

Edexcel GCSE (9–1)

# English Language

ActiveLearn Digital Service

Draft sample material from  
Tier 1 – Lower Ability



## Edexcel GCSE (9–1) English Language

### ActiveLearn Digital Service – Tier 1 sample material

One annual subscription to our **ActiveLearn Digital Service** gives you full access to our interactive front-of-class teaching, planning and assessment service with a wealth of resources to support every extract in the Text Anthology.

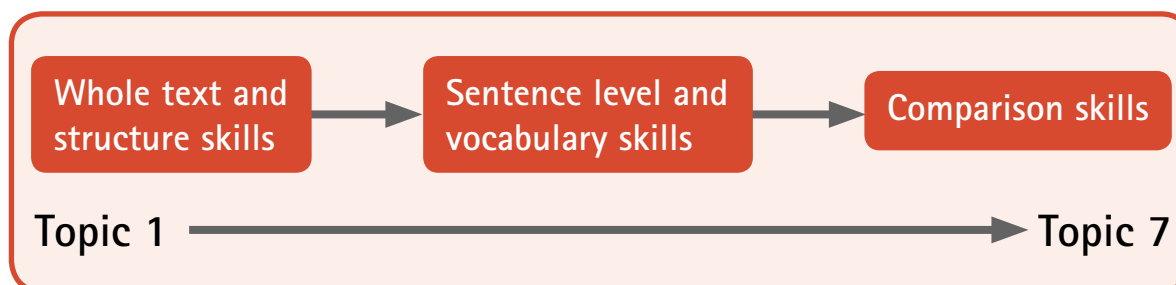
#### Course structure

The **ActiveLearn Digital Service** resources are organised into six differentiated Tiers to support the different ability profiles of your students. Each Tier consists of seven Topics, giving you a total of 42 Topics in the whole course.

Browse this booklet to see samples from Topic 1.1. *In and out of trouble.*

Tier	Steps on the Progression Scale*	Topics 1–7 for each tier							Indicative NC Level
1	4 <sup>th</sup> –6 <sup>th</sup>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	5–6
2	5 <sup>th</sup> –7 <sup>th</sup>	2.1	2.2	2.3	2.4	2.5	2.6	2.7	6–7
3	6 <sup>th</sup> –8 <sup>th</sup>	3.1	3.2	3.3	3.4	3.5	3.6	3.7	6–8
4	7 <sup>th</sup> –9 <sup>th</sup>	4.1	4.2	4.3	4.4	4.5	4.6	4.7	7–8
5	8 <sup>th</sup> –10 <sup>th</sup>	5.1	5.2	5.3	5.4	5.5	5.6	5.7	N/A
6	9 <sup>th</sup> –12 <sup>th</sup>	6.1	6.2	6.3	6.4	6.5	6.6	6.7	N/A

The Topics within each Tier work through the skills that students will need for their GCSE (9–1).



\*To find out more about the Pearson Progression Scale for English, go to: [www.pearsonschools.co.uk/progression](http://www.pearsonschools.co.uk/progression)

Separate booklets are available showing samples from Tier 3 (middle ability) and Tier 6 (higher ability).

At time of printing, ActiveLearn Digital Service is going through the endorsement process.

## Sample Topic 1.1 *In and out of trouble*

Inside this booklet you can see sample material from Topic 1.1 from Tier 1. This is pitched at students working at the 4<sup>th</sup>-6<sup>th</sup> steps of the progression scale (around old NC levels 5 and 6). As well as providing practice with reading for meaning, critical writing and non-fiction writing skills, the Writer's Workshops in this particular Topic explore how writers select and sequence ideas to achieve their intention.

### The extracts

Two extracts, linked by a theme, are provided for every Topic. In Topic 1.1, one extract is from a 19th Century novel and the other is from a 21st Century report; other Topics have different combinations. Most of the extracts across the resources are based on the kinds of texts students will face in the exams. The theme linking the two extracts is <i>In and out of trouble</i> . This theme also provides a context for the End of topic writing task.	
<b>Text 1</b> 19 <sup>th</sup> Century Fiction	<b>Jane Eyre (Charlotte Brontë)</b> An extract taken from the opening chapter of the novel. Jane is an orphan who lives with her wealthy aunt, Mrs Reed, and her cousins, John, Eliza and Georgiana. John takes great pleasure in intimidating Jane and reminding her of her lowly status. In this extract he finds Jane hiding herself away behind a curtain with a book.
<b>Text 2</b> 21 <sup>st</sup> Century Non-fiction	<b>Kickz</b> This extract is taken from the report <i>Teenage Kicks – The Value of Sport in Tackling Youth Crime</i> , commissioned by the Laureus Sport for Good Foundation.

### What's provided for each topic?

Each of the 42 Topics on the **ActiveLearn Digital Service** comes with a bank of resources (based on a themed pair of extracts) to support the following areas:

<b>Reading for meaning</b> Resources providing practice using a range of reading skills. Each Topic focuses on a particular skill(s) which is then applied in the context of each text in the Topic.	<b>Writer's Workshops</b> These explore how particular features in each extract create particular effects. This may focus on whole text structure, sentence level or vocabulary features. They support a <i>Grammar for Writing</i> approach.
<b>Critical writing</b> These give students the opportunity to develop their skills when writing analyses, evaluations or comparisons about the texts they have read.	<b>End of topic writing task</b> This provides either an imaginative or practical writing task linked to the Topic theme. Students can apply the skills they learn from the Writer's Workshops in an extended piece of writing.



### Use the Teacher Guide to help you plan

A complete set of plans is provided in the Teacher Guide as part of our **ActiveLearn Digital Service** (see pages 30-31 for sample material). The resources for each Topic are divided across three lesson plans, as shown on the next page. You can use these plans to explore all the resources in more detail – and see how they support each other – or as a starting point for creating your own plans. You can, of course, dip into these resources however you wish, selecting just those elements that best meet your needs and those of your students.


## Sample Topic 1.1 *In and out of trouble*

A summary of resources provided for this Topic

### Lesson 1 – Extract 1 resources: *Jane Eyre*

Learning objectives	Resources provided – and a suggested sequence	
<b>Text 1: Reading for meaning</b> Be able to identify a range of key events in the narrative.	Pg8 The <b>Hook presentation</b> introduces the Topic: <i>In and out of trouble</i> . It also sets the scene for the first extract.	
	Pg9 Students read <b>1.1 Text 1</b> ( <i>Jane Eyre</i> ) – also in the printed Text Anthology (and available as an ActiveBook, via ActiveLearn, for student access anywhere, anytime).	
	Pg10 The <b>Reading for meaning worksheet 1</b> provides practice identifying key events in the extract. Suggested answers are provided at the back of the <b>1.1 Teacher Guide</b> pages.	
	Pg11 The <b>Progress check presentation</b> can be used to evaluate student performance in identifying key events.	
<b>Text 1: Writer's Workshop</b> Understand how writers select ideas and events to manipulate the reader's empathy for a character.	Pg12 The <b>Writer's Workshop 1 presentation</b> explores how the ideas and events chosen by the author manipulate the reader's empathy for the characters.	
	Pg14 A <b>Progress check presentation</b> and worksheet can be used to evaluate how well students understand this particular skill.	
	Pg15 The <b>Short writing task worksheet</b> provides a story outline so students can experiment with different structuring decisions to evoke different reader responses.	

### Lesson 2 – Extract 2 resources: *Kickz*

Learning objectives	Resources provided – and a suggested sequence	
<b>Text 2: Reading for meaning</b> Be able to identify a range of key information.	Pg16 The <b>Introduction presentation</b> prompts a short discussion in preparation for reading the next extract.	
	Pg16 Students read <b>1.1 Text 2</b> ( <i>Kickz</i> ) – also in the Text Anthology (and available as an ActiveBook, via ActiveLearn, for student access anywhere, anytime).	
	Pg17 The <b>Reading for meaning worksheet 2</b> has a similar skills focus to the worksheet for the <i>Jane Eyre</i> extract but in the context of a different style of text. Suggested answers are provided at the back of the <b>1.1 Teacher Guide</b> pages.	
	Pg17 The <b>Progress check presentation</b> can be used to evaluate how well students understand this particular skill.	

### Extract 2 resources cont'd

Learning objectives	Resources provided – and a suggested sequence	
<b>Text 2: Writer's Workshop</b> Be able to identify how the writer's ideas and their structure achieve their intention.	Pg18 The <b>Writer's Workshop 2 presentation</b> explores how structuring decisions impact on the reader.	A02
	Pg19 The <b>Progress check presentation</b> allows an evaluation of student understanding of how structural decisions can support a writer's intention. This activity is also available as an <b>interactive</b> to support whole-class discussion and experimentation.	A05
<b>Text 2: Critical writing</b> Be able to comment on the writer's possible intention and explain a possible response to it.	Pg20 The <b>Critical writing worksheets</b> in this topic focus on evaluation (A04) – responding to the <i>Kickz</i> extract. They are provided at three differentiated levels: Support, Core and Extend. (Other Topics focus on A02 and A03.)	A04
	Pg23 The <b>Critical writing presentation</b> provides the sample answers from the worksheet, plus commentary, in a format that supports front-of-class use. For teacher guidance, these are also mapped to the Pearson Progression Scale. (see pages 28–29).	

### Lesson 3 – End of topic writing task resources

Learning objectives	Resources provided – and a suggested sequence	
<b>End of topic writing task</b> Be able to identify how the writer's ideas and their structure achieve their intention.  Be able to gather and sequence relevant ideas.  Be able to consider tense, viewpoint and register while writing.	Pg24 The end of topic writing task is introduced on the <b>Writing task worksheet</b> . Following on from Text 2, students are asked to write a report for their local council suggesting how to improve their area. The information on the worksheet is also provided on the <b>Writing design presentation</b> for easier front-of-class use. (see page 25)	A05
	Pg26 The <b>Writing to describe presentation</b> and <b>Writing modelling presentation</b> provide further front-of-class support for the task and can be used if appropriate.	A06
	Pg27 The <b>Writing task worksheet</b> also provides a sample answer for the task which students can evaluate and try to improve. For teacher guidance, this is also mapped to the Pearson Progression Scale.	

A similar breadth and depth of support materials will be provided for each of the 42 topics on the ActiveLearn Digital Service.

## Both extracts provided in the *Text Anthology*

Present the texts front-of-class.

The screenshot displays the ActiveLearn Digital Service interface. At the top, a blue header bar contains the text "I.I In and out of trouble". Below this, a purple box titled "Jane Eyre" provides context: "Charlotte Brontë's novel *Jane Eyre*, published in 1847, tells the story of an orphan girl who lives as a young girl with her wealthy aunt, Mrs Reed, and her cousins, John, Eliza and Georgiana. John in particular takes great pleasure in bullying Jane Eyre and reminding her of her low status within the family and, as an orphan, in society as a whole. In the opening chapter of the novel, Jane hides herself away behind a curtain with a book. However, it is not long before John tracks her down."

A green vertical label on the left side of the text area reads "19th century fiction". The main text area shows an extract from the novel, with a zoomed-in view of a specific paragraph. The zoomed-in view is displayed on a black background with a white border, and a red dotted line indicates the zoomed area. The zoomed text reads:

"What were you doing behind the curtain?" he asked.  
 "I was reading."  
 "Show the book."  
 I returned to the window and fetched it thence<sup>1</sup>.  
 "You have no business to take our books; you are a dependant, mama says; your father left you none; you ought to beg, and not to live here with gentlemen's children<sup>2</sup> like us, and eat the same meals we do, and wear clothes at our mama's expense. Now, I'll teach you to rummage<sup>3</sup> my bookshelves: for they are mine; all the house belongs to me, or will do in a few years. Go and stand by the door, out of the way of the mirror and the windows."  
 I did so, not at first aware what was his intention; but when I saw him lift and poise<sup>4</sup> the book and stand aside with a cry of alarm: not soon enough, however; the volume<sup>7</sup> struck my head against the door and cutting it. The cut bled, the pain was sharp: my terror had passed its climax<sup>8</sup>; other feelings succeeded<sup>9</sup>.  
 "Wicked and cruel boy!" I said. "You are like a murderer – you are like the Roman emperors!"

Below the zoomed text, a light blue box contains footnotes:

<sup>10</sup>**Nero, Caligula:** Roman emperors noted for their cruelty  
<sup>11</sup>**I had drawn parallels in silence:** I had made comparisons (i.e. between John and the cruel emperors) in my own mind  
<sup>12</sup>**thought thus to have declared aloud:** planned to say out loud in this way

At the bottom of the interface, a black bar contains navigation controls, including a "Close Book" button and a "Page 1" indicator.

Zoom areas to support whole class reading and analysis of the text.

# Material

As well as a printed book, the Text Anthology is available on the **ActiveLearn Digital Service** (for front-of-class use) and as an **ActiveBook** via ActiveLearn for student access anywhere, anytime.

In and out of trouble

"What! what!" he cried. "Did she say that to me? Did you hear her, Eliza and Georgiana? Won't I tell mama? but first –"

He ran headlong at me: I felt him grasp my hair and my shoulder: he had closed with a desperate thing. I really saw in him a tyrant<sup>13</sup>, a murderer. I felt a drop or two of blood from my head trickle down my neck, and was sensible<sup>14</sup> of somewhat pungent<sup>15</sup> suffering: these sensations for the time predominated over<sup>16</sup> fear, and I received him in frantic sort<sup>17</sup>. I don't very well know what I did with my hands, but he called me "Rat! Rat!" and bellowed out aloud. Aid was near him: Eliza and Georgiana had run for Mrs Reed, who was gone upstairs: she now came upon the scene, followed by Bessie and her maid Abbot. We were parted: I heard the words –

"Dear! dear! What a fury to fly at Master John!"

"Did ever anybody see such a picture of passion<sup>18</sup>!"

Then Mrs. Reed subjoined<sup>19</sup> –

"Take her away to the red-room, and lock her in there." Four hands were immediately laid upon me, and I was borne<sup>20</sup> upstairs.

## Glossary

<sup>13</sup>**tyrant**: dictator, leader holding supreme power

<sup>14</sup>**sensible**: aware

<sup>15</sup>**pungent**: sharp, acute

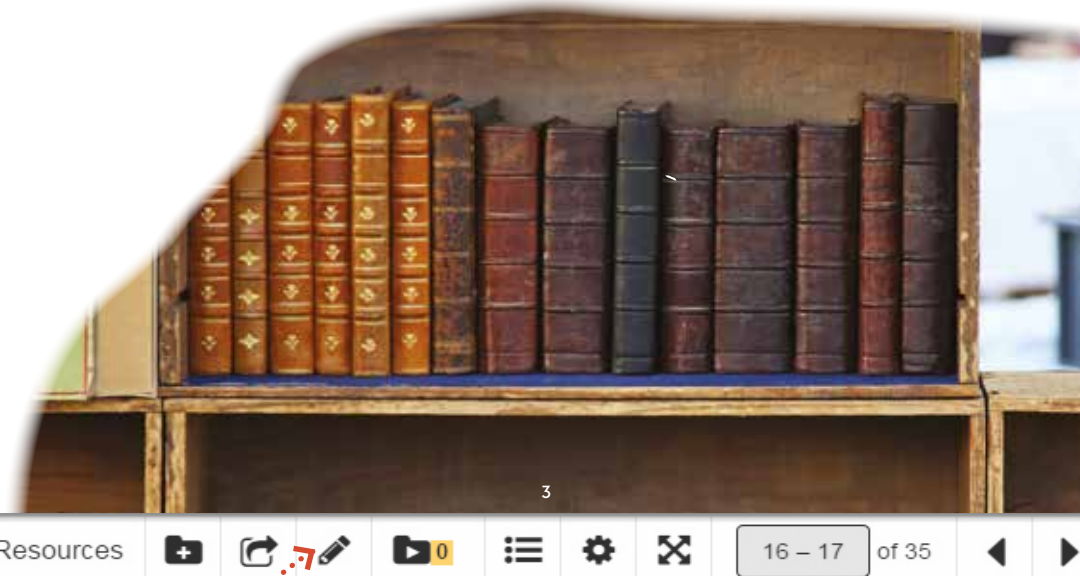
<sup>16</sup>**predominated over**: were more powerful than

<sup>17</sup>**received him in frantic sort**: reacted to him in a wild, panicked way

<sup>18</sup>**passion**: uncontrolled outburst

<sup>19</sup>**subjoined**: added

<sup>20</sup>**borne**: carried



Annotate and highlight the text to analyse language and structural features.



## Hook presentation to introduce *Jane Eyre* extract

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### A dilemma

Edexcel GCSE (9-1) English Language

### Imagine...

There are two young children in your house. One is your son. The other is your niece whom you adopted when your brother died.

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Edexcel GCSE (9-1) English Language

### Imagine...

There are two young children in your house. One is your son. The other is your niece whom you adopted when your brother died.

One day you hear your son calling 'help! help!'

You discover your niece with her hands around your son's throat.

Your son says that your niece just attacked him for no apparent reason.

What do you do?

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### Imagine...

There are two young children in your house. One is your son. The other is your niece whom you adopted when your brother died.

One day you hear your son calling 'help! help!'

You discover your niece with her hands around your son's throat.

Your son says that your niece just attacked him for no apparent reason.

Your niece says that your son threw a book at her head and drew blood. She was simply retaliating.

What do you do?  
Who do you punish – and how?

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Note: Only a selection of slides from the presentation are shown here.



## Printable version of the *Jane Eyre* extract

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### 1.1 Text 1: Jane Eyre

Charlotte Brontë's novel tells the story of Jane, an orphan who lives with her wealthy aunt, Mrs Reed, and her cousins, John, Eliza and Georgiana. John in particular takes great pleasure in intimidating Jane and reminding her of her lowly status. In the opening chapter of the novel, Jane hides herself away behind a curtain with a book. However, it is not long before John tracks her down..

"What were you doing behind the curtain?" he asked.

"I was reading."

"Show the book."

I returned to the window and fetched it thence<sup>1</sup>.

5 "You have no business to take our books; you are a dependent, mama says; you have no money; your father left you none; you ought to beg, and not to live here with gentlemen's children like us, and eat the same meals we do, and wear clothes at our mama's expense. Now, I'll teach you to rummage my bookshelves: for they are mine; all the house belongs to me, or will do in a few years. Go and stand by the door, out of the way of the mirror and

10 the windows."

I did so, not at first aware what was his intention; but when I saw him lift and poise the book and stand in act to hurl it, I instinctively started aside with a cry of alarm: not soon enough, however; the volume was flung, it hit me, and I fell, striking my head against the door and cutting it. The cut bled, the pain was sharp: my terror had passed its climax; other

15 feelings succeeded.

"Wicked and cruel boy!" I said. "You are like a murderer – you are like a slave-driver – you are like the Roman emperors!"

I had read Goldsmith's History of Rome, and had formed my opinion of Nero, Caligula<sup>2</sup>, etc. Also I had drawn parallels in silence, which I never thought thus to have declared

20 aloud.

"What! what!" he cried. "Did she say that to me? Did you hear her, Eliza and Georgiana? Won't I tell mama? but first – "

He ran headlong at me: I felt him grasp my hair and my shoulder: he had closed with a desperate thing. I really saw in him a tyrant, a murderer. I felt a drop or two of blood from

25 my head trickle down my neck, and was sensible<sup>3</sup> of somewhat pungent suffering: these sensations for the time predominated over fear, and I received him in frantic sort<sup>4</sup>. I don't very well know what I did with my hands, but he called me "Rat! Rat!" and bellowed out aloud. Aid was near him: Eliza and Georgiana had run for Mrs Reed, who was gone upstairs: she now came upon the scene, followed by Bessie and her maid Abbot. We were

30 parted: I heard the words –

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The extract is also available in the *Text Anthology*, see pages 6–7 of this booklet.

Allows students to annotate their own copy of the text.

## Reading for meaning worksheet about *Jane Eyre* extract

Learning objective: Be able to identify a range of key events in the narrative.

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## 1.1 Reading for meaning worksheet 1

### *Jane Eyre*

1. At the start of the extract, John taunts and bullies Jane in two different ways. What are they?

a) \_\_\_\_\_  
b) \_\_\_\_\_

2. On line 5, John says his mother has told him that Jane is 'a dependent'. Re-read the whole of this sentence very carefully. Can you work out what 'a dependent' is?

\_\_\_\_\_  
\_\_\_\_\_

3. At first, when John attacks her, Jane feels 'terror' (line 14) – but she says that when her 'terror had passed its climax, other feelings succeeded.' What feelings does Jane exhibit in the rest of the extract? Circle one of the choices below – or add one of your own in the empty box – and underline a quotation in the extract which supports your answer.

fear	anger	relief	frustration	boredom	
------	-------	--------	-------------	---------	--

4. At the end of the extract, adults arrive to deal with the fighting children. Look carefully at what they say. Who will be blamed for the fight? What does this suggest about the relationships between the adults and the different children in Mrs Reed's house?

\_\_\_\_\_  
\_\_\_\_\_

5. The writer's intentions in this text are to introduce the characters and their relationships at the start of the novel and to manipulate the reader's response to them. Which of the ideas or events below influenced **your** feelings about these characters? Tick them.

- ☐ Jane is reading a book.
- ☐ John taunts and bullies Jane.
- ☐ Jane's head is cut and bleeding.
- ☐ Mrs Reed has told John that Jane is 'a dependent'.
- ☐ Jane retaliates.
- ☐ Eliza and Georgiana run and fetch Mrs Reed.
- ☐ Jane is sent to the red-room.

## Progress Check supporting the *Jane Eyre* Reading for meaning worksheet

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How does the writer present the characters of Jane and John?

Choose one word to describe each of them.

unloved privileged spoilt

disadvantaged unreasonable volatile

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Edexcel GCSE (9-1) English Language

How does the writer present the characters of Jane and John?

Choose one word to describe each of them.

unloved privileged spoilt

disadvantaged unreasonable volatile

Which of these events from the text could be used as evidence to support your choices?

1. Jane is reading a book.	5. Jane retaliates.
2. John taunts and bullies Jane.	6. Eliza and Georgiana run and fetch Mrs Reed.
3. Jane's head is cut and bleeding.	7. Jane is sent to the red-room.
4. Mrs Reed has told John that Jane is a 'dependent'.	

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### Teacher notes

- Responses should focus on:
  - exploring the presentation of character in the extract
  - ways in which key events or ideas support assertions about the presentation of character.
- To support students struggling with this task:
  - work with students, considering each vocabulary choice in turn. Is it relevant to either character?
  - use the key events and ideas to 'test' the validity of students' assertions, e.g. Do any of the key points suggest that Jane is 'volatile'?
- To challenge students who cope with this task:
  - identify specific quotations to support assertions about character
  - develop additional vocabulary to describe the author's presentation of John and Jane
  - consider how the author has presented the character of Mrs Reed, and the inferences that can be made from very limited evidence.

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Note: Only a selection of slides from the presentation are shown here.

## Writer's Workshop about the *Jane Eyre* extract

Learning objective: Understand how writers select ideas and events to manipulate the reader's empathy for a character.

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### Selecting ideas

Writers carefully select the ideas they use to structure stories.

The selection of ideas can change the way the reader responds to a story's characters and events.

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### Selecting ideas

Look carefully at the events in the extract:

- Jane is reading a book.
- John interrupts and taunts her.
- Jane is terrified.
- John throws the book at Jane.
- Jane is hurt.
- Jane is angry and attacks John.
- Mrs Reed and two servants break the fight up.
- Jane is sent to the red-room.

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### Selecting ideas

How would the reader's response to these characters change if we changed the **ending**?

- Jane is reading a book.
- John interrupts and taunts her.
- Jane is terrified.
- John throws the book at Jane.
- Jane is hurt.
- Jane is angry and attacks John.
- John is hurt and runs away crying.
- Jane laughs and stamps on John's favourite toy.

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## Selecting ideas

How would the reader's response to these characters change if we changed the **middle**?

Jane is reading a book.

John interrupts and taunts her.

Jane is angry and attacks John.

Mrs Reed and two servants break the fight up.

Jane is sent to the red-room.

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Like all these materials, the Writer's Workshops have been developed in partnership with the University of Exeter and embed the *Grammar for Writing* principles.

In the Writer's Workshop students analyse how writers use language and structure to create effects and influence readers.

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## Selecting ideas

Look again at the key events in the extract:

How do these events make you feel about the character of **Jane**?

Do **all** these events make you feel that way about **Jane**? Or just **some** of them?

Jane is reading a book.

John interrupts and taunts her.

Jane is terrified.

John throws the book at Jane.

Jane is hurt.

Jane is angry and attacks John.

Mrs Reed and two servants break the fight up.

Jane is sent to the red-room.

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## Selecting ideas

Look again at the key events in the extract:

How do these events make you feel about the character of **John**?

Do **all** these events make you feel that way about **John**? Or just **some** of them?

Jane is reading a book.

John interrupts and taunts her.

Jane is terrified.

John throws the book at Jane.

Jane is hurt.

Jane is angry and attacks John.

Mrs Reed and two servants break the fight up.

Jane is sent to the red-room.

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Note: Only a selection of slides from the presentation are shown here.

## Progress Check activity supporting the Workshop

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Which of the following statements best summarises the writer's intention in the extract from *Jane Eyre*?

- A** The writer tells the reader what happened to Jane when her cousin threw a book at her.
- B** The writer introduces the characters.
- C** The writer makes the reader feel sympathy for Jane.
- D** The writer makes the reader feel antipathy for John.
- E** The writer shows the reader that Jane is a solitary and unloved child in a very difficult situation.

Write a sentence or two explaining your choice.

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### Teacher notes

- Responses should focus on:
  - identifying the most relevant summary of the writer's intention
  - noting that writers/texts may have more than one intention
  - recognising that fiction is constructed to manipulate the reader's response.
- To support students struggling with this task:
  - consider what makes a good summary. Look for responses that recognise the importance of brevity, relevance and (some) development
  - consider each summary in turn, first identifying those which are valid, then ranking them according to the criteria established above.
- To challenge students who cope with this task:
  - ask students to write a further one or two possible summaries of the writer's intention
  - ask students to consider why the writer wants us to feel sympathy for Jane and how this might suggest ways in which the writer will develop her story.

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Note: Only a selection of slides from the presentation are shown here.



## Short writing task Worksheet where students can apply the Workshop skill

Learning objective: Understand how writers select ideas and events to manipulate the reader's empathy for a character.

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#### 1.1 Short writing task: structuring a story

Choose some of the ideas below and sequence them to create a story in which:

- (a) the reader feels sympathy for the teacher *or*
- (b) the reader feels sympathy for Liam *or*
- (c) you aim to achieve a different response from the reader.

A new teacher is taking an English class.

The strictest teacher in the school is taking an English class.

The class are noisy and doing very little work.

The class are silent and working hard.

Liam throws a paper aeroplane at the teacher.

Aran pinches Liam extremely hard and Liam swears really loudly.

The aeroplane bounces off the teacher's head.

The teacher dodges the plane, hits his head on the corner of a shelf. Blood is running down his face

The class laugh.

The class wait in silent horror to see what will happen next.

The teacher is furious.

The teacher blames Liam.

The teacher was not looking and blames the wrong student.

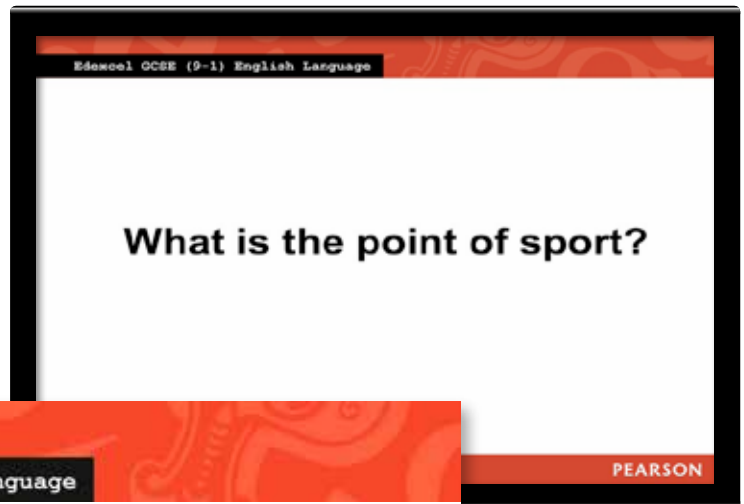
The teacher sends him to the headteacher, saying he will make sure he is excluded.

The teacher decides to forgive him and tells him not to do it again.



Presentation to introduce the second extract, *Kickz*

Printable version of the extract



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## 1.1 Text 2: Kickz

This extract is taken from the report *Teenage Kicks – The Value of Sport in Tackling Youth Crime*, commissioned by the Laureus Sport for Good Foundation.

Kickz is a national programme, funded by the Premier League and Metropolitan Police, that uses football to work with young people at risk of offending in deprived areas. Arsenal FC delivers Kickz in Elthorne Park, getting kids off the street in the evening and playing football. The project has helped to transform the local area: there has been a reduction of 66% in youth crime within a one-mile radius of the project since it started.

**THE PROJECT**

Kickz is a national initiative that uses football to engage 12 to 18 year olds in deprived areas. The projects are targeted at neighbourhoods with high levels of antisocial behaviour and crime.

Kickz is delivered on three or more evenings a week by professional football clubs. The sessions mostly involve football coaching, but they also provide coaching in other sports, such as basketball, and workshops on issues including drug awareness, healthy eating, volunteering, careers and weapons.

Although Kickz is open to everyone, many of the young people who attend are at risk of offending, and some are known offenders.

Football is used in two ways to stop crime:

**Preventing young people from starting to offend:**

Football keeps young people busy in the evenings when they might otherwise be on the streets getting into trouble. Youth workers and the police develop positive relationships with young people so that the authorities can better understand and react to the issues facing young people in the area. The programme is also an influential way of delivering important preventative messages, for example, on the dangers of drugs and weapons.

**Supporting young people who are already offending to stop,** football is used to engage hard-to-reach young people, encourage positive relationships with adult mentors, and develop the confidence, aspirations and skills to help young people move away from crime. Kickz also provides opportunities for young people including sports qualifications, volunteering and even employment.

Kickz is coordinated by Active Communities Network. Having started in 2006 with four clubs, there are now 39 professional football clubs delivering Kickz projects to 30,000 young people in disadvantaged neighbourhoods around the UK.

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The extract is also available in the *Text Anthology*.

Reading for meaning worksheet about Kickz

Learning objective: Be able to identify a range of key information.

Edexcel GCSE (9-1) English Language

1.1 Reading for meaning worksheet 2

Kickz

1. Draw lines linking the sentence halves below to create five accurate statements about Kickz. The first one has been done to help you.

A Kickz is aimed at neighbourhoods	1 by professional football clubs.
B Kickz supports young people	2 with high levels of crime.
C Kickz is delivered	3 to develop young people's confidence and skills.
D Football is used	4 to 30,000 young people around the UK.
E Kickz is delivered	5 with workshops on drug awareness.

2. This text is an extract from a report called *Teenage Kicks – The Value of Sport in Tackling Youth Crime*. Why do you think the writers chose to include information about the Kickz programme in their report?

3. The purpose of this text is to inform the reader about Kickz. Which **one** sentence in the text gives the reader the most information about the purpose of the Kick programme? Underline it.

4. The writers use lots of statistics to support the information in the text. Circle two examples.

5. Imagine you have been asked to tell someone **three** things about Kickz. What are the **three** most important pieces of information in the text that would give them a good idea of what Kickz is, what Kickz does, and how it does it?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

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Edexcel GCSE (9-1) English Language

Look at all these pieces of information from the Kickz text.

A Kickz is funded by the Premier League and Metropolitan Police.	E Kickz works with more than 30,000 young people.
B Kickz is used to engage 12-18 year olds in deprived areas.	F Kickz sessions mostly involve football coaching.
C Kickz offers workshops on healthy eating and drugs awareness.	G Kickz keeps kids off the street and builds their skills and confidence.
D Kickz offers opportunities for kids to achieve sports qualifications.	H Kickz focuses on areas with high levels of antisocial behaviour and crime.

Which ones would you describe as **key pieces** of information?

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A short Progress Check activity supports the skill.

## Writer's Workshop about the *Kickz* extract

Learning objective: Be able to identify how the writer's ideas and their structure achieve their intention.

**Edexcel GCSE (9-1) English Language**

Writers structure information texts to convey their choice of information as clearly as possible.

Look at the opening paragraph of the *Kickz* text:

Kickz is a national programme, funded by the Premier League and Metropolitan Police, that uses football to work with young people at risk of offending in deprived areas. Arsenal FC delivers Kickz in Elthorne Park, getting kids off the street in the evening and playing football. The project has helped to transform the local area: there has been a reduction of 66% in youth crime within a one-mile radius of the project since it started.

What heading would you give this paragraph to help the reader understand what it is going to be about?

What 'job' does this paragraph do?

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**Edexcel GCSE (9-1) English Language**

Could these five sections be organised in a different order?

**A** Kickz is a national programme, funded by the Premier League and Metropolitan Police, that uses football to work with young people at risk of offending in deprived areas. Arsenal FC delivers Kickz in

**B THE PROJECT** Kickz is a national initiative that uses football to engage 12 to 18 year olds in deprived areas. The projects are targeted at neighbourhoods with high levels of antisocial behaviour and crime.

**C Football is used in two ways to stop crime:**  
**Preventing young people from starting to offend:**  
Football keeps young people busy in the evenings when they might otherwise be on the streets getting

**D Supporting young people who are already offending to stop:**  
Football is used to engage hard-to-reach young people, encourage positive relationships with adult

**E** Kickz is coordinated by Active Communities Network. Having started in 2006 with four clubs, there are now 39 professional football clubs delivering Kickz projects to 30,000 young people in disadvantaged neighbourhoods around the UK.

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**Edexcel GCSE (9-1) English Language**

Remind yourself of some of the key points which the writers have included in the text:

Kicks is funded by the Premier League and Metropolitan Police.

Kickz keeps kids off the street and builds their skills and confidence.

Kickz is used to engage 12-18 year olds in deprived areas.

Kickz focuses on areas with high levels of antisocial behaviour and crime.

Who is the audience that the writers have selected this information for? What was the writers' intention when they selected this information?

What other or different information would you select if you were writing a leaflet to encourage **young people** to go to a Kickz session?

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Note: Only a selection of slides from the presentation are shown here.

## Progress Check activity supporting the Workshop

Edexcel GCSE (9-1) English Language

Look at these headings from a website advertising a circus skills training course.

- A** Who are our courses for?
- B** What skills can you learn?
- C** Location and prices
- D** Come to a circus skills training course run by experts!
- E** What people say about our courses

In what order would you organise the five sections of this text?

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Edexcel GCSE (9-1) English Language

### Teacher notes

- Responses should focus on:
  - justifying and explaining reasons for choices.
- To support students struggling with this task:
  - focus on which section students would place first and last. Concentrate on the quality of students' decisions and decision-making, not the quantity!
  - use the Writer's Workshop interactive about sequencing so that students can experiment with rearranging the sections and see the impact of their decisions.
- To challenge students who cope with this task:
  - ask students to plan and sequence key sections of their own information text, e.g. a leaflet for students new to Year 7.

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## Critical Writing worksheets

Learning objective: Be able to comment on the writer's possible intention and explain a possible response to it.

### Edexcel GCSE (9-1) English Language

#### 1.1 Critical writing: Core

In this text, the writers provide lots of information about the Kickz project.

1. Do you think the Kickz programme is a successful and worthwhile project? Write **one or two** sentences explaining your answer.

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2. Think about all the information that the writers have selected and included in the text. Which pieces of information most strongly suggest that the project is successful and worthwhile? Note down **two** of them.

a) 

---

b) 

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3. Is there any information that the writers have selected and included in the text which makes you think that the project is NOT successful or worthwhile? Note down any of them.

---

---

---

4. Think about the response that the writers wanted to evoke in readers of this text. What do you think the writers' intention was in selecting information about the Kickz programme and writing this text?

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5. Do you think the writers were successful in achieving this intention? Write **one or two** paragraphs evaluating how successfully they have achieved it.

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Includes differentiated versions of the worksheets offering extra support and challenge.

1.1 Critical writing: Support

In this text, the writers provide lots of information about the Kickz project.

- 1. The **intention** of a text is the impact or effect that the writer wants to have on the reader. For example, the intention of a persuasive text may be to change the reader's opinion about a particular subject, or influence the reader's actions.

Draw lines to connect the two sentence openings below with the two sentence endings which most accurately describe the **purpose** and **intention** of the *Kickz* text.

The main **purpose** of the *Kickz* text is to

- inform the reader about the project.
- persuade the reader to take part in the project.
- advise the reader how to tackle crime in their area.

The main **intention** of the *Kickz* text is to

- make the reader feel Kickz has a positive impact.
- make the reader feel sorry for people in deprived areas.
- make the reader donate money to support Kickz.

- 2. Look again at the intention you selected in question 1. Which pieces of information in the text were most effective in helping the writers to achieve that intention? Note down two of them.

a) \_\_\_\_\_  
b) \_\_\_\_\_

- 3. Do you think the writers of the *Kickz* text were successful in achieving their intention? Write **one or two** paragraphs evaluating how successfully they have achieved it.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.1 Critical writing: Extend

In this text, the writers provide lots of information about the Kickz project.

- 1. Think about the response that the writers wanted to evoke in readers of this text. What do you think the writers' intention was in selecting information about the Kickz programme and writing this text?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2. Now think about all the different information which the writers chose to include in their text. Which pieces of information were most effective in helping the writers to achieve their intention? Note down two of them.

a) \_\_\_\_\_  
b) \_\_\_\_\_

- 3. Look again at your answers to question 2. In what ways are these pieces of information effective in helping the writers to achieve their intention? Write **two or three** sentences explaining your ideas.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4. Using your answers to questions 1–3, write **one or two** paragraphs evaluating how successfully the writers have achieved their intention in this text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Each topic focuses on a different aspect of Critical Writing – analysis (A02), evaluation (A04) or comparison (A03).

## Critical Writing: Sample answers

Edexcel GCSE (9-1) English Language

### 1.1 Critical writing: Sample answers

The writers of *Kickz* have tried to make the readers feel that the Kickz football project has had a very positive effect on the areas in which they run it. These are deprived areas where lots of young people commit crime or behave anti-socially. The writers give an example of the project's effect, saying that in one area crime went down by 66% which is very impressive and dramatic. Knowing that a really big team like Arsenal is involved also makes you realise that some really big names are involved and likely to make a really big difference.

The writers' main intention in the *Kickz* text is to give the reader a very positive impression of the project and the impact it is having on deprived areas where young people are likely to commit crime. One piece of information which really gets this across to the reader is that crime has been reduced by 66% in one area due to a Kickz project being run by Arsenal. It makes the reader realise how much we can reduce crime by giving young people something to do in their local area.

The text gives the reader lots of information which makes you understand what the Kickz project aims to do and how successful it has been. One piece of information which makes this really clear is when it tells you that in Elthorne Park one Kickz project has helped to reduce crime by 66%. The writers have put this right at the start of the text to impress you from the beginning. At the end of the text they point out how many other young people are being helped by the project, saying that 30,000 young people around the UK are involved. Putting this at the end leaves the reader thinking about the big effect the project is having. I think these are the most effective pieces of information which really help the writers to achieve their intention because they show you the positive effect that just one Kickz project has had and also show you how many young people are being helped by the project all across the country.

The Critical Writing worksheet also includes sample answers.



# Material

Critical Writing presentation offers annotated versions of the sample answers

Edexcel GCSE (9-1) English Language

Do you think the writers of the *Kickz* text were successful in achieving their intention? Read the answer below.  
What has this writer done well? What could they improve?

The writers of 'Kickz' have tried to make the readers feel that the Kickz football project has had a very positive effect on the areas in which they run it. These are deprived areas where lots of young people commit crime or behave anti-socially. The writers give an example of the project's effect, saying that in one area crime went down by 66% which is very impressive and dramatic. Knowing that a really big team like Arsenal is involved also makes you realise that some really big names are involved and likely to make a really big difference.

Clearly comments on the writers' intention

Refers to the text

Explains why she thinks this is successful

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Edexcel GCSE (9-1) English Language

Do you think the writers of the *Kickz* text were successful in achieving their intention? Read the answer below.  
What has this writer done well? What could they improve?

The text gives the reader lots of information which makes you understand what the Kickz project aims to do and how successful it has been. One piece of information which makes this really clear is when it tells you that in Elthorne Park one Kickz project has helped to reduce crime by 66%. The writers have put this right at the start of the text to impress you from the beginning. At the end of the text they point out how many other young people are being helped by the project, saying that 30,000 young people around the UK are involved. Putting this at the end leaves the reader thinking about the big effect the project is having. I think these are the most effective pieces of information which really help the writers to achieve their intention because they show you the positive effect that just one Kickz project has had and also show you how many young people are being helped by the project all across the country.

Clearly comments on the writers' intention

Supports ideas with well-chosen evidence

Comments on the impact of the writers' choice of information...

...and its structure

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Edexcel GCSE (9-1) English Language

A good evaluation should:

Clearly comment on the writers' intention

Support ideas with well-chosen evidence

Give a developed explanation of its impact on the reader

A better evaluation should:

Clearly comment on the writers' intention

Support ideas with well-chosen evidence

Comment on the impact of the writers' choice of information...

...and its structure

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Note: Only a selection of slides from the presentation are shown here.

## End of topic writing task linked to the *In and out of trouble* theme

Learning objective: Be able to gather and sequence relevant ideas.

### Edexcel GCSE (9-1) English Language

## 1.1 Writing task: write a report

What would you do to improve life for people in your area?  
Write a report for your local council, informing them about your ideas.  
You could write about:

- one or more of the problems which affect people in your area
- a project which could help solve those problems.


### Designing your text

Before you start writing, you need to think about the design of your text and the choices you can make:

- 1. Choose your focus and intention**  
What will you write about? What will be the intention of your writing?  
Who is your audience? What impact do you want your writing to have on them?
- 2. Gather your ideas**  
Note down lots of ideas and information that will help you achieve your intention.
- 3. Organise your ideas**  
Decide on the best order in which to present your ideas.
- 4. Review your design**  
Put yourself in the reader's shoes. How will they respond to your ideas? Have you organised your ideas in the most logical order?
- 5. As you write, consider your choice of tense, viewpoint and register**
  - Tense: How might you use tense? You may need to decide this once you have begun to write.
  - Viewpoint: Will you write mainly in the first or third person?
  - Register: Think about the audience you are writing for. Will you write in a formal register or an informal register?

### Evaluate your writing

Look at the table below. Which one best describes your planning and your writing?

		
<ul style="list-style-type: none"> <li>• I gathered ideas that would help me achieve my intention.</li> <li>• I used an appropriate tense, viewpoint and register some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• I gathered ideas that would help me achieve my intention.</li> <li>• I sequenced my ideas in a logical order.</li> <li>• I used an appropriate tense, viewpoint and register most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• I gathered ideas that would help me achieve my intention.</li> <li>• I sequenced my ideas in a logical order.</li> <li>• I planned links between my ideas.</li> <li>• I used an appropriate tense, viewpoint and register all of the time.</li> </ul>

## Writing Design presentation to support discussion about the task

Edexcel GCSE (9-1) English Language

**1. Choose your intention and focus**

What would you do to improve life for people in your area?

What problems does your area have?

How could you solve them?

How could you present them in your report to show the council that your ideas would solve those problems?

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**2. Gather your ideas**

Note down all the different ideas and information that will show your reader:

- the problems your area faces
- the solution you have come up with.

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**4. Review your design**

Put yourself in the reader's shoes. How will they respond to your ideas?

Have you organised your ideas in the best order?

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Note: Only a selection of slides from the presentation are shown here.

Writing Modelling presentation provides further support around the task

Edexcel GCSE (9-1) English Language

What would you do to improve life for people in your area?  
Write a report for your local council, informing them about your ideas.  
You could write about:

- one or more of the problems which affect people in your area
- a project which could help solve those problems.

**1. Choose your intention and focus**

What problems?  
What solution?

I'm going to write about re-opening the local cinema. I think it would give young people something to do and keep them out of trouble.

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Edexcel GCSE (9-1) English Language

**A cinema could save our town**

Giving your text a title can help focus your ideas. You can always change the title when you've finished planning...

I've chosen this title.

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Edexcel GCSE (9-1) English Language

**A cinema could save our town**

**2. Gather your ideas**

Nothing to do for young people or adults in the town

Re-open the cinema - all profits go back into improving it

It would keep young people off the streets and out of trouble

Could have concerts and perform plays there too

Free tickets for people who help out the staff

What's the problem?  
Why this solution?

I'm going to write down every idea I can think of...

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Writing task sample answer

Edexcel GCSE (9-1) English Language

Sample answer

Read this extract from one student's response to the task then complete the questions that follow.

When me and my mates think about what to do on a Saturday night, the only thing we can come up with is to go and hang around on the High Street or go down the park. Older people in the town complain that we cause trouble and that some people are intimidated by big groups of teenagers hanging about.

The cinema on Broad Street closed more than two years ago. Since then, there has been nothing to do in the town and nowhere to go. Other towns have cinemas, leisure centres, bowling alleys and skate parks. Our town has nothing.

Re-opening the cinema and making it somewhere that everybody in the town wants to visit would not only make lots of money - it would also make the town a happier, nicer place to live.

1. Look carefully at the three paragraphs above. Are they in the best order? Number them 1, 2 and 3 to indicate how you would organise them. Write a sentence or two explaining your decision.

2. Can you identify **one** sentence in the text which is written in the first person and in an informal register? Rewrite it, making the same point but using the third person and a more appropriate formal register.

Self-assessment

	Had a go	Nearly there	Got it!
Be able to gather and organise relevant ideas			
Be able to monitor tense, viewpoint and register while writing			

## Links to the Pearson Progression Scale\*

The sample answers provided for the Critical writing and End of topic writing tasks are mapped to the Pearson Progression Scale.

### Edexcel GCSE (9-1) English Language

## 1.1 Critical writing: Annotated sample answers

As assessed against the Pearson Progression Scale for English.

### Answer A: 4<sup>th</sup> step Reading/Evaluation (RE)

#### RE: 4<sup>th</sup> step

**Purpose and intention:** Clearly identifies the writer's overall purpose and intention and responds to it, though with limited explanation.

#### RE: 4<sup>th</sup> step

**Critical response:** Moving from a personal response towards a more objective, analytical and formal response.

The writers of *Kickz* have tried to make the readers feel that the Kickz football project has had a very positive effect on the areas in which they run it. These are deprived areas where lots of young people commit crime or behave antisocially. The writers give an example of the project's effect, saying that in one area crime went down by 66%, which is very impressive and dramatic. Knowing that a really big team like Arsenal is involved also makes you realise that some really big names are involved and likely to make a really big difference.

#### RE: 4<sup>th</sup> step

**Textual evidence:** Ideas are broadly supported with relevant evidence from the text.

### Answer B: 5<sup>th</sup> step Reading/Evaluation (RE)

#### RE: 5<sup>th</sup> step

**Purpose and intention:** Clearly identifies the writer's overall intention and expresses a personal response to it, with developed explanation.

#### RE: 5<sup>th</sup> step

**Critical response:** Increasingly competent critical exploration of texts, considering the impact of some of the writer's choices.

The writers' main intention in the *Kickz* text is to give the reader a very positive impression of the project and the impact it is having on deprived areas where young people are likely to commit crime. One piece of information which really gets this across to the reader is that crime has been reduced by 66% in one area due to a Kickz project being run by Arsenal. It makes the reader realise how much we can reduce crime by giving young people something to do in their local area.

#### RE: 5<sup>th</sup> step

**Textual evidence:** Ideas are supported with increasingly focused and relevant evidence.



## Edexcel GCSE (9-1) English Language

### Annotated sample answer:

As assessed against the Pearson Progression Scale for English.

- Writing/Writing design (WD): 4<sup>th</sup> step
- Writing/Whole text (WT): 3<sup>rd</sup> step
- Writing/Paragraphs, sentences, and punctuation (WS): 5<sup>th</sup> step
- Writing/Vocabulary (WV): 3<sup>rd</sup> step

**WD: 4<sup>th</sup> step**

**Clarity and accuracy:** Register is generally appropriate though not always maintained; largely accurate written expression.

**WT: 3<sup>rd</sup> step**

**Organisation:** Ideas are organised with some deliberate progression.

When me and my mates think about what to do on a Saturday night, the only thing we can come up with is to go and hang around on the High Street or go down the park. Older people in the town complain that we cause trouble and that some people are **intimidated** by big groups of teenagers hanging about.

The cinema on Broad Street closed more than two years ago. Since then, there has been nothing to do in the town and nowhere to go. Other towns have cinemas, leisure centres, bowling alleys and skate parks. **Our town has nothing.**

Re-opening the cinema and making it somewhere that everybody in the town wants to visit would not only make lots of money – it would also make the town a **happier, nicer** place to live.

**WS: 5<sup>th</sup> step**

**Paragraphs:** Generally used appropriately to organise content.

**WS: 5<sup>th</sup> step**

**Sentence length:** Limited evidence of some conscious decisions, e.g. short sentences for impact or summary.

**WV: 3<sup>rd</sup> step**

**Modification:** Noun phrases are expanded with a growing range of adjectives or adverb-adjective combinations.

**WV: 3<sup>rd</sup> step**

**Range:** A growing range of vocabulary is selected with some consideration of variety and growing awareness of effect.



## Teacher Guide support

The Teacher Guide is included as part of the **ActiveLearn Digital Service** and helps you to understand all the resources at your disposal and how they link together. Dip into the resources however you wish, selecting those elements which best suit the needs of your students.

### Edexcel GCSE (9-1) English Language

#### 1.1 Topic overview sheet: *In and out of trouble*

The texts	
<b>Text 1</b> 19th Century Fiction	<ul style="list-style-type: none"> <li>• Novel: <i>Jane Eyre</i></li> <li>• Written by Charlotte Brontë</li> <li>• Jane is an orphan who lives with her wealthy aunt, Mrs Reed, and her cousins, John, Eliza and Georgiana. John in particular takes great pleasure in intimidating Jane and reminding her of her lowly status. In the opening chapter of the novel, Jane hides herself away behind a curtain with a book. However, it is not long before John tracks her down.</li> </ul>
<b>Text 2</b> 21st Century Non-fiction	<ul style="list-style-type: none"> <li>• Report – writing to inform: <i>Kickz</i></li> <li>• Camilla Nevill, Matt van Poortvliet</li> <li>• This extract is taken from the report <i>Teenage Kicks – The Value of Sport in Tackling Youth Crime</i>, commissioned by the Laureus Sport for Good Foundation.</li> </ul>

#### Summary of lessons and coverage – see full plans for details

Lesson	Learning objectives	Summary
1	Be able to identify a range of key events in the narrative  Understand how emotions can be conveyed in dialogue using punctuation  Understand how writers select ideas and events to manipulate the reader's empathy for a character	<ul style="list-style-type: none"> <li>• Use <b>Hook presentation</b> to introduce the text.</li> <li>• Students read <b>1.1 Text 1</b> (from <i>Jane Eyre</i>) or page 2 of the <b>Anthology</b>.</li> <li>• Complete reading for meaning activities on <b>Reading for meaning worksheet 1</b>. The <b>Reading for meaning 1 progress check presentation</b> provides extra support.</li> <li>• Complete the <b>Writer's skill interactive</b>, then work through <b>Writer's Workshop 1 presentation</b> to explore how and why writers select ideas and events. This is supported by the <b>Progress check presentation</b> and <b>Short writing task worksheet: structuring a story</b>.</li> </ul>
2	Be able to identify a range of key information  Be able to identify how the writer's ideas and their structure achieve their intention  Be able to comment on the writer's possible intention and explain a personal response to it	<ul style="list-style-type: none"> <li>• Use the question in <b>Introduction presentation</b> to introduce lesson.</li> <li>• Students read <b>1.1 Text 2</b> (<i>Kickz</i>) or page 3 of the <b>Anthology</b>.</li> <li>• Complete reading for meaning activities on <b>Reading for meaning worksheet 2</b>. The <b>Reading for meaning 2 progress check presentation</b> provides extra support.</li> <li>• Work through <b>Writer's Workshop 2 presentation</b>. This is supported by the <b>Progress check presentation</b> and its corresponding <b>Writer's Workshop 2 interactive</b>.</li> <li>• Use the <b>Critical writing evaluation worksheets</b> to evaluate how well the text achieves a particular focus. An <b>Evaluation presentation</b> gives sample answers and help in evaluating these.</li> </ul>
3	Be able to identify how the writer's ideas and their structure achieve their intention  Be able to gather and sequence relevant ideas  Be able to consider tense, viewpoint and register while writing	<ul style="list-style-type: none"> <li>• Introduce the task on the <b>Writing task worksheet</b>. Discuss the ideas on the <b>Writing design interactive</b>.</li> <li>• Students complete the writing task. The task is supported by <b>Writing design</b> and <b>Writing modelling presentations</b>.</li> <li>• Before, during or after students do their own writing, the sample answer on the worksheet could be used.</li> <li>• The worksheet and presentations offer additional guidance to help students consider tense, viewpoint and register decisions.</li> </ul>

## Edexcel GCSE (9-1) English Language

### Topic 1.1 *In and out of trouble* – Lesson 1

Resources required:	Edexcel GCSE English Language coverage:
1.1 Hook presentation	1.1.1: read and understand a range of prose fiction
1.1 Anthology, p2	1.1.2: identify and interpret themes, ideas and information
1.1 Text 1	1.1.4: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text
1.1 Reading for meaning worksheet 1	1.2.2: select, organise and emphasise facts, ideas and key points
1.1 Reading for meaning 1 progress check presentation	
1.1 <a href="#">Writer's skill interactive</a>	
1.1 Writer's Workshop 1 presentation	
1.1 Writer's Workshop 1 progress check presentation	
1.1 Short writing task worksheet: structuring a story	
	<b>GCSE Assessment Objectives:</b> AO1, AO2, AO5

Learning objectives	Support	Core	Extend
<b>Reading for meaning</b>	Be able to identify some key events in the narrative Understand that emotions can be conveyed in dialogue using punctuation	Be able to identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation	Be able to identify key events in the narrative that support the writer's intention Be able to comment on how different emotions can be conveyed in dialogue using a range of punctuation
<b>Workshop skill</b>	Understand that writers select ideas and events to manipulate the reader's response	Understand how writers select ideas and events to manipulate the reader's empathy for a character	Be able to comment on how the writer's ideas and their structure manipulate the reader's empathy for a character

### Suggested teaching sequence

#### Introduction:

**Whole class:** Display the **Hook presentation** and, explaining that this dilemma is relevant to the text they are about to explore, ask students to discuss their responses in pairs. Take feedback after each stage of the dilemma, considering and validating as wide a range of options as possible.

#### Reading for meaning:

**Whole class:** Read **1.1 Text 1** (or p2 of the **Anthology**). Ask students to compare Mrs Reed's response to John and Jane's fight with their own response in the Introduction. How do they differ? Why? Discuss how the author presents the characters of John and Jane – and how this influences the reader's response. You could also highlight the writer's use of punctuation, noting how exclamation marks in the dialogue suggest the speaker's tone, dashes suggest pauses or interruptions, and frequent colons and semi-colons link ideas, all typical features of a text from this period.

**Individual:** Ask students to complete **Reading for meaning worksheet 1**: questions 1–3 (Support), 1–4 (Core) or 1–5 (Extend). Make explicit the process of identifying key events and ways in which they support the writer's intention. Take feedback, asking students to explain their responses and their thinking in reaching those responses. **Discussion:** Ask students to discuss their responses in pairs. Take feedback after each stage of the dilemma, considering and validating as wide a range of options as possible.

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### Writer's Workshop 1:

**Whole class:** Display and complete the [Writer's skill interactive](#) as a whole class, sequencing Jane's thoughts and feelings in the extract to re-affirm the sequence of events and explore Jane's response to them – and to discuss the impact these may have on the reader, e.g. sympathy for Jane when bullied, a sense of justice in her retaliation, and injustice in her punishment.

**Whole class:** Display the **Writer's Workshop 1 presentation**. Work through the slides, which progress through Support to Core to Extend levels, as appropriate. Pause for students to respond to questions orally after brief paired discussion. Focus closely on the writer's choices, emphasising the fact that planning a story is not just about putting a series of events in a specific order; it is about selecting and focusing on those events for a specific reason: in this case to manipulate the reader's response to the characters – and that all the key events in the extract make a significant contribution to the reader's response to Jane and/or John. You could further check and develop understanding of this skill using the **Writer's Workshop 1 progress check presentation**. Give students 5 minutes to respond independently in writing. Point out that students could select more than one intention, or combine them using their own words. Take feedback. Suggestions for support and further challenge are available on slide 9.

**Individual/pairs:** Distribute the **Short writing task worksheet: structuring a story**. Students can complete the task by marking the path of the story – or marking more than one path using different colours. More able students could be encouraged to experiment with at least two different responses.

### Conclusion:

**Whole class:** Take feedback on the short writing task. Ensure students explain their choices and their reasons for them. Reflect on the role that the selection and sequencing of ideas plays in influencing the reader's response.

## Course components

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