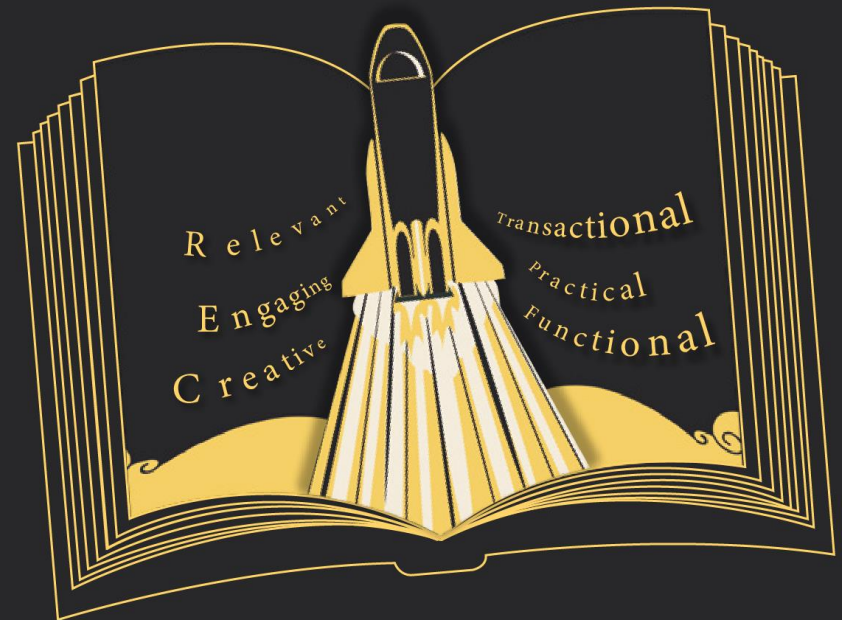


GCSE English Language 2.0

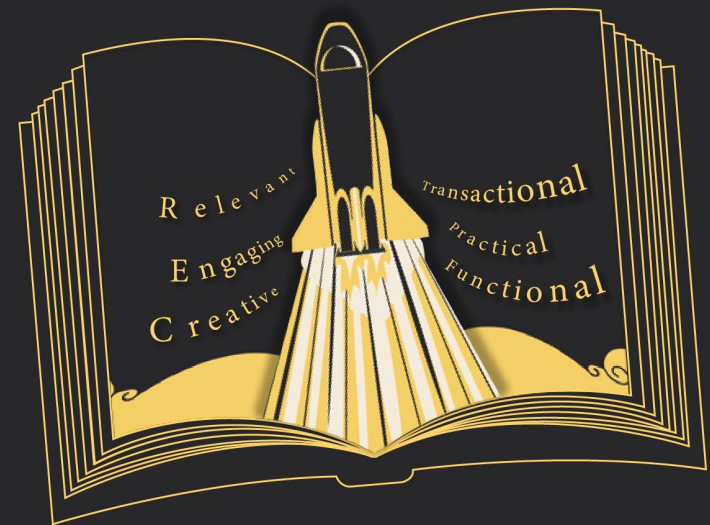
Summer 2024 Network for
Schools



Agenda

- Introduction and welcome
- Ideas roundup
- Resources
- Support

Ideas roundup



Crossing out



Andy @__codexterous · Apr 14



📖 POST! 📖

A really fun retrieval game. I love playing this with classes.

Perfect for the summer term (and, of course, a great way to rehearse textual knowledge)



From codexterous.home.blog

[Link to blog](https://codexterous.home.blog)

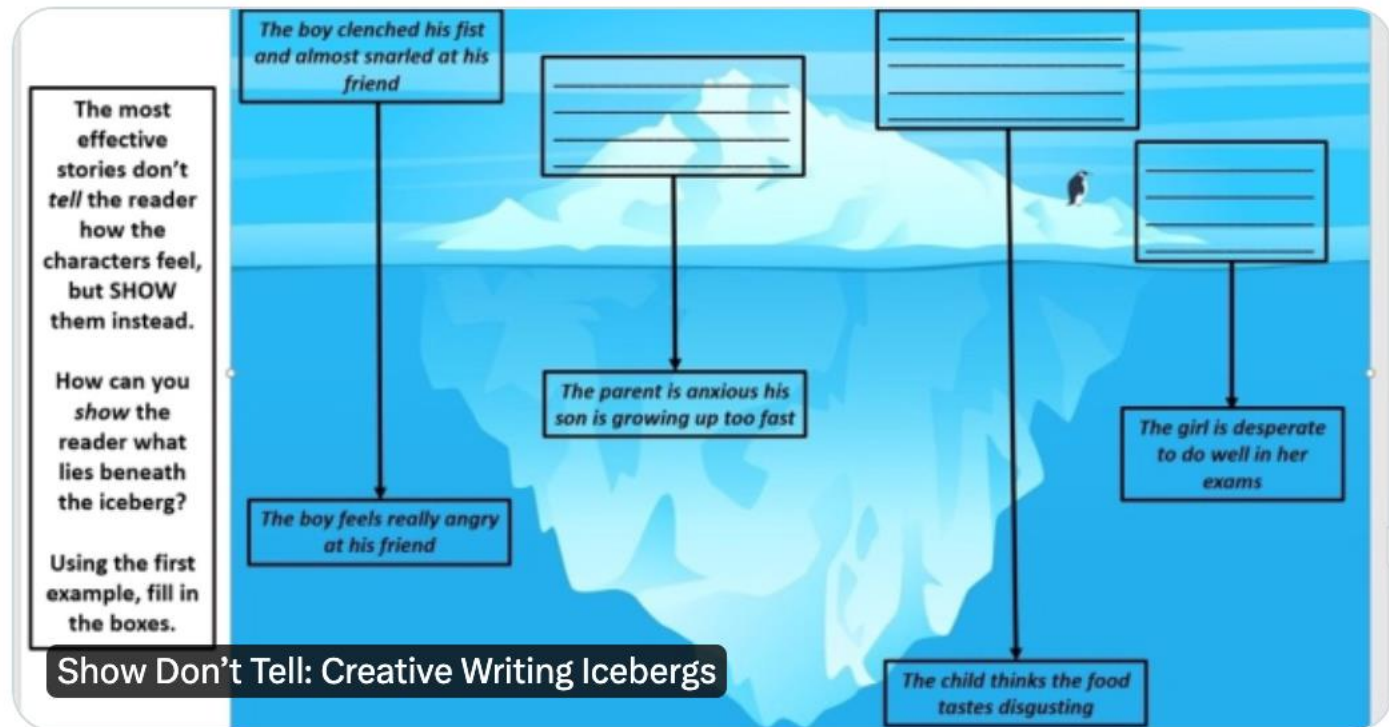
Show not tell



Andy @_codexterous · Nov 19, 2023

POST!

This is one of my favourite activities to do when teaching creative writing -- and one of the most effective



From codexterous.home.blog

A good source of resources



Douglas Wise @DoWise · 5h

Three quick spelling, punctuation and grammar review sheets

douglaswise.co.uk/blog/spelling-... 📄

Review: Spelling, Punctuation and Grammar

1

1. Use each of the following words in a **separate sentence**: 'weather' and 'whether'
2. Use each of the following words in a **separate sentence**: 'to', 'too' and 'two'
3. Write down the other two versions of the **homophone** 'there'
4. Explain the **difference** between 'its' and 'it's'
5. **Correct** the spellings: 'ingement' and 'calender'
6. **Correct** the spellings: 'across', 'agressive', 'embarras', 'immedately', 'interupt', 'referral', 'latoo'
7. **Correct** the spelling errors in this sentence: 'Brotherhood of Smoile is writen by the auther Adrian Flynor.'
8. Write down two functions of an **apostrophe**
9. Write down one function of a **semi-colon**
10. Write down one function of **inverted commas**
11. Write down one function of a **colon**
12. Explain why you might choose to use an **exclamation mark** rather than a full-stop
13. Explain why this sentence is **incorrectly punctuated**: 'She's a capable student, her last essay was good.'
14. **Correct** this sentence: 'I dont believe in magic but I do like the immersive world of Harry Potter.'
15. Write down two instances where you need to use capital letters
16. Write an **alternative word** (or short phrase) to use at the start of a sentence to replace the word 'sently'
17. Write down two **synonyms** for the word 'difficult'
18. Identify the **adjectives**: 'It was a bright, cold day in April and the clocks were striking thirteen.'
19. Write two **sentences**: one containing the word 'proceeds' and one containing the word 'proceed'
20. Explain the **difference** in meaning between 'aggest' and 'highlight'
21. Explain why this sentence is poorly constructed: 'The vote was completely and totally unanimous.'

22. Spend a couple of minutes **reviewing** the words below

accommodation	believe	disappoint	interesting	separate
analyse	business	embarrassment	necessary	sincerely
arguent	definitely	environment	possession	skilful
beautiful	development	full	preparation	surprise
beginning	disappearance	happened	receive	tomorrow

Review: Spelling, Punctuation and Grammar

2

1. Use each of the following words in a **separate sentence**: 'knew' and 'now'
2. Use each of the following words in a **separate sentence**: 'know' and 'no'
3. Write down the other two versions of the **homophone** 'bye'
4. Explain the **difference** between a 'biography' and an 'autobiography'
5. Identify the **error**: 'I spent breketime in the canteen and then I went to my next lesson.'
6. Identify the **error**: 'Come back hear and tidy your desk!'
7. **Correct** the spelling errors in this sentence: 'The whether was good and yet he decided to remane in doors.'
8. Write down one function of **round brackets**
9. Explain the effect of the ellipsis in this sentence: 'Hesim... I'm not sure you're right.'
10. Write down one function of an **exclamation mark**
11. Identify the **error**: 'The mouse croped out of it's hiding place and dashed across the kitchen floor.'
12. Identify the **error**: 'After meeting the manager she reported back to her team.'
13. Explain how you know there is more than one crocodile: 'the crocodile' den is in the treacherous swamp.'
14. **Correct** this sentence: 'Despite running for five kilometer's she didnt want to stop until she reached ten.'
15. **Define** the word 'elaborate' in this sentence: 'The pattern on the tapestry was elaborate.'
16. **Define** the word 'intergrate' in this sentence: 'He asked her to intergrate the journalist's questions.'
17. Write a sentence with the structure 'not only... but also'
18. Write down two **synonyms** for the word 'fast'
19. **Rewrite** this sentence so it has a different structure: 'For a long time, I trained for the race.'
20. Write two **sentences**: one containing the word 'ther' and one containing the word 'their'
21. Explain the **difference** in meaning between 'loose' and 'loose'

22. Spend a couple of minutes **reviewing** the words below

Impetently	Immediately	Individual	Abandon	Participate
Neighbour	Locate	Establish	Appear	Exemplary
Across	Combine	Deepen	Collaborate	Interact
Contrast	Estimate	Congregation	Communicate	Access
Accomplish	Subtle	Anonymous	Superficial	Subtle

Review: Spelling, Punctuation and Grammar

3

1. Use each of the following words in a **separate sentence**: 'right' and 'write'
2. Use each of the following words in a **separate sentence**: 'notable' and 'noticeable'
3. Write two separate **definitions** of the word 'bow'
4. Explain the **difference** between being a 'suspect' and 'suspecting someone'
5. **Correct** the spellings: 'supernit' and 'guarantee'
6. **Correct** the spellings: 'rythm', 'vaualy', 'twelth', 'reperitition', 'succesfull', 'soldier', 'personaty'
7. **Correct** the spelling errors in this sentence: 'The day was hot and Sam was relased to receive a drink.'
8. Explain the difference in meaning between these two sentences: 'Wait at the door.' and 'Wait at the door!'
9. Explain the difference between a question and a rhetorical question
10. Write down a **punctuation mark** that could be used to replace a full stop between two sentences
11. Identify the **error** in this sentence: 'Do you have a favourite sport?'
12. **Move** the semi-colon into the correct place: 'She walked over the bridge; slowly she could hear it creaking.'
13. Explain why this sentence is **incorrectly punctuated**: 'I tried to remain calm because I didn't do it.'
14. **Copy and correct** this sentence: 'After a long walk home Amir want prepared for what came next'
15. Write down three **antonyms** for the word 'fast'
16. Write an **alternative word** (or phrase) to use at the start of a sentence to replace the word 'furthermore'
17. Write down two **synonyms** for the word 'difficult'
18. Identify the **adjectives**: 'It was a long, sultry summer in Brooklyn that year.'
19. Write two **sentences**: one containing the word 'arrogant' and one containing the word 'ignorant'
20. Explain the **difference** in meaning between 'invent' and 'discover'
21. Explain why this sentence is poorly constructed: 'I shouted loudly and audibly, but he didn't hear.'

22. Spend a couple of minutes **reviewing** the words below

Annotate	Substitute	Priceless	Symbolise	Brief
Assess	Careless	Illustrate	Frequently	Formulate
Context	Excerpt	Cheerful	Criteria	Eager
Consistency	Extraordinary	Stance	Summarise	Perilous
Valuable	Endurance	Worst	Translate	Characteristic

Flash Fiction



Sam Creighton @sam_creighton · Jun 13

...

I love this piece of flash fiction from one of my Y5s. The brief was to write a short conversation (max 3 people saying max 4 things each, with some sort of twist at the end). This one totally had me.

Children's examples

The room was heavy with a feeling of horror. "That's it, I'm leaving!" she screamed angrily and started to pack her bag.

He stood there in shock. "You can't leave, this is just a little, small problem," he said and started to unpack her bag.

She snatched the bag off him. "Yes I can, I want a divorce!" she said sadly.

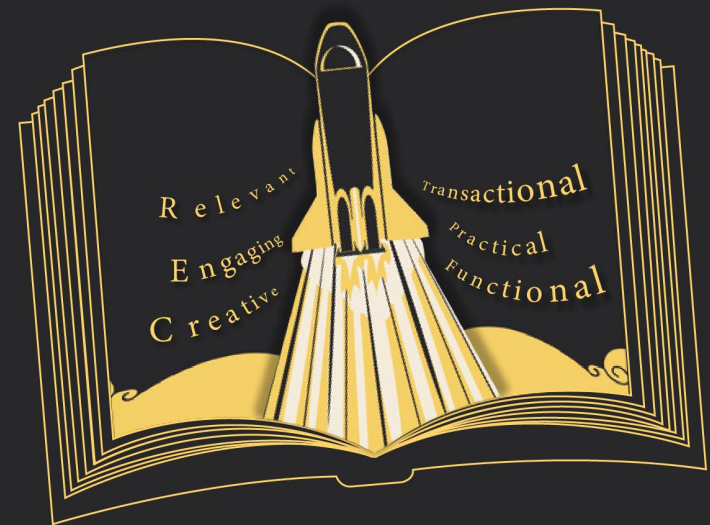
He was stunned into silence and then he cried, "No, you can't ruin our whole family!"

She covered her throat with her hand and half-sobbed, "Yes, I can. For this, I will."

He wiped off his tears. "I can't believe having a pet giraffe is so important to you!" and he stormed out of the room.

[Link to flashfiction mag](#)

Resources



Teaching and learning resources

FILTERS

CATEGORIES

☐ Specification and sample assessments (4)

☐ Exam materials (30)

☐ Forms and administration (13)

☒ Teaching and learning materials (63)

CONTENT TYPE

^

☒ All

☐ Anthology (4)

☐ Exemplar material (11)

☐ FAQs (2)

☐ Guidance (3)

Show more

FORMAT

^

☒ All

☐ DOCX (1)

☐ MP4 (1)

☐ PDF (39)

☐ PPTX (1)

Show more

Teaching and learning materials (63)

SORT BY Latest

EXPAND ALL

Anthology

Exemplar material

FAQs

Guidance


Guide

Introductory documents and posters

Mapping document

Past training content

Scheme of learning

 Resources pack
This includes topic based Schemes of Learning, Year Planners and Knowledge Organisers
| ZIP 40.0 MB | 07 September 2021

Specimen paper and mark scheme

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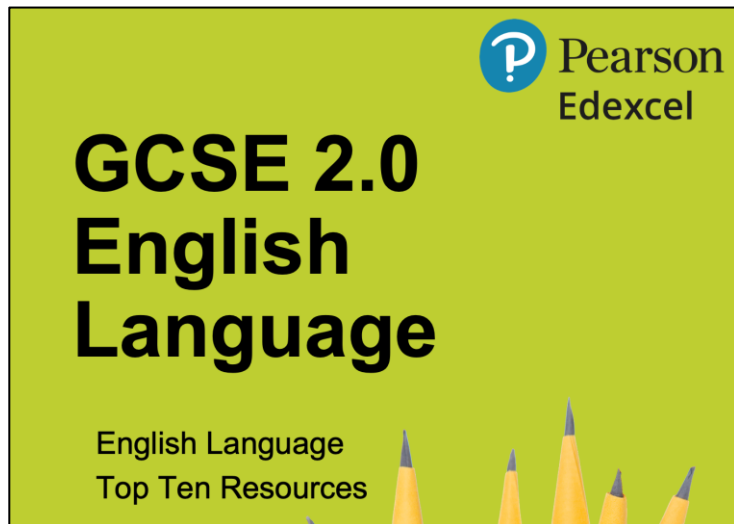
9

What's there?

- Anthologies
- Exemplars
- Past network recordings
- New to Lang 2.0 recordings
- SOW – including lesson plans/ppts
- Top Ten Resources
- Knowledge Organisers

[Link to website](#)

Top Ten Resources



Draw it	Find it
	<p>The appearance presented by the streets of London an hour before sunrise, on a summer's morning, is most striking even to the few whose unfortunate pursuits of pleasure, or scarcely less unfortunate pursuits of business cause them to be well acquainted with the scene. There is an air of cold, solitary desolation about the noiseless streets which we are accustomed to see thronged at other times by a busy, eager crowd, and over the quiet, close shut buildings, which throughout the day are swarming with life and bustle, that is very impressive.</p>
Transform it	<p>An hour wears away; the spires of the churches and roofs of the principal buildings are faintly tinged with the light the rising sun; and the streets, by almost imperceptible degrees, begin to resume their bustle and animation. Market-carts roll slowly along; the sleepy waggoner impatiently urging on his tired horses, or vainly endeavouring to awaken the boy, who, luxuriously stretched on the top of the fruit-baskets, forgets, in happy oblivion, his long-cherished curiosity to behold the wonders of London.</p>
Summarise it in three sentences	

Resource 1

Summarise the text in 3 sentences

Drivers of hansoms have various ways of inflicting torture on a fellow-creature, one of which is to suddenly and loudly to shout out 'Hi!' when they have ample room to pass, or when you are only occupying your lawful position in a string of vehicles. Also, they love to share your handle-bars and wheels, passing so close that if you swerve in the slightest - which, if you are possessed of nerves, you are likely to do - it must bring you to serious grief. They are also fond of cutting in just in front of you, or deliberately checking you at a crossing, well knowing that by so doing they risk your life, or, at any rate, force you to get off.

I myself always ride peaceably about seven or eight miles an hour, and keep a good look-out some way head, as by that means you can often slip through a tight place or avoid being made into a sandwich composed of, let us say, a pedestrian who will not, and an omnibus which cannot, stop.

[From: a C19th text about cycling]

FIND:

1. An example of the writer using humour.
2. An example of the writer using hyperbole.
3. Three action verbs used to emphasise the writer's ideas.

Reduce the writer's perspective to:
Nine words

Six

Three

Crunch the article - find the 9 juiciest words

Structure - read each section carefully, then number them, using the white space to justify your ideas.

Prim will undoubtedly sleep with my mother tonight. The thought of that scruffy old Buttercup posting himself on the bed to watch over Prim comforts me. If she cries, he will nose his way into her arms and curl up there until she calms down and falls asleep. I'm so glad I didn't drown him.

So I let the train rock me into oblivion.

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.

Probably the drawers hold any number of nightgowns, but I just strip off my shirt and trousers and climb into bed in my underwear. The sheets are made of soft, silky fabric. A thick, fluffy quilt gives immediate warmth.

For a while I stand staring out of the train window, wishing I could open it again, but unsure of what would happen at such high speed. In the distance, I see the lights of another district. Seven? Ten? I don't know. I think about the people in their houses, settling in for bed. I imagine my home, with its shutters drawn tight. What are they doing now, my mother and Prim? Were they able to eat supper? The fish stew and the strawberries? Or did it lie untouched on their plates? Did they watch the recap of the day's events on the battered old TV that sits on the table against the wall? Surely, there were more tears. Is my mother holding up, being strong for Prim? Or has she already started to slip away, leaving the weight of the world on my sister's fragile shoulders?

If I'm going to cry, now is the time to do it. By morning, I'll be able to wash the damage done by the tears from my face. But no tears come. I'm too tired or too numb to cry. The only thing I feel is a desire to be somewhere else. So I let the train rock me into oblivion.

Schemes of work

TOPIC ONE – IDENTITY				
Lesson or week	Learning objectives & topic	Outline of lesson	Resource/text suggestions	Independent learning suggestions:
1	To introduce the English Language AOs and skills	<p>Introduction</p> <ul style="list-style-type: none"> Display AOs and briefly explain to assess prior understanding. <p>Starter Odd one out [slide 4].</p> <ul style="list-style-type: none"> Encourage students to find the thematic link, explain thematic links in GCSE papers. Encourage use of evidence from images to explain answers. Develop answers into audience response – for instance, how does audience cultural capital affect choices? Develop using slide 5 – encourage students to use specific evidence from images and fully explain answers. <p>Introduction</p> <ul style="list-style-type: none"> Re-cap slides 4 and 5 and introduce slides 6-7 by linking them to the relevant AO/skill. Encourage students to understand that exam questions are no more complex than the simple questions about the images. <p>Development</p> <ul style="list-style-type: none"> AO1 – use slide 8 to explain the difference between explicit/implicit ideas. 	<p>Selection of images. PPT 1 Text anthology. British Library for additional 19th-century texts.</p>	Find texts or images that relate to the theme.

Topic-based lesson resources

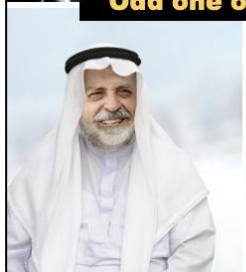


Odd one out?



How does the photographer present same sex marriage?

Pearson
Edexcel



How does the photographer present same sex marriage?

P

What?	How?	W
As joyful	All smiling	
As romantic	Red flowers, beach setting	
As positive	blue sky, sun	



How does the writer use language to present his feelings?

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

Knowledge organisers

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AO1 - Finding and Interpreting Explicit and Implicit Ideas. GCSE English Language 2:0 Lift Papers 1 & 2	4
AO1 - Synthesising evidence from different texts - GCSE English Language Lift Paper 2	5
AO2 - Analysing the writer's use of language - GCSE English Language Lift Papers 1 and 2	6
AO2 - Analysing the writer's use of language and structure - GCSE English Language Lift Paper 1	7
AO3 – Comparison skills. GCSE English Language Lift Paper 2	8
AO4 – Evaluate short extracts. GCSE English Language Lift Paper 1	9
AO4 – Evaluate whole extracts. GCSE English Language Lift Paper 1	10
Planning for Writing – GCSE English Language Lift Papers 1 and 2	11
Non-fiction (Transactional) Writing – Text types. GCSE English Language Lift Paper 1	12
Non-fiction (Transactional) Writing). GCSE English Language Lift Paper 1	13
Imaginative Writing. GCSE English Language Lift Paper 2	14
AO6 - Proof reading your writing. GCSE English Language Lift Papers 1 and 2	15

Reading and annotating texts – GCSE English Language 2:0 Lift Papers 1 and 2

Read the introductions to the texts

Each of the unseen texts has an introduction at the top in *italics*. Make sure you read these lines as they can often give you 'clues' about the text and what it is about.

Example from paper 1

In this article from a family magazine in 1877, a doctor gives readers advice on how to improve their health through exercise.

From this description, you can see that the form of the text is an article, the audience is general (a family magazine), the author is an expert (doctor) and that the article is about improving health through exercise.

Example from paper 2

In this extract from his memoir, Bryan Stevenson, an African American lawyer, remembers one of the first times he visited a prison in the early 1980s.

From this description, you can see that this is personal writing (a memoir) and that the author is a professional (lawyer). We can also see that this is a story from his past when he was inexperienced and doing something for the first time.

Using the glossary

Don't panic or worry if there are words you don't know or understand in the text. There is a glossary at the bottom of the text which explains the meaning of some of the more complex words.

Example from paper 1

The object of calisthenic exercises¹ is to secure physical beauty

¹Calisthenic exercises – exercises that use a person's own body weight, and do not need much equipment.

Annotating texts

For all of the questions, it can be very useful to underline or highlight some key words in the extract as you read.

Example from paper 2

Downstairs they were allowed to wear their own clothes. This made a big difference to Stella. I remarked on it as soon as I saw her. She was in a dark skirt and an elegant cream blouse with a high neck and an attractive brooch pinned to the breast. She was slower and more deliberate in all her movements and expressions now, there was a quality of stillness to her that rather dramatically heightened the effect of her beauty, which had always tended to the stately. She thanked me warmly for having her transferred; she was aware that most patients spent far longer on the admissions ward than she had.

In the extract, how does the writer use language to present Stella?

By highlighting the key words in the question, and then looking for evidence in the extract, you are focussing on the question and can easily provide references from the text to support your answer.

Anthologies

Text 1 – 20th-century fiction

In this extract from a novel, Weilong (who is unhappy in her marriage to George), remembers going to the Chinese New Year's Eve markets in Hong Kong.

And sometimes she was happy—for instance, when she a Wanchai on Chinese New Year's Eve, just the two of them

Wanchai isn't in the center of Hong Kong; in fact, it's city, and filled with low-class amusements. However once Year's market, not unlike the temple festivals in northern O opens, people flood in, and lots of fashionable people like buy a few trinkets. Weilong spotted a jadeite¹ potted plum and antiques, and George squeezed forward to haggle with squatted on top of a many-tiered stack of display shelves. padded jacket made of coarse blue cotton sackcloth, trous a woollen hat pushed back from his brow. A gas lamp was the street, and its greenish glare fell directly on his sharp O bringing out the prominences, deepening the ravines, dark rested one hand on his knee and gestured with the other, he still shook his head.

Text 2 – 21st-century literary non-fiction

In this edited extract from her autobiography, the writer Xiaolu Guo, remembers celebrating Chinese New Year with her family.

For all these years, my mother didn't visit her family, and her family didn't invite her to any gatherings or celebrations, not even for the most important festival, Chinese New Year. But around 1986 (ten years after the Cultural Revolution¹ had ended), just before the end of the lunar year, my maternal grandmother sent some friendly signals and asked to meet us children.

The morning of the first day of the r above us, my brother and I were all dressed prepared some ginseng packages to take coming, since he had been held to blame But he was persuaded, and we took a bicy The urban landscape gave way to rice field my *waipo*'s² house, we saw a number of k brother and I didn't know who they were, b cousins. We entered the house, and I was different ages. They looked as if their legs since dawn, and they had only just change manners and accents were those of simpl the kitchen floor, leaving the white saliva p

Ideas for questions/discussion

Text 1

Target question number and AO	Possible areas/ideas to include
1 (AO1) Explicit meaning	Explore finding explicit information from the text such as: <ul style="list-style-type: none"> in paragraph 2, identify one feature of the vendor in paragraph 4, identify one item being sold on the market.
2 (AO2) Language	Explore the writer's use of language in the text, for example: <ul style="list-style-type: none"> in paragraph 2 to describe the New Year market and the stalls in paragraphs 4-5 to describe the bay and/or the narrator's feelings.

Text 2

Question number and AO	Possible areas/ideas to include
3 (AO1) Implicit meaning	Explore finding implicit information from the text such as: <ul style="list-style-type: none"> in paragraph 1-2, identify one feature which shows the families are not close in paragraph 3, identify one feature which shows the narrator is not used to New Year and the traditions.



Lit In Colour -Anthology of Unseen Texts

Issue 2

| PDF 2.7 MB | 28 February 2022



Paper 1 - Anthology of Unseen Texts

Issue 1

| PDF 1.5 MB | 03 September 2021

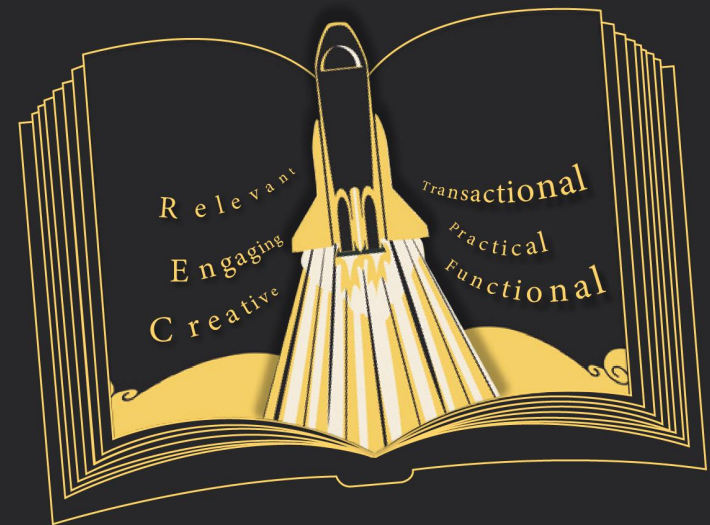


Paper 2 - Anthology of Unseen Texts

Issue 4

| PDF 853.0 KB | 03 September 2021

Support

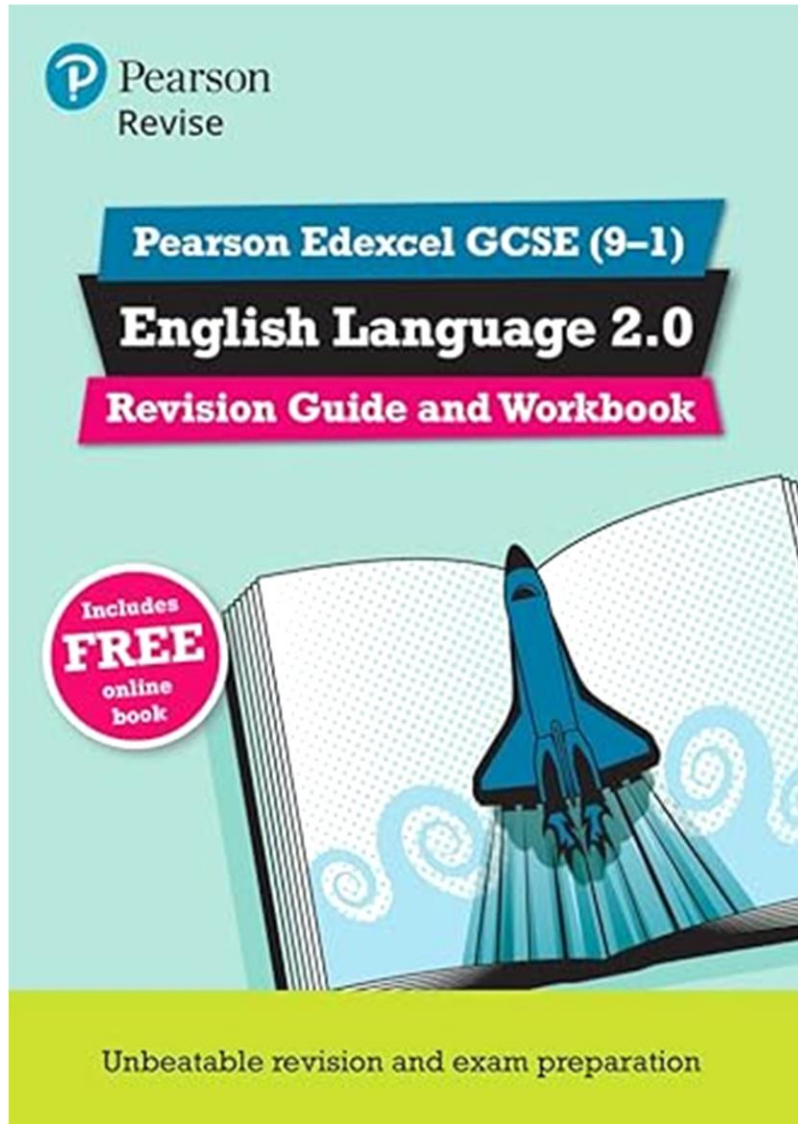


Let's get networking!

Helping you to share resources
and support each other.

Pop your email address in the group chat and Pam
will send out an email containing all your emails so
you can continue to support each other.

Revision and exam preparation



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

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The Full English Podcast



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



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.

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Upcoming training events



Coming in autumn:

- Exam insights
- New to Pearson Edexcel introductory sessions
- How to mark training sessions

Book these events and more on the [Pearson Professional Development Academy](https://www.pearsonprofessionaldevelopment.academy).

Subject Advisor contact details

Clare Haviland

Pronouns: She, her, hers

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