



English

Edexcel scheme of work for Unit 2 The Writer's Voice

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Question One - study of a Shakespeare text				
Week 1	Overview of the play	Students will have an understanding of: <ul style="list-style-type: none"> • The plot • Major themes/issues • Major characters • Key relationships 	<p>Teacher gives groups of students one major theme each; students produce a role play based on the theme.</p> <p>Groups of students are given strips of paper outlining the plot; they sort these into logical order and have to justify their choice. They are then given a print-out of the correct sequence.</p> <p>Groups of students are given different key sections of the play and work on giving a dramatic reading. These readings are presented to the whole class in correct sequence. Students discuss what the sections reveal about the major characters and their relationships with each other and predict how the plot might unfold; they adapt predictions after each reading. Students compare their interpretations with the same scenes from live or film performances.</p> <p>Higher Tier students might read through the whole text.</p>	<p>Simplified versions of the play, such as the graphic or livewire Shakespeare.</p> <p>Film performances of the text.</p> <p>Live performance if possible.</p>
Weeks 2/3	Close study of the set act	Students will have a detailed understanding of: <ul style="list-style-type: none"> • The sequence of events • The characters • The development of key relationships • The development of key themes 	<p>Students could use some of these activities to familiarise themselves with the text:</p> <ul style="list-style-type: none"> • Read through a scene in pairs and compile a list of questions which are then put to an expert (the teacher) and/or to other pairs in the class • Read through a scene and act it out, with one member of the group acting as director. The director needs to justify decisions of interpretation • Prepare an imagery tree on the entire act, with related imagery grouped on branches • Hot seat major characters and/or Shakespeare • Sketch stage plans and costumes and produce lighting plans • Freeze-frame key moments 	



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Week 4	Reading response questions a and b	Students will understand how to respond to questions about character/ characterisation and effective performance .	<p>Students to produce character webs of the major characters</p> <p>Hot seating of characters at precise key moments</p> <p>Students to write a job description for a director, outlining how to direct actors in the interpretation of a scene.</p> <p>Give groups of students a copy of very short sections of the play and ask them to annotate with director's notes on character movements, gesture, voice etc. Groups should be prepared to answer questions from other groups justifying their decisions. (Higher)</p> <p>Give groups of students 2-4 lines of the play and present them in performance. Other groups ask questions about the way in which the lines were acted. (Foundation)</p> <p>Give groups of students a copy of the question and related mark scheme for discussion Students to mark a model answer, then identify success criteria.</p> <p>Students practise writing an answer to b in 15 minutes, then assess their work and that of one other student against the success criteria.</p>	
Week 5	Reading response question c	Students will understand how to respond to questions about links between the extract and other parts of the play. They will understand how aspects of the different themes are presented throughout the play.	<p>Students read, in performance, sections of the play that have clear thematic links.</p> <p>Students produce a web of major themes in the act and show links to other key areas of the play.</p> <p>Give groups of students a copy of the question and related mark scheme for discussion. Students to mark a model answer, then identify success criteria.</p> <p>Students practise writing an answer to 1c in 15 minutes, then assess their work and that of one other student against the success criteria.</p>	



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Week 6	Revision, exam practice and target setting	Students will be able to write an effective response to the whole question within the allocated time. Students will be able to evaluate their work against the marking criteria. Students will set a SMART target for improved exam performance.	<p>Quiz on events, characters, themes and exam strategies.</p> <p>Mock exam question in 40 minutes.</p> <p>The teacher models how to mark an answer using the success criteria.</p> <p>Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</p> <p>Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</p>	Sample question paper from Edexcel getting started pack.
Question Two - study of a Different Cultures prose text				
1	Introducing the key themes and characters in the text Reading the first chapter - understanding place and time	<p>Students will know the setting and period of the text, and relevant historical/geographical/sociological details.</p> <p>Students will have an understanding of the themes of the whole text and will have predicted how they might develop.</p> <p>Students will know the names of the main characters and something about their personalities and backgrounds. They will have predicted how relationships between the characters might develop.</p>	<p>Issue pairs of students with two research questions on particular aspects of context - literary, historical, geographical, sociological, author's biographical details as relevant. Students should present their findings to the rest of the class.</p> <p>Give groups of students the title of the text, one theme and one key event or fact. Ask each group to predict how the plot might develop. Groups should present their findings and be prepared to adapt their theories in the light of other group's ideas and facts</p> <p>Issue students with a list of major characters and one or two key personality traits.</p> <p>Read the first chapter and ask students to respond to a list of questions - these might include setting, time, tone, dialogue. How does the first chapter match predictions?</p>	



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
2/3/4	Reading the prose text	Students will understand the ways in which themes, characters and relationships develop as the text progresses. Students will understand the narrative structure of the text. Students will understand the importance of context in gaining an understanding of the text.	Students should read the entire text. Some of these might be useful in achieving a good understanding of the text: <ul style="list-style-type: none"> Keep a reading log, updated at least at the end of every chapter. The log might include a summary of events, quotes about characters, striking imagery, thematic development Group discussion sheets could be used at key turning points Tension graphs could be used to track how the author engages the reader at key points in the text. Hot seating with questions prepared in groups Characters invited to a chat show to explain their actions and decisions. Audience participation works well. Students could be given the task of putting relevant information about the entire text on one sheet of A3 paper. Images should be used as well as words 	
5	Reading response questions a and b	Students will understand how to respond to questions about character and choice of language	Give groups of students a copy of the question and related mark scheme for discussion. Students to mark a model answer, then identify success criteria. Students practise writing an answer to b in 15 minutes, then assess their work and that of one other student against the success criteria.	
6	Reading response question c	Students will understand how to respond to another part of the novel that links with the extract	Students are divided into groups and each group is given a different theme from the text. Each group undertakes research into how the theme is expressed in different parts of the text, then produces a written or electronic creative summary of their research. Each group presents their findings to the whole class, giving each student a copy of the document produced. These documents should ideally be enlarged and displayed around the classroom, with students given the opportunity to view them and ask questions. Give groups of students a copy of the question and related mark scheme for discussion. Students to mark a model answer, then identify success criteria. Students practise writing an answer to c in 15 minutes, then assess their work and that of one other student against the success criteria.	Sample questions from the Edexcel getting started pack



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
7	Revision, exam practice and target setting	<p>Students will have a secure overview of the text.</p> <p>Students will have produced a written response to an exam-style question within the allocated time.</p> <p>Students will be able to assess their own writing against the marking criteria.</p> <p>Students will have learned how to set a SMART target to improve their exam performance.</p>	<p>Challenge/quiz session to revise the plot. This can be modelled on a television quiz programme such as 'Who want to be a Millionaire' or 'Take it or Leave it'. Students could compile their own challenge in groups then use it for the rest of the class.</p> <p>Mock exam question in 40 minutes.</p> <p>The teacher models how to mark an answer using the success criteria.</p> <p>Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</p> <p>Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</p>	



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Writing to analyse situations, issues or problems from a familiar context using evidence to support views or opinion				
1	Understanding purpose and audience	Students will be able to identify the purpose and audience of a piece of writing and understand how to use language and style appropriately	<p>Students are given the main purposes of writing, then given a range of texts to sort into different purposes. They must be prepared to justify their choices.</p> <p>Students should read through the texts in groups and highlight features that they feel help the writer to achieve his/her purpose. Their findings are discussed and a composite table formed and displayed.</p> <p>Students are invited to think for a moment then write down all the different audiences they can think of in one minute. These are shared.</p> <p>In groups, students discuss how they might adapt their writing for different audiences on the basis of, for example: age, gender, educational background, social background, status.</p> <p>In pairs students are given the same writing task but each group has a different audience and/or purpose. For example, the task could be an article about the behaviour of young people, audience could be young people, middle-aged, middle class people, the local police, doctors, parents; the purpose could be to inform, to persuade or to advise.</p>	Pages 84-87 of Edexcel GCSE English and English Language Core student book. A range of texts that have been written for different purposes and audiences - magazines, blogs, e-mails, newspapers, circulars
2	Understanding form	Students will understand the meaning of form and will have identified the main aspects of the most common forms of writing	<p>Teacher gives students examples of different forms of writing - e.g. magazine article, blog, letter</p> <p>Students are given a table with different forms and asked to describe the conventions of the different forms</p> <p>In groups students are given a selection of different forms of writing. They should identify the form and highlight examples of the conventions of the form.</p> <p>In pairs students should write for the same purpose and audience in two different forms - e.g. a newspaper account of a football match and a blog of the same match.</p>	Pages 88-91 Edexcel GCSE English and English Language Core student book. Range of texts written in different forms



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
¾	Using evidence appropriately and effectively. Effective planning. Beginnings, endings and links.	Students will understand different types of evidence and how to use evidence to support their argument and improve their writing. Students will have looked at a range of possible tasks. Students will be able to plan independently a piece of effective writing. Students will understand the importance of effective beginnings and endings. Students will understand the importance of linking paragraphs into a coherent argument.	(Much of this work is revision of skills learned in KS3) Group discussion on the meaning of evidence and the different types of evidence that can be obtained - e.g. statistics, expert opinion, research information, examples of popular role models, personal anecdote. In groups, students look at examples of different forms and highlight the way in which evidence is used to persuade, inform, clarify etc. Students discuss the importance and purpose of opening and closing sentences. Students examine the opening and closing sentences of the texts they have examined and discuss their effectiveness. They note any differences in terms of form. Students look through one text and highlight the ways in which paragraphs are linked. They map the ways in which the argument is structured.	Pages 92-97 Edexcel GCSE English and English Language Core student book. Examples of writing in different forms.
5	Understanding the task and mark scheme Tackling a sample question	Students will be familiar with the marking criteria and be able to apply them. Students will have planned a response to a sample question. Students will have written a complete answer within the allocated time. Students will have assessed their own response and that of at least one other person. Students will be able to set themselves a SMART target for improvement.	The teacher gives the class a sample question and mark scheme and models a way of planning an effective response. Students discuss this and ways in which they plan writing tasks. Students are given another sample question and plan an answer individually. They write the opening and closing sentence and outline the evidence they would offer to support their argument. They compare their work with another member of the class. Students assess their plans in against the marking criteria and amend as necessary. Students plan and write an answer to the sample question in 40 minutes Before the teacher marks the work students work in groups to mark the work of each piece produced by the group, annotating to show how they have applied the marking criteria. Students work in pairs to set themselves a SMART target. This is checked by the teacher when the work is marked. Students could produce a 'Hot tips' guide to the question paper using Publisher or PowerPoint.	Sample writing questions and mark scheme. Sample question paper and marking scheme from the Edexcel getting started pack.