



Scheme of work: Component 2 – Crime

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work which is designed to provide some teaching ideas/suggested activities. It's not prescriptive and teachers are encouraged to adapt the material so it's appropriate and engaging for the students they teach.

This scheme of work covers Crime, a theme for component 2 (creative reading and writing). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [aqa.org.uk/5970](https://www.aqa.org.uk/5970)

Component 2 (creative reading and writing)

Theme: Crime

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing

Resources

Suggested extracts for 19th century literary non-fiction:

- [The 19th Century Confidence Man](#)
- [Pall Mall Magazines](#) - Free Microfilms
- [The Yorkshire Evening Post](#) 1890 - 1900
- [The Dictionary of Victorian London - Crime](#)

Suggested extracts for 20th and 21st century literary texts:

- *Lamb to the Slaughter* by Roald Dahl
- *Detective Stories* (Red Hot Reads) by Phillip Pullman
- *The Hardy Boys* by Franklin W Dixon
- *The Hound of the Baskervilles* by Arthur Conan Doyle
- *Twelve American Detective Stories* (Oxford Twelves)
- *An Inspector Calls* by J B Priestley

Suggestions for Silver text 1

- *The Dark Man Series* by Peter Lancett (Differentiated texts)
- *Crime* by David Orme
- *G B H* by Jill Atkins
- *Steve Sharp Series* by Hope Dube Lube

Suggestions for Silver text 2

- [The Highwayman](#) by Alfred Noyes
- *Crime Shorts* by Penny Bates, Alan Durant, Anne Rooney, David Belbin
- *Dead in the Water* by John Townsend
- *Maggie* by Jill Atkins
- *Witness* by Anne Cassidy

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none">• Read a selection of literary and literary non-fiction texts.• Use texts to learn how to:<ul style="list-style-type: none">• infer• comment on language and structure• compare ideas and perspectives• learn how to plan, write, edit and proofread a story.	<ul style="list-style-type: none">• AO1: read and understand a range of texts. Identify and interpret explicit and implicit information and ideas.• AO2: explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.• AO3: compare writers' ideas and perspectives.• AO5: communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.• AO6: use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	<ul style="list-style-type: none">• Crime scene• Crime objects (see Kim's game)• Video clips• Mini whiteboards• Traffic light cards• Internet access• Crime research books

The following teaching ideas have been grouped into a series of reading activities and a series of writing activities, but they don't need to be followed in this order, allowing you to tailor lessons as appropriate for your students.

1.1 Reading and comprehension

AO	Suggested activities
Remember that for Component 2 it's important to study two texts (or extracts of texts) in order to meet the AO3 criteria.	
AO1	<p>Crime scene investigation</p> <p>Starter: Play the power of observation game. Tell students that, in order for a detective to solve a crime, it's really important to observe everything.</p> <p>Activity: Set up a crime scene based on the first crime text that you have chosen to study. This text should be 20th or 21st century fiction. You may want to use the ideas from English Teaching 101 , Engage Them All or Kim's Studies to help construct it. If it's impractical to set up a physical crime scene, you could provide a photograph of one you have created or a digital one, such as the one used in resource 1 (See Word document p1).</p> <p>Read an extract from your first crime text (see suggestions listed on pages 2-3).</p> <p>In groups of 3 or 4, give students the opportunity to investigate the crime scene or photograph based on that text/extract. Explain that they're going to use their inference skills to help them draw conclusions from what they see. For example, a bloody handprint might mean that the victim didn't die immediately or that they wanted to leave a message for whoever found them. Ask students to write down their observations on a crime report sheet, such as example 1. Students working towards Gold step may like to extend this with a Police incident form.</p>

AO	Suggested activities
AO2	<p>Witness statements</p> <p>Starter: Put students into groups of 3 or 4 then play the game test your memory (or adapt accordingly based on a scene from your own text.) The game involves showing students a picture for a set period of time and then asking them to answer questions based on the picture. Students should note their answers on mini whiteboards.</p> <p>Activity: Continue to read a section from your chosen first crime text. Then, either using the text directly or a prepared witness statement for one of the characters, ask students to highlight emotive language or descriptive detail. Complete the first example(s) as a whole class to demonstrate the skills required.</p> <p>Silver level students may wish to work in pairs. You might want to point out the emotive language to students and ask them to explain the effect that it has on the text/why the character is choosing those words.</p> <p>Students working towards Gold step should find the language themselves and, in their explanation, include any literary devices that have been employed and why.</p>
AO1	<p>Extracting information (fact or opinion)</p> <p>Starter: Watch a clip explaining fact and opinion, such as example 1</p> <p>Play an interactive facts or opinions game, such as: game 1 game 2 or game 3,</p> <p>Activity: Students read the next section of your first crime text in their groups (or as a class).</p> <p>Explain that when a crime has been committed, in order to solve it and for it to stand up in court, it's important to separate the facts (that can be proven) and opinions (someone's belief or judgement) from each other. Provide students with a printed version of the extract and using two highlighters, identify all the facts about the case in one colour, and all the opinions about the case in a different colour.</p> <p>For Silver students, you may wish to provide them with a worksheet with the facts and opinions already provided. Their task would be to sort them into the appropriate group.</p>

AO	Suggested activities
AO1	<p>Making inferences</p> <p>Starter: Watch a simple, short film with minimal language prompts such as Pigeon: Impossible. In pairs or small groups, give students a grid with three columns: the action, what I know about that action and what I can infer from what I know.</p> <p>For example:</p> <ul style="list-style-type: none"> • The action is the pigeon looks at the bagel. • What we know is that pigeons like to eat bread. • What we can infer is that the pigeon is hoping the man will give him some of the bagel. <p>Pause to check answers. You may need to play the clip more than once.</p> <p>Activity: Tell students that they're going to use all the information that they've gained in the previous lessons to make a prediction about the crime in text 1. Suggested questions they might explore include:</p> <ul style="list-style-type: none"> • Who committed the crime? • Why did they commit the crime? • How did they commit the crime?? • When did they commit the crime? • What did they use to commit the crime? • Where did they commit the crime? <p>(For each question students should think about the action, what they know and what they can infer, as practised in the starter)</p> <p>Finish reading text 1.</p>

AO	Suggested activities
AO1	<p>Researching a literary non-fiction crime</p> <p>Starter: Freeze frame. Put students into small groups and allocate each group a scene to 'freeze frame' based on a crime.</p> <p>For example:</p> <ul style="list-style-type: none"> • Internet hackers – you must show the hackers and the victims response when they realise all their money has been stolen from their bank account. • Pickpockets – you must show the pickpockets stealing from a victim. You will need a distraction, a victim and a pickpocket. • Highway robber – You must show a coach being held up by highway robbers. You will need rich victims, a look out and robber(s). • Jewellery heist – You must show a jewellery heist taking place. You'll need people getting into the vault, people inside opening the vault/boxes, people bagging the contents of the vault/boxes and a security guard. <p>Ask each group to produce an appropriate freeze frame that other students must then try and decipher. You may need prompt questions to help them decipher:</p> <p>What do you think the crime is?</p> <p>What is being stolen?</p> <p>Who is the criminal?</p> <p>Who is the victim?</p> <p>Where do you think the crime is taking place?</p> <p>When do you think the crime is taking place?</p> <p>Activity: Read an introductory extract from either a literary non-fiction crime (Gold) or a text based on a pre-20th century crime (Silver). Tell students they're going to find out about some real criminals, either based on the ones in the text or characters from the text. Using research books and the internet, ask students to find answers to a series of comprehension questions:</p> <p>What was the name of the criminal?</p> <p>Where did they commit their crimes?</p> <p>Why did they commit their crimes?</p> <p>When did the crimes take place?</p> <p>What were their crimes?</p>

AO	Suggested activities
AO1	<p>Structure</p> <p>Starter: Have prepared in advance the next part of your crime text cut into two sections. Put students into small groups and ask them to read the sections and decide on the order that the extract should be read in. Check the sequence is correct.</p> <p>Activity: Whole class read the follow-on section from your Crime text 2. Then ask students to complete a cloze exercise to check that they have understood the extract. You may like to use a Cloze test maker 1 or Cloze text maker 2.</p> <p>Gold Step students could be challenged to find a change that takes place between the first extract and the second extract eg</p> <ul style="list-style-type: none"> • how a character's behaviour changes • how a character's feelings change • how a setting changes.
AO2	<p>Literary devices</p> <p>Starter: Watch a rap about literary devices such as: Literary Devices, Poetic Devices Rap or Literary Elements Rap. Ask students to recap what literary devices they remember from the rap and write them on the board. You may find this list of devices helpful.</p> <p>Put students into small groups. Allocate each group a different literary device (choose ones which are relevant to the text you're reading). Explain that you want them to create a rap for the literary device they've been given. Students might like to use a backing track to help set their rap to, such as: beat 1, beat 2 or beat 3</p> <p>Activity: Read an extract from your Crime text 2. Provide students with a copy of the extract and ask them to identify different literary devices by highlighting in different coloured pens.</p> <p>Students working towards Silver step might only focus on identifying adjectives, nouns and verbs.</p> <p>Students then comment on the effect(s) of the devices they've identified in the text. If any devices from their initial list haven't been used, can they suggest where they could be added to the piece to improve it?</p> <p>You could complete the lesson with a figurative language quiz such as this example.</p>

AO	Suggested activities
AO2	<p>Finding evidence</p> <p>Starter: Play a Kim's game based on objects/ideas in your text.</p> <p>Activity: In pairs/small groups students read the final extract of your chosen Crime text 2.</p> <p>Then give students a whole class 'true or false' quiz about what they have read. They can answer using Traffic light cards, which can be downloaded from here, or on mini whiteboards.</p> <p>Once the 'true' questions have been established, ask students to find evidence from the text to support those statements.</p> <p>Gold step students can go further and structure their response using a PEEL writing frame.</p> <p>Feed back ideas.</p>
AO3	<p>Making comparisons</p> <p>Starter: Play bingo using words that'll be useful to answer AO3 based questions eg actions, characters, conclusion, crime, dialect, different, event, fact/factual, fiction/fictional, first- person, language, narrative, opening, opinion, perspective, plot, quotation, reader, similar, similes, structure, theme, third person etc. Display a selection of words on the board.</p> <p>Give students a blank bingo card with 6-9 spaces on it. They select any combination of words from the board and note these down on their bingo card.</p> <p>Explain that you will read aloud definitions and their task is to listen carefully to see if they have a match to the words on their bingo card. Ask them to put their hand up if they think they have the word that is being described. If correct, they can mark it off on their bingo card using a counter.</p> <p>Once a student has called a line, they'll have to repeat the words and the definitions. You can continue until someone has a full house.</p> <p>Activity: Explain to students that they're going to be spotting what's similar and different between their two crime themed texts. They need to focus on events, characters and themes. Answers should be recorded either in a compare and contrast table or double bubble maps.</p>

AO	Suggested activities
AO3	<p>Making comparisons (continued)</p> <p>Starter: Watch a PEE video.</p> <p>Ask students to use mini whiteboards to complete the BBC PEE quiz.</p> <p>Activity: Using the table or diagram they completed in the previous lesson (comparing their two crime themed texts), challenge:</p> <ul style="list-style-type: none"> • Silver students to create an infographic. Explain that the visual part of the text will need to explain the comparison as much as the text. They may like to use PowerPoint to create this or an infographic template, such as those referenced here. • Gold students to focus on expanding the points they made about similarities and differences between their two texts in the previous lesson. They should find evidence to support their points from the text and then write a sentence that explains what the evidence means / what they can infer from the evidence. Students may find a PEE learning mat helpful (with suggested sentence starters) and/or use a writing frame, such as PEE paragraph writing frame or PEE burger worksheet.

3.1.2 Writing

A0	Suggested activities										
	<p>Consider taking students out locally to a site as inspiration for their creative writing. Suggestions could include: a museum with artwork and jewels, a visit to a local police station, a decommissioned jail, such as Shrewsbury tours or virtual tour, Bodmin Moor Jail, or Tower of London.</p>										
AO6	<p>Spelling and punctuation</p> <p>Starter: Play 'Word Ladders'. First put students into teams of 3 or 4. Choose a starting word and generate a list of words from this, but you can only change one letter each time you make a new word. For example:</p> <p>Bike Like Lime</p> <p>The team with the longest ladder wins.</p> <p>Activity: Provide students with a piece of crime-themed writing (prepared in advance) in which there are spelling errors (ideally ones that your students commonly make). Students identify the spelling errors and note down the correct spelling, completing a table, as modelled below.</p> <p>The letters in the correct spelling form part of a code. Their task is to rearrange the letters to reveal a message or clue (either a word or a short sentence) about where to find some stolen goods or what the stolen goods are (for example).</p> <table border="1" data-bbox="376 1018 1149 1217"> <thead> <tr> <th data-bbox="376 1018 633 1086">Incorrect Spelling</th> <th data-bbox="633 1018 891 1086">Correct spelling</th> <th data-bbox="891 1018 1149 1086">Letter in code</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 1086 633 1155">mi</td> <td data-bbox="633 1086 891 1155">my</td> <td data-bbox="891 1086 1149 1155">y</td> </tr> <tr> <td data-bbox="376 1155 633 1217">iz</td> <td data-bbox="633 1155 891 1217">is</td> <td data-bbox="891 1155 1149 1217">s</td> </tr> </tbody> </table>		Incorrect Spelling	Correct spelling	Letter in code	mi	my	y	iz	is	s
Incorrect Spelling	Correct spelling	Letter in code									
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iz	is	s									

A0	Suggested activities
AO6	<p>Building tension</p> <p>Starter: Play 'Show Don't Tell'. Give each student an emotions card. They must not show it to anyone else. In small groups, students take it in turns to 'show' an emotion rather than tell it. Can the group guess the correct emotion?</p> <p>Demonstrate how this can be achieved through actions or words. For example, 'sad' might mean that the character is crying, downturned lips, head bowed down saying "I miss him/her" etc</p> <p>Watch a video about narrative hooks, such as this one.</p> <p>Activity: Put a picture on the board, such as: Bugsy Malone, art thief or highway robbery</p> <p>Then ask students to create an opening hook using the examples from the video:</p> <ul style="list-style-type: none"> Dialogue Action Descriptive writing Character sketch <p>Ask students to choose one of their hooks and extend it into an opening paragraph.</p>

A0	Suggested activities
AO5	<p>Creating characters</p> <p>Starter: Show students a video of a crime taking place such as jewel thief or jewellery heist.</p> <p>In pairs, students describe the victim or the criminal to their partner, who draws them for a police appeal.</p> <p>Watch the clip again, freeze on the character – who has the closest drawn match to the criminal?</p> <p>Watch a video about police sketches</p> <p>Activity:</p> <p>Use magazines or a computer programme (such as Paint) to create an e-fit of a criminal that the students might use in their own crime story.</p> <p>Once they have an e-fit, ask them to write about their character.</p> <p>The following can be used as prompts:</p> <ol style="list-style-type: none"> 1. Write a list of the character's physical qualities eg tall, muscular, fat etc 2. What does the character sound like eg loud, quiet, dialect etc 3. Students working towards Silver step should add adjectives and verbs to describe their character's actions. Students working towards Gold step should add similes, metaphors and senses to enhance the description eg as quick as a flash, silence was deafening etc 4. Ask students to extend those sentences into a short TV appeal that describes their character and their crime. <p>Students share their TV appeals with the class.</p>

A0	Suggested activities
AO6	<p>Creating settings</p> <p>Starter: Put a picture of a busy setting on the board, such as Victorian street, busy street or bank</p> <p>Tell students that they'll have one minute to look at the picture and write down on their whiteboards one thing that they think nobody else in the room will see in that picture.</p> <p>Share ideas.</p> <p>Activity: Explain to students that using their five senses when they write can improve the quality of their creative writing. Students write or draw their five senses on their mini whiteboards (this can be done individually or in pairs).</p> <p>Share the first picture again and focus on each sense in turn (as appropriate):</p> <p>Sound: Ask students to imagine that you've just turned the volume on the picture up. Give students one minute to record all the sounds they can hear in the picture and jot them down on their mini whiteboards. Capture ideas onto the main board.</p> <p>Touch: Ask students to imagine that they're stepping into the picture. What can they feel? Give students one minute to record all the textures they can feel, jotting them down on their mini whiteboards. Capture ideas onto the main board.</p> <p>If appropriate, continue with smell and taste.</p> <p>Model writing opening sentences about the setting with contributions from the whole class. Then ask students to add to that sentence (individually), improving it by using any of the following devices:</p> <ul style="list-style-type: none"> • Adjectives – describing nouns • Adverbs - words that give more information about a verb or adjective • Simile - comparing one thing to something else using 'like' or 'as' • Metaphor - comparing two things by saying one thing is something else (without using the terms 'like' or 'as') • Repetition - to add emphasis • Alliteration - words beginning with the same letter • Hyperbole - exaggeration • Onomatopoeia – a word that copies a sound <p>Students share their description with the class.</p>

AO	Suggested activities
AO5 and AO6	<p>Story writing</p> <p>Starter: Listen to the elements of a story rap.</p> <p>Think, pair, share what the five elements mentioned in the rap are that are required to write a story and define them eg</p> <ul style="list-style-type: none"> • Setting – Where or when the story is set? • Plot – The quest/events/what will happen in the story? • Characters – the people in the story • Conflict – The struggle/what goes wrong in the story? • Theme – Main idea or topic. <p>Activity: Students use the elements to plan their own crime-based story. Students should be encouraged to use the previous lessons' activities for inspiration.</p> <p>Silver step students may need to be provided with an additional scaffold and picture prompts to help them plan.</p> <p>Remind students they will also need to think about:</p> <ul style="list-style-type: none"> • Beginning: the 'hook' • Obstacles: What prevents the conflict from being overcome? (For Gold step and GCSE-ready students) • Suspense: This keeps the reader interested (For GCSE-ready students) • Resolution: What happens after the obstacle has been overcome? <p>Extension: Students could record their story using stop start animation such as Stop Motion Studio</p>

3.1.3 Spoken language

Cross-curricular links:

- **Art:** Street art, photography
- **Science:** Forensic sciences eg DNA, fingerprints etc
- **Drama:** Hot-seating characters to understand motivations
- **History:** Crime and punishment
- **PHSE:** Crime and justice
- **Maths:** Crime statistics
- **RE:** Moral choices, punishment

Suggested field trips:

- *Into Film Festival* takes place in November; to book free cinema visits, visit the [website](#).
- *Into Film Free Film Club* [registration](#) to receive or request films.
- Field trips to local areas or places where crimes have taken place and/or where criminals have been punished.
- Local research library to view records of past crimes.
- Trip to a crime-themed drama production.
- Trip to a film studio or theatre.