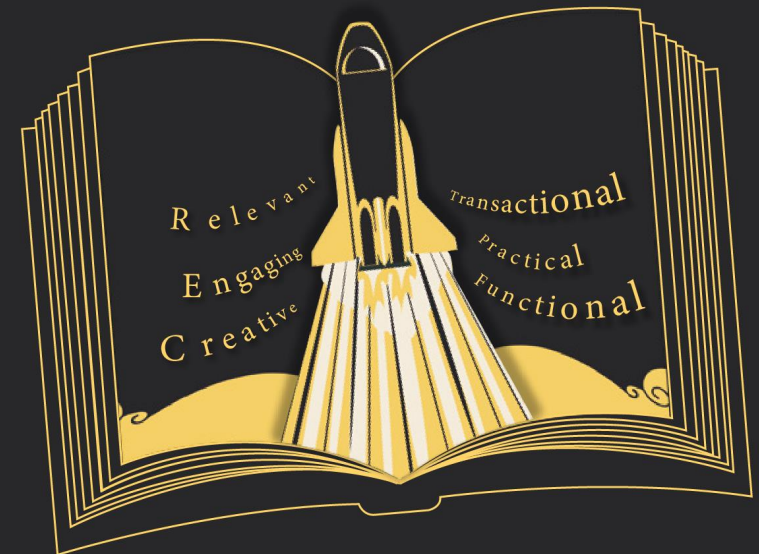
Aims and Objectives of the course

This event will explore the following:

- strategies for approaching AO3 comparison
- teaching resources and ideas
- how to approach the questions in the exam, using examples from GCSE 2.0.



Overview of the Specification & Assessment



GCSE English Language 2.0

Paper 1: Non-Fiction Texts 1 hr 55 mins 50%	Paper 2: Contemporary Texts 1 hr 55 mins 50%
Section A: Reading Two 19th-century non-fiction extracts linked by theme: <ul style="list-style-type: none">• one short extract with image to help understanding• one longer extract• 650–750 words in total AO1, AO2, AO4 (40 marks)	Section A: Reading Two contemporary texts covering 20th- and 21st-century linked by a theme: <ul style="list-style-type: none">• one fiction text• one literary non-fiction text• 800–900 words in total AO1, AO2, AO3 (40 marks)
Section B: Transactional Writing Choice of two tasks: <ul style="list-style-type: none">• one task with opening provided• one task with supporting bullet points AO5, AO6 (40 marks)	Section B: Imaginative Writing Choice of two tasks: <ul style="list-style-type: none">• one task with opening provided• one task with images AO5, AO6 (40 marks)

Assessment Objectives for Reading

AO	Assessment Objective	% in GCSE
AO1	<ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts.	9.4
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	13.1
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	8.8
AO4	Evaluate texts critically and support this with appropriate textual references.	18.8

AO3 Assessment style

6 Compare the writers' ideas and perspectives about being on a journey.

You should compare the writers':

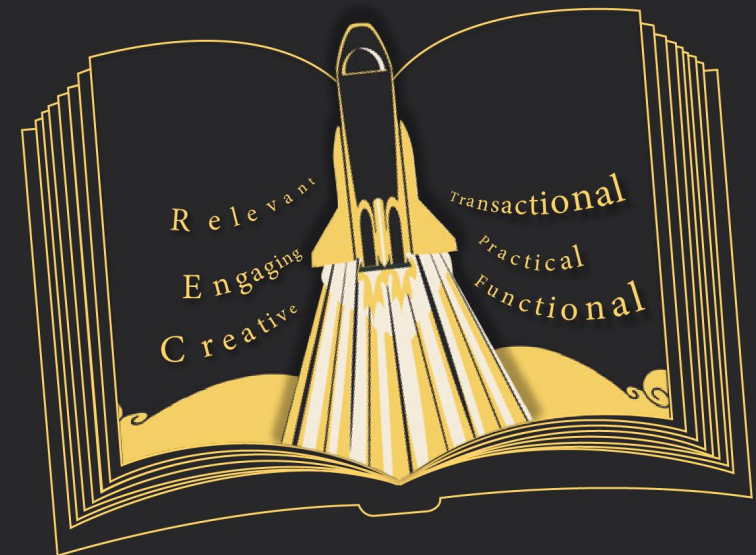
- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Level	Mark	AO3 descriptor Compare the writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Comparison between the texts is limited.• Description of writers' ideas and perspectives, including theme, language and/or structure.• The use of references from texts is limited.
Level 2	4–6	<ul style="list-style-type: none">• The response considers obvious comparisons between the texts.• Comment on writers' ideas and perspectives, including theme, language and/or structure.• The selection of references across both texts is valid, but not developed.
Level 3	7–10	<ul style="list-style-type: none">• The response considers a range of comparisons between the texts.• Explanation of writers' ideas and perspectives including theme, language and/or structure.• The selection of references across both texts is appropriate and relevant to the points being made.
Level 4	11–13	<ul style="list-style-type: none">• The response considers a wide range of comparisons between the texts.• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts and fully support the points being made.
Level 5	14–16	<ul style="list-style-type: none">• The response considers a varied and comprehensive range of comparisons between the texts.• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts, they are discriminating, and clarify the points being made.

Exam Issues



AO3 – Exam issues

- **Blank responses**
- Writing only about one text
- Limited references
- Lack of focus on the question

6 Compare the writers' ideas and perspectives about being on a journey.

You should compare the writers':

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Don't leave it blank!



This response offers obvious comparison with comment on the text and textual reference for support.

5 marks are awarded to indicate the positives, while not always secure.

In both texts each boy wants the best for there team mates you can see this in text 1 where it says "I gazed around my teammates. There was no fight or ~~flg~~ fire left in their eyes [...] up front, it would fall on me to stop the freefall into despair." Which shows to the reader that he is willing to do more for his team mates when they really need his help. In text 2 Billy says "you should have been moving, lad. ~~you~~ you'd have caught it then." which shows to the reader that Billy would try and help and support ~~he~~ his team with advise and ~~as~~ always try to improve everyone.

Comparison – examiner's comments

- compare within a paragraph – start with 'both'
- start with perspective
- make comparison obvious

The best responses **weaved their comparison rather than exploring one text** in a paragraph then separately approaching the next text, were successfully able to offer exploration and analytical comparisons of the texts as well as covering the 'wide', 'varied' and 'comprehensive' comparison. The best responses immediately **identified perspective** and impact on reader across both texts, offered a discussion of how the writers selected information to shape the texts and used **effective comparative phrases** throughout the response. The higher-level responses tended to focus more on perspectives as well as ideas, for example identifying that in Text 1 the writer has a different purpose and audience than Text 2, and that the writer in Text 1 has a much more personal perspective, being 'closer to the action' than Text 2.

Identifying perspective

What is meant by
'perspective'?

outlook
point of view
viewpoint
way of looking at things
way it feels
way it is presented
attitude
approach
angle

positive/negative
exciting/dangerous
calm/exciting
factual/imaginative
hard/easy
sad/happy

AO3 – perspective

What perspective about climbing is presented in these two pictures?

How do these pictures make climbing seem?



AO3 – perspective

What perspective about boxing is presented in these two pictures?



positive/negative
exciting/dangerous
calm/exciting
factual/imaginative
hard/easy
sad/happy



Identifying perspective

In this extract from a newspaper article, reporter Jane Cornwall visits and trains at a Muay Thai (kick boxing) gym in an area of Thailand famous for the sport.

In a stadium smelling of peppermint liniment¹, along the main drag² in Patong, two young women wearing boxing gloves, ornate headdresses and eye-catching vests and shorts climb under the ropes and circle the ring, pausing to bow at each corner. A quartet on oboe, drums and cymbals strikes up a keening rhythm from the stands as one of the pair, a diminutive Thai, performs an elaborate war dance; the other fighter, pale-skinned, red-haired, stares into the middle distance, waiting for the bell to ping.

When it does, all bets – and the headdresses – are off.

positive/negative

exciting/dangerous

calm/exciting

factual/imaginative

hard/easy

sad/happy

Both texts are about boxing. The writer of text 1 seems to be very positive about boxing, as she starts by writing about 'ornate headdresses' and an 'elaborate war dance' which suggests...

Comparing perspective

In this extract from a short story, an ageing boxer called Tully decides he wants to have one more go at winning a world title. While training at a gym, he meets a young boxer called Ernie.

Wearing pale-blue trunks and a grey T-shirt, he went silently down a corridor on soft leather soles toward the sound of a furiously punched bag. When Tully entered the room at the end of the corridor, a tall, lean, sweating youth glanced up, took a final swing at the bag and sat down on a bench amid a disarray of barbells on the cracked concrete floor. There was no one else in the room.

Tully swung his arms, rolled his neck, squatted, and rose in alarm at a loud pop in his knee, conscious all the while of the boy's stillness. After his violent activity at the bag, he now sat motionless on the bench, looking at the wall. It was the attitude of one wishing to repel attention, and so, perversely, Tully invited him to box, though he himself had come here only to punch the bag.

In contrast, the writer of text seems a bit more negative about boxing as he writes about a 'loud pop' in his knees, which suggests it is painful.

positive/negative

exciting/dangerous

calm/exciting

factual/imaginative

hard/easy

sad/happy

Perfect perspective paragraphs [with 5 mark potential]

- compare within a paragraph – start with 'both'
- start with perspective
- make comparison obvious

Both texts are about boxing. The writer of text 1 seems to be very positive about boxing, as she starts by writing about 'ornate headdresses' and an 'elaborate war dance' which suggests it might be exciting to watch and makes the event sound exciting. **In contrast**, the writer of text 2 seems a bit more negative about boxing as he writes about a 'loud pop' in his knees, which suggests it is painful and might make readers think boxing is dangerous.

AO3 – motivation – 7 marks

Text 1's writer's ideas on a journey is quite similar with text 2's writer's ideas as both suffer apart of their journeys. ~~Like~~ For example in text 1 both characters struggle with the lengths of the task. "this is done through the simile, "crawling like a snail". Text 2 ideas are similar as he shows how tiring being on a journey can be, 'exhaustion'. ~~But~~ This suggests both writers recognise that a journey is not always pleasant and has difficulties.

However, only does the writer in text 1 ~~app~~ have the perspective that a journey is hard but it is good to stop and realise what you have accomplished, 'a gleam of hope returned' and 'he was amazed to see how far his last effort is'. However the writer in text 2 struggles to share this perspective. The text is mainly negative and connotes and portrays just the struggles. For example, "will we die". This suggests the writer's point of view

different to writer 1 has it overall is more negative and therefore tells us his opinion and views on journeys is not as positive in comparison to text 1's writer.



This response meets all the criteria at Level 2, and with its glimmers of explanation, allows it to be awarded a mark at the bottom of Level 3.

AO3 Assessment style

Range

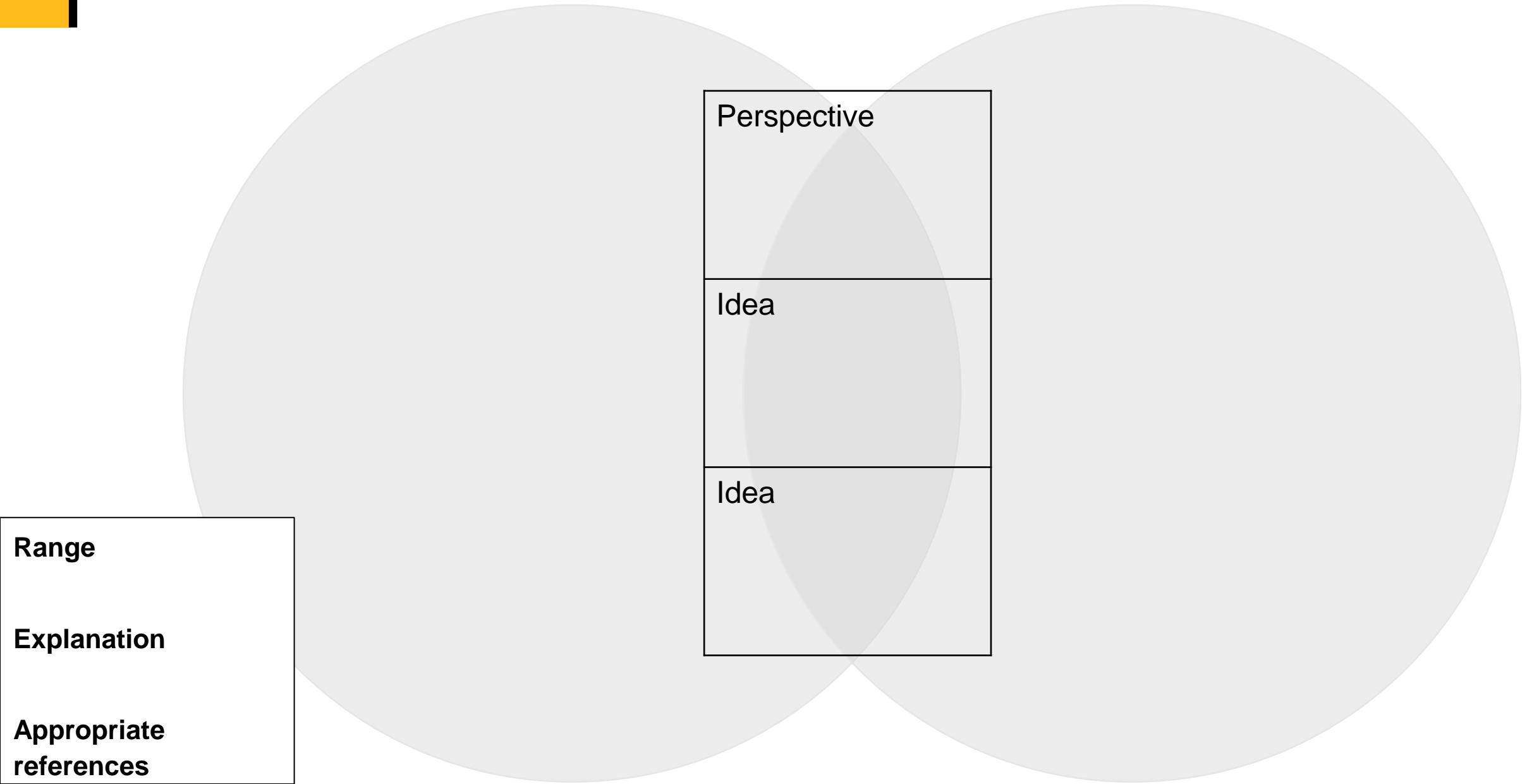
Explanation

**Appropriate
references**



Level	Mark	AO3 descriptor Compare the writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Comparison between the texts is limited.• Description of writers' ideas and perspectives, including theme, language and/or structure.• The use of references from texts is limited.
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Level 4	11–13	<ul style="list-style-type: none">• The response considers a wide range of comparisons between the texts.• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts and fully support the points being made.
Level 5	14–16	<ul style="list-style-type: none">• The response considers a varied and comprehensive range of comparisons between the texts.• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts, they are discriminating, and clarify the points being made.

Venn diagram – range of comparisons



Identifying ideas

What is meant by
'ideas'?

concept
topic
opinion
point
feeling
belief
thing

What things do
you learn from
the text?

AO3 – ideas



What three things do you learn about climbing from each of these pictures?

Equipment	
Safety	
Outside	



AO3 – ideas

What three things do you learn about boxing from each of these texts?

Tully swung his arms, rolled his neck, squatted, and rose in alarm at a loud pop in his knee, conscious all the while of the boy’s stillness. After his violent activity at the bag, he now sat motionless on the bench, looking at the wall. It was the attitude of one wishing to repel attention, and so, perversely, Tully invited him to box, though he himself had come here only to punch the bag.

The boy rose then, quickly and gloomily. “You a pro?”

“Go Rhona!” we bellow as the Scot we’re here to support powers in with a barrage of kicks and punches, some of which land on her opponent, who fires back with a knee strike and a double elbow chop that leaves the farang (foreigner) a little shaky on her feet. After five rounds, with the music screeching at fever pitch, the Thai is declared the winner, and the next fight, between a pair of tattooed dudes in high-cut boxers, gets underway.

Most tourists come to Thailand for sun and sightseeing. Not me. Like Rhona (24, from Glasgow), I have come to practise the ancient combat sport of Muay Thai, or Thai boxing

Ideas – side by side

Tully swung his arms, rolled his neck, squatted, and rose in alarm **at a loud pop in his knee,** conscious all the while of the boy's stillness. **After his violent activity at the bag,** he now sat motionless on the bench, looking at the wall. It was the attitude of one wishing to repel attention, and so, perversely, **Tully invited him to box,** though he himself had come here only to punch the bag.

The boy rose then, quickly and gloomily. "You a pro?"

Injury

Competitive

Violence

"Go Rhona!" we bellow as the Scot we're here to support powers in **with a barrage of kicks and punches,** some of which land on her opponent, who fires back with a knee strike and a double elbow chop that leaves the farang (foreigner) **a little shaky on her feet.** **After five rounds, with the music screeching at fever pitch, the Thai is declared the winner,** and the next fight, between a pair of tattooed dudes in high-cut boxers, gets underway. Most tourists come to Thailand for sun and sightseeing. Not me. Like Rhona (24, from Glasgow), I have come to practise the ancient combat sport of Muay Thai, or Thai boxing

Venn diagram – range of comparisons

at a loud pop in
his knee,

Perspective
text 1 – danger
text 2 - exciting

Idea –
Injury

Idea – competitive

a little shaky on her
feet

Range

Explanation

Appropriate
references

Model Paragraph

Reference from text 1	Both writers In Text 1, the writer	Clear comparison of ideas/perspective
Reference from text 2	In contrast/similarly	Explanation
		Comparative words/phrases

Another idea of the writers ideas and perspective is that both of their legs get tired from fighting. A quote from text 1 to show this is "and his leg buckled". This may suggest that ~~the~~ Tully has taken an injury from this fight which could be long term. A quote from text 2 is "A little shakey on her feet". This suggests to the reader that these boxing activities can cause injuries that could be sustained for long term.

Examiner comment and mark:

The 1st paragraph has no comparison. The comparisons start in paragraph 2. Meets all bullet points at Level 2 and moves into lower Level 3. Explanation and clear textual references. Not a range of comparisons, so cannot go higher in the level.

Level 3 - 8 marks

AO3 Assessment style

Wide range

Exploration

**Balanced
references**



Level	Mark	AO3 descriptor Compare the writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
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AO3 – moving into exploration of lang/structure

Compare the ideas and perspectives about growing up and leaving home.

You should compare:

- main ideas
- points of view
- presentation of these idea and view

Last night, we cried ourselves to sleep. We did not feel so lonely in school because there were all the other girls with us. Avril is very unhappy and so am I, and I am hoping and praying that we shall be moved to a nicer place. I do wish you could come with us, as it would not be half so bad then.

Both lonely

Both want to leave

Imagining my home makes me ache with loneliness. This day has been endless. Could Gale and I have been eating blackberries only this morning? It seems like a lifetime ago. Like a long dream that deteriorated into a nightmare. Maybe, if I go to sleep, I will wake up back in District 12, where I belong.

Venn diagram – exploration of language/structure

Last night, we
cried ourselves to
sleep

Perspective -
both unhappy

Idea –
loneliness

Idea – want to
move away

ache with loneliness

Wide range

Exploration

**Appropriate
references**

Model Paragraph

Evidence from text 1	Both writers suggest growing up and leaving home can be a lonely process. In Text 1, the writer opens the paragraph by describing how she cried herself to sleep. The writer probably uses a short blunt sentence for this as she intends her parents to feel guilty from the start of the letter. Text 2 also starts on a very heart-rending note with the emotive phrase 'aches with loneliness'. She also uses a short sentence to emphasise her desperate feelings that the days are 'endless'.	Clear comparison of ideas/perspective
Evidence from text 2		Analysis of language /structure
		Comparative connectives

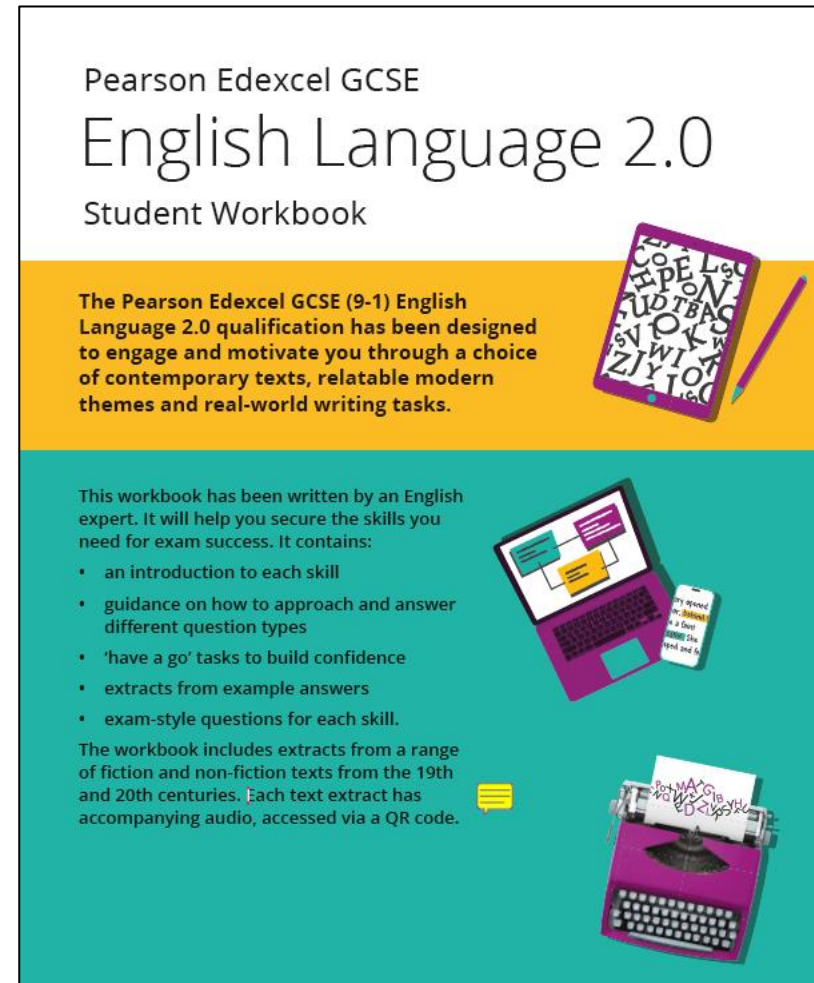
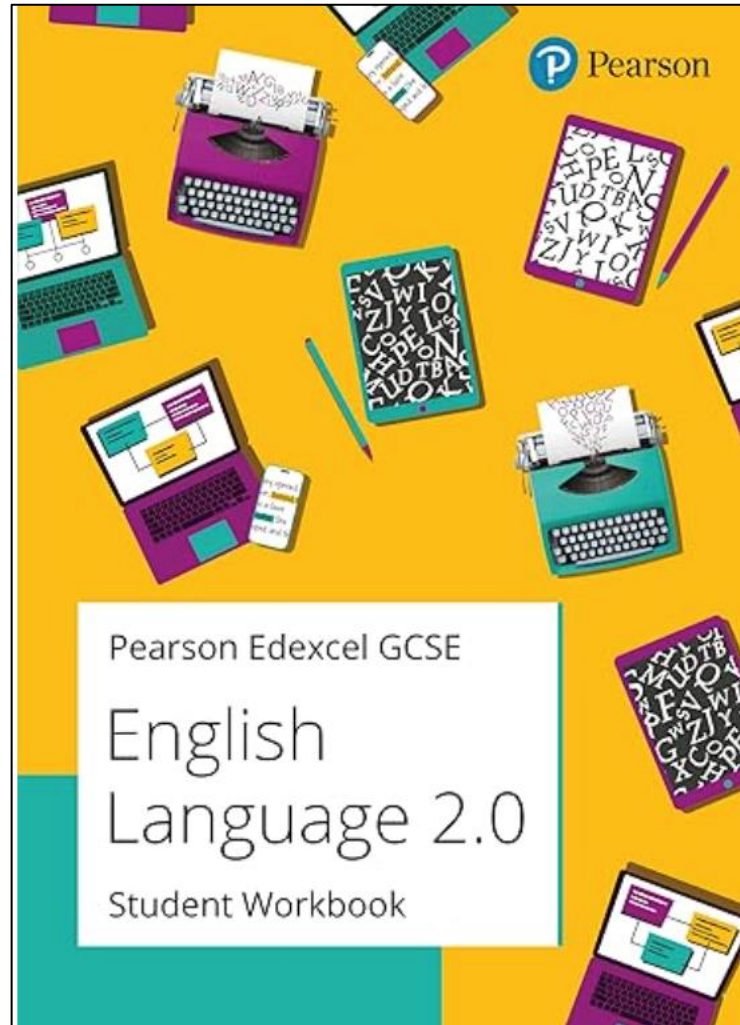
Have fun – make a new text

Tully swung his arms, rolled his neck, squatted, and rose in alarm at a loud pop in his knee, conscious all the while of the boy's stillness.	Quiet, solitary atmosphere versus exotic setting
A quartet on oboe, drums and cymbals strikes up a keening rhythm from the stands as one of the pair, a diminutive Thai, performs an elaborate war dance	
After that he felt only desperation because everything happened so quickly: smashes on his nose, jolts against his mouth and eyes, the long body eluding him,	Fast paced, frantic
“Go Rhona!” we bellow as the Scot we're here to support powers in with a barrage of kicks and punches,	



Any questions?

Exciting news!



Pearson Edexcel GCSE

English Language 2.0

Student Workbook

The Pearson Edexcel GCSE (9-1) English Language 2.0 qualification has been designed to engage and motivate you through a choice of contemporary texts, relatable modern themes and real-world writing tasks.

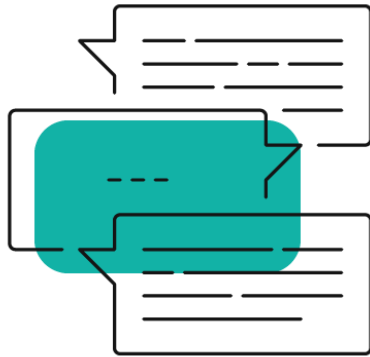
This workbook has been written by an English expert. It will help you secure the skills you need for exam success. It contains:

- an introduction to each skill
- guidance on how to approach and answer different question types
- 'have a go' tasks to build confidence
- extracts from example answers
- exam-style questions for each skill.

The workbook includes extracts from a range of fiction and non-fiction texts from the 19th and 20th centuries. Each text extract has accompanying audio, accessed via a QR code.

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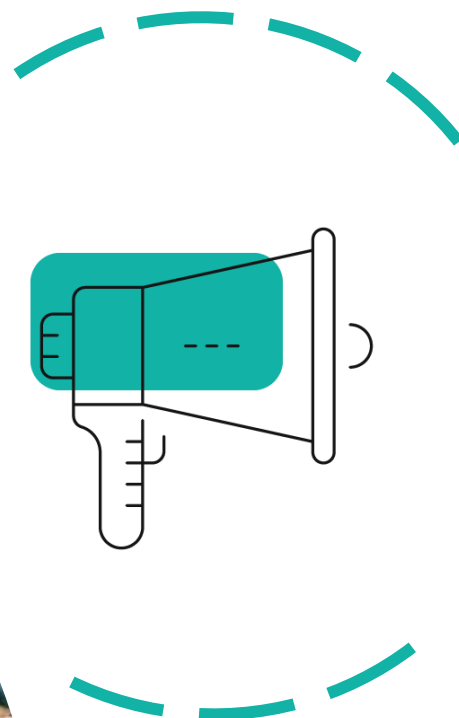
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Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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