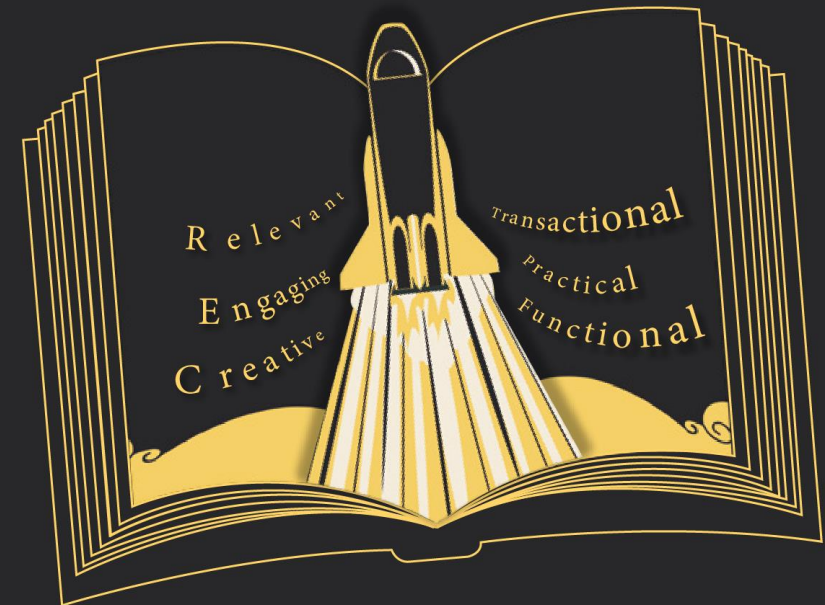


GCSE

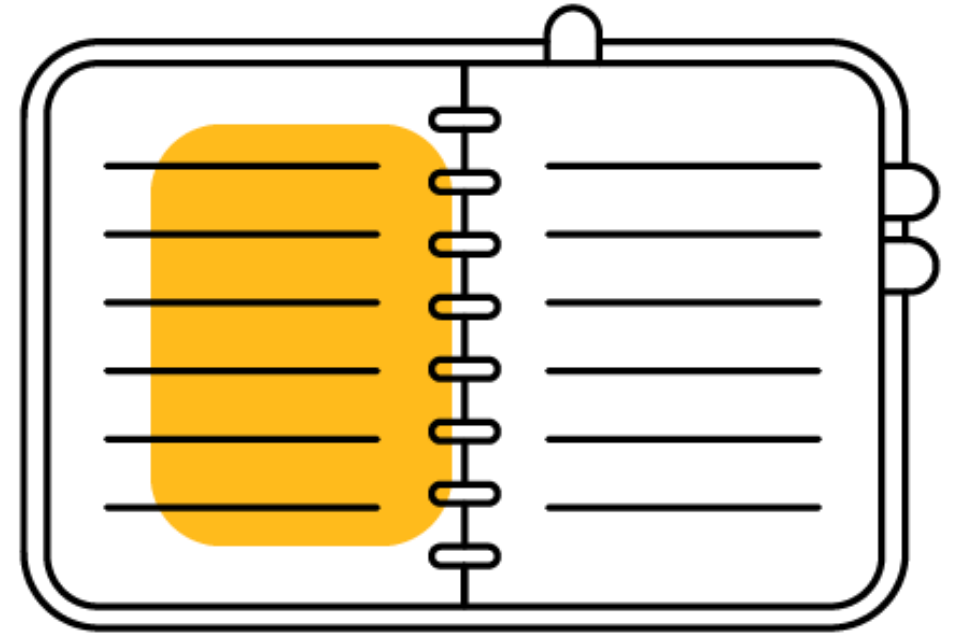
English Language 2.0

Developing the Skills –
AO5/6 Writing



Agenda

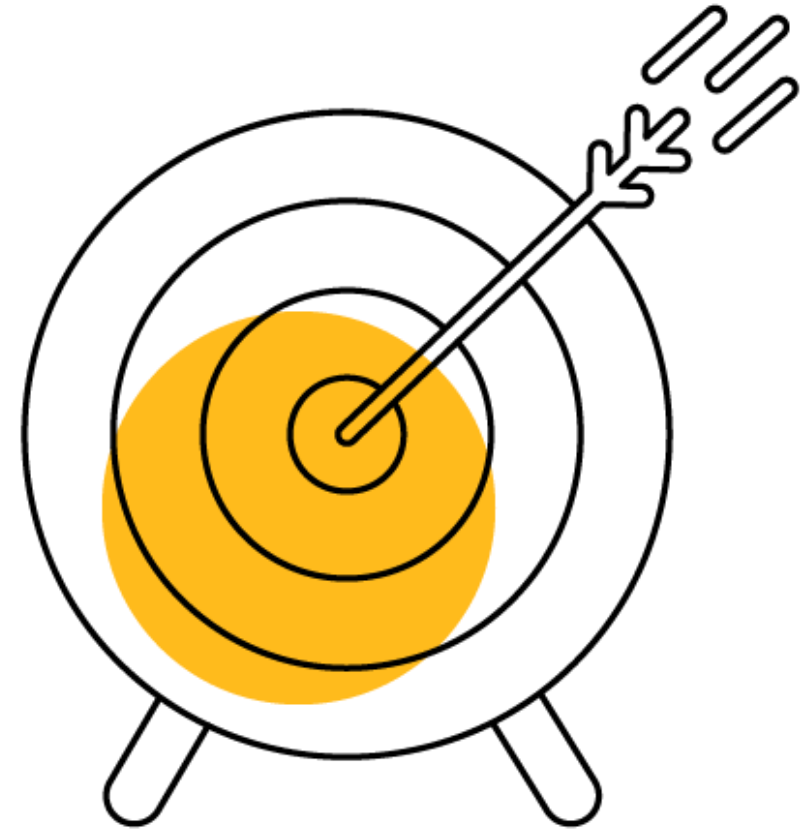
1. Overview and outline of the specification and assessments
2. Exam issues
3. Hints, tips and resources
4. Any questions
5. Further support



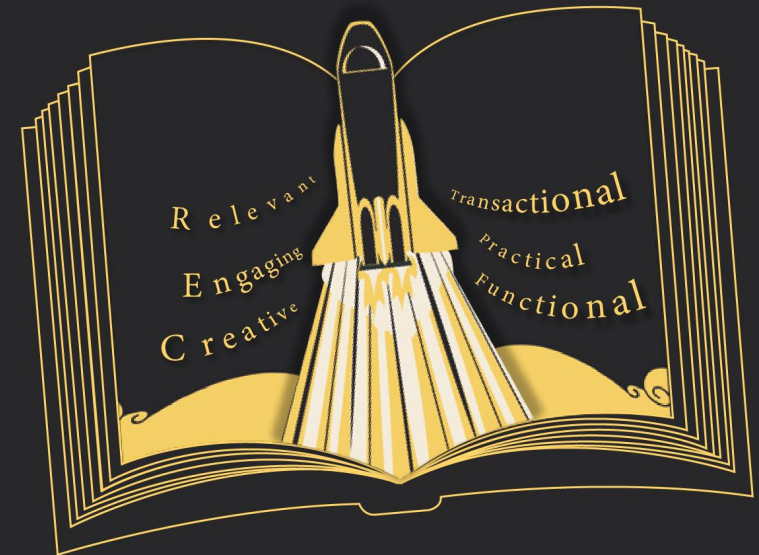
Aims and Objectives of the course

This event will explore the following:

- strategies for approaching writing
- teaching resources and ideas
- how to approach the questions in the exam.



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 Writing

AO	Assessment Objective	% in GCSE
AO5	Communicate clearly, effectively and imaginatively , selecting and adapting tone, style and register for different purposes and audiences Organise information and ideas , using structural and grammatical features to support coherence and cohesion of texts	30
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	20

AO5/6 Assessment style – Paper 1

EITHER

***7** Write a blog with the title 'How to choose the best job'.

A student has started a response to this task.

*There is a lot to think about when choosing a job. Will I enjoy it and how much will I earn?
Do I have the skills or qualifications, or will they train me? Do I want a permanent or
temporary job and will it be full-time or part-time?*

Continue this blog using your own ideas.

**Your response will be marked for the accurate and appropriate use of vocabulary,
spelling, punctuation and grammar.*

OR

***8** Write an article for an employment website aimed at young adults, with the title 'How to make a good impression: a guide to a successful interview'.

You should include:

- advice on preparation and presentation
- what you should say and do
- what you should not say and not do.

**Your response will be marked for the accurate and appropriate use of vocabulary,
spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

AO5/6 – Assessment style – Paper 2

EITHER

***7** Write an imaginative piece that starts with the line:

'I'm so glad they were with me.'

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 40 marks)

OR

***8** Write about a time when you, or someone you know, went on a journey.

Your response could be real or imagined.

You **may** wish to base your response on one of the images or use any ideas of your own.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)



(© Yogysic / Getty Images)

Image One



(© Pipat Wongsawang / Getty Images)

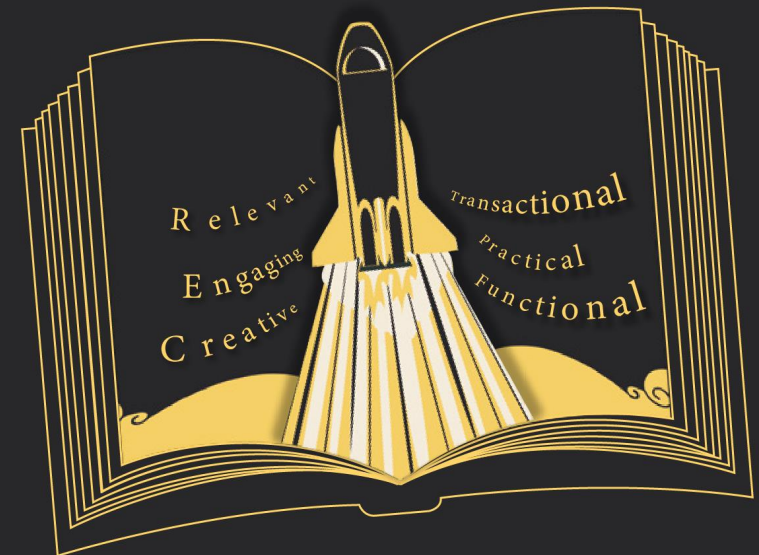
Image Two

AO5/6

Level	Mark	AO5 descriptor Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	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.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		
Level	Mark	The candidate:
	0	No rewardable material
Level 1	1–4	<ul style="list-style-type: none"> Limited ability to write for clarity, purpose and effect. Uses basic vocabulary, often misspelled Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	5–7	<ul style="list-style-type: none"> Some ability to write for clarity, purpose and effect. 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.
Level 3	8–10	<ul style="list-style-type: none"> Sound ability to write for clarity, purpose and effect. 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.
Level 4	11–13	<ul style="list-style-type: none"> Secure ability to write for clarity, purpose and effect. Uses a wide, selective vocabulary with only occasional spelling errors. Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	14–16	<ul style="list-style-type: none"> Sophisticated ability to write for clarity, purpose and effect. Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

Exam Issues



Examiners' comments – Transactional Writing

interviewed which did not focus on how to choose the best job. There were some responses that were brief and undeveloped with weak language controls which impeded meaning. Less successful responses wrote very little – some had clearly run out of time. There were a number of responses that wrote little beyond copying out the prompt on the question paper, however it was noted by some examiners that the prompt allowed some of the least successful candidates to write something on the ideas provided.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences and incorrect capitalisation of words within sentences; grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

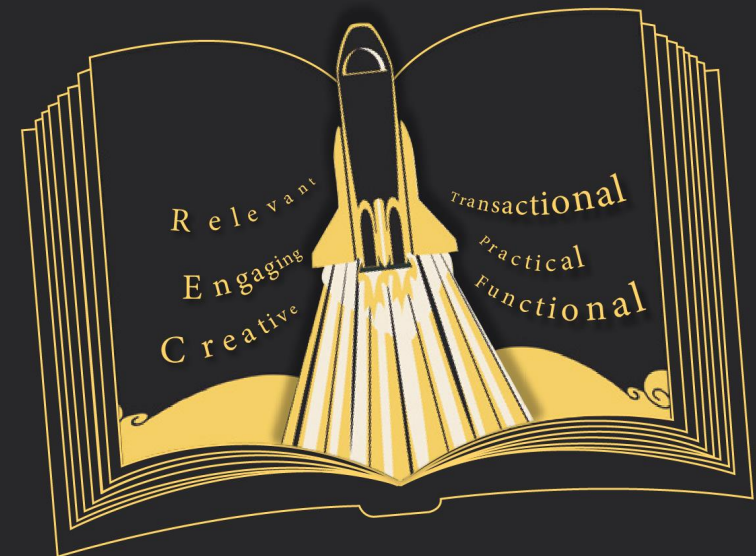
Examiners' comments – Imaginative Writing

The main discriminators in the writing responses were:

- The ability to communicate clearly and effectively – lower level responses tended to show some limitations in this area, offering more basic narratives that often simply relayed an event or occasion.
- Higher level responses often offered sophisticated responses that worked hard to engage the reader (AO5).
- The effectiveness of tone, style and register (AO5).
- Spelling of basic vocabulary, especially double consonants (AO6).
- General quality of punctuation (AO6) – missing commas and random capital letters.
- The range of sentences used (AO6). Vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative? All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response.

Transactional writing

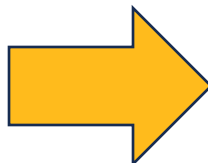


AO5 Mark scheme

Effective

Select

Develop



Level	Mark	AO5 descriptor Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	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.

What makes your writing effective?

Select – your material needs to suit both audience and purpose.

- who is the audience?
 - what does your audience need to know?
- what is your purpose?
 - what style and tone will achieve that purpose?

Develop – your material needs to be developed with interesting details.

- what details are appropriate?
- what order is appropriate?

Effective

Select

Develop

Select appropriate material

Select appropriate material

- audience?
- purpose?

Write an article for an online website with the title 'Healthy eating is just as important as keeping fit'.

You should include:

- what healthy eating is
- why healthy eating is important
- how people could learn to eating healthily.

Selecting for audience/purpose – using images

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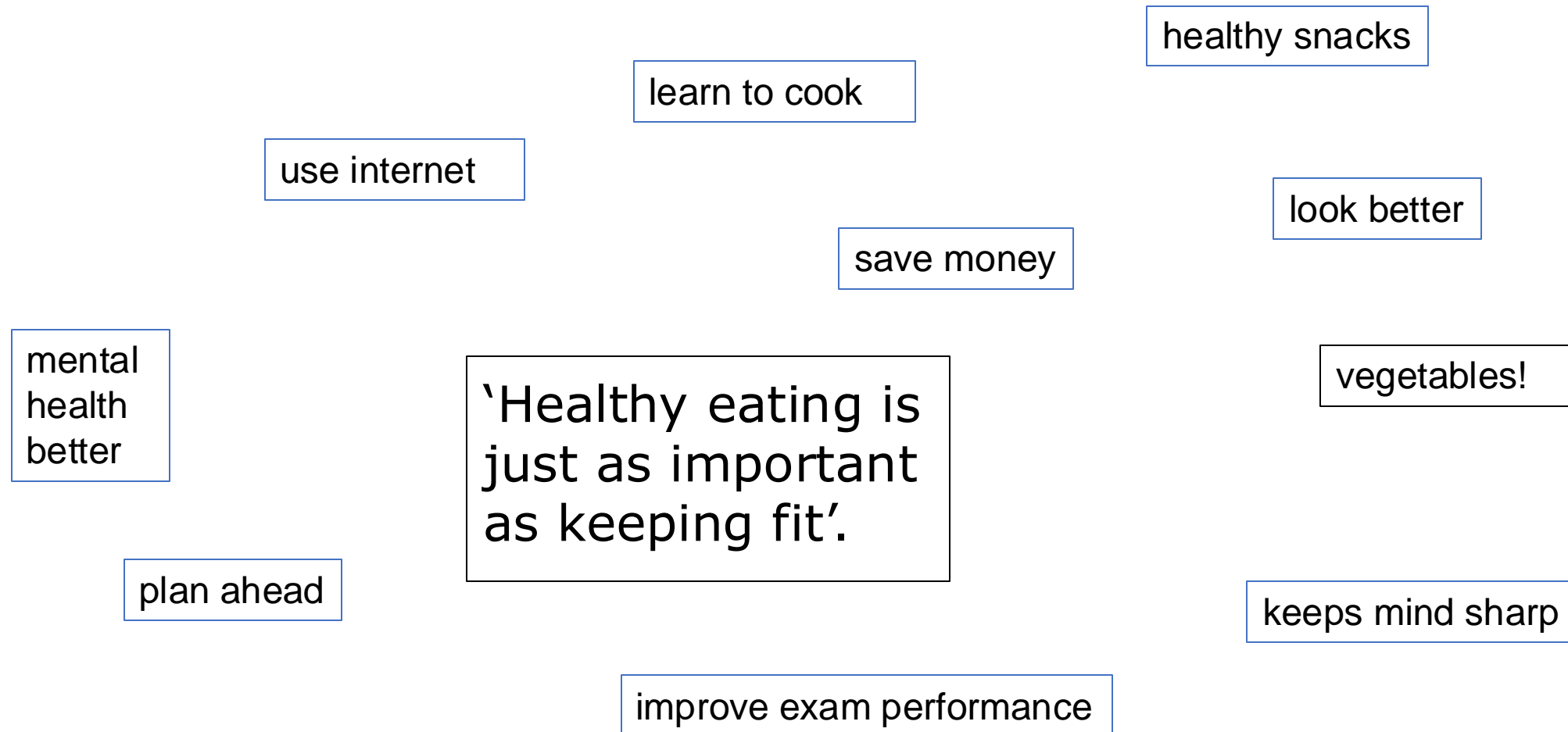


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Select – Thought association



Select – Ask questions

Why?

When?

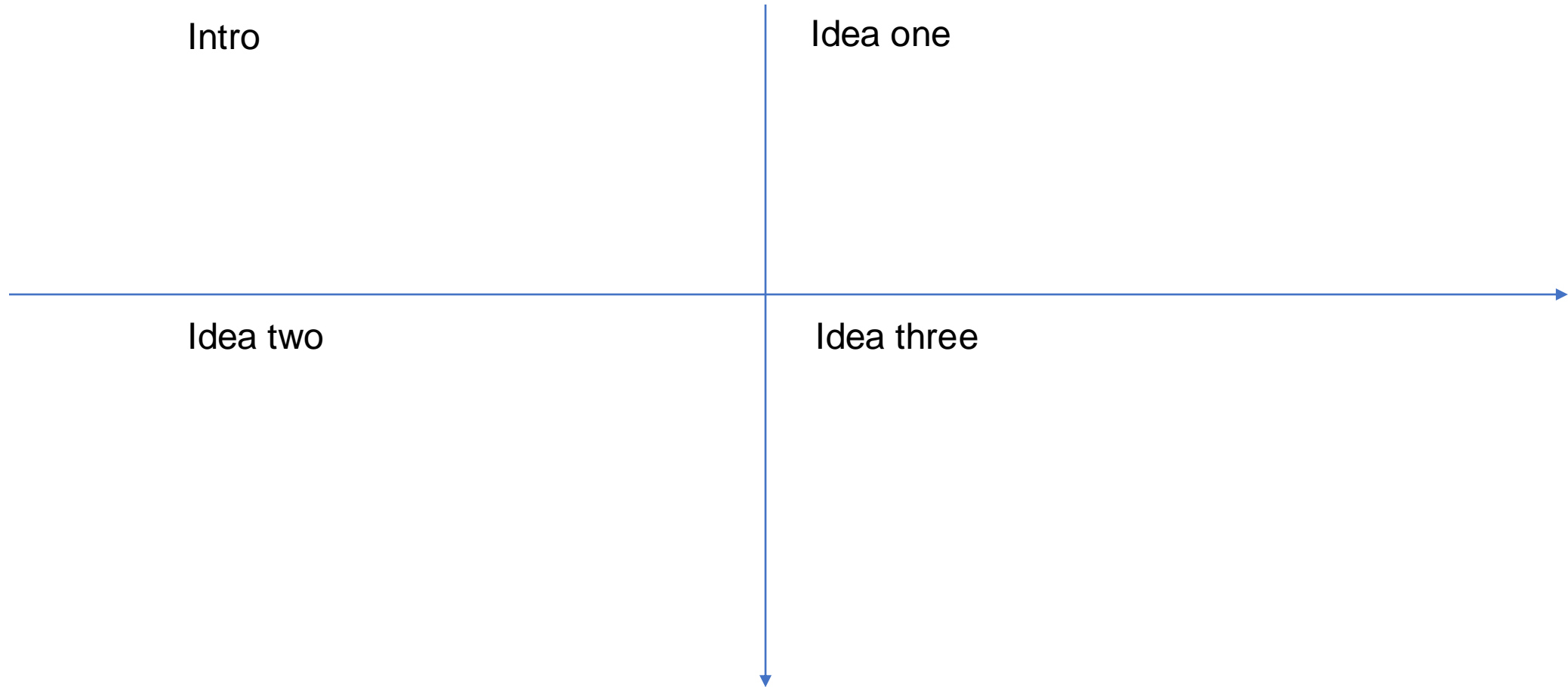
Where?

Healthy eating is just
as important as
keeping fit.

How?

What?

Select – four corner planning



Develop – sequence your ideas

Write a speech for an audience of your peers with the title 'How to Look Good on a Budget'.

A student has started a response to this task. Continue this speech using your own ideas.

'Social media has increased the pressure on young people to look good. But if you feel left behind due to a lack of finances, I'm here to help. Believe it or not, there are a few simple steps you can take that mean you can be a fashion icon without breaking the bank.'

Go to charity shops or online outlet shops

Learn to sew and alter stuff you already own

Get a part-time job to increase your income

Share clothes with friends or siblings

Develop – adding details to your plan

Go to charity shops or
online outlet shops



What/why/how/where/when

Fact/statistics

Anecdotes

Explanation

Expert opinions

Develop – creating a topic sentence

One way to approach looking good on a budget is to become familiar with your local charity shop.

For those who have the talent, making your own clothes is a great idea.

Perhaps the easiest way to save money, is to start raiding your friend's wardrobes.

Go to charity shops or online outlet shops

Learn to sew and alter stuff you already own

Share clothes with friends or siblings

Developing a topic sentence

Picking what to wear for an interview is difficult, it's hard to strike an appropriate balance between casual and business attire.

Opening phrases –

However,
have you
considered?

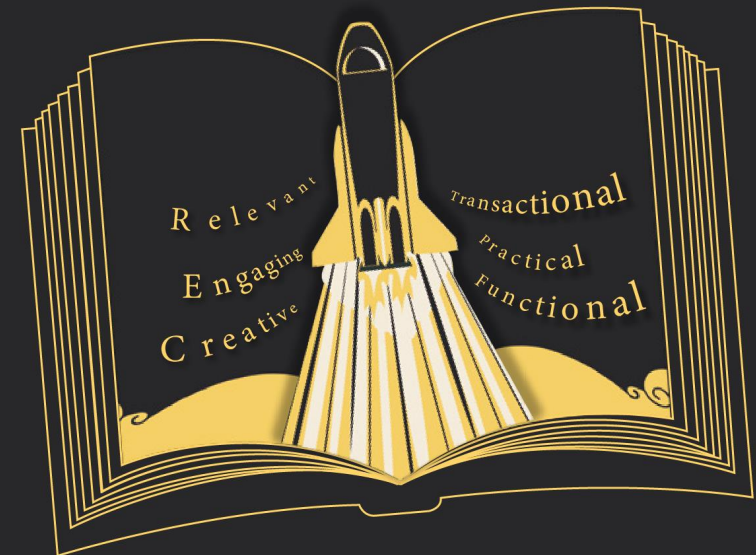
Although,
Many people
think...

It is often said...

Picture this...

Picking what to wear for an interview is difficult, it's hard to strike an appropriate balance between casual and business attire. Boys, I recommend wearing suit trousers, ~~and~~ button up, tie and smart shoes, girls, you could wear the same as the boys, or a blouse and skirt, ensure it's an appropriate length. Most importantly, no matter what you wear, make sure it is ironed, clean and tidy!

Transactional writing – adding some style



Openings – [the optician's approach]

I am writing to apply for a job at your leisure centre.

I love your leisure centre and would love to be part of your team.

I would like to apply for the job you advertised at your leisure centre.

As a regular visitor to your leisure centre, I have always been impressed by the quality of personal training on offer.

I am only sixteen, but already have a black belt in karate and am training to be an instructor.

Openings & endings

Bold statement	Rhetorical question	Anecdote	Statistics
I am willing to bet that at least half of this audience is addicted to the internet.	How many of you can honestly say you could do without the internet for just one day?	When my Dad was my age, he spent seven hours a day in the fresh air. I spend seven hours a day welded to my phone...	85% of 16-18 years olds admit to spending, on average, over seven hours a day welded to some form of technology...

Vivid image	Warning	Go back to anecdote	Call to action
		I haven't quite managed seven hours outside yet, but since conquering my internet addiction I do at least know what time it gets light outside.	

Audience manipulation

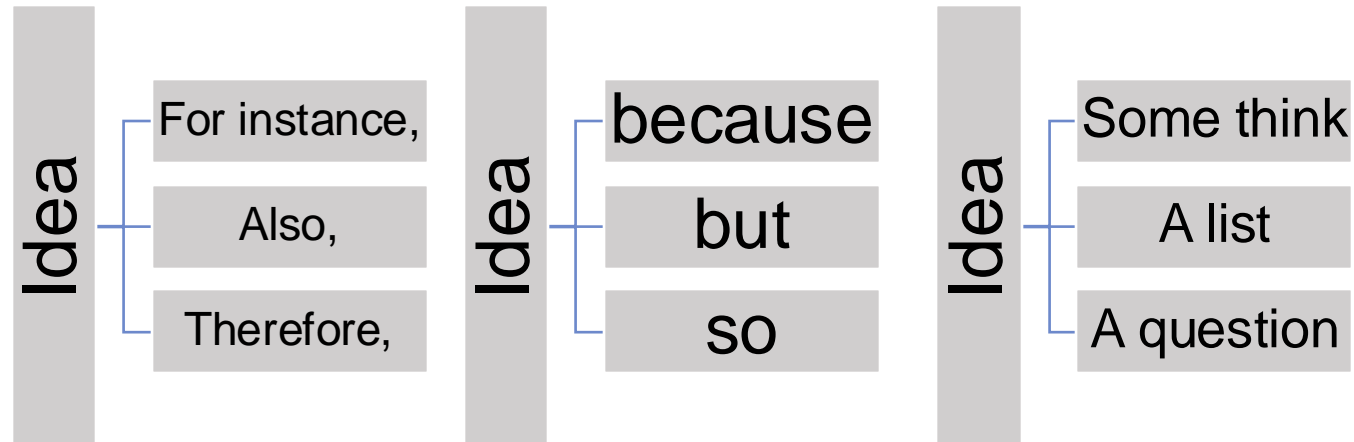
Make a reader feel...		
Impressed and awestruck		Their skin melts and their leaves shrivel away from their body...
Guilt		Brussel sprouts hand-picked by devoted Scottish farmers.
Shock and horror		Select the best one before they're snapped up by your next-door neighbour...
Urgency and need		How would you feel if crowds of people walked past you every day...

Sentences

Write a speech for 16-year-old students with the title 'How daily activity can make you happier and healthier'.

A student has started a response to this task. Continue this speech using your own ideas (do not copy information from Texts 1 and 2).

Nowadays, it is more important than ever to look after your physical and mental health. But where do you start? I would advise you look at how you can make small changes to your everyday life.



Sentences

I believe animal testing is cruel ***because...***

I believe animal testing is cruel ***but...***

I believe animal testing is cruel ***so...***

Editing & vocabulary

When I **grow up/mature/leave school** I want to be a premier league football commentator. I **live, sleep and breathe/love/live for** football – so what better way to earn a living than to spend all day talking about my **love/enthusiasm/passion? Enthusing about/**Sharing this with/**Telling this to my form tutor at break/recently/yesterday**, I was **taken aback/shocked/angry** when my ambition was greeted not by enthusiasm but by **amusement/laughter/an indulgent smile** and a request to start being serious.

Crushed, I took my dream to the school's careers officer. His reaction was worse (I heard the word 'delusional').

Write a Perfect paragraph

Write an article for a careers website with the title 'What to wear for that all important interview'.

In your article, you should include:

- the different types of interview people might need to attend
- what people should or should not wear for an interview
- why it is important to think about what to wear for an interview.

Opening line: The traditional outfit for an interview is, obviously, a smart suit.

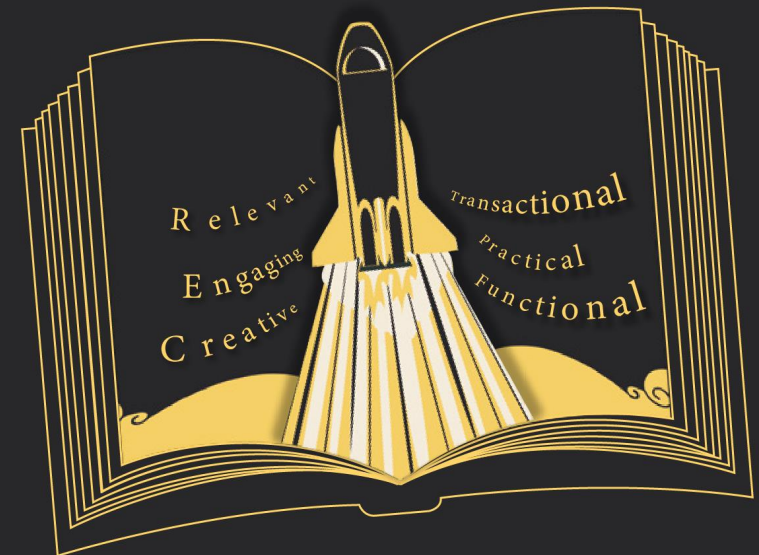
90% of offices now specify 'smart casual'
comfort > important
reccie in advance?
type of company?

Write the paragraph, using this opening line and as much as you need from the bullet points

Compare to an expert

The traditional outfit for an interview is, obviously, a smart suit. But remember that post-pandemic 90% of modern offices have embraced the 'smart casual' attire once reserved for dress-down Fridays. Researching the firm in advance will ensure you dress for the job you want, not the job you currently have. Whilst what you then choose shouldn't detract from your persona, neither should it shout 'look at me, aren't I amazing?'. Show some respect towards your potential employers by indicating a willingness to fit in with the current office vibe. And if in doubt – dress up, not down. Nobody failed to get a job because they looked too smart.

Planning – imaginative writing



Lack of planning/development

We woke up days later in a field 1000 miles from our home all confused, we pull ourselves together and begin walking in hopes to get some idea of where we are, when suddenly tom is thrown into the air and dave disappears into thin air, confused as I am I begin to look for them shouting out there names to which I hear dave say 'I'm right here', I turn around to notice its coming from right behind me, I jump in fear but then realize he's invisible and I look up to see tom flying around.

What happened...

One day before?
One hour before?
One hour after?



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Question style

EITHER

7. Write an imaginative piece that starts with the line..

‘I knew she would never be able to keep it secret..’

OR

8. Write about a time you, or someone you know, set off on an adventure.

Your response can be real or imagined

You may wish to base your response on one of the images or used any ideas of your own.

Select – thought association

SECRET

Select – ask questions

Who?

What?

I knew she would never be able to keep it secret..

When?

Where?

Why?

Select – question the image



Who?
When?
What?
Where?
Why?

Who, when, where, why, what



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Who, when, where, why, what



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Three-part story plan

Two main characters

One main event

Exposition [scene setting, beginning]

Climax or high point [main action]

Resolution [ending]

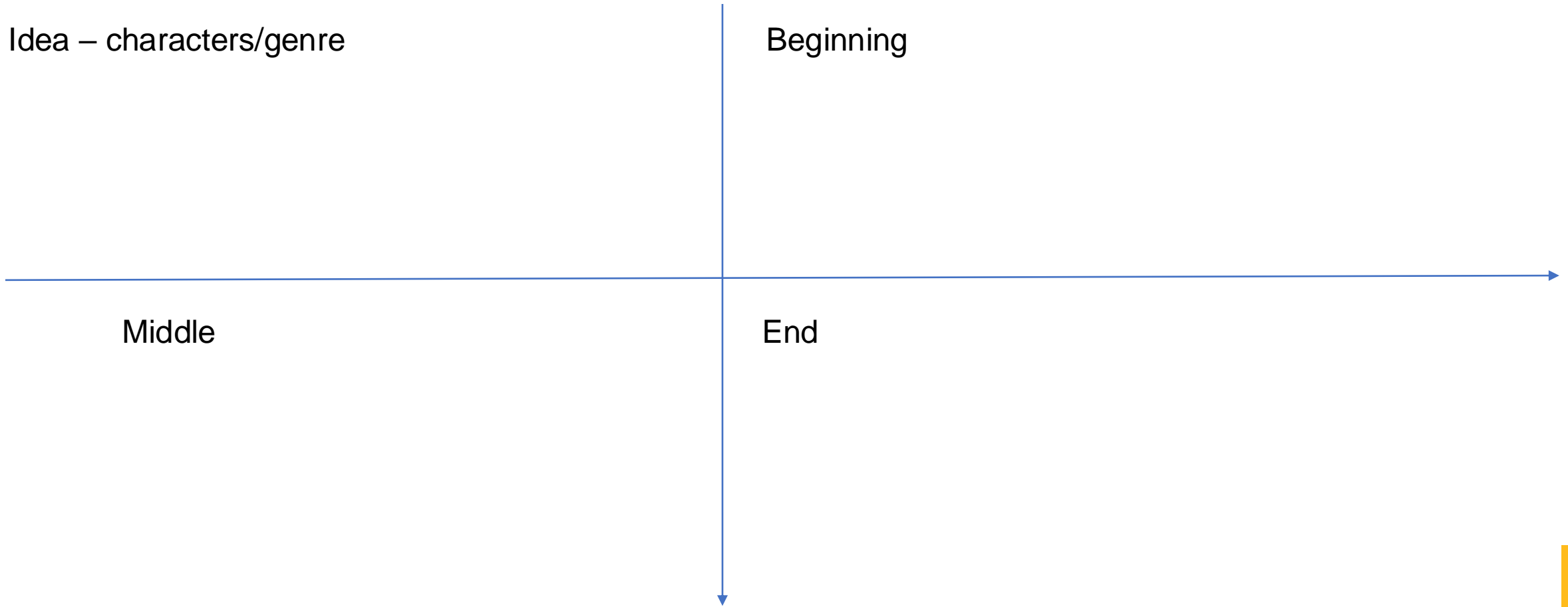
Four corner planning

Idea – characters/genre

Beginning

Middle

End

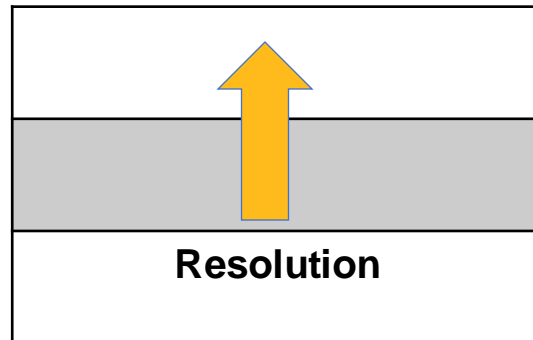
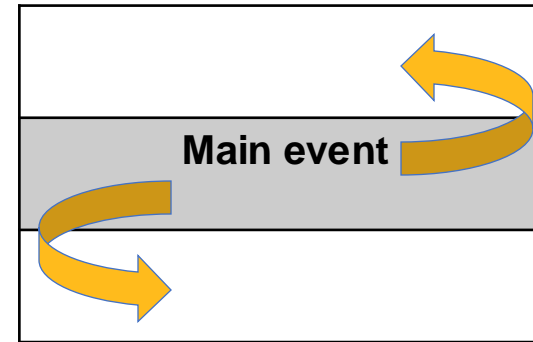
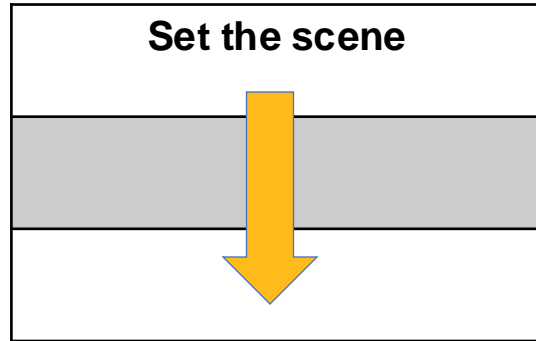


Develop

Three-part plan	Development
Exposition: Enter first marathon	<ul style="list-style-type: none">• Feelings of excitement• Punishing training schedule• No previous experience
Climax: Fall at half-way point	<ul style="list-style-type: none">• Get blisters early in race• Stumble over loose paving stone• Limp for several miles
Resolution: Get to finish line?	<ul style="list-style-type: none">• See friends in crowd• Make final effort• Finish or not??

Exposition: decide to try hard to be nice to my younger brother	
Climax: younger brother lets his pet snake loose in my room	Snake silent under bed
Resolution: I take revenge	

Develop – sequence



Develop – using topic sentences

I'm sure you know a Stella -

Everywhere I looked I saw them together.

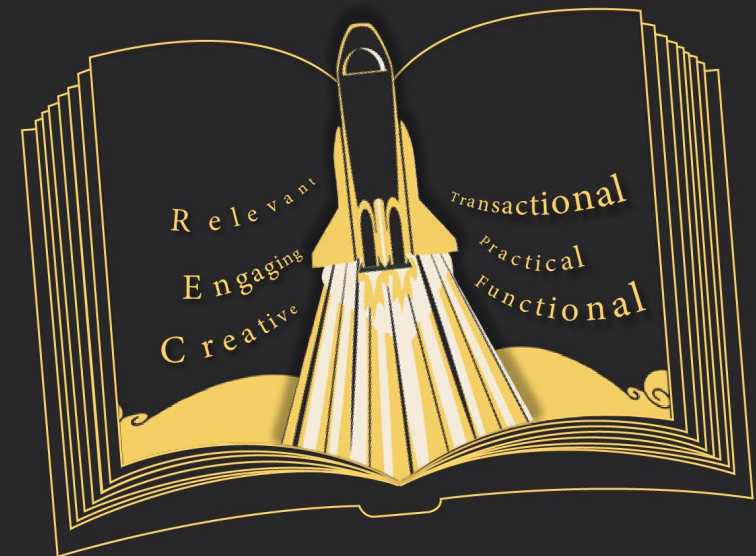
It all came to a head with/when ...

I'm sure you know a Stella – every school has one. A prima donna who patrols the corridors with a coven of bland, blonde followers trailing close behind, taunting and jeering at anyone not considered cool enough to join the gang. She terrified me and I made huge efforts to stay off her radar. Sammy, on the other hand, was soon well into Stella's coven.

Everywhere I looked I saw them together. Oh sure, she still spent time with me, but it wasn't the same. I was an afterthought; a guilt trip that was squeezed in when Stella was busy elsewhere.

It all came to a head with Stella's sweet sixteen party. It seemed everybody was invited. Everybody, that is, except me. I kept telling myself it didn't matter. That I hated all the pouting and vanity that it would inevitably involve. Then I found out that Sammy was going.

AO6

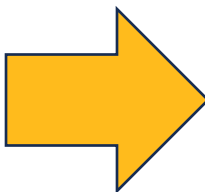


AO6

Varied

Accurate

Clear



Level	Mark	AO6 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
	0	No rewardable material.
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.
Level 4	11–13	<ul style="list-style-type: none">• Uses a wide, selective vocabulary with only occasional spelling errors.• Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.• Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	14–16	<ul style="list-style-type: none">• Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.• Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.• Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.

Vocabulary

healthy
endorphins
physical
risk
potential
gain
challenge
perusal
participation
abundance
victorious



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Sentence openings

Type of word	Examples
A pronoun I, you, he, she, it, we, they, my, your, his, her, their	I turned and stared...
A preposition is a word that tells you the position of something or someone: above, behind, between, near, with, on, under	Behind me was a large cheering crowd...
An 'ing' verb running, hurrying, waiting, holding	Edging silently towards the door...
An adjective (a describing word) slow, quiet, large, huge	Sharp prickling feelings of fear...
An adverb (a word that describes a verb) unfortunately, painfully, happily, quickly	Gingerly, I peered out into the darkness...

Sentence openings in action

I was trapped. The snake was lying motionless between my feet. The snake was two feet away. I slowly edged towards the door. I never took my eyes off the beast. My forehead was covered in sweat. I pulled the door open and ran as fast I could. I shouted 'Mum' the whole way down the stairs.

I was trapped. **In front** of me was the largest snake I had ever seen. **Lying** motionless at my feet. **Slowly** going towards the door, I closed my fists and held my breath. **Cold** sweat was on my forehead as I pulled the door towards me. **Although** I was alone in the house, I shouted for my Mum as I ran down the stairs.

Sentence style variety

In front of me was the largest snake I had ever encountered. **Slowly edging towards the door, I clenched my fists and held my breath.** Cold sweat ran in beads down my forehead as I heaved the door towards me. Although I was alone in the house, I shouted for my Mum as I hurtled down the stairs at breakneck speed.

Slowly and silently – my eyes never leaving the beast - I edged towards the door, fists clenched.

My eyes never left the beast as I edged silently and slowly towards the door.

I edged towards the door. My eyes never left the beast.

Vocabulary variety

I was trapped. In front of me was the largest snake I had ever seen. Lying motionless at my feet. Slowly going towards the door, I closed my fists and held my breath. Cold sweat was on my forehead as I pulled the door towards me. Although I was alone in the house, I shouted for my Mum as I ran down the stairs.

In front of me was the largest, **longest** snake I had ever **encountered**. Lying motionless at my feet. Slowly **edging** towards the door, I **clenched** my fists and held my breath. Cold sweat **ran in beads down** my forehead **as I heaved** the door towards me. Although I was alone in the house, I shouted for my Mum as I **hurtled** down the stairs **at breakneck speed**.

Vary the sentences & vocabulary

The sea looked nice and cool. I could see waves coming in onto the beach. The sun was very hot. Seaweed was sticking to my feet as I walked along. I sat down on the sand. I decided that this day was going to be

- Variety of sentence openings
- Variety of sentence styles
- Ambitious vocabulary.

Putting it all together

Select

Develop

Style

Write about a time when you, or someone you know, made a mistake.

Peter woke up suddenly and knew he was in trouble. He had been warned at school that if he was late again he would be sanctioned. He ran all the way to school without stopping. When he arrived he was surprised to find the gates were locked. It was Saturday.

Sentence stories

For sale, baby shoes never worn.

Baby shoes for sale. Never worn.

For sale: baby shoes. Never worn.

Never worn: baby shoes. For sale.

Never worn; for sale. Baby shoes.

6-word horror stories

They found them in the walls.

I watch you when you sleep.

I know how you killed her.

Vocab – Key word storytelling

Wedding	fled	betrayal	engagement
bliss	euphoria	evoke	embarrass
matrimony	malicious	devoid	erratic
delusion	cowardice	scenario	demise

Story mining

Picture this: a girl, cowering under a window in the half-light of a winter evening. Inside the window, a party is in full swing; coloured lights flicker and loud music throbs. Outside, the girl lifts her head for one more peek, then shuffles slowly away, shoulders hunched and feet dragging. Left out.

Feeling sorry for her? You should. There's one in every school – and at my school it was me. I have no idea why but I never quite made it into any of the exclusive school circles. I didn't feel that different but I spent most of my time roaming the corridors alone.

Then, when I was fourteen, I met Sammy. My polar opposite – where I was short and clumsy, Sammy was slender and graceful. I'm not quite sure what she saw in me, but for two years we were inseparable.

Then Stella came along.

Picture this: a girl, **cowering** under a window in the half-light of a winter evening. Inside the window, a party is in full swing; coloured lights **flicker** and loud music **throbs**. Outside, the girl lifts her head for one more **peek**, then **shuffles** slowly away, shoulders **hunched** and feet **dragging**. Left out.

Feeling sorry for her? You should. There's one in every school – and at my school it was me. I have no idea why but I never quite made it into any of the exclusive school circles. I didn't feel that different but I spent most of my time **roaming** the corridors alone.

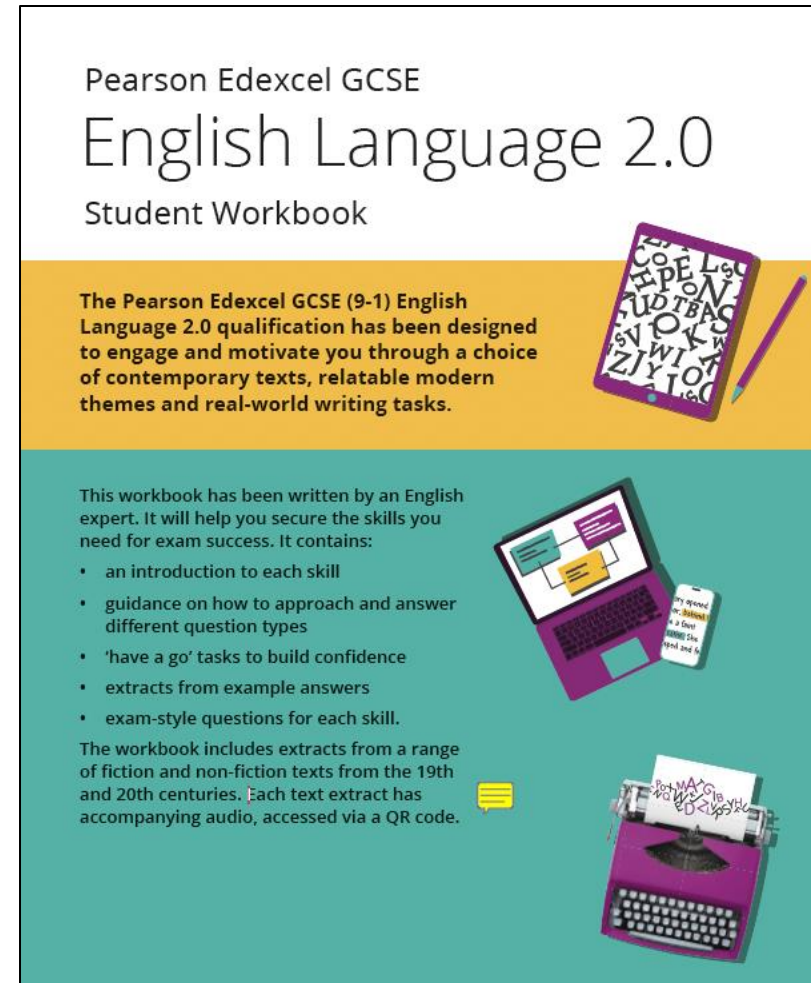
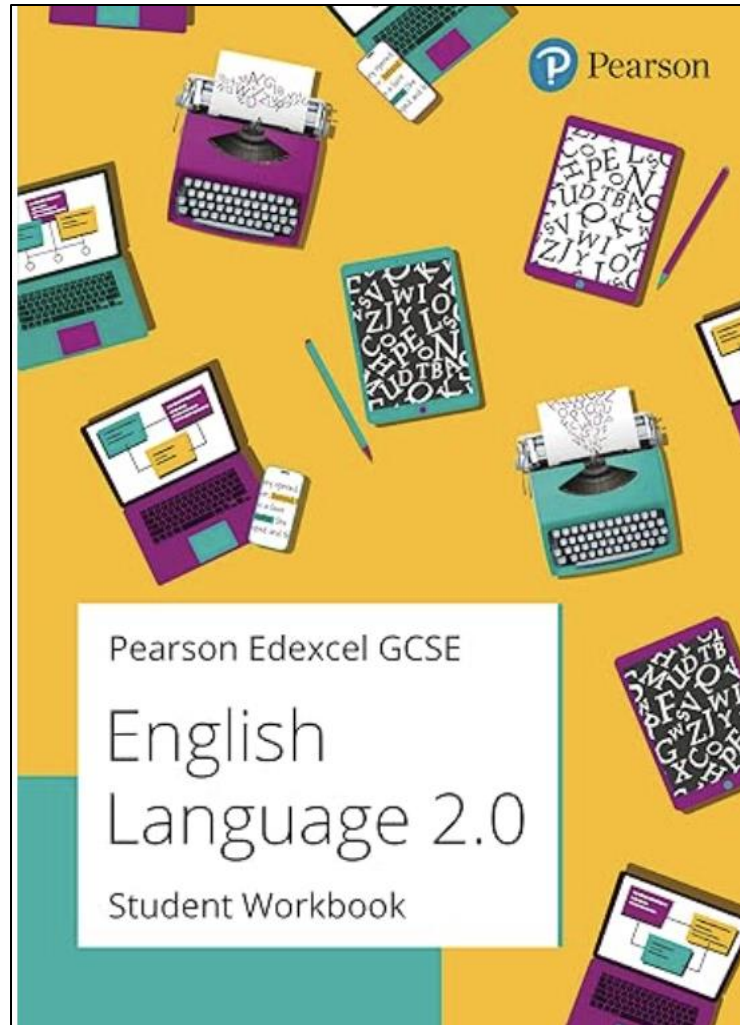
Then, ..

Words	Openings	Wows
cowering	outside	- and at my school..
flicker	Feeling	Left out.
hunched	Picture	Then...



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.

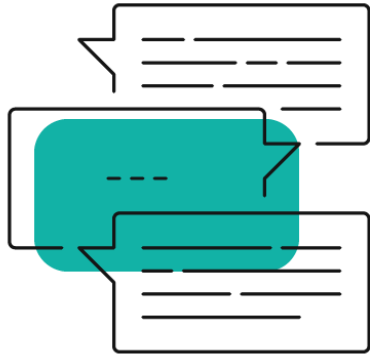
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- 'have a go' tasks to build confidence
- extracts from example answers
- exam-style questions for each skill.

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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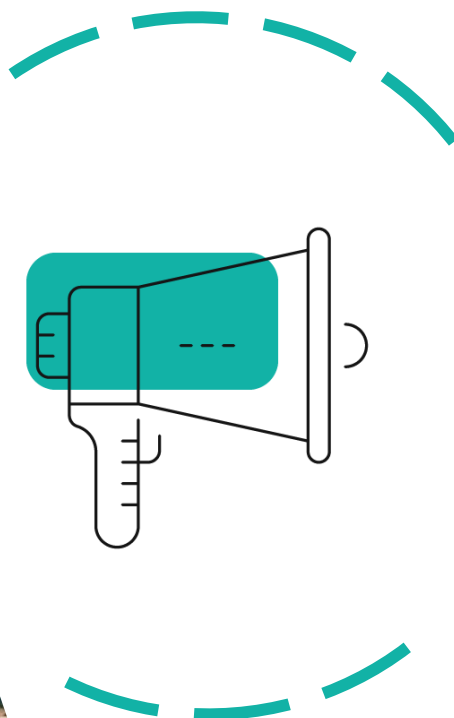
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