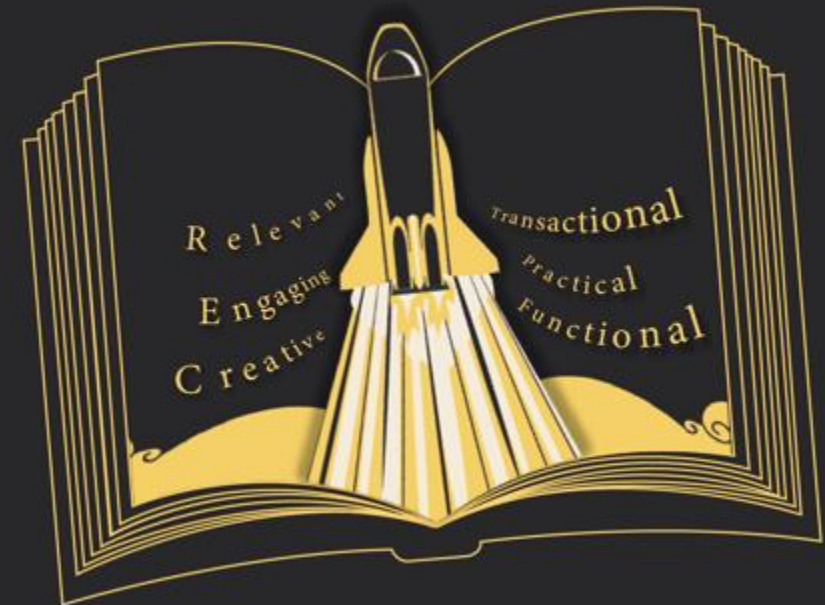


GCSE

English Language 2.0

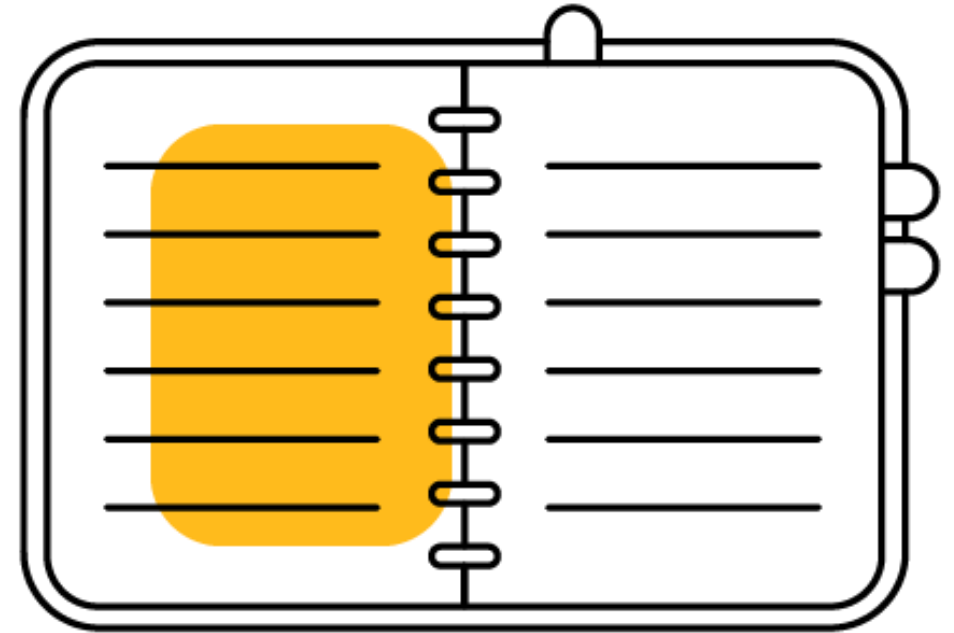
Summer Network for Schools
2025 (1EN2)



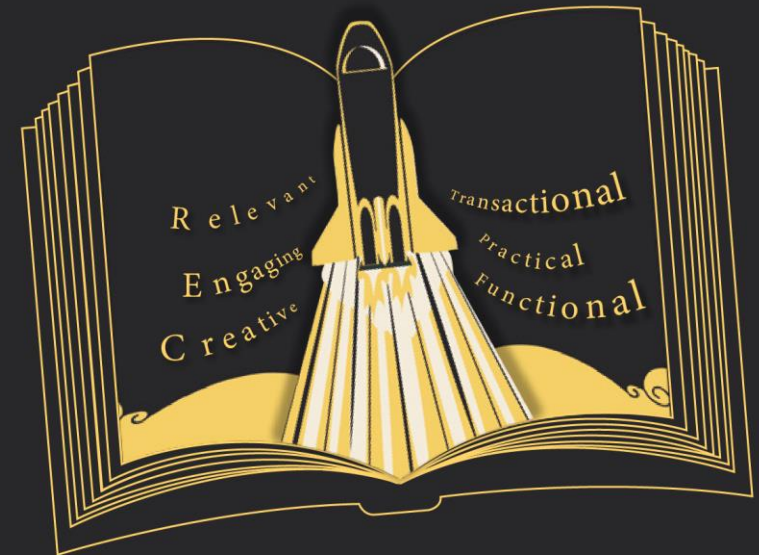
Agenda

In this session we are going to look at:

- using images
- marginal gains.



Using images



AO1

Identify three ways in which the lion seems dangerous.



© Mogens Trolle / Shutterstock

AO1



© Sari ONeal / Shutterstock

Both these pictures show animals meeting.

In what three separate ways are they similar?



© Mogens Trolle / Shutterstock

AO2

How has the photographer used language and structure to interest and engage?



© Mauricio Graiki / Shutterstock

AO3

Both photos show safari holidays.
Compare the ideas and perspectives.



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© Bumihills / Shutterstock

AO4

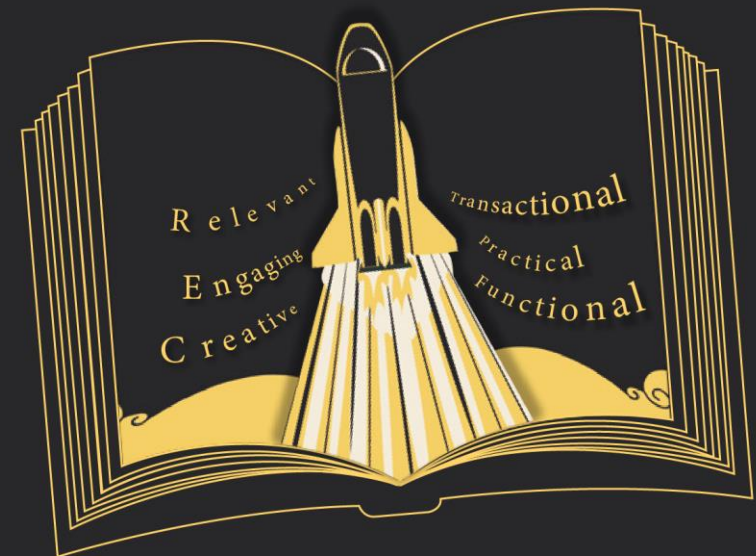


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‘In my view, this picture really highlights how difficult it must be to settle into a new world.’

How far do you agree with this statement?

Marginal gains



AO1 – Count the ‘short’

AO1 is **10%** of overall marks [16 marks].

AO1 ‘identify & retrieve’ = 10 marks = **6.25% of total marks**

READING	AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts	10
	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	15
	AO3	Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts	10
	AO4	Evaluate texts critically and support this with appropriate textual references	15


AO1 – identify & retrieve

Identify two ways...



AO1 – identify & retrieve

- Identify four things offered by the hotel.
- From lines 3 and 4 identify two features of the hotel.
- From the extract, identify two types of people who might benefit from a visit to the St Kilda Tavern.



**THE
ST KILDA
TAVERN**
Est 1875

This new and substantial Hotel is situated at the junction of Hillside and Prince Edward Roads. It offers accommodation second to none in the colony, being fitted up after the best and most improved method. The bedrooms are kept scrupulously clean, are lofty, and have good ventilation. It commands splendid views of all the beautiful scenery around the City, Harbour and adjoining Townships; while, being in close proximity of the ocean, it offers special inducements to those in ill health, or desirous of inhaling the wholesome and invigorating breezes of the South Pacific during the season.

All drinks are pure and unadulterated. Good stabling, with loose boxes and paddock accommodation.

N.B. – A *pleasure* garden is attached.

Newspaper Advertisement 1875

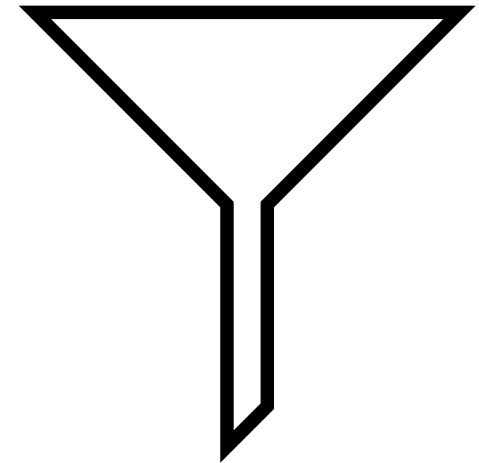
AO2 – questions to ask of references

- Am I driven by what is appropriate, or am I feature spotting?
- Am I embedding my quotations?
- Do I need more than four words?
- *Do I need a quotation?*
- Is it the best reference?
- Am I using a variety of references?
- Am I being discriminating in my choices?

Juicy words – crunch

Even today, I can still feel the fear. That will never leave me. Rejection is a silent terror. Guilt has the consistency of superglue. When you lie, if you have a modicum of decency, you have to convince yourself you have a justification for doing so. Speaking to others who have come out, I've been amazed by how many of us created a parallel world, dark and forbidding. It evolves in your imagination as an evil, dangerous place. It is homophobic. You construct an imaginary world in which you are an outcast, where your family will refuse to accept you for who you are. The horror of such a prospect gives you the reason to lie.

fear
rejection
superglue



Structure – beginning vs end

Even today, I can still feel the fear. That will never leave me. Rejection is a silent terror. Guilt has the consistency of superglue. When you lie, if you have a modicum of decency, you have to convince yourself you have a justification for doing so. Speaking to others who have come out, I've been amazed by how many of us created a parallel world, dark and forbidding. It evolves in your imagination as an evil, dangerous place. It is homophobic. You construct an imaginary world in which you are an outcast, where your family will refuse to accept you for who you are. **The horror of such a prospect gives you the reason to lie.**

AO3 – Don't leave it blank

Keep it in perspective.

But, it's worth the same as AO1 combined, so worth the effort!

READING	AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts	10
	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	15
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	AO4	Evaluate texts critically and support this with appropriate textual references	15

AO3 Assessment style

Don't start at the peak of the mountain.

Aim for Level 2, and work up.

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.

AO3 – minimal effort?



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 ~~fig~~ 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.

How could this be improved?

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 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 his team with advise and always try to improve everyone.

Level	Mark	A03 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.

Adding marks at the top

Concision

- Focus on **key** ideas
- **Analyse** reasons for difference in language/structure
- Use **discriminating** references – if it isn't needed for comparison, it isn't needed.

Level	Mark	A03 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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AO4 – 6-mark approach, concision

6-mark questions are each worth 3.75% of overall marks.

Same as synthesis. So why write a book?

READING	AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts	10
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	AO4	Evaluate texts critically and support this with appropriate textual references	15

AO4 – 12-mark approach, development

12-mark question is worth 7.5% of overall marks.

So how can you build on your 6-mark approach?

- Alternative evaluations, do all readers feel the same?
- Developed references, does the idea appear in more than one place?

READING	AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts	10
	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	15
	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	10
	AO4	Evaluate texts critically and support this with appropriate textual references	15

Writing – fail to plan, plan to fail?

PLAN

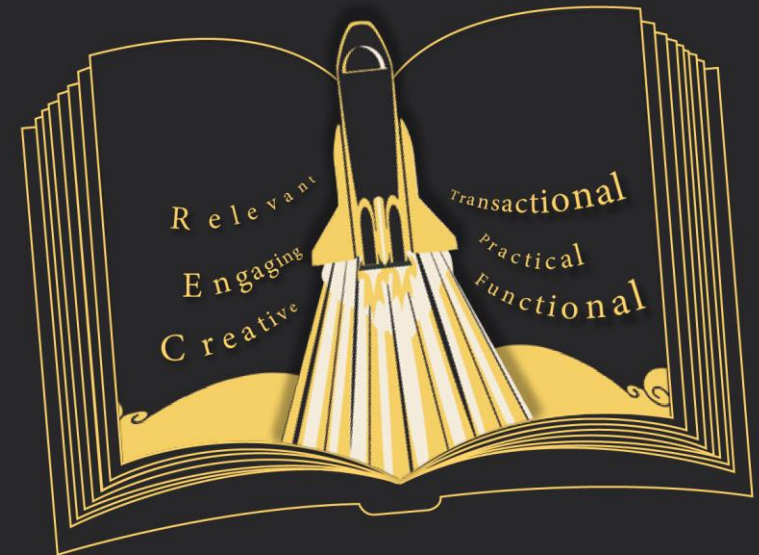
- What do my audience need to know?
- What do they already know?
- Plan via content, not features.

- Simple three part structure
- Engage from the start
- Plan via content, not features.



Anything you do
that works?

Support and Research



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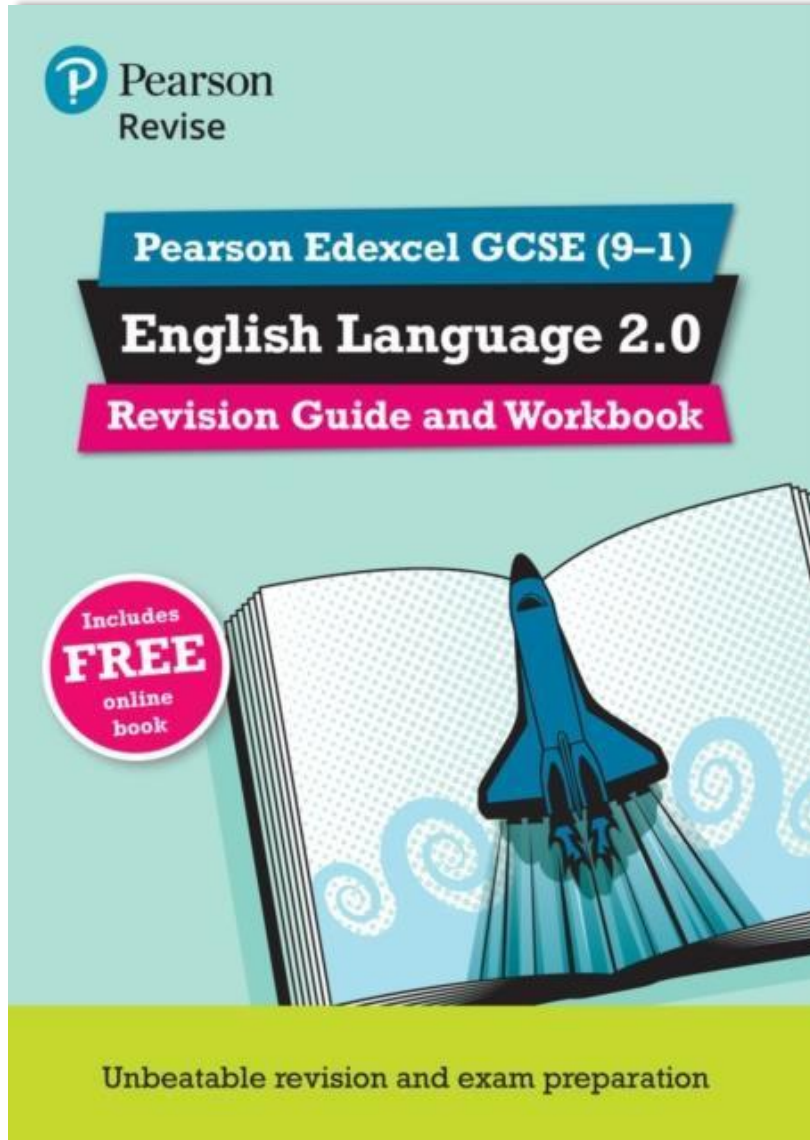


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GCSE English Language 2.0 Revision Guide and Workbook



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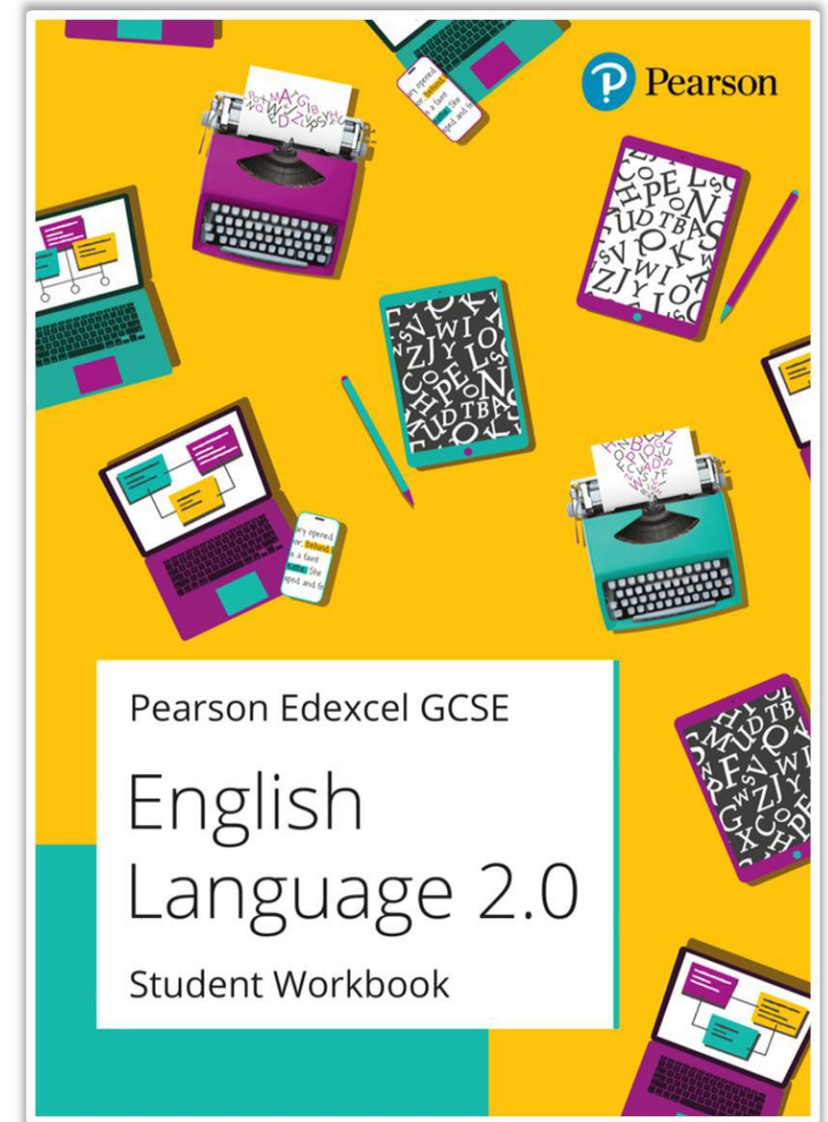
Click on the book cover for the Pearson website where you can download samples and purchase the text.

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Develop confident readers and writers and build the essential knowledge and skills needed for the Pearson Edexcel GCSE English Language 2.0 qualification with our new Student Workbook.

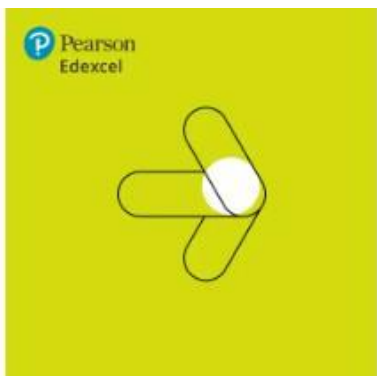
The Student Workbook includes:

- a range of fresh, engaging texts for exam practice to motivate students
- an introduction to each skill with guidance on how to approach and answer different question types
- 'have a go' tasks and example answers to build confidence
- audio recordings of the extracts available through QR codes
- a dyslexia-friendly font and a clear, simple layout to support SEND students and struggling readers.



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

How the mocks service works



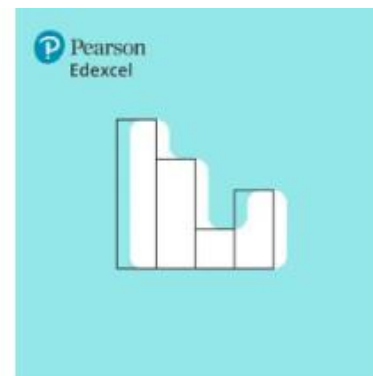
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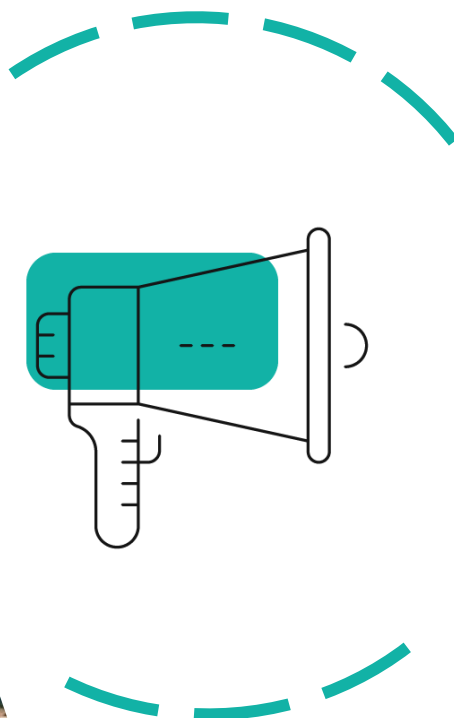
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