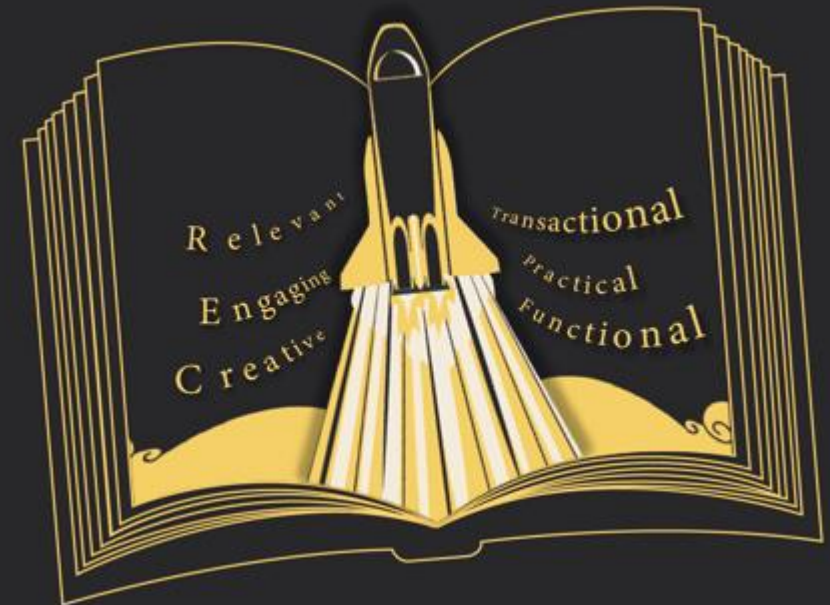


GCSE

English Language 2.0

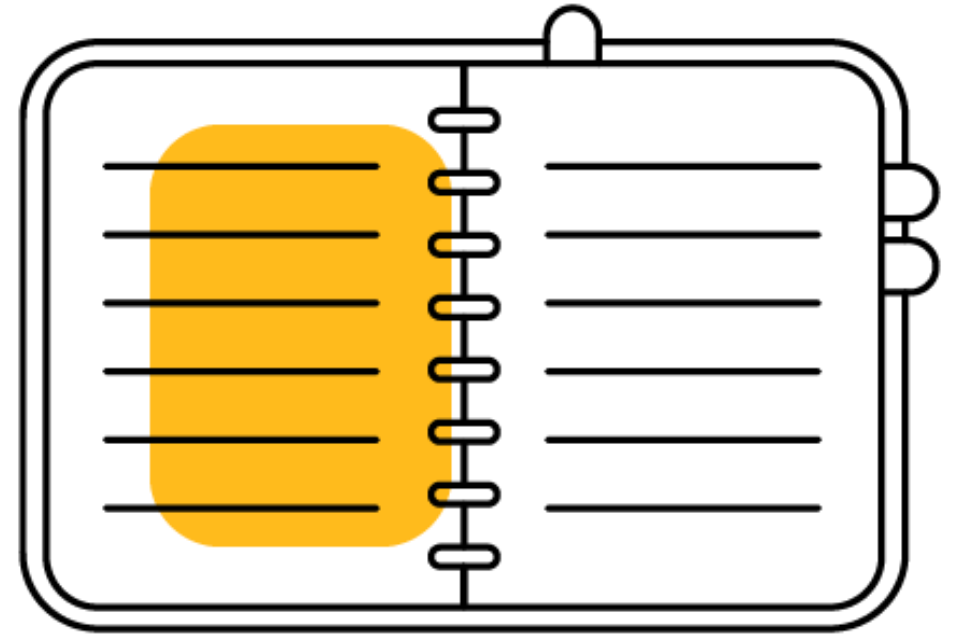
Spring Network for Schools 2025
(1EN2)



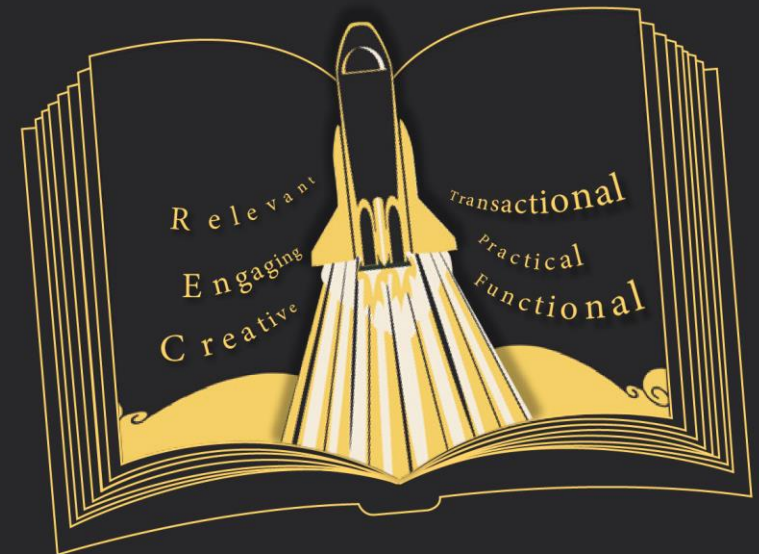
Agenda

In this session we are going to look at:

- Text sources
- AO2 skills
- News & support



Text sources





British Library / **Learning**

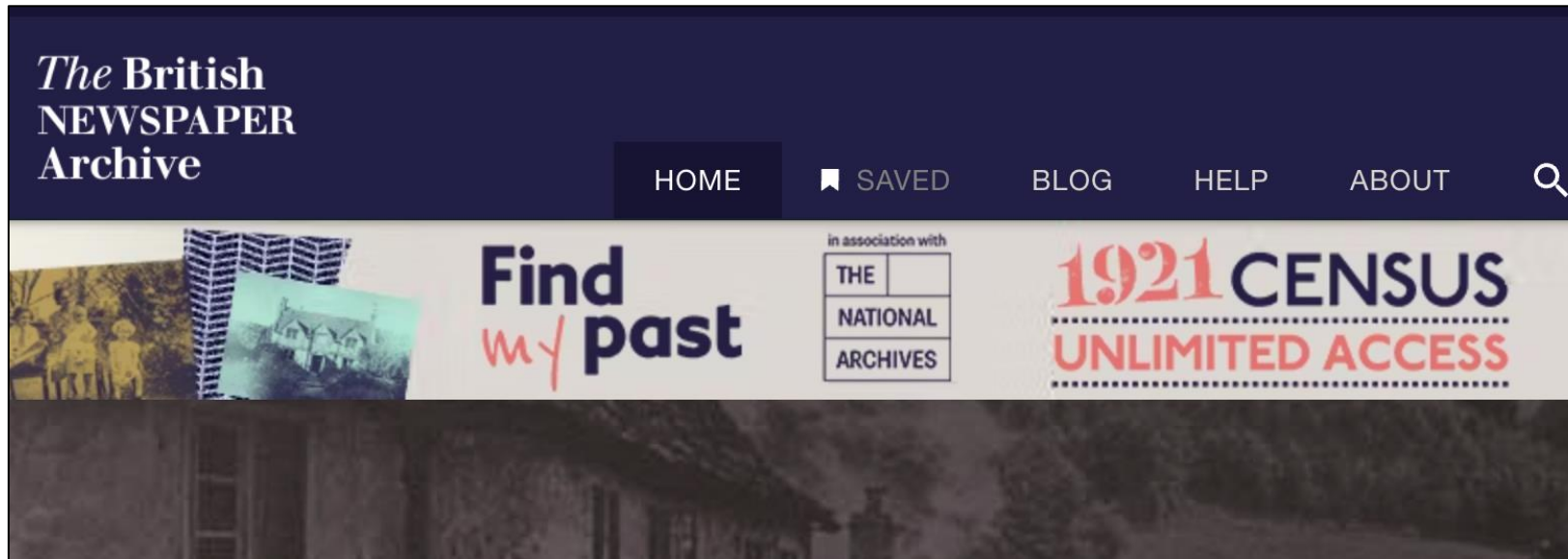
Learning events, workshops and resources

The London Magazine – source for good writing

My mother never gave me her hand... She always helped me on and off pavements by pinching my frock or coat very lightly at the spot where the armhole provides a grip. It humiliated me. I felt I was inside the body of an old horse with my carter dragging me along by one ear... One afternoon, as a gleaming carriage sped past, splattering the leaden summer with its reflections, I pushed the hand away right in the middle of the road. She pinched the cloth even tighter and lifted me off the ground like a chicken being carried by one wing. I went limp. I refused to move. My mother noticed my tears.

- *The London Magazine* is England's oldest literary periodical, with a history stretching back to 1732. Today – reinvigorated for a new century – the Magazine's essence remains unchanged: it is a home for the best writing and an indispensable feature on the British literary landscape.

Non-fiction extracts



Now has a fiction section!



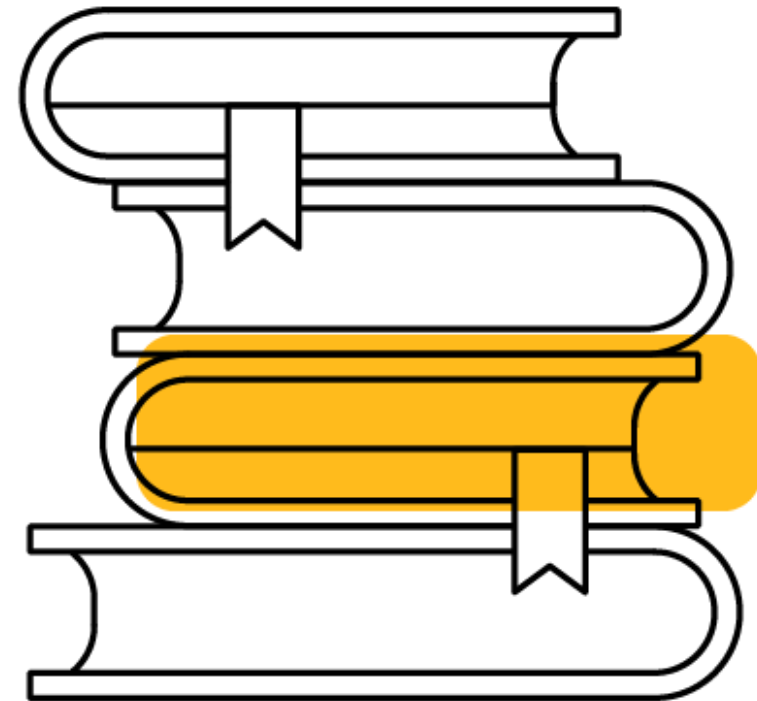
Book recommendations

The Good Immigrant – edited by Nikesh Shukla

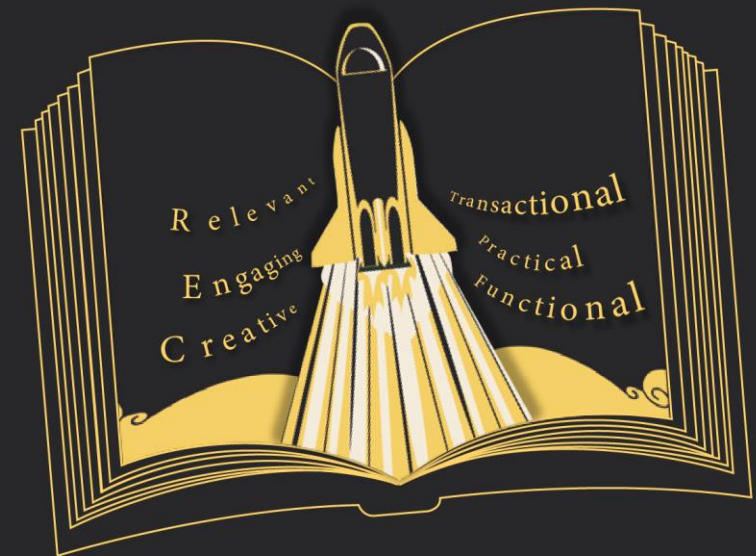
Good Pop, Bad Pop – Jarvis Cocker

Do No Harm: Stories of Life, Death and Brain Surgery – Henry Marsh

Taste: My Life Through Food – Stanley Tucci



AO2



What goes wrong? Some examiner comments...

Paper 1

- Some candidates did not seem to understand **the focus of the question**.
- Some examiners commented that there was also evidence of '**feature spotting**' where candidates identify correctly (or incorrectly) particular language features in the text, but do not explain them.

Paper 2

- There are some cases of **feature spotting** and many responses at the lower end would refer to the writer 'using language' without making use of specific terminology.
- There was also some evidence of **incorrectly identified features** – examiners are asked to mark as positively as possible, but clearly wrongly identified features in the text can be detrimental to scores awarded.

Reading – context and titles

This extract is adapted from a letter written in 1898 by a married woman to a newspaper. It is about whether married women should work.

Should wives work?

Point of view?

Writer's feelings?

Tone of text?

In this extract adapted from a newspaper article written in 1835, the writer describes a visit to a coalmine with a friend.

Descent into a coalmine

Reading [with inference] the contextual information

In this edited extract from a fantasy novel, the hobbit Sam helps carry his friend Frodo up Mount Doom.

1. Name the two characters.
2. Where are they going?
3. Which character seems weakest?
4. How well do they know each other?
5. What genre is the extract?
6. What atmosphere could we expect from the extract?

Reading [with inference] the contextual information

This is an edited extract from the writer's account of his survival after a plane crash in the Andes Mountains of South America. After months of waiting to be rescued, the writer and some of his friends decide to try to climb to safety, leaving the other survivors at the camp.

1. Where did the writer crash?
2. How long did they wait to be rescued?
3. What action did they take?
4. Why do you think some of the survivors stayed behind?
5. Why do you think the writer decided to climb?
6. What tone could we expect from the extract?

Reading the contextual information

This is an edited extract from the writer's account of his survival after a plane crash in the Andes Mountains of South America. After months of waiting to be rescued, the writer and some of his friends decide to try to climb to safety, leaving the other survivors at the camp.

In this edited extract from a fantasy novel, the hobbit Sam helps carry his friend Frodo up Mount Doom.

Reading carefully

I wonder if you will allow an old wife and mother, born when the century was about half through, to have her modest say on the question of wives working.

My own old-fashioned prejudice is against the idea. I think that women are physically unfit to plunge into the dust and heat of the arena where men are fiercely striving, and that in the majority of cases they are also mentally unequal to long-continued strain. In saying this I should like to except¹ strong, healthy, sensible maidens². For them, a little insight into work and into the difficulties of earning money may be useful, even the adoption of a career—for instance, hospital nursing or other pursuits now open to my sex—may be advisable, provided it be given up on marriage.

I do, however, recognise one case, where a woman may strain every nerve and do almost impossibilities for love's sake, that is, a widow with family to bring up. Otherwise, let the husband work and provide for his wife and children. He it is who should be the breadwinner, not poor she, with her willing spirit but weak frame. An able-bodied man who lets his wife work is a contemptible³ being in my estimation.

Listen carefully.

Method one:

1. Draw
2. Just listen
3. Make notes

Method two:

1. Summarise in three bullet points.
2. Share with a partner.
3. Merge to just three shared bullet points.

Reading carefully

They had reached the Mountain's foot on its northern side, and a little to the westward; there its long grey slopes, though broken, were not sheer. Frodo did not speak, and so Sam struggled on as best he could, having no guidance but the will to climb as high as might be before his strength gave out and his will broke.

On he toiled, up and up, turning this way and that to lessen the slope, often stumbling forward, and at the last crawling like a snail with a heavy burden on its back. When his will could drive him no further, and his limbs gave way, he stopped and laid Frodo gently down.

Frodo opened his eyes and drew a breath.

'Thank you, Sam,' he said in a cracked whisper. 'How far is there to go?'

'I don't know,' said Sam, 'because I don't know where we're going.'

He looked back, and then he looked up; and he was amazed to see how far his last effort had brought him. The Mountain standing ominous and alone had looked taller than it was. The confused and tumbled shoulders of its great base rose for maybe three thousand feet above the plain, and above them was reared half as high again its tall central cone, like a vast chimney capped with a jagged crater.

As he looked up he would have given a shout, for amid the rugged humps above him he saw plainly a path or road. It climbed from the west and wound snakelike about the Mountain, until it reached the foot of the cone upon its eastern side.

A gleam of hope returned to him. They might conquer the Mountain yet. 'Why, it might have been put there a-purpose!' he said to himself.

Sam drew a deep breath. There was a path, but how he was to get up the slope to it he did not know. Suddenly a sense of urgency which he did not understand came to Sam. It was almost as if he had been called: 'Now, now, or it will be too late!' He braced himself and got up. Frodo also seemed to have felt the call. He struggled to his knees. 'I'll crawl, Sam,' he gasped.

So foot by foot, like small grey insects, they crept up the slope. They came to the path and found that it was broad, paved with broken rubble and beaten ash. After climbing eastward for some time it bent back upon itself at a sharp angle and went westward. There at the bend it was cut deep through a crag of old weathered stone once long ago vomited from the Mountain's furnaces.

Storyboard in six frames.

Draw the main characters.

Come up with six adjectives to describe the:

- setting
- events
- characters

Select tone from binary opposites:

- hot/cold
- calm/tense
- scary/calm
- sad/happy
- exciting/peaceful

Feature spotting annotation

He looked back, and then he looked up; and he was amazed to see how far his last effort had brought him. The Mountain standing ominous and alone had looked taller than it was. The confused and tumbled shoulders of its great base rose for maybe three thousand feet above the plain, and above them was reared half as high again its tall central cone, like a vast chimney capped with a jagged crater.

As he looked up he would have given a shout, for amid the rugged humps above him he saw plainly a path or road. It climbed from the west and wound snakelike about the Mountain, until it reached the foot of the cone upon its eastern side.

Avoiding feature spotting – use the question

Use the question:

1. What do we learn about Mount Doom?
2. What other words could be used for 'unwelcoming'?
3. Does the tone change from the start of the extract to the end?

2 Read this extract.

He looked back, and then he looked up; and he was amazed to see how far his last effort had brought him. The Mountain standing ominous and alone had looked taller than it was. The confused and tumbled shoulders of its great base rose for maybe three thousand feet above the plain, and above them was reared half as high again its tall central cone, like a vast chimney capped with a jagged crater.

As he looked up he would have given a shout, for amid the rugged humps above him he saw plainly a path or road. It climbed from the west and wound snakelike about the Mountain, until it reached the foot of the cone upon its eastern side.

In the extract, how does the writer use language to show that Mount Doom is an unwelcoming place?

Use examples from the extract and relevant subject terminology.

Avoiding feature spotting – use the question

4 The writer describes a group of survivors climbing to freedom.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

Use the question.

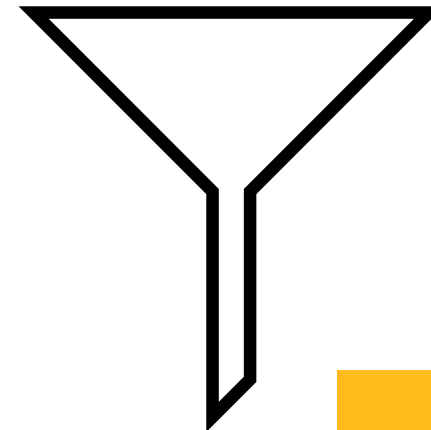
What three things are interesting about the text/character/events?

Selecting words/phrases, not sentences

We did not know that the altimeter¹ was wrong; the crash site wasn't at 7,000 feet, as we thought, but close to 12,000. Nor did we know that the mountain we were about to challenge was one of the highest in the Andes, soaring to the height of nearly 17,000 feet, with slopes so steep and difficult they would test a team of expert climbers.

The three of us were climbing in street clothes, with only the crude tools we could fashion out of materials salvaged from the plane. Our bodies were ravaged from months of exhaustion, starvation and exposure. If we had known anything about climbing, we'd have seen we were already doomed. Luckily, we knew nothing: our ignorance provided our only chance.

Select three juicy words/phrases.



Using what/how/why

What?	How?	Why?
Scale of challenge	highest steep test experts	
Not prepared	street clothes ravaged exhaustion	

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Writing it up – embedding quotations

of danger / panic for the reader keeping them engaged. By the end the writer ~~can~~ By the end the writer states "I had reached the top" giving a feeling of relief to the reader as everything was so tense and now this. So it engages the reader by making them wonder what may happen next.

tall building. The verb "Pivoting" has connotations of grace, skill and hard work. Showing that for the character to turn he has to be very steady and it's a lot of hard work to do. A reader would ~~the tension~~

Using the question & embedding quotations

Mount Doom appears unwelcoming as it is sinister; for instance it is described as 'ominous' with a 'jagged crater' which suggests it has hidden dangers. It also seems uneven and difficult to climb as it is personified as having 'tumbled shoulders', which make it sound unnatural.

It also sounds unwelcoming as the adjective 'rugged' sounds tough, strong and unbreakable. There is a path, but the simile of 'snakelike' makes even this sound unwelcoming as snakes are slippery and can be poisonous.

2 Read this extract.

He looked back, and then he looked up; and he was amazed to see how far his last effort had brought him. The Mountain standing ominous and alone had looked taller than it was. The confused and tumbled shoulders of its great base rose for maybe three thousand feet above the plain, and above them was reared half as high again its tall central cone, like a vast chimney capped with a jagged crater.

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In the extract, how does the writer use language to show that Mount Doom is an unwelcoming place?

Use examples from the extract and relevant subject terminology.

Could your students answer the following?

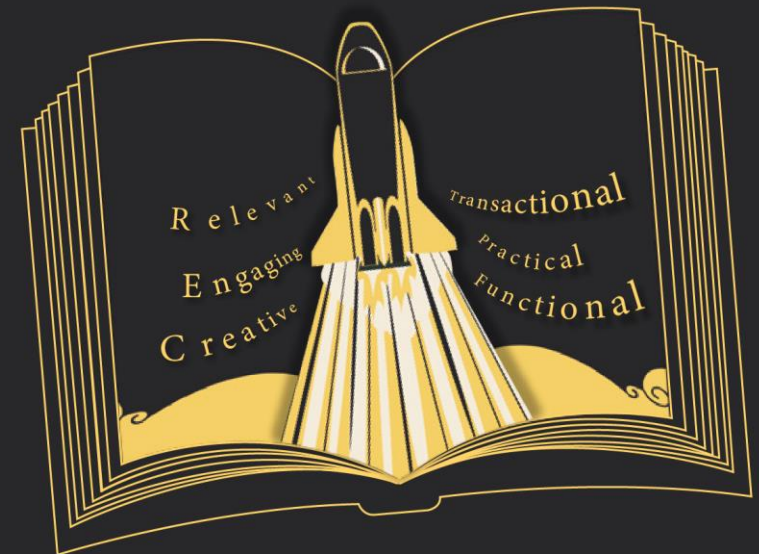
1. What is a quotation?
2. How long should a quotation be?
3. When is a quotation needed?
4. What is feature spotting?
5. Is feature spotting a good idea?
6. Why might the contextual information be helpful?
7. Do I need to understand every single word in the extract?
8. What do I do if I don't recognise words in the extract?
9. Do I have to analyse words that are in the glossary?

Research participation
opportunity

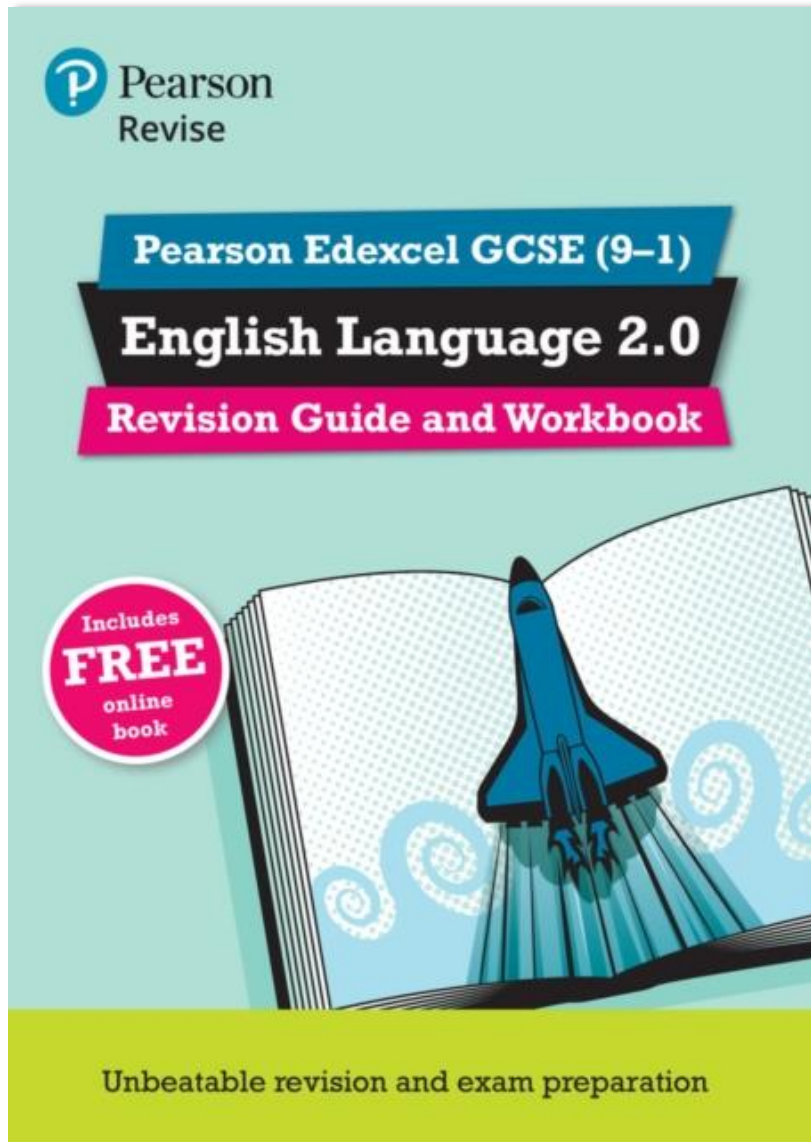
GCSE English Qualifications
Development - Expression of
Interest in Research Participation



Further support and links to other resources



Pearson Edexcel GCSE English Language 2.0 Revision Guide and Workbook



Pearson REVISE Edexcel GCSE (9-1) English Language 2.0 Revision Guide and Workbook

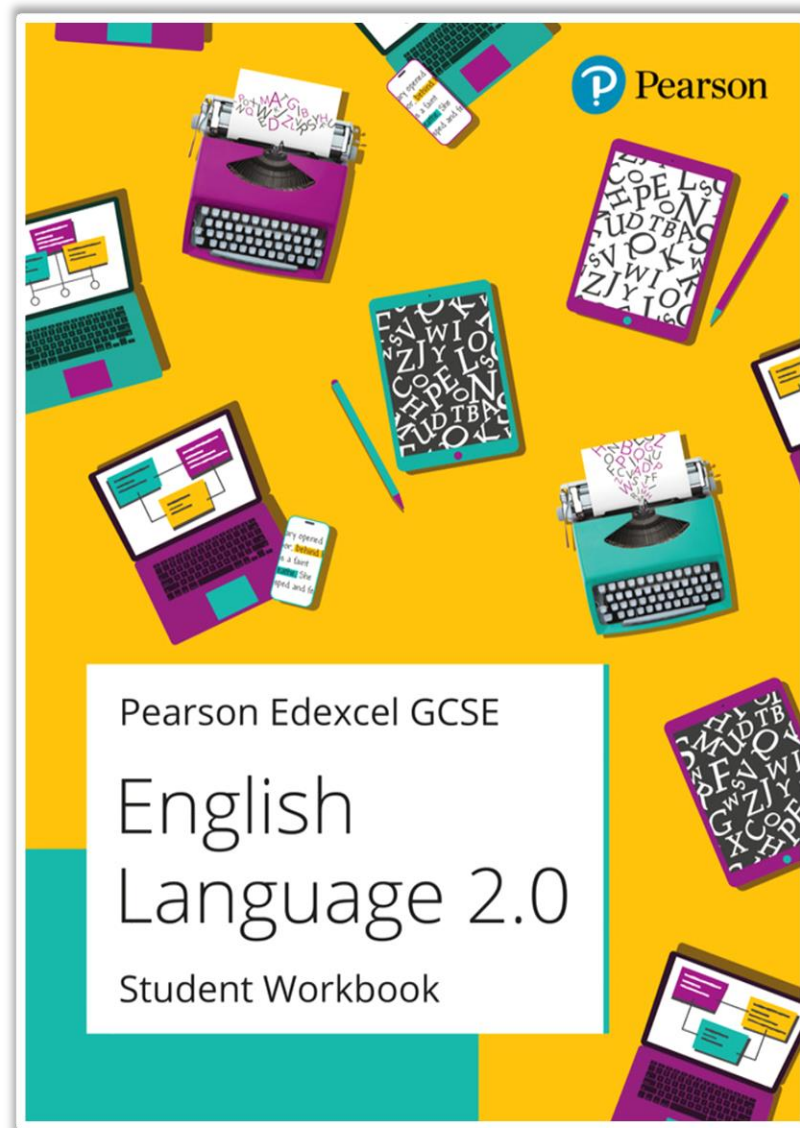
Click on the book cover for the Pearson website where you can download samples and purchase the text.

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- 'have a go' tasks and example answers to build confidence
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- a dyslexia-friendly font and a clear, simple layout to support SEND students and struggling readers.



The Full English Podcast

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Ep 03: Diversity is not a bolt-on with Bennie Kara

In our third episode, Pam is joined by Bennie Kara to discuss diversity and a diverse curriculum in education, the concept of 'usualising' diversity in the curriculum and paralleling texts and non-fiction to complement narratives.

Ep 13: Being resilient and having a positive mindset with Ashley Hickson-Lovence

Pam talks with Ashley Hickson-Lovence about his upbringing in Hackney and how he became a football referee and an English teacher. He's now a published author with a PHD and lectures in creative writing. This episode is inspiring for teachers and their students, as Ashley discusses a positive mindset and how overcoming shyness and being resilient helped him achieve his life goals.

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 04: Embedding effective revision strategies & engaging boys

In our fourth episode, Pam is joined by Mark Roberts, an Assistant Principal in a secondary school in Devon. He regularly writes for the TES as well as writing a blog about teaching English.

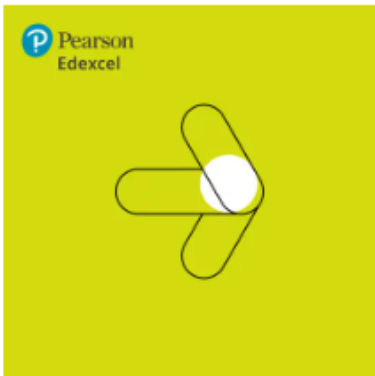
Mark co-wrote the acclaimed 'Boys Don't Try: Rethinking Masculinity in

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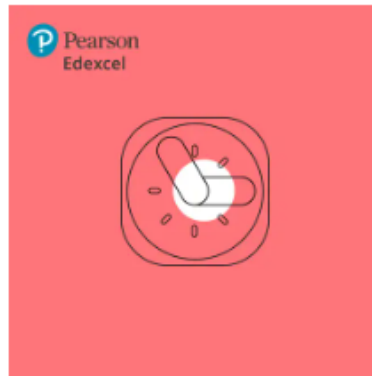
Mocks Service and Mocks Moderation Service [website](#)

[How the mocks service works](#)



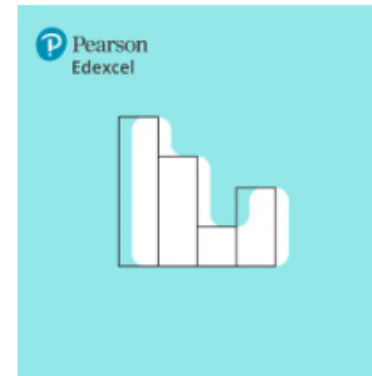
Confidence

The Mocks Service gives students the confidence to succeed.



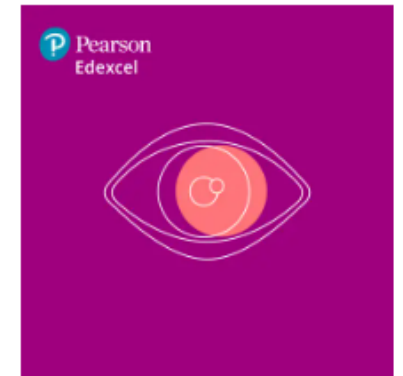
Time

The Mocks Service gives teachers more time to do what they do best.



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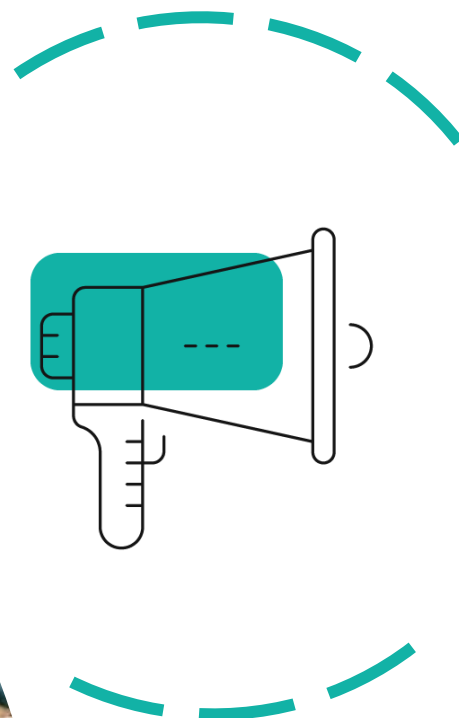
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Your Feedback Matters

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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