

Suggested lesson plan

Paper 2 Question 4

<p>Learning Objective:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of effective comparison of ideas, perspectives and writer’s methods (Paper 2 Question 4). • Create an effective plan and evaluative response. 	
Starter	Differentiation
<p>Picture of fisherman on a small trawler and of a rowing boat with occupants visible (to be shown via PPT, but can also be printed off and given to students if needed). Students to complete task:</p> <p>Identify the differences between the two images.</p> <p>Teacher to share learning objective and then field responses from students.</p>	<p>Differentiation through teacher support/targeted questioning or worksheet.</p> <p>Alternate images or give description of images. Task can be completed via discussion also.</p>
<p>Extension activity: What skills and/ or characteristics do they need to do an effective job?</p>	
Introduction to question and task	Differentiation
<p>Teacher to briefly explain tasks to be completed during the lesson and share example Paper 2 Question 4 question. Teacher to explain that students nationally underperform in this question (in comparison to others) and the session will identify steps to giving an effective evaluative response. Students to be given relevant extracts and read through (GCSE English Language Paper 2 2019 June series). Students to write one paragraph summary of events/actions for each text.</p> <p>Teacher to introduce students to main task and analysis of the question, recapping all major elements. Example Paper 2 Question 4. Students to also read through example question and response (highlighting that this example is the expectation). The example response received 9–12 marks – teacher to choose whether to share this information with students.</p>	<p>Differentiation through targeted teacher support and questioning.</p> <p>Differentiation through approach to reading: teacher to read; class to read silently; selected students to read a sentence/paragraph/portion each.</p> <p>Summary task amendment – write 20 words; write three sentences; annotate the extract with summary etc.</p>

<p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> • Students can make notes on analysis of the question. • Students given brief recap of Q4 mark scheme. • Students given highlighters and to identify 1. Evidence/ quotations; 2. Clear understanding of the text; 3. Clear comparisons and 4. Identification of writer’s methods. • Students to also give a level/ mark and feedback (using the mark scheme): What is done well? What can improve? 	
<p>Planning</p>	<p>Differentiation</p>
<p>Students to identify/annotate writer’s methods throughout both texts. Teacher to model examples (the free form ‘thought shower’ and the more structured plan).</p> <p>Introduce planning template/example. Students to complete own plan for Paper 2 Question 4 response.</p>	<p>Teacher support and extension through questioning.</p> <p>Differentiation through planning sheet(s).</p> <p>Differentiation through student engagement with planning example.</p> <p>Differentiation through sharing What, How, Why explanation grid.</p>
<p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> • Extend annotation activity through additional modelling and/or additional responses from students. • Students to give additional detail in planning and/or review planning of a partner and give feedback, potentially followed by revision to planning. 	
<p>Main Task</p>	<p>Differentiation</p>
<p>Having completed a plan, teacher to briefly recap the example response. This can either be completed using a visualiser, on a whiteboard or by typing directly into the PPT slide. Teacher to highlight elements needed for an effective response.</p> <p>Teacher to share prompts and how prompts should be used to support an effective response.</p>	<p>Teacher support and extension through questioning.</p> <p>Differentiation through use of writing prompt.</p> <p>Give selected students additional time, starter sentence, key vocabulary etc.</p>

<p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> • Teacher could complete another example using suggestions and ideas from students (and content from planning). • Teacher could pause session as students answer to read through examples and garner feedback. • Teacher could pause session and model next steps for some student answers. 	<p>Create and distribute additional prompt/knowledge organiser for students who require additional support.</p>
<p>Plenary</p>	<p>Differentiation</p>
<p>Students self or peer assess. For self-assessment, students to re-read their response and use suggested feedback on slides titled ‘What went well’ and ‘What can I improve?’ to identify three comments which relate to their work (two comments for ‘What went well’ and one comment from ‘What can I improve?’). Students should copy out comments underneath their own work.</p> <p>For peer-assessment, students should swap work with a peer, read through the response and copy three relevant feedback comments underneath the response (two comments for ‘What went well’ and one comment from ‘What can I improve?’).</p> <p>Final slide on ‘top tips’ to be shared.</p>	<p>Teacher support and extension through questioning.</p> <p>Teacher to support relevant students to identify strengths/areas for improvement in their responses.</p>
<p>Extension/alternative task if session is 3 hours long:</p> <ul style="list-style-type: none"> • Ask students to identify (via highlighting or underlining) where think they have been successful and where they need to improve according to their feedback – if they have stated they have used a range of vocabulary, ask them to highlight it. • Ask students to copy out the top tip they will follow in future sessions. 	