



# GCSE English Language 2.0 (1EN2): Spring Network 2026

# Agenda

## GCSE English Language 2.0: Spring Network 2026

In this session we are going to look at:

- evaluation
- revision ideas
- networking and support.



# Evaluation

# What are they evaluating?

Ideas, opinions, themes, intentions, viewpoints

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

Level 1	1-2	<ul style="list-style-type: none"> <li>Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Limited evaluative assertions offered, with little personal judgement about the text.</li> <li>The selection of references is limited and not always relevant to the points being made.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Straightforward evaluative opinions offered with some personal judgements about the text.</li> <li>The selection of references is valid, though not always developed or secure in relation to the points being made.</li> </ul>
Level 3	5-7	<ul style="list-style-type: none"> <li>Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Informed evaluative opinion offered with sound personal judgements about the text.</li> <li>The selection of references is appropriate and relevant to the comments being made.</li> </ul>
Level 4	8-10	<ul style="list-style-type: none"> <li>Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Developed critical evaluation offered with detailed personal judgements about the text.</li> <li>The selection of references is appropriate, detailed and fully supports the evaluation being made.</li> </ul>
Level 5	11-12	<ul style="list-style-type: none"> <li>Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Sustained and detached critical evaluation offered with convincing personal judgement about the text.</li> <li>The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li> </ul>



# Ideas [or viewpoints] about lunch



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# Everyday evaluation – what's for lunch?



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# AO4 – use images



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‘In my view, these pictures really show construction to be a rewarding job for women.’

How far do you agree with this statement?



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AO4 – use  
storyboarding  
/careful  
reading


What am I learning? [idea]	What am I learning?	What am I learning?
Why has the writer used this idea?	Why has the writer used this idea?	Why has the writer used this idea? 
How will readers feel?	How will readers feel?	How will readers feel?



# Ideas about safety in construction



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What am I learning? [idea]	What am I learning?	What am I learning?
Why has the writer used this idea?	Why has the writer used this idea?	Why has the writer used this idea? 
How will readers feel?	How will readers feel?	How will readers feel?

In lines 5–13, the writer is trying to show how amazing the exhibits are. Evaluate how successfully this is achieved. Give three reasons for your opinion and use examples from lines 5–13.

Idea one	Idea two	Idea three
Crystal fountain – ‘elegant’, very high and all glass	Mechanisms	Tree with mechanical birds
Why used? sounds exciting and expensive	Why used? sounds technical and modern	Why used? sound otherwordly/ technical
Reader response? Awe/wonder?	Reader response? would want to be first to see something so new	Reader response? excitement?

The first thing to be seen on entering is the Crystal Fountain, a most elegant one about thirty feet high at a rough guess, composed entirely of glass and pouring down jets of water from basin to basin. There are also some very ingenious pieces of mechanism. A tree (in the French section) with mechanical birds chirping and hopping from branch to branch exactly like life. A bird jumps across, turns round on the other branch, so as to face back again, settles its head and neck, and then in a few moments jumps back again. A mechanical bird standing at the foot of the tree trying to eat a beetle is rather a failure; it never succeeds in getting its head more than a quarter of an inch down, in uncomfortable little jerks, as if it was choking.

# Four corner approach

<p>5 Read this extract.</p> <div><p>In the reptile-house, business today seems rather dull; rattlesnakes, cobras, puff-adders, even the huge pythons themselves, have shrunk away from the comparative coolness of the day, and taken refuge beneath their blankets, or else have curled up out of sight. If the snakes, however, are quiet and retiring, the inmates of the parrot-house make up for it; they are all in a flutter of vanity, and are squalling incessantly with such a discordant din that, despite their gorgeous plumage and elegance of form, we bid them good-day and hurry on.</p><p>The giraffe, next door, whose head towers fourteen feet high, is the most remarkable; he is graceful as a lady, and as gentle, but he has an objection to your passing under the arch formed by his neck as it bends over the lofty fence, and will push you away if you attempt it.</p></div> <p>In the extract, the writer tries to show some of the less enjoyable experiences at the zoo.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from the extract.</p> <p>(6)</p>	<p>Idea one:</p> <p>Why used?</p> <p>Evaluate [reader response]</p>
<p>Idea two:</p> <p>Why used?</p> <p>Evaluate [reader response]</p>	<p>Idea three:</p> <p>Why used?</p> <p>Evaluate [reader response]</p>



# AO4 – longer questions

‘Images such as these are very positive as they show that previously white-male dominated professions are now open to all.’

How far do you agree with this opinion?



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Add:

Overview, then:

- more evidence?
- different interpretation?
- different reader?



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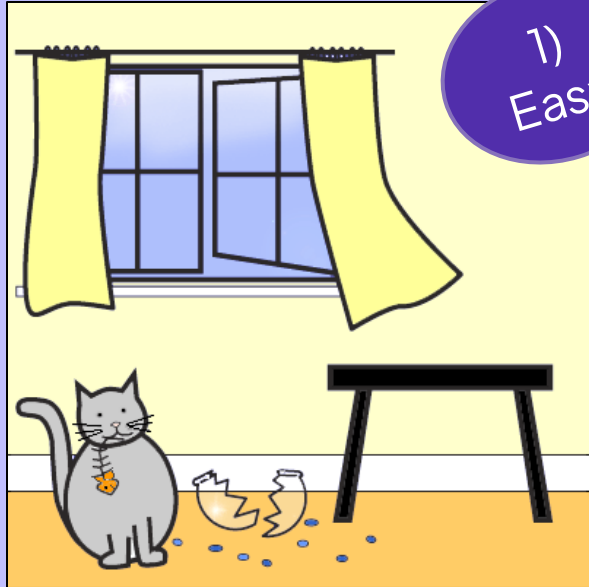


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# Revision ideas

# Inference reminder

Who did it? How do you know?



1)  
Easy

A man was found murdered on Sunday morning. His wife immediately called the police. The police questioned the wife and staff and got these alibis:

The Wife said she was sleeping.  
The Butler was cleaning the closet.  
The Cook was making breakfast.  
The Maid was getting the mail.  
The Gardener was watering the flowers.

The police instantly arrested the murdered. Who did it and how did the police know?

2)  
Medium

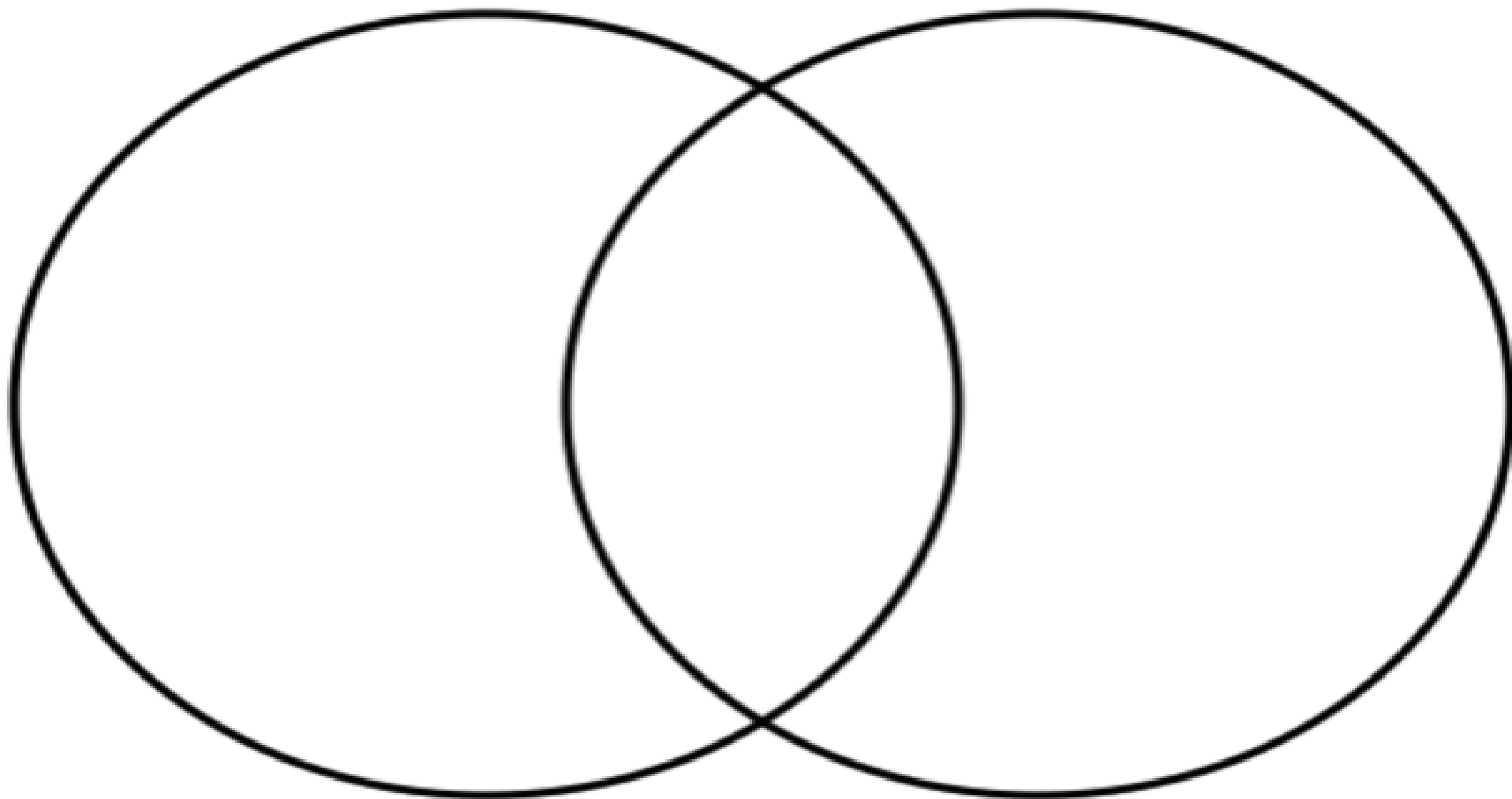
The weather was fine and Tory was enjoying the flight when suddenly he saw something in the distance, a bright light, "I have to get closer to see this strange sight." he thought to himself. He steered closer to the light when suddenly there was a loud crack and Tory was electrocuted.

3) Hard



# Storyboarding

What is happening?	What is happening?	What is happening?
Why is this important or exciting?	Why is this important or exciting?	Why is this important or exciting?
What is happening?	What is happening?	What is happening?
Why is this important or exciting?	Why is this important or exciting?	Why is this important or exciting?



# Writing – always plan!

Intro

Idea one

Idea two

Idea three



# 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.

# Let's get networking!

Helping you to share resources  
and support each other.

Put your email address in the group chat and we  
will send out an email with them all so you can  
continue to support each other.

# Summary and support

# Summary

In this session we looked at the following:

- evaluation
- revision ideas
- support and networking.

# Subject Advisor Support



Our subject advisors are experts in their fields and are here to support you throughout the year.

**Email:** [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)

**Phone:** +44 (0) 344 463 2535 (Mon–Fri, 9:00–17:00)

[Book an appointment with your Subject Advisor](#)

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- [GCSE English](#)
- [A Level English](#)

**English**  
**Clare Haviland**





# Support guide

Our [support guide](#) highlights all the support available on our website for delivering Pearson Edexcel GCSE English Language 2.0.

Here you will find links to teaching resources, planning support, exam preparation, and much more.

## **\*New\***

GCSE English Language 2.0 exemplars from the summer series can be found [here](#).



# GCSE English Language 2.0 teaching and learning resources

## Revision Guide and Workbook

Our combined Revision Guide and Workbook supports both classroom and independent study, including exam-style questions to help develop skills and understanding of the assessment.



## Student Workbook

Develop confident readers and writers and build the essential knowledge and skills needed with our Student Workbook. Including:

- a range of fresh, engaging texts for exam practice to motivate learners
- 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.

*Pearson Edexcel's paid-for resources, as well as resources endorsed by Pearson Edexcel, are not a pre-requisite for the delivery of Pearson Edexcel's specifications. Paid-for resources may also be available from other publishers.*



# Have your say

We are seeking your valuable input on GCSE English. Please complete the surveys and share your insights.

**GCSE English Qualifications  
Development - Expression of  
Interest in Research Participation**



**GCSE English Teachers: Use of AI  
tools in your teaching practice**



# Help shape the future of English

[Let's Talk English](#) is all about reimagining what English means for today's learners.

Throughout 2025, we've brought together thousands of voices from across education to explore bold questions about the future of English.

This autumn, we will be sharing:

- reports with **the key findings from each of these conversations**
- more opportunities to have your say and **help shape the future of English**.

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# Qualification services

The following services are included as part of your qualification fees:



## examWizard

An online resource bank of past paper questions and support materials, enabling you to create customised mock exams and tests tailored to your students' needs.



## ResultsPlus

An online results analysis tool that provides a detailed breakdown of students' performance in our exams, helping you identify areas for improvement and track progress effectively.



## Access To Scripts

An online service that allows you to view and download your candidates' marked scripts. This tool offers transparency and insight into the marking process.



## Mocks Service

We offer a paid service for mocks, including paper-based and onscreen assessments. Marked by examiners, results are uploaded to ResultsPlus for detailed analysis to aid student progression and teacher training. Note that this service is not available for all subjects; please check availability for your specific subject.



# Other teaching and learning resources



## Rapid Plus

Approved and recommended by Catch Up Literacy and developed alongside SEN experts, Rapid Plus was carefully designed to help SEND, EAL and struggling readers to reach their full potential.

**Sign up to browse** through our free samples and trial our digital resources with your students.



## Accessible Shakespeare

Help all your students to connect and engage with Shakespeare with the most accessible and best value editions available.

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*Pearson Edexcel's paid-for resources, as well as resources endorsed by Pearson Edexcel, are not a pre-requisite for the delivery of Pearson Edexcel's specifications. Paid-for resources may also be available from other publishers.*

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Following this event, you will receive a survey to share your thoughts about the session. Please let us know what you'd like to see more of and what areas could be improved.





Thank you.