

Scheme of work:

Component 2 – Science Fiction

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 is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Science Fiction, 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

Component 2 (creative reading and writing)

Theme: Science Fiction

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:

- [Extracts from the discovery of the planet Uranus](#)
- [The Call – Three Airships 1896](#)
- [Global Warming Hoax of 1874](#) – L.B. Legendre's letter can be downloaded [here](#)
- [The Solar Armor Hoax of 1874](#) – Newspaper Reports can be downloaded [here](#)

Suggested extracts for 20th and 21st century literary texts

- Contact – Carl Sampson
- The Midwitch Cuckoos – John Wyndham
- Compassion Circuit – John Wyndham
- Grinny – Nicholas Fisk
- The Sound of Thunder – Ray Bradbury
- Robots v Humans – Jonny Zucker

Suggestions for Silver text 1

- Boffin Boy Series – David Orme
- Into the Scanner – Elizabeth Dale
- Starchasers Series – David Orme
- Crash Land Earth – Jonny Zucker
- Comets – David Orme
- UFOs – David Orme
- Manga – David Orme
- Great Journeys – David Orme
- Life in Space – Helen Orme

Suggestions for Silver text 2

- The Fun they Had – Isaac Asimov
- Virus 21 – Jonny Zucker
- Moon Unit – Dan Metcalf
- Virus – Mary Chapman
- Mind's Eye – Gillian Philip
- Invasion – Mary Chapman
- Science Fiction Stories Shades Shorts 2.0 – Gillian Philip, David Orme, Mary Chapman, Alan Durant
- Crying Out – Clare Lawrence
- The Phoenix Conspiracy – Mary Chapman
- The Grey Men – David Orme

Unit overview

Specification content

- Read a selection of literary and literary non-fiction texts.
- Use texts to learn how to:
 - infer
 - comment on language and structure
 - compare ideas and perspectives.
- Learn how plan, write, edit and proofread a story.

Assessment objectives to be assessed

- 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.

Suggested resources

- Video clips
- Traffic light cards
- Literary devices sorting cards
- Quizzes

Contents

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1.1 Reading and comprehension

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 sequence, allowing you to tailor lessons as appropriate for your students.

Remember that for Component 2 it's important to study two texts (or extracts of texts) in order to meet the AO3 criteria.

Suggested activity 1: Locating information to explain what the Science Fiction genre is.

Starter

Play students some clips from iconic Science Fiction films, such as: [Back to the Future](#), [Star Wars](#) and [The Matrix](#)

Pause after each clip and tell students that this is Science Fiction... but what does that mean?

Ask students to [starburst](#) their ideas. You may want to use a diagram such as: [starburst diagram 1](#) or [diagram 2](#). Each group records the questions that they would ask about each clip eg Who are the characters? Where are they? Why are they fighting? What are they trying to achieve? How do they get around? Share all the questions onto the board.

Activity

Using the questions and clips from the starter, ask students to research what defines Science Fiction, in terms of:

- characters
- settings
- plot
- themes.

These could be turned into a genre information poster.

You may wish to conclude by summarising the Science Fiction genre by using a clip, such as: ['What is Science Fiction?'](#)

Suggested activity 2: Using inference in a Science Fiction text (Gold 20th or 21st Century)

Starter

Put students into groups of 3 - 4. Watch a video about [Space](#). Pause at different sections to ask inference based questions eg

- What is the first object you see? What evidence do you have to support your answer? Eg The moon. A white sphere in space.
- How does the astronaut feel about going home? What evidence do you have to support your answer?
- Who is the woman in the photograph? What evidence do you have to support your answer?
- Why does the astronaut choose the shiny moon rock? What evidence do you have to support your answer?
- What does the shiny moon rock do? What evidence do you have to support your answer?
- How does the astronaut feel when he sees that the Earth has shrunk? What evidence do you have to support your answer?
- Why has the woman vanished from the picture? What evidence do you have to support your answer?
- Why does the astronaut decide not to return to Earth? What evidence do you have to support your answer?
- How does the woman feel at the end of the film?

Activity

Give students the front cover of your chosen Science Fiction text (**For Gold this should be your 20th or 21st century selection**).

Give them the opportunity to investigate the cover. Tell students that they are going to use their inference skills (explain this term if required) to help them draw conclusions from what they see. It might be useful to support this with a worksheet comprising of three columns:

- I **see** eg a rocket.
- I **know** eg rockets go into space.
- I **wonder** eg if this is about exploring a planet.

Feedback ideas.

Suggested activity 3: Summarising Information in a Science Fiction text (Gold 20th or 21st Century)

Starter

Tell students that they are going to practice reading with expression and fluency. Can they suggest what they need to do when they encounter the following punctuation marks:

. = longer pause

, = quick pause

; = quick pause

? voice goes up or down at the end of the sentence and longer pause.

! = voice adds emphasis to the last word in the sentence and longer pause.

Try the How to [Read with Expression](#) game.

Activity

Tell the whole class to read the first section of your chosen Science Fiction text, you may wish to use the ['Control the Game'](#) strategy.

Put students into smaller groups and divide the text you have read into sections. Give each group a different section. The groups should re-read their section.

Ask students to create a Summary Map of their section for the rest of the group. This might include:

- Main characters in their section
- Any problems that occurred
- Any solutions
- Key things that happened

In their group, they need to write a summary of no more than 20 words. Share their summaries with the whole class and ask for feedback. What did the class like about each one and why?

Suggested activity 4: Exploring language in a Science Fiction text (Gold 20th or 21st Century)

Starter

Play a 'Making Changes' starter.

- Number students in groups of two and have each pair stand facing each other.
- Ask the students to determine which one will observe and which one will make the changes to their appearance.
- Tell the observer to study their partner closely because their partner will be making a few changes.
- Next, the observer from each pair should turn their back (or close their eyes) and ask the other person to make five changes to their physical appearance. This could mean moving their watch from one wrist to the other, removing a shoe, taking off jewellery or a tie, or removing their glasses. Give participants 30 seconds to complete the changes.
- Students may face each other again, and with all eyes open, ask the observer to identify as many changes as possible. Allow about 30 seconds for this.
- Swap roles

Explain that writers do a similar thing. They change the words and language that they use in order to change how their readers react (how the readers think and feel) to the text or to suggest something else.

Key suggestion: Gold students may like to explore this further in the [Symbolism video](#) or focus on particular devices using these [Bitesize clips](#).

In their pairs ask students to add words (or for Gold students, they can add literary devices) to change the tone of a sentence eg *The planet was...*

Make the planet sound like:

- a **great** place to be eg *nice and warm* or *hot like getting into a warm bath*
- an **awful** place to be eg *boiling hot and sticky* or *a hot, harsh and hilly land*
- a **frightening** place to be eg *silent* or *eerie with the wind whistling through the unknown landscape*
- a **fun** place to be eg *brilliant* or *full of interesting things to explore*
- a **sad** place to be eg *a lonely place* or *crying inwardly*.

Feedback ideas. Discuss what language (or techniques) makes the sentences effective.

Activity

Read the next section from your Science Fiction text. Then, provide students with a set of extracts from that text. Ask them to highlight key pieces of language or literary devices that the writer has chosen to convey a point. Ask students to explain what tone the writer is trying to convey and for Gold students, ask them to explain what makes it effective and why and can give provide some examples.

Suggested activity 5: Exploring structure in a Science Fiction text (Gold 20th or 21st Century)

Starter

Read the final section of your Science Fiction text. Then, in groups ask students to create a quick [storyboard](#) giving the key elements of the plot (beginning, middle and end) in visual form (they can add thought or speech bubbles if they like but it should primarily be visual). Present these and talk them through to the whole group.

Activity

Tell students that they are going to further explore the structure of the text using a 'Thought Tunnel' activity.

Take two extracts from your text that demonstrates a change of either character, setting or event. One half of the class focuses on the first extract, the other half on the second extract.

Provide students with the same series of questions. For example:

- Where is the character?
- What is the character doing?
- Who are they with?
- How are they feeling?

Students record words/phrases from the text that support/evidence answers to those questions.

Students each choose one example of an answer remembering or writing down the relevant word/phrase from the extract. The whole class then forms two lines (a tunnel) with students who explored the first extract on one side and students who explored the later extract standing opposite.

Students then need to find their match from the line opposite (eg 'I was on Earth' vs 'I was on the moon'). The teacher walks through the tunnel and each pair says out loud their word/phrase, moving from the first extract to the later one.

Explain afterwards that students have started to explore the structure and the changes that took place between extracts. For Gold students let them know that this will help them respond to question 6.

Suggested activity 6: Extracting Information (true or false) from a Science Fiction text (Gold Non-literary 19th Century)

Starter

Play a Science Fact or Science Fiction game using [traffic light cards](#), such as: [science fact-fiction game 1](#) or [game 2](#).

Activity

Read the first section from your Science Fiction Text 2 to the whole class. Present students with some True/False questions (to familiarise Silver and Gold students with Question 1 format).

Once those have been marked put students into [reading pairs or partners](#) and ask them to read the next section of your text. Remaining in that pair, challenge them to write some True/False statements of their own. They can then join another pair to quiz them.

Suggested activity 7: Scanning, skimming and highlighting information in a Science Fiction text (Gold Non-literary 19th Century)

Starter

Show students a picture of Stone Age people, such as: [stone age person picture 1](#), [picture 2](#) or [picture 3](#)

In groups pose the question 'What scientific advances/technology in the 21st century would amaze or frighten Stone Age (explain this time period if required) humans?' Ask students to discuss and record their ideas. Students may find it helpful to go on a 'science walk' to locate concrete examples of advances that they can see in school eg fire extinguisher, computer, light switch, printer...

Feedback ideas.

Activity

Read the next section of your Science Fiction Text 2. You might like to experiment with using some different reading strategies, such as those suggested [here](#). Then, ask a set of AO1 (locate) based questions.

Model how to highlight the key word(s) that they are looking for in the question. Then how to scan and skim for that word(s) in the text. Once they have found the correct response highlight it and use it to answer the question. Ask students to complete the other questions using this technique.

Suggested activity 8: Literary devices and their impact in a Science Fiction text (Gold Non-literary 19th Century)

Starter

Put students into teams of 4 - 6 and give them some [sorting cards](#) with different [literary devices and definitions](#) or [literary devices](#) on (differentiate depending on ability of group).

Once the literary devices have been sorted and discussed, play a literary devices quiz, such as: [game 1](#) or [game 2](#) – this can also be done within the group to allow for discussion.

Activity

Read the next section of your Science Fiction Text 2. Leave students within their teams of 4 - 6. Explain they are going to develop their ideas about the literary devices in the text using the [snowballing method](#). ([demonstrate this to the class if required.](#))

Give each student in the group a different short extract from the text (with a literary device within it) ask them to:

- individually write down their thoughts/ideas on the extract – you can provide an opening scaffold
- pass their written ideas to the student on the right
- they read the extract and ideas passed to them. They write down their thoughts and comments on this new extract. Their comments can:
 - fill in information
 - challenge and/or
 - question things that were written by the previous student.

The idea is to continue developing the ideas.

- When everyone has written their comments, the paper is again moved to the next person on the right
- This is continued until everyone gets back their original paper.

Key suggestion: Students working towards Silver Step may only focus on identifying adjectives, nouns and verbs.

Suggested activity 9: Identifying inference in a Science Fiction text (Gold Non-literary 19th Century)

Starter

Play a synonyms game, such as [game 1](#) or [game 2](#). Explain that synonyms can help students to further understand and infer what a text is trying to convey.

Activity

Put students into pairs/small groups and ask them to read the final extract of your chosen Science Fiction Text 2.

Give students a whole class AO1 'locate' style quiz about what they have read. They can answer using [Traffic Light cards](#) which can be downloaded from [here](#) or on mini whiteboards.

Once the True questions have been established, ask students to find evidence from the text to support those statements. Explain what the True statements and evidence tells them about the text.

Gold level students can go further to [PEEL](#) that evidence.

Feedback ideas.

Suggested activity 10: Making comparisons

Starter

Put students into pairs and ask them to record (using a [Venn Diagram](#)) all the things that are same and all the things that are different about each other eg both brown hairs.

Activity

Tell students that they are now going to use their comparison skills to help them compare the two Science Fiction texts that they have been reading. Provide them with a comparison chart to focus learning:

	Text 1	Text 2
Character		
Setting		
Theme		
Event		

Students will then take part in a [snowballing activity](#): Individually they complete their chart. (Silver Step Students may need one side of the chart to be pre-filled in.)

Once they have all their ideas down, ask them to join a pair and discuss any further ideas. Then, the pair joins another pair until there are no more ideas to add.

Suggested activity 11: Extending comparisons to gain higher marks

Starter

Watch a video about how to compare texts, such as [comparing texts](#) example.

Then ask students to use mini whiteboards to complete the [Comparison quiz](#).

Activity

Recap PEE ([P- E - E video](#) might be useful)

Using the comparison chart from the previous lesson, set a challenge:

- Silver students to use some Top Trumps style playing cards based on your two texts. A Top Trumps template can be downloaded from [here](#). Students should use this to [play](#) with a partner and help them to compare the two texts. Categories should include:
 - character
 - setting
 - event.
- Gold students focus on expanding the points they made about similarities and differences between their two texts 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.

Students may find a [PEE writing frame](#) helpful (with suggested sentence starters) and/or use a writing scaffold, such as, [example 1](#).

3.1.2 Writing

Consider taking students on a class trip as stimulus for their creative writing. Suggestions could include: science museum, space centre, planetarium or space observatory.

Suggested activity 12: Spelling and punctuation

Starter

Recap different types of punctuation (based on ability) Then, play a Punctuation game, such as [Kung-Fu Punctuation 1](#) or [Karate Punctuation 2](#) or [Karate Punctuation 3](#)

Activity

Tell students that they are going to play a version of countdown. Countdown clock can be downloaded from [here](#).

Provide students with 10 key topic words or conundrums (based on ability) that they will need to produce their creative writing pieces.

Scramble these words eg:

- ray
- sun
- UFO
- crew
- mars
- moon
- time
- past
- warp
- alien
- blast
- robot
- future
- space
- planet
- travel
- spaceship...

Once they have beaten the clock, can they add these words to a (phrase) or sentence (not forgetting the punctuation). Swap with a partner to check the punctuation.

Suggested activity 13: Building tension

Starter

Watch a clip about [writing a Science Fiction story](#). Explain to students that when writing a story, if you want your reader to read it, it's really important to have a narrative hook in the opening scene. Explain what a narrative hook is, give some examples and then ask for some from the group.

Watch the opening scene of a Science Fiction movie(s), such as: [Dawn of the Planet of the Apes](#), [Star Wars](#) or [E.T.](#) Ask students to [Think-Pair-Share](#) their ideas for the techniques that Science Fiction movie uses to draw the audience in.

Record on the board eg:

- directly addresses the reader
- chatty style
- puzzling start
- makes you ask questions
- describes the background or setting
- worry hook
- action packed
- focuses on the setting
- flashback...

Activity

Put a space picture on the board, such as: [Picture 1](#), [picture 2](#), [picture 3](#) or [picture 4](#).

Tell students that they are going to be script writers working as a team. They have to [write a skit](#) for the opening scene, using one or a combination of the hooks from the starter. Each student is responsible for writing their lines. The skit should last about three - five minutes.

Ask students to present their skits to the class. Can the audience identify which narrative hook(s) were used to draw them in?

Suggested activity 14: Creating characters

Starter

Give students a piece of A4 paper (portrait) and ask them to fold it into four pieces. Tell them that they are going to draw the head (in the first segment) of a Science Fiction character. Fold the segment backwards (to hide the image). Then, collect the papers in and redistribute to another student who draws the top part of the body.

Repeat the folding and redistributing process with the lower body and legs. Finally, redistribute and ask students to reveal the Science Fiction character that they will be writing about.

Activity

Ask students to write a character bio based on their picture. You may wish to use a:

- [Facebook Template page](#),
- [Facebook Template page 2](#) or a
- [character description template](#) to support students.

Key suggestion: 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 eyes like black holes, snake-like hair...

Suggested activity 15: Creating settings

Starter

Explain to students that when they write using their five senses they can improve the quality of their creative writing. Ask students to listen to some Science Fiction soundscapes, such as: [Clip 1](#), [Clip 2](#) or [Clip 3](#).

Ask students to draw what they can imagine and jot down any words that they associate with what they can:

- **see** – where are they?
- **hear** – what is making the noises in the clip?
- **touch** – what can they feel?
- **smell** – what can they smell?
- **taste** – can they taste anything? what does it taste like?

Share their sketch and any keywords with the group.

Activity

Using the sketch from the starter as inspiration, ask students to write a line/lines or paragraph (depending on ability) about the setting of their story. Collect the stories in and redistribute to other students who must add one of the following:

- adjectives – describing words
- adverbs – words that give more information about a verb or adjective
- simile – comparing one thing to something else using 'like' or 'as'
- metaphor – comparing one thing to 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.

Redistribute three to four times before returning to the original student. Students then share their description with the class.

Suggested activity 16: Story writing

Starter

Listen to the [elements of a story](#).

Student can create their own [story mountain](#) using the ideas from the previous lesson:

- **setting** – where or when the story is set?
- **characters** – the people in the story?
- **build-up** – the events/what will happen in the story?
- **conflict** – the struggle/what goes wrong in the story?
- **resolution** – how will things be put right?

Activity

Students use their story mountain to begin writing their own short story.

Silver students may need to be provided with an additional scaffold and picture prompts to help them write.

Remind students they will also need to think about:

- beginning – the 'hook'/set the tone
- build-up – descriptive language for effect
- resolution – what happens after the obstacle has been overcome? How does the tone change?

Extension: Students could record their story using stop start animation such as [Stop Motion Studio](#)

3.1.3 Spoken language

Cross-curricular links

- Art: Create the background for their space themed stop star animation. Create 3D figures for their creative writing story.
- Science: Space.
- Drama: Hot seating characters to understand motivations. Improvisation of Science Fiction scenes.
- Geography: Transportation.
- History: Investigate The Cold War and the Space Race. Technology and how it has revolutionised our lives.
- PHSE: Exploring difference and similarities between cultures eg if we discovered alien life forms what might be different about us and what might be the same?
- Maths: Calculation of speed, light and mass.
- RE: Moral choices.

Suggested field trips

- *Into Film Festival* takes place in November; [book Free Cinema visits](#).
- *Into Film Free Film Club* [registration](#) to receive or request films.
- Field trips to local areas or places linked to space – RAF Cosford, The National Space Centre, science museums.
- Trip to a Space themed drama production.
- Trip to a film studio or theatre.