

---

## Pearson Edexcel

# International GCSE English Language A

---

### How to use the Scheme of Work

---

This Scheme of Work (SoW) has been made available on a word document rather than PDF, allowing you to edit the document in a way that suits your teaching style and learner needs.

International GCSEs have 120 guided learning hours.

**Guidance provided within the course planners, schemes of work and lesson plans are suggested approaches which can be adapted by centres to suit their particular context.**

**The following SoW is based on a 45 minute lesson duration. We suggest that you dedicate around 27 lessons to teaching this qualification per term. There are 100 suggested lessons in this scheme of work per paper, and you should edit this planner to suit your teaching approach.**

The course planners in our *Getting Started Guide* provide alternative recommendations on the order of approach to sections within the papers across two years.

The columns in this lesson plan indicate:

- An overview of the time allocated to lessons
- Which section of the paper this lesson (or group of lessons) relates to
- The learning outcomes of those lessons. The resources that could be used to support the teaching of this lesson
- Within the content column, summary text is displayed in italics, which distinguishes summary text from specific activities for the students. The number of lessons associated with specific activities are indicated in bold, and bracketed at the end of the activity.
- Transferable skills support, see below for further information.

### Why transferable skills?

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available on the website. Pearson materials, including this scheme of work will support you in identifying and developing these skills in students.

In the final two columns of this scheme of work we have indicated which transferable skills are explicitly assessed, and also where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase opportunities for transferable skills development in learners.

---

## Paper 1: Non-fiction and transactional writing

### Scheme of Work

---

#### Introduction

---

This Scheme of Work covers the reading and writing requirements for Paper 1, where the Assessment Objectives AO1 to AO5 are assessed. The lesson plans assume that two extended lessons will be available per week.

- For reading on Paper 1: students will respond to two texts. There will be a requirement to compare the texts to achieve AO3.
- For writing on Paper 1: tasks are transactional and it is possible for the same form (for example a letter or an article) to be present on both tasks in the same paper but with a different focus and/or audience.

#### Reading

The initial learning sequence outlined in this Scheme of Work provides a generic framework that can be used to develop students' understanding of fiction texts so they can respond to unseen texts in the examinations. The approach places the emphasis on students developing their understanding of texts, enabling them to show their critical and sensitive reading of fiction and non-fiction texts and meet the Assessment Objectives AO1–AO3.

**Writing**

The initial learning sequence outlined in this Scheme of Work provides a generic framework that can be used to develop students' understanding of how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. The approach places the emphasis on students developing their own understanding of how to communicate ideas through language, form and structure, enabling them to show their ability to create accurate and effective texts and meet Assessment Objectives AO4 and AO5.

## Paper 1: Non-fiction and transactional Writing

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
1-4	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Understand the main ideas a writer is communication</p> <p>Summarise the key points of a text</p>	<p>Students should be given an extract from Part 1 of the Anthology.</p> <p>Introduce different strategies for working out a writer's main ideas:</p> <ul style="list-style-type: none"> <li>highlighting words in the text they do not understand and working out the meaning using the context</li> <li>summarising the ideas of each paragraph</li> <li>highlighting the key points in the text</li> <li>highlighting the topic sentences at the start of each paragraph as a speed reading method of grasping the main ideas in a text.</li> </ul> <p><b>(1 lesson)</b></p> <p>Model how to write a summary of the main ideas in a text. Use the strategies from the activity to summarise the main ideas from another text (if fiction was used pick non-fiction this time).</p> <p><b>(1 lesson)</b></p> <p>Individually, students should write a sentence summarising the text as clearly as possible. Ask students to read three different summaries and decide which one is best, giving reasons.</p> <p><b>(2 lessons)</b></p> <p>Spoken language:</p>	<p>Selected extracts from Part 1 of the Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Summaries of texts.</p>	Interpretation	Interpretation Communication Collaboration Teamwork

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			This is an opportunity to build in AO6. Swap summaries written individually and assess each other's work. Students could also create their own mark scheme to assess AO1 in this activity.			
5-8	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Identify the writer's views and perspective</p> <p>Understand how a writer communicates their perspective to a reader</p>	<p>In pairs, students should read two accounts of the same incident and consider:</p> <ul style="list-style-type: none"> <li>what happened</li> <li>reasons why the two writers may have given different perspectives on the incident</li> <li>reasons why the two viewpoints are necessary and why it is important to have considered them.</li> </ul> <p><b>(1 lesson)</b></p> <p>Take two text on the same theme from the Anthology and describe the perspectives presented in each, selecting detail from the texts to support ideas.</p> <p><b>(1 lesson)</b></p> <p>You may also choose to compare how a news item is portrayed in newspapers with differing political stances.</p> <p><b>(1 lesson)</b></p> <p>Take a text from the Anthology and use the reading skills learned in the previous plan to establish the main points and perspective of the writer.</p>	<p>Two accounts of an incident written by different writers, e.g. reports on the Presidential election win of Barack Obama from two different newspapers.</p> <p>Selected extracts from Section B of the GCSE Digital Unseen Anthology, e.g. texts on the theme of 'winning and losing' or news articles on a current topic from different newspapers chosen by the teacher. Alternatively, use materials that are known to be enjoyed by the</p>	Interpretation	Interpretation Communication Collaboration Teamwork

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Give students a text and ask them to bullet point the most important ideas that the writer uses.</p> <p>Give students a text and ask them to consider what the opposing perspective would be.</p> <p>Give students a text and ask them to select words and phrases that reveal the writer's perspective to the reader. You might want to encourage them to focus on the adjective choice at first.</p> <p><b>(1 lesson)</b></p> <p>Spoken language</p> <p>Demonstrate presentation skills in a formal setting.</p>	<p>students and that they have used before in the classroom.</p> <p>GCSE Digital Anthology</p> <p>link: <a href="http://qualifications.pearson.com/en/qualification/s/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2F Teaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material">http://qualifications.pearson.com/en/qualification/s/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2F Teaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material</a></p>		
9-12	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Identify the audience for a text</p>	<p>Look at a text and work with students to underline words and phrases that might help you to identify the audience.</p> <p>Ask students to define what the word 'purpose' means and then get them to consider the use of different texts that you have on display.</p>	<p>Selected extracts from Part 1 of the Anthology.</p> <p>Section B of the Digital Anthology could be used, e.g.</p>	Interpretation	<p>Interpretation</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
		Identify the purpose of a text	<p><b>(1 lesson)</b></p> <p>Advertisements are also a good starting point for exploring purpose and audience.</p> <p><b>(1 lesson)</b></p> <p>Work with a series of texts to consider what purpose they serve. Create two spider diagrams – one with the purpose of each text in the centre and one with the audience for each text in the centre. Around the outside, write the clues that help to identify purpose and audience. Encourage students to justify what purpose they select. You may wish to take two texts from the Anthology and encourage students to compare the purpose of the texts and why they have made the assumptions they have.</p> <p><b>(2 lessons)</b></p> <p>Spoken language Demonstrate presentation skills in a formal setting or listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>	to compare audience and purpose. Texts from Guy Claxton, the <i>Independent</i> , the <i>Sunday Times</i> and <i>New Scientist</i> could be used. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.		
13-16	Paper 1 Non-fiction (Section A)	<b>Students will be able to:</b> Comment on how writers make texts appropriate for their audience and purpose	To reinforce learning from the previous session, pick a text and ask students to identify audience and purpose of the text and explain reasons. Take another text and identify what the audience and purpose are. Students should then write a series of sentences about language and structure that will help another	Selected extracts from Part 1 of the Anthology. Section B of the Digital Anthology could be used, e.g. to compare audience and	Interpretation	As above - extension of previous week

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>student understand why they have selected the audience and purpose they have. Complete the sentences:</p> <ul style="list-style-type: none"> <li>• Audience is ...</li> <li>• The audience is important in a text because ...</li> <li>• Purpose is ...</li> <li>• The purpose is important in a text because ...</li> </ul> <p><b>(4 lessons)</b></p>	<p>purpose. Texts from Guy Claxton, the <i>Independent</i>, the <i>Sunday Times</i> and <i>New Scientist</i> could be used. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>		
17-20	Papers 1 and 2: Section B	<p><b>Students will be able to:</b></p> <p>Generate appropriate and engaging ideas to include in their writing</p>	<p>Write the terms 'subject', 'audience', 'purpose' and 'form' (SAPF) on the board. Use questioning to establish what each term means. Students should jot down a text they have read in the last 24 hours. They should identify subject, audience, purpose and form for the text.</p> <p><b>(1 lesson)</b></p> <p>Take two questions from the sample examination material (one week using Paper 1 and one week using Paper 2). Ask students to colour code, using four colours, the SAPF required from the question. With students, consider ways to generate ideas:</p> <ul style="list-style-type: none"> <li>• prior knowledge</li> <li>• experience</li> </ul>	Sample assessment materials	<p>Problem solving</p> <p>Creativity</p>	<p>Problem solving</p> <p>Executive function</p> <p>Creativity</p>



Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<ul style="list-style-type: none"> <li>reading about a topic (e.g. from the reading tasks)</li> <li>reading done before the examination.</li> </ul> <p>Consider strategies for noting down ideas:</p> <ul style="list-style-type: none"> <li>list</li> <li>spider diagram</li> <li>mind map.</li> </ul> <p>Ask students to select one sample examination task and use one strategy to jot down ideas to write about.</p> <p><b>(3 lessons)</b></p>			
21-24	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to identify what is meant by:</b></p> <ul style="list-style-type: none"> <li>voice</li> <li>language choice</li> <li>imagery</li> <li>appeal to the senses</li> <li>speech and thought techniques for purpose, e.g. persuade, inform</li> <li>sentence length and variety structure.</li> </ul>	<p>Use feature cards to share key terminology for the examination and techniques that may be seen in texts.</p> <p>Students should be given an extract from the text they have studied. In pairs, students colour code the features they have spotted. Students share their findings as a whole class.</p> <p>Each pair of students shares their observations with another pair.</p> <p><b>(2 lessons)</b></p> <p>Individually, students write a short explanation of why a writer's choice of language is important for audience and purpose. This is practise for the assessment of AO2, so students could use the levels-based mark scheme to assess their explanations.</p> <p>Spoken language: In pairs, students choose three features and explore the impact they have on the reader; they annotate the text.</p>	<p>Language feature cards</p> <p>Selected extracts from Part 1 of the Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Interpretation	<p>Analysis</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
25-28	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to :</b></p> <p>Demonstrate their understanding of the effects a writer is hoping to achieve by use of:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• colour and contrast</li> <li>• description of place</li> </ul> <p>and explain how a writer uses these to appeal to the senses.</p>	<p><b>(2 lessons)</b></p> <p>Each student is given cards with SIMILE, METAPHOR or PERSONIFICATION on. Read out quotes from the text studied (extract if possible) and students hold up cards. Explore the way that literary techniques can be used in both fiction and non-fiction texts. Each student is given an extract from the Anthology to study. The extract should include a reasonably detailed description of a place. In pairs, students colour code examples of simile, metaphor, personification, use of colour and adjectives/descriptions of place. Each pair of students shares one feature with the whole class.</p> <p><b>(2 lessons)</b></p> <p>Each pair chooses a comment made by another pair and writes a comment on the effect the feature has. Remind the whole class of the senses and show a range of things that appeal to the senses such as paintings, adverts, food, pottery and craft. Invite pair discussion on the nature of their appeal. In pairs, students choose one feature or literary image from the extract that particularly appeals to the senses and writes a comment on a post-it explaining why. The post-its are displayed or passed round and students are invited to discuss in pairs whether or not they agree with the comment.</p>	<p>Cards, artefacts with sensual appeal. This could cover a number of sessions.</p> <p>Extracts from Section B of the GCSE Digital Unseen Anthology, e.g. the Tony Blair text, the Bill Bryson text, the extract from <i>Tatler</i> or the extract from Joe Simpson.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>GCSE Digital Anthology link: <a href="http://qualifications.pearson.com/en/qualification/s/edexcel-">http://qualifications.pearson.com/en/qualification/s/edexcel-</a></p>	<p>Reasoning and argumentation</p> <p>Critical thinking</p>	<p>Critical thinking</p> <p>Analysis</p> <p>Reasoning</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Individually students choose two images previously identified and annotate the text with an explanation of how the images appeal to the senses and why the writer has chosen to use this particular image at this point in the text. This is practise for the assessment of AO2, so students could use the levels-based mark schemes to assess their explanations.</p> <p>Spoken language Listen and respond appropriately to spoken language, including to questions and feedback on presentations. This could be developed to include demonstrating presentation skills in a formal setting.</p> <p><b>(2 lessons)</b></p>	<a href="https://www.gcse.com/english-language-2015/coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material">gcse/english-language-2015/coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material</a>		
29-32	Paper 1: Section B	<p><b>Students will be able to:</b></p> <p>Understand how form can help direct how and what to write</p>	<p>Share different types of transactional text with the class as a whole. These should include letters and articles. Ask students to identify parts of the texts that help them to recognise the different forms, e.g. headline, first person narrative, salutation. Share findings with the whole class.</p> <p>In pairs, select a feature of one text and explain why it is used. Ask pairs to list the similarities and differences between two different texts and use the snowball technique to share these ideas with another pair.</p> <p><b>(2 lessons)</b></p> <p>As a class, examine two letters and ask students to identify how these letters are similar. Ask students to consider how one text</p>	<p>Selected texts from Section B of the GCSE Digital Unseen Anthology, e.g. the letters from Kurt Vonnegut and J R R Tolkien and any of the articles. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Problem solving	<p>Problem solving</p> <p>Executive function</p> <p>Communication</p> <p>Collaboration</p> <p>Leadership</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>would be different if it was written as an article. List features of an article.</p> <p>Ask one set of students to write the opening to a letter on an issue that is important to them, and another set to write the opening to an article about the same issue. Use the mark scheme for AO4 to self-assess the work produced.</p> <p><b>(2 lessons)</b></p> <p>Spoken language</p> <p>Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>	<p>GCSE Digital Anthology</p> <p>link: <a href="http://qualifications.pearson.com/en/qualification/s/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material">http://qualifications.pearson.com/en/qualification/s/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material</a></p>		
33-36	Paper 1: Section B	<p><b>Students will be able to:</b></p> <p>Understand how form and help direct how and what to write.</p>	<p>Share different types of transactional text with the class as a whole. These should include review and travel writing. Ask students to identify parts of the texts that help them to recognise the different forms, e.g. first person narrative, identification of what is being reviewed. Share findings with the whole class. Follow up with discussion of features and why they are used.</p> <p><b>(1 lesson)</b></p>	<p>Selected texts from Part 1 of the Anthology, or Section B of the digital Anthology, e.g. the reviews from Tony Blair and <i>New Scientist</i>, the extract from Joe Simpson or Bill Bryson.</p>	Problem solving	<p>Critical thinking</p> <p>Problem solving</p> <p>Analysis</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Ask one set of students to write the opening to a review of a place and another set to write the opening to a piece of travel writing. Use the mark scheme for AO5 to self-assess the work produced.</p> <p>In pairs, select a feature of one text and explain why it is used. Ask pairs to list the similarities and differences between two different texts and use the snowball technique to share these ideas with another pair. Students should list features of reviews and travel writing and share these with others, snowballing their ideas. They should RAG (red, amber, green) rate the features to show those that they are aware of and those they need to work on.</p> <p><b>(3 lessons)</b></p> <p>Spoken language Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>	Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.		
37-40	Paper 1: Section B	<p><b>Students will be able to:</b></p> <p>Understand how form can help direct how and what to write</p>	<p>Share different autobiographical texts with students. Ask students to identify parts of the texts that help them to recognise the form and to look at what the difference is between biography and autobiography. Share findings with the whole class.</p> <p><b>(2 lessons)</b></p> <p>As a class, examine two autobiographical pieces and ask students to identify how they are similar. Ask students to consider how one</p>	Selected texts from the GCSE Digital Unseen Anthology, e.g. the extract from Jean-Dominique Bauby, Joe Simpson or Brian Keenan. Alternatively, use materials that are known to be	Problem solving Decision making	Decision making Critical thinking Problem solving Analysis Communication Collaboration Teamwork

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>text would be different if it was written as a biography. Ask one set of students to write the opening to an autobiographical piece, and then ask another set to write the opening to their biography. The students should then compare the two pieces using the mark scheme for AO3.</p> <p><b>(2 lessons)</b></p> <p>Spoken language Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>	<p>enjoyed by the students and that they have used before in the classroom.</p> <p>GCSE Digital Anthology link: <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&amp;filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material</a></p>		
41-44	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Understand how language reveals a writer's perspective.</p>	<p>Revise how to identify the main ideas in a text by displaying a text from an earlier session. Ask students to pick out the key points. Summarise the main message of the text in 15 words.</p>	<p>Useful extracts from Section B of the Digital Anthology are: the Kurt Vonnegut</p>	<p>Interpretation Reasoning and argumentation Critical thinking</p>	<p>Interpretation Critical thinking Analysis Productivity Responsibility</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Select one text from the Anthology and identify words and phrases in the text that show the writer's perspective. Take another text on the same theme – explore the perspective communicated and compare it with the first text. Pick out words and phrases to support comments. <b>(2 lessons)</b></p> <p>Write a paragraph explaining how the language choices in the two texts differ. Revise the language techniques discussed in previous sessions. Discuss the effect of these techniques in the text. How do they help to communicate the writer's ideas and perspective? <b>(2 lessons)</b></p>	<p>letter, the extract from the <i>Guardian</i>, the texts on 'winning and losing' or the <i>Independent</i> text. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>		
45-48	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Understand the impact language choice can have on the reader.</p>	<p>Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. Then, ask students to make up examples of the techniques or to look on the internet/in newspapers for quotations that use these techniques. Students could also describe an object, place or person using figurative language. <b>(1 lesson)</b></p> <p>Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap with another group and ask groups to pinpoint techniques that they didn't identify or they</p>	<p>Selected extracts from Section B of the Digital Anthology. The Tony Blair text, the Bill Bryson text, the extract from <i>Tatler</i> or the Joe Simpson texts describe places. Set of cards with technical terms and their definitions</p>	<p>Reasoning and argumentation Critical thinking</p>	<p>Critical thinking Reasoning Communication Collaboration Teamwork Responsibility</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>think the other group might have labelled incorrectly. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used. <b>(1 lesson)</b></p> <p>Select two texts on a theme from the Anthology. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit one text to change the perspective of the writer. Hand out a newspaper article or similar text and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity. (2 lessons)</p> <p>Then, show students how to construct a paragraph on language using the quotation that you labelled earlier. In groups or pairs, ask students to construct a paragraph on language.</p> <p>Comment on group responses – showing where they would have got marks and what needs to be improved. Encourage them to improve the paragraphs they have written, using the AO2 levels-based mark scheme. <b>(2 lessons)</b></p> <p>Spoken language</p>	<p>Set of quotations from a newspaper article or other text for analysis. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. Exemplar paragraph demonstrating how to analyse the language in an extract</p>		



Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			Demonstrate presentation skills in a formal setting or listen and respond appropriately to spoken language, including to questions and feedback on presentations.			
49-52	Paper 1: Non-fiction (Section A)	<b>Students will be able to:</b>  Comment effectively on how language communicates ideas and perspectives.	Using an example of a text, select examples of language used by the writer. List the language features selected by students on the board. Ask students to comment on the impact of each feature selected. <b>(1 lesson)</b>  Select another text and ask students to summarise the ideas in it. Select examples from the text of language features that match their lists prepared in previous sessions. Identify examples of one specific technique linked to the type of text (for example literary technique if it is a fiction text), e.g. exaggeration, and consider the impact of this technique. Remind students that this is assessed in AO2. <b>(3 lessons with different texts)</b>	Selected extracts from Section B of the Digital Anthology. The Tony Blair text, the Bill Bryson text, the extract from <i>Tatler</i> , the Brian Keenan or the Joe Simpson texts describe places. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.	Reasoning and argumentation Critical thinking Interpretation	Critical thinking Analysis Leadership
53-56	Paper 1: Section B	<b>Students will be able to:</b>  Select the best ideas to write about  Consider how to organise these ideas into paragraphs.	Encourage students to mind map/ brainstorm/ list ideas onto a page. Encourage them to select the best ideas and list them in an order where it is easy to see how you would move between paragraphs.  Model to students how to use topic sentences/ questions at the end of paragraphs and key words repeated throughout the text to connect ideas. You may	Sample assessment materials	Problem solving	Problem solving Executive function Responsibility Productivity

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>want to provide students with a piece of writing and ask them to colour in the different strategies that the writer uses to connect ideas in their text. You might also want to ask students to produce the plan for a professional piece of writing – to deconstruct a text to see how it might have been constructed. <b>(2 lessons)</b></p> <p>Plan a piece of writing using the sample assessment materials, coming up with the ideas as well. Create a paragraph plan for the writing using a frame, leaving space for ideas. Write a short advice sheet telling other students how to plan. Include information on how to produce a planning frame and how to create the best structure for different purposes. <b>(2 lessons)</b></p> <p>Spoken language Listen and respond appropriately to spoken language, including to questions and feedback.</p>			
57-60	Paper 1: (Section B)	<p><b>Students will be able to:</b></p> <p>Organise ideas effectively</p> <p>Identify how to effectively open the writing.</p>	<p>Select a text and consider the opening line. Consider if it is a line that would attract attention and why or why not. Students should work in two groups, one to rewrite the opening for a young audience, and one to rewrite the opening for an older audience. <b>(1 lesson)</b></p>	<p>Selected extracts from the Digital or IGCSE Anthology. Alternatively, use materials that are known to be enjoyed by the students and that</p>	<p>Problem solving</p>	<p>Interpretation Adaptive learning Teamwork Productivity Responsibility</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Students should consider three openings to texts on a particular theme, and should evaluate the openings with reasons why they are or are not effective.</p> <p>Students should then plan three openings to one of the tasks in the sample assessment materials. They should then evaluate how effective each opening is, then choose one to open the first paragraph of their text.</p> <p><b>(3 lessons)</b></p>	<p>they have used before in the classroom.</p> <p>Sample Assessment materials</p>		
61-64	Paper 1: Section B	<p><b>Students will be able to:</b></p> <p>Understand different types of evidence and how to evidence to support their argument and improve their writing</p> <p>Plan a piece of effective writing</p> <p>Understand the importance of effective beginnings and endings</p> <p>Understand the importance of linking paragraphs into a coherent argument.</p>	<p>Carry out a 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.</p> <p>In groups, students look at examples of different forms and highlight the way in which evidence is used to persuade, inform, clarify, etc.</p> <p><b>(2 lessons)</b></p> <p>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.</p> <p><b>(1 lesson)</b></p> <p>Students look through one text and highlight the ways in which paragraphs are linked.</p>	<p>Selected extracts from Section B of the Digital Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample assessment materials</p>	Problem solving	<p>Interpretation</p> <p>Adaptive learning</p> <p>Teamwork</p> <p>Productivity</p> <p>Responsibility</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>They map the ways in which the argument is structured. <b>(1 lesson)</b></p> <p>Spoken language Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>			
65-68	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Comment on the way structural features are used</p> <p>Explore the effects structural devices create</p>	<p>Select a text from the Anthology. Ask students to list as many structural devices as they can find. Ask students to come up with three structural devices from the text they are able to identify and ask them to say how and why they have been used. Record these in a table. Write a paragraph commenting on the use of structural devices in the text, and self-evaluate these paragraphs using the AO2 levels-based mark scheme. <b>(2 lessons)</b></p> <p>Take another text and establish purpose and audience for the text. Identify the structural devices used. Discuss what structural changes could be made to the text if the purpose and audience were different, then write a commentary. Use the levels-based mark scheme for the commentary to assess the quality of the commentaries and identify areas to develop. <b>(2 lessons)</b></p>	<p>Selected extracts from Section B of the Digital Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Interpretation	<p>Critical thinking Analysis Teamwork Self-direction Productivity</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
69-72	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Select appropriate examples from a text</p> <p>Select examples that help support a detailed response</p>	<p>Read an extract from the Anthology and highlight words and phrases that help identify the text's main ideas, the writer's perspective, the audience and the purpose.</p> <p>Use the text to label features of language and structure students are able to spot.</p> <p>Build the examples labelled into a paragraph commenting on features and impact. Use the AO2 mark scheme to assess quality of comments on language and structure.</p> <p><b>(4 lessons with different texts)</b></p>	<p>Selected extracts from Section B of the Digital Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Interpretation	<p>Critical thinking</p> <p>Analysis</p> <p>Interpretation</p> <p>Reasoning</p>
73-76	Paper 1: Section B	<p><b>Students will be able to:</b></p> <p>Understand the range of sentence types and structures</p> <p>Use a variety of sentence types to create specific effects</p> <p>Understand the range of sentence types and structures</p> <p>Use a variety of sentence types to create specific effects.</p>	<p>Identify and label different types and structures of sentence:</p> <ul style="list-style-type: none"> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• simple</li> <li>• compound</li> <li>• complex</li> </ul> <p>Select a text and ask students to identify different sentence types in it. Ask students to suggest how different sentence types and structures are used by the writer.</p> <p>Students should then edit a paragraph from the text to include a range of sentence types and structures not used in it.</p> <p>Ask students to consider when it might be appropriate to use incomplete sentences and what effect these might have. Consider the positives and negatives of using incomplete sentences in their work.</p>	<p>Sentence types</p> <p>Selected extracts from Section B of the Digital Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample assessment materials</p>	Problem solving	<p>Productivity</p> <p>Responsibility</p>

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<b>(4 lessons with different pieces of writing)</b>			
77-80	Paper 1: (Section B)	<b>Students will be able to:</b>  Select a range of punctuation  Select punctuation to create specific effects.	Give students a list of punctuation devices, e.g. question mark, exclamation mark, full stop, comma, speech marks, semicolon, colon, brackets, ellipsis, dash. Ask students to come up with a sentence using each of them. Show students unpunctuated sentences and ask them to punctuate them correctly. Using a paragraph of an extract from the Anthology, ask students to amend the punctuation to change the purpose of the text. For example, if it is a text intended to persuade, try changing the punctuation to explain. Revisit the text written for the 'effective openings' session and encourage students to use a range of punctuation devices for effect. <b>(4 lessons with different pieces of writing)</b>	Selected extracts from Section B of the Digital Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. Sample assessment materials Punctuation marks Unpunctuated sentences	Problem solving	Productivity Responsibility
81-84	Paper 1: Section B	<b>Students will be able to:</b>  Select the most appropriate language for audience and purpose  Employ vocabulary effectively  Choose sentences for effect	Provide students with a series of sentences. For each of these lessons on language you may want to use sentences that use a similar audience and purpose but different subject to that found in the sample assessment material. Encourage students to change the vocabulary for a different audience and purpose – investigate the effect of including adjectives/ adverbs and the effect of changing the verb. <b>(1 lesson)</b>  Introduce students to the different punctuation available to them. Ask students to write a	Sample assessment material.  Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.	Problem solving	Teamwork Productivity Responsibility

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
		Employ punctuation effectively	<p>series of sentences using the same words but using different punctuation. Ask them to think about the effect of the different choices they have made.</p> <p>Give students a paragraph that is written entirely in simple sentences. Encourage students to work in pairs to edit the sentences – using different sentence types. Ask them to list the changes that they made to the text and ask them to consider the effect of the different choices. This is an opportunity to check work against the levels-based mark scheme for AO4.</p> <p>Ask one student to write a paragraph. Ask them to swap paragraphs with a partner and issue an editing checklist. Encourage the partner to make as many changes to the paragraph as they can. Ask students to talk through the edited paragraph with their partner explaining the effect of the changes to the language. You may wish to ask students to feed back to the class and form a checklist of effective choices on the board and to link these to the success criteria in the mark scheme for AO5.</p> <p><b>(3 lessons)</b></p>			
85-88	Paper 1: Section B	<p><b>Students will be able to:</b></p> <p>Check that their work is accurate and effective</p>	Ask students to identify the difference between checking and editing. Editing means considering the choices made in language and structure, and checking means looking over the work and correcting mistakes.	Incorrect paragraph Student work	Problem solving	Productivity Responsibility Executive function Teamwork

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Give students the paragraph with mistakes in and ask them to identify the errors and amend them. Point out that it is very easy to forget to check and edit an answer in an examination and remind them that marks are given for accuracy and quality of language and structure. Create a checklist of things to look out for in the examination from the tips given in previous sessions.</p> <p>Students should edit and check two pieces of work they have produced in the course of this unit. Use the mark scheme for AO5 to self-assess the work produced.</p> <p><b>(4 lessons with different texts)</b></p> <p>Spoken language Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>			
89-92	Paper 1: Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Use vocabulary that will help them compare</p> <p>Make appropriate comparisons between writers' views and perspectives</p> <p>Evaluate the effectiveness of a text</p>	<p>Using two texts from the Anthology ask students to comment on the purpose for each of the texts. Ask students to select examples from the two texts to support their point of view about what the purpose is.</p> <p><b>(1 lesson)</b></p> <p>Using another text create a three- column table with the headings 'Example', 'Perspective' and 'Effectiveness'. List at least four examples and identify the perspective each gives and how effective it is.</p> <p><b>(1 lesson)</b></p>	<p>Selected extracts from Section B of the Digital Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Decision making	<p>Decision making</p> <p>Interpretation</p> <p>Productivity</p> <p>Leadership</p>



Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			Do this for another related text and then craft the two tables into a longer evaluative response. Use the AO3 mark scheme to assess the responses and identify areas for development. <b>(2 lessons)</b>			
93-96	Paper 1 Non-fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Explore similarities and differences between texts</p> <p>Structure a comparison between texts</p> <p>Construct a paragraph in response to text</p> <p>Construct a whole response to two texts.</p>	<p>Draw a table with three columns and four rows. The column headings should contain the name of two texts that you would like the students to compare. The row headings should include language and structure. Encourage students to explore two texts, completing the table with specific examples of the use of language and structure. <b>(2 lessons)</b></p> <p>List a series of discourse markers/ connectives on the board, such as: however, also, similarly, in contrast, yet, whereas, both, on the other hand ...</p> <p>Ask students to look at the row from their table that focuses on image in the two texts they have explored. Ask them to orally explain what they discovered about the use of image in the texts using the discourse markers/ connectives on the board. It is a good idea to allow students to rehearse this in pairs and then to a group before asking them to share it with the rest of the class.</p> <p>Model how these discourse markers/ connectives can be used to help write up a paragraph on the use of images in the texts.</p>	Selected extracts from Part 1 of the Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.	Decision making	Decision making Interpretation Productivity Collaboration Communication Teamwork

Lesson	Paper and section	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			Encourage students to complete a paragraph on the use of presentation in the two texts you are practising with. <b>(2 lessons)</b>			
97-100	Paper 1	<b>Students will be able to:</b> Complete a timed Paper 1.	<b>Practice examination in timed conditions (AO1, AO2, AO3, AO4 and AO5)</b>	Sample assessment materials	Critical thinking Problem solving Reasoning and argumentation Interpretation Decision making If speaking practice paper is taken: Adaptability Adaptive learning Personal and social responsibility Initiative Communication Collaboration Inter personal skills Self- presentation	Executive function Productivity Responsibility

---

## Paper 2: Poetry and Prose and imaginative writing

### Scheme of Work

---

#### Introduction

This Scheme of Work covers the reading and writing requirements for Paper 2, where Assessment Objectives AO1 to AO5 are assessed.

- For reading on Paper 2: students study selections from a range of poetry and prose fiction and develop skills to analyse and evaluate fiction extracts. Students will respond to one poetry or prose extract from the Anthology.
- For writing on Paper 2: one of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response in a variety of forms (for example monologue, narrative, description) that draws on just one or neither of the images.

#### Reading

The initial learning sequence outlined in this Scheme of Work provides a generic framework that can be used to develop students' understanding of poetry and prose texts. The approach places the emphasis on students developing their understanding of texts, enabling them to show their critical and sensitive reading of fiction and non-fiction texts and meet Assessment Objectives AO1–AO2.

#### Writing:

The initial learning sequence outlined in this Scheme of Work provides a generic framework that can be used to develop students' understanding of how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. The approach places the emphasis on students developing their own understanding of how to communicate ideas through language, form and structure, enabling them to show their ability to create accurate and effective texts and meet Assessment Objectives AO4 and AO5.

These schemes of work can be used alongside or to complement the *Grammar for Writing* and *Let's Think in English* materials, which are available on our website.

## Paper 2: Poetry and prose texts and imaginative writing

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
1-4	Paper 2: Fiction (Section A)	<b>Students will be able to:</b>  Understand the main ideas a writer is communicating	Students should be given an extract from the Anthology. Introduce different strategies for working out a writer's main ideas: <ul style="list-style-type: none"><li>• highlighting words in the text they do not understand and working out the</li></ul>	Selected extracts from Part 2 of the Anthology. For example, the theme of danger could be used for	Analysis	Interpretation Communication Collaboration Teamwork

---

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
		Summarise the key points of a text	<p>meaning using the context of the extract</p> <ul style="list-style-type: none"> <li>• summarising the ideas of each paragraph</li> <li>• highlighting the key points in the text</li> <li>• highlighting the topic sentences at the start of each paragraph as a speed reading method of grasping the main ideas in a text.</li> </ul> <p>Model how to write a summary of the main ideas in a text. Use the strategies from the activity to summarise the main ideas from another text. Individually, students should write a sentence summarising the text as clearly as possible. <b>(2 lessons)</b></p> <p>Ask students to read three different summaries of the chosen text and decide which one is best, giving reasons. Swap summaries written individually and assess each other's work. Students could also create their own mark scheme to assess AO1 in this activity. <b>(2 lessons)</b></p>	<p>fiction, focusing on extract 3 in Part 2 from Jules Verne and the 'Danger' non-fiction extracts in Part 2 .</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Summaries of texts</p>		
5-8	Paper 2: Fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Identify the audience of a text</p> <p>Identify the purpose of a text</p>	<p>Look at a text and work with the students to underline words and phrases that might help to identify the audience. Ask students to define what the word 'purpose' means and then get them to consider the use of different texts that you have on display. Advertisements are also a good starting point for exploring purpose and audience. <b>(2 lessons)</b></p>	<p>Extracts 1, 2, 8 and 9 from Section A of the Digital Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Analysis	<p>Interpretation</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p>

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Work with a series of texts to consider what purpose they serve. Create two spider diagrams – one with the purpose of each text in the centre and one with the audience of each text in the centre. Around the outside, write the clues that help to identify purpose and audience.</p> <p>Encourage students to justify what purpose they select. You may wish to take two texts from the Anthology and encourage students to compare the purpose of the texts and why they have made the assumptions they have.</p> <p><b>(2 lessons)</b></p>			
9-12	Paper 2: Fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Comment on how writers make texts appropriate for their audience and purpose</p>	<p>To reinforce learning from the previous session, pick a text and ask students to identify audience and purpose of the text and explain their reasons for the identification.</p> <p><b>(1 lesson)</b></p> <p>Take another text and identify what the audience and purpose are. Students should then write a series of sentences about language and structure that will help another student understand why they have selected the audience and purpose they have.</p> <p>Complete the sentences:</p> <ul style="list-style-type: none"> <li>• Audience is ...</li> <li>• The audience is important in a text because ...</li> <li>• Purpose is ...</li> <li>• The purpose is important in a text because ...</li> </ul> <p><b>(3 lessons with different texts)</b></p>	<p>Extracts 1, 2, 8 and 9 from Section A of the Digital Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Analysis	<p>Interpretation</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p>

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
13-16	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Generate appropriate and engaging ideas to include in writing</p> <p>.</p>	<p>Write the terms 'subject', audience', 'purpose' and 'form' (SAPF) on the board. Use questioning to establish what each term means. Students should jot down a text they have read in the last 24 hours. They should identify subject, audience, purpose and form for the text. <b>(1 lesson)</b></p> <p>Take two questions from the sample assessment materials. Ask students to colour code, using four colours, the SAPF required from the question. With students, consider ways to generate ideas:</p> <ul style="list-style-type: none"> <li>• prior knowledge</li> <li>• experience</li> <li>• reading about a topic (e.g. from the reading tasks)</li> <li>• reading done before the examination.</li> </ul> <p>Consider strategies for noting down ideas:</p> <ul style="list-style-type: none"> <li>• list</li> <li>• spider diagram</li> <li>• mind map.</li> </ul> <p>Ask students to select one sample examination task and use one strategy to jot down ideas to write about. <b>(3 lessons)</b></p>	Sample assessment materials Paper 1	Problem solving Creativity	Problem solving Executive function Creativity
17-20	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Use stimuli to generate ideas to include in writing.</p>	<p>Give students five minutes to describe a beach. No stimulus. What is a good description? Individually, students look at range of ideas and feedback. Move into groups of four. As a group decide on the 10 most important features. Some feedback and discussion on the board.</p>	Stimulus material – pictures of beaches from Google images.	Critical thinking Reasoning and argumentation Interpretation	Creativity Innovation Problem solving Teamwork

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p><b>(2 lessons)</b></p> <p>Show one picture of a beach. Students orally describe this picture. Write a basic example and show students. They give feedback on how this paragraph could be improved. Model redrafting the process using ideas from the class on how to make the paragraph more interesting based on the picture. This is an opportunity to assess writing against the levels-based mark scheme for AO4.</p> <p>With a critical response partner, set targets for how their paragraphs could be improved and redraft the paragraph. Students reflect on how their paragraphs have developed since they wrote their first attempt.</p> <p><b>(2 lessons)</b></p>			
21-24	Paper 2: Fiction (Section A)	<p><b>Students will be able to</b> identify what is meant by:</p> <ul style="list-style-type: none"> <li>• voice</li> <li>• language choice</li> <li>• imagery</li> <li>• appeal to the senses</li> <li>• speech and thought</li> <li>• techniques for purpose, e.g. persuade, inform</li> <li>• sentence length and variety structure.</li> </ul>	<p>Use feature cards to share key terminology for the examination and techniques that may be seen in texts. Students should be given an extract from the text they have studied. In pairs, students colour code the features they have spotted. Students share their findings as a whole class.</p> <p><b>(2 lessons)</b></p> <p>In pairs, students choose three features and explore the impact these have on the reader; they annotate the text. Each pair of students shares their observations with another pair. Individually, students write a short explanation of why a writer's choice of</p>	<p>Language feature cards</p> <p>Selected extracts from the Anthology. Any extract from Section A could be used. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Analysis	Analysis Communication Collaboration Teamwork

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>language is important for audience and purpose. This is practise for the assessment of AO2, so students could use the levels-based mark scheme to assess their explanations. <b>(2 lessons)</b></p> <p>Spoken language In pairs, students choose three features and explore the impact these have on the reader; they annotate the text.</p>			
25-28	Paper 2: Fiction (Section A)	<p><b>Students will be able to:</b> Demonstrate their understanding of the effects a writer is hoping to achieve by use of:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• colour and contrast</li> <li>• description of place</li> </ul> <p>and explain how a writer uses these to appeal to the senses.</p>	<p>Each student is given cards with SIMILE, METAPHOR or PERSONIFICATION on. Read out quotes from the text studied (extract if possible) and students hold up cards. Explore the way that literary techniques can be used in texts.</p> <p>Each student is given an extract from the Anthology to study. The extract should include a reasonably detailed description of a place. In pairs, students colour code examples of simile, metaphor, personification, use of colour and adjectives/descriptions of place. Each pair of students shares one feature with the whole class.</p> <p>Each pair chooses a comment made by another pair and writes a comment on the effect the feature has. Remind the whole class of the senses and show a range of things that appeal to the senses such as paintings, adverts, food, pottery and craft. Invite pair discussion on the nature of their appeal. <b>(2 lessons)</b></p>	<p>Cards, artefacts with sensual appeal. This could cover a number of sessions.</p> <p>Useful extract is extract 3 from Part 2 of the Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Analysis	<p>Critical thinking Analysis Reasoning Communication Collaboration Teamwork</p>



Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>In pairs, students choose one feature or literary image from the extract that particularly appeals to the senses and write a comment on a post-it explaining why.</p> <p>The post-its are displayed or passed round and students are invited to discuss in pairs whether or not they agree with the comment.</p> <p>Individually, students choose two images previously identified and annotate the text with an explanation of how they appeal to the senses and why the writer has chosen to use this particular image at this point in the text. This is practise for the assessment of AO2, so students could use the levels-based mark scheme to assess their explanations.</p> <p><b>(2 lessons)</b></p>			
29-32	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Create interesting and imaginative narratives</p>	<p>Students discuss what they expect to see in a narrative, e.g. exciting opening, an opening setting the scene, background information on characters and scenarios, developing plot, final conclusion/resolution. Give students a different sample task. They should make a list of all the things they would have to write to make the story realistic and engaging for the reader, e.g. background, places, events, people. Each group reviews the notes made by another group and adds to them. The whole class decides on one narrative to develop and why.</p> <p><b>(3 lessons)</b></p>	Sample assessment materials	Creativity and Innovation	Creativity Innovation Problem solving Teamwork

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Individually, students focus on a small event that has happened in their lives that relates to the stimulus material/question. They should make notes on:</p> <ul style="list-style-type: none"> <li>• background the reader would need</li> <li>• places they would need to describe</li> <li>• people they would need to introduce</li> <li>• events they would need to describe</li> <li>• reactions of characters to events.</li> </ul> <p>These notes can then be used as part of a practice task and can be assessed against the AO4 levels-based mark scheme. <b>(1 lesson)</b></p>			
33-36	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Create interesting and imaginative descriptions</p>	<p>Pick one of the images from the sample assessment materials on imaginative writing. Students list as many adjectives about the image as they can in 60 seconds. Label the image with the adjectives. Students should then list the five adjectives that are most important for capturing a sense of the whole picture, giving reasons for their choice. <b>(2 lessons)</b></p> <p>Students should do the same with nouns and then should select a verb to create a descriptive sentence. Focus on the importance of being specific when appealing to the senses as this evokes strong feelings in the reader. Use a sense table to get students to note down senses evoked by the images in the</p>	Sample assessment materials	Creativity and Innovation	Creativity Innovation Productivity Teamwork

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			stimulus material: sight, smell, taste, sound and touch. Consider what a reader would have experienced that would be similar to what students are describing. Create a simile and a metaphor using the nouns and adjectives collected. <b>(2 lessons)</b>			
37-40	Paper 2: Section B	<b>Students will be able to:</b>  Create interesting and imaginative monologues	Ask students to write a definition of a monologue. Share responses and clarify. Students should answer the question 'What is the difference between a monologue and a narrative?' <b>(1 lesson)</b>  Students should consider how to 'get inside the head' of a character, as a monologue is a 'talking head'. Students should consider what the character is like, how they behave, what their likes and dislikes are, how they speak, what they want out of life, etc. Students should pick one image of a person and make notes on these features for their chosen picture. Ask students to pick out words that they use that someone else doesn't, or words and phrases that certain groups of people use. Explain that choosing words and phrases the character would use in their speech is the most important device for making a monologue sound like the voice of a person rather than a narrative. Write a paragraph from the point of view of the character in the chosen picture. The paragraphs can be assessed against the AO5 levels-based mark scheme. <b>(3 lessons)</b>	Selected monologue, e.g. <i>Talking Heads</i> by Alan Bennett  Images of people	Creativity and Innovation	Creativity Innovation Productivity Teamwork

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
41-44	Paper 2: Fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Understand how language reveals a writer's perspective</p>	<p>Revise how to identify the main ideas in a text by displaying a text from an earlier session. Ask students to pick out the key points. Summarise the main message of the text in 15 words.</p> <p>Select one text from the Anthology and identify words and phrases in the text that show the writer's perspective. (1 lesson)</p> <p>Take another text on the same theme – explore the perspective communicated and compare it with the first text. Pick out words and phrases to support comments. <b>(2 lessons)</b></p> <p>Write a paragraph explaining how the language choices in the two texts differ.</p> <p>Revise the language techniques discussed in previous sessions.</p> <p>Discuss the effect of these techniques in the text. How do they help to communicate the writer's ideas and perspective? <b>(2 lessons)</b></p>	<p>Extracts 1, 2, 4, 5, 9 from Part 2 of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Analysis	<p>Critical thinking</p> <p>Problem solving</p> <p>Analysis</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p>
45-48	Paper 2: Fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Understand the impact language choice can have on the reader</p>	<p>Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. Then, ask students to make up examples of the techniques or to look on the internet/in newspapers for quotations that use these techniques. Students could also describe an object, place or person using figurative language.</p> <p>Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap</p>	<p>Set of cards with technical terms and their definitions</p> <p>Advertising slogans from newspapers/magazines/ internet</p>	Analysis	<p>Critical thinking</p> <p>Reasoning</p> <p>Communication</p> <p>Collaboration</p> <p>Teamwork</p> <p>Responsibility</p>

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>with another group and ask groups to pinpoint techniques that they didn't identify or they think the other group might have labelled incorrectly. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used.</p> <p><b>(2 lessons)</b></p> <p>Select two texts on a theme from the Anthology. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit one text to change the perspective of the writer. Hand out a newspaper article or similar text and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity.</p> <p>Then, show students how to construct a paragraph on language using the quotation that you labelled earlier. In groups or pairs, ask students to construct a paragraph on language. Comment on group responses – showing where they would have got marks and what needs to be improved. Encourage students to improve the paragraphs they have written, using the AO2 levels-based mark scheme.</p> <p><b>(2 lessons)</b></p>	<p>Selected extracts from Part 2 of the Anthology e.g. descriptions of people in extracts 2, 4, 6, 7, 8 and 9.</p> <p>Set of quotations from a newspaper article or other text for analysis</p> <p>Exemplar paragraph demonstrating how to analyse the language in an extract.</p>		

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			Spoken language Demonstrate presentation skills in a formal setting or listen and respond appropriately to spoken language, including to questions and feedback on presentations			
49-52	Paper 2: Fiction (Section A)	<b>Students will be able to:</b>  Comment effectively on how language communicates ideas and perspectives	Using an example of a text, select examples of language used by the writer. List the language features selected by students on the board. Ask students to comment on the impact of each feature selected. <b>(1 lesson)</b>  Select another text and ask students to summarise the ideas in it. Select examples from the text of language features that match their lists prepared in previous sessions. Identify examples of one specific technique linked to the type of text, e.g. exaggeration, and consider the impact of this technique. Remind students that this is assessed in AO2. <b>(3 lessons)</b>	Selected extracts from Part 2 of the Anthology.  Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.	Critical thinking Interpretation	Critical thinking Analysis Leadership
53-56	Paper 2: Section B	<b>Students will be able to:</b>  Select the best ideas to write about  Consider how to organise these ideas into paragraphs.	Encourage students to mind map/ brainstorm/ list ideas onto a page. Encourage them to select the best ideas and list them in an order where it is easy to see how you would move between paragraphs. Model to students how to use topic sentences/ questions at the end of paragraphs and key words repeated throughout the text to connect ideas. You may want to provide students with a piece of writing and ask them to colour in the different strategies that the writer uses to	Sample assessment materials	Creativity Innovation	Problem solving Executive Function Responsibility Productivity

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>connect ideas in their text. You might also want to ask students to produce the plan for a professional piece of writing – to deconstruct a text to see how it might have been constructed. <b>(2 lessons)</b></p> <p>Plan a piece of writing using the sample assessment materials, coming up with the ideas as well. Use a different task to the one selected from the previous session. Create a paragraph plan for the writing using a frame, leaving space for ideas. Write a short advice sheet telling other students how to plan. Include information on how to produce a planning frame and how to create the best structure for different purposes. <b>(2 lessons)</b></p>			
57-60	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Organise ideas effectively</p> <p>Identify how to effectively open the writing</p>	<p>Select a text and consider the opening line. Consider if it is a line that would attract attention and why or why not. Students should work in two groups, one to rewrite the opening for a young audience, and one to rewrite the opening for an older audience. <b>(1 lesson)</b></p> <p>Students should consider three openings to texts on a particular theme, and should evaluate the openings with reasons why they are or are not effective. Students should then plan three openings to one of the tasks in the sample assessment materials. They should then evaluate how effective each opening is, then choose one to open the first</p>	<p>Selected extracts from Part 2 of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. Sample assessment materials</p>	<p>Creativity Innovation</p>	<p>Interpretation Adaptive learning Teamwork Productivity Responsibility</p>

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			paragraph of their text. Complete the paragraph and then write the opening line of each paragraph to follow. <b>(3 lessons)</b>			
61-64	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Understand different types of evidence and how to use evidence to support their argument and improve their writing</p> <p>Plan a piece of effective writing</p> <p>Understand the importance of effective beginnings and endings</p> <p>Understand the importance of linking paragraphs into a coherent argument</p>	<p>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. <b>(2 lessons)</b></p> <p>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. <b>(1 lesson)</b></p> <p>Students look through one text and highlight the ways in which paragraphs are linked. They map the ways in which the argument is structured. <b>(1 lesson)</b></p>	<p>Selected extracts from Part 2 of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample assessment materials</p>	Creativity Innovation	<p>Interpretation</p> <p>Adaptive learning</p> <p>Teamwork</p> <p>Productivity</p> <p>Responsibility</p>
65-68	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Make appropriate and effective vocabulary choices</p>	<p>Select a text and examine the first sentence. Consider the audience for the text and decide whether the text sounds right for the audience, giving reasons. Identify specific words that are not appropriate for the audience and suggest alternatives. Rewrite the text using words that are appropriate for the audience. <b>(1 lesson)</b></p>	<p>Extracts 1, 3, 5, 7 or 9 from Part 2 of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and</p>	Creativity Innovation	<p>Adaptive learning</p> <p>Teamwork</p> <p>Productivity</p> <p>Responsibility</p>



Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Students are given an extract of 500 words that contains a significant passage of direct speech and a passage where one of the characters is thinking. In pairs, students identify the vocabulary used by the two individual speakers. This might include dialect, accent, words that are repeated, sophistication or simplicity of vocabulary. <b>(1 lesson)</b></p> <p>In groups of four, students discuss how the features they have identified help the writer to create character and preserve authenticity. In pairs, students highlight vocabulary that might persuade the reader to adopt the same viewpoint as the writer. These might include words spoken by a respected character, repetition, emotive vocabulary, opinion presented as fact. <b>(2 lessons)</b></p>	<p>that they have used before in the classroom.</p> <p>Sample assessment materials</p>		
69-72	Paper 2: Fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Understand what structural features and devices a writer can use</p> <p>Understand the impact of structure on the reader</p>	<p>In pairs, students make a list of major events/ideas in the text they have studied. In pairs, students discuss why the writer wrote the events/ideas in the order that they did. They should discuss juxtaposition of ideas, contrast, irony, suspense. Students are given an extract from the Anthology. The text should be largely narrative/descriptive and include a range of examples of structural features. In pairs, students bullet point the main storyline and discuss whether the order is significant, especially in terms of the juxtaposition of ideas and images. <b>(2 lessons)</b></p>	<p>Selected extracts from Part 2 of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Extracts from Section A of the Digital Anthology using</p>	Analysis	<p>Critical thinking</p> <p>Analysis</p> <p>Teamwork</p> <p>Self-direction</p> <p>Productivity</p>

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			<p>Remind students of the main sentence types and sentence functions. In pairs, students colour code examples of different sentence types and functions. They choose two significant examples and write a comment on why the writer has chosen this sentence type/function at this particular point. In pairs, students identify one place in the extract where a structural feature has real impact – they should discuss the difference this makes to the reader's interpretation of the text.</p> <p>In pairs, students highlight an example of a structural feature and annotate the text with a comment on its effectiveness. <b>(2 lessons)</b></p>	structural features, e.g. extracts 1, 3, 5 and 9.		
73-76	Paper 2: Fiction (Section A)	<p><b>Students will be able to:</b></p> <p>Comment on the way structural features are used</p> <p>Explore the effects structural devices create</p>	<p>Select a text from the Anthology. Ask students to list as many structural devices as they can find. Ask students to come up with three structural devices from the text they are able to identify and ask them to say how and why they have been used. Record these in a table. Write a paragraph commenting on the use of structural devices in the text, and self-evaluate these paragraphs using the AO2 levels-based mark scheme. <b>(2 lessons)</b></p> <p>Take another text and establish purpose and audience for the text. Identify the structural devices used. Discuss what structural changes could be made to the</p>	<p>Selected extracts from the Anthology. Also link this session with the texts being studied for English Literature. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>	Analysis	<p>Critical thinking Analysis Teamwork Self-direction Productivity</p>

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			text if the purpose and audience were different, then write a commentary evaluating the text. Use the levels-based mark scheme for commentary to assess the quality of the commentaries and identify areas to develop. <b>(2 lessons)</b>			
77-80	Paper 2: Fiction (Section A)	<b>Students will be able to:</b>  Select appropriate example from a text  Select examples that help support a detailed response  .	Read an extract from the Anthology and highlight words and phrases that help identify the text's main ideas, the writer's perspective, the audience and the purpose. Use the text to label features of language and structure students are able to spot. Build the examples labelled into a paragraph commenting on features and impact. Use the AO2 mark scheme to assess quality of comments on language and structure. Students will then move on to writing an evaluation of the extract, commenting on these using the commentary mark scheme. <b>(4 lessons)</b>	Selected extracts from the Anthology for Paper 2. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.	Analysis	Critical thinking Analysis Interpretation Reasoning
81-84	Paper 2: Section B	<b>Students will be able to:</b>  Understand the range of sentence types and structures	Identify and label different types and structures of sentences: <ul style="list-style-type: none"> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• simple</li> <li>• compound</li> </ul>	Sentence types Selected extracts from Parts 1 and 2 of the Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used	Creativity Innovation	Productivity Responsibility

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
		Use a variety of sentence types to create specific effects	<p>Select a text and ask students to identify different sentence types in it. Ask students to suggest how different sentence types and structures are used by the writer. Students should then edit a paragraph from the text to include a range of sentence types and structures not used in it.</p> <p>Ask students to consider when it might be appropriate to use incomplete sentences and what effect these might have. Consider the positives and negatives of using incomplete sentences in their work.</p> <p><b>(4 lessons with different pieces of writing)</b></p>	before in the classroom. Sample Assessment Material		
85-88	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Select a range of punctuation</p> <p>Select punctuation to create specific effects</p>	<p>Give students a list of punctuation devices, e.g. question mark, exclamation mark, full stop, comma, speech marks, semicolon, colon, brackets, ellipsis, dash. Ask students to come up with a sentence using each of them.</p> <p>Show students unpunctuated sentences and ask them to punctuate them correctly. Using a paragraph from an extract in the Anthology, ask students to amend the punctuation to change the purpose of the text. For example, if it is a text intended to persuade, try changing the punctuation to explain.</p> <p>Revisit the text written for the 'effective openings' session and encourage students to use a range of punctuation devices for effect.</p> <p><b>(4 lessons with different pieces of writing)</b></p>	Selected extracts from Part 2 of the Anthology. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. Sample assessment materials Punctuation marks Unpunctuated sentences	Creativity Innovation	Productivity Responsibility

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
89-92	Paper 2: Section B	<p><b>Students will be able to:</b></p> <p>Select the most appropriate language for audience and purpose</p> <p>Employ vocabulary effective</p> <p>Choose sentences for effect</p> <p>Employ punctuation effectively</p>	<p>Provide students with a series of sentences. For each of these lessons on language you may want to use sentences that use a similar audience and purpose but different subject to that found in the sample assessment material. Encourage students to change the vocabulary for a different audience and purpose – they investigate the effect of including adjectives/ adverbs and the effect of changing the verb.</p> <p><b>(1 lesson)</b></p> <p>Introduce students to the different punctuation available to them. Ask students to write a series of sentences using the same words but different punctuation. Ask them to think about the effect of the different choices that they have made.</p> <p>Give students a paragraph that is written entirely in simple sentences. Encourage students to work in pairs to edit the sentences using different sentence types. Ask them to list the changes that they made to the text and ask them to consider the effect of the different choices. This is an opportunity to check work against the levels-based mark scheme for AO5.</p> <p>Ask one student to write a paragraph. Ask them to swap paragraphs with a partner and issue an editing checklist. Encourage the partner to make as many changes to the paragraph as they can. Ask students to talk through the edited paragraph with their partner explaining the effect of the changes to the language. You may wish to</p>	Own selection of materials to complement the themes of the sample assessment materials.	Creativity Innovation	Teamwork Productivity Responsibility

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
			ask students to feed back to the class and form a checklist of effective choices on the board. Link these to the success criteria in the mark scheme for AO5. <b>(3 lessons)</b>			
93-96	Paper 2: Section B	<b>Students will be able to:</b>  Check that their work is accurate and effective	Ask students to identify the difference between checking and editing. Editing means considering the choices made in language and structure, and checking means looking over the work and correcting mistakes. Give students the paragraph with mistakes in and ask them to identify the errors and amend them. Point out that it is very easy to forget to check and edit an answer in an examination and remind them that marks are given for accuracy and quality of language and structure. Create a checklist of things to look out for in the examination from the tips given in previous sessions. Students should edit and check two pieces of work they have produced in the course of this unit. Use the mark scheme for AO5 to self-assess the work produced. <b>(4 lessons with different texts)</b>	Examples of incorrect paragraphs  Student work	Creativity Innovation	Productivity Responsibility Executive function Teamwork
97-100	Paper 2	<b>Students will be able to:</b>  Complete a timed response to Paper 2	<b>Practice examination in timed conditions</b> This is an opportunity to complete a full timed response to a sample assessment materials paper.	Sample assessment materials Paper 2	Analysis Interpretation Decision making Creativity Innovation  If speaking practice paper is taken: Adaptive learning Adaptability Personal and social responsibility	Executive function Productivity Responsibility

Lesson	Paper and section of the Pearson Edexcel International Anthology	Learning outcomes	Content	Resources	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
					Initiative Communication Collaboration Interpersonal skills Self-presentation	