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# Hub meeting Spring 2018

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# This meeting will be recorded

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Exam boards have an Ofqual requirement to record event audio.

Recordings are kept for one year and not shared as an accompaniment to session resources.

The recording will begin now.

# Focus of session

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The focus of the Spring 2018 hub meeting is English Language, in particular Paper 1 Section B Q5 and Paper 2 Section B Q5.

The structure of the session is:

- Paper 1 section B, AO5
- Paper 2 section B, AO5
- Papers 1 and 2 section B, AO6.

Activities and points for discussion are included throughout, together with some context and example materials.

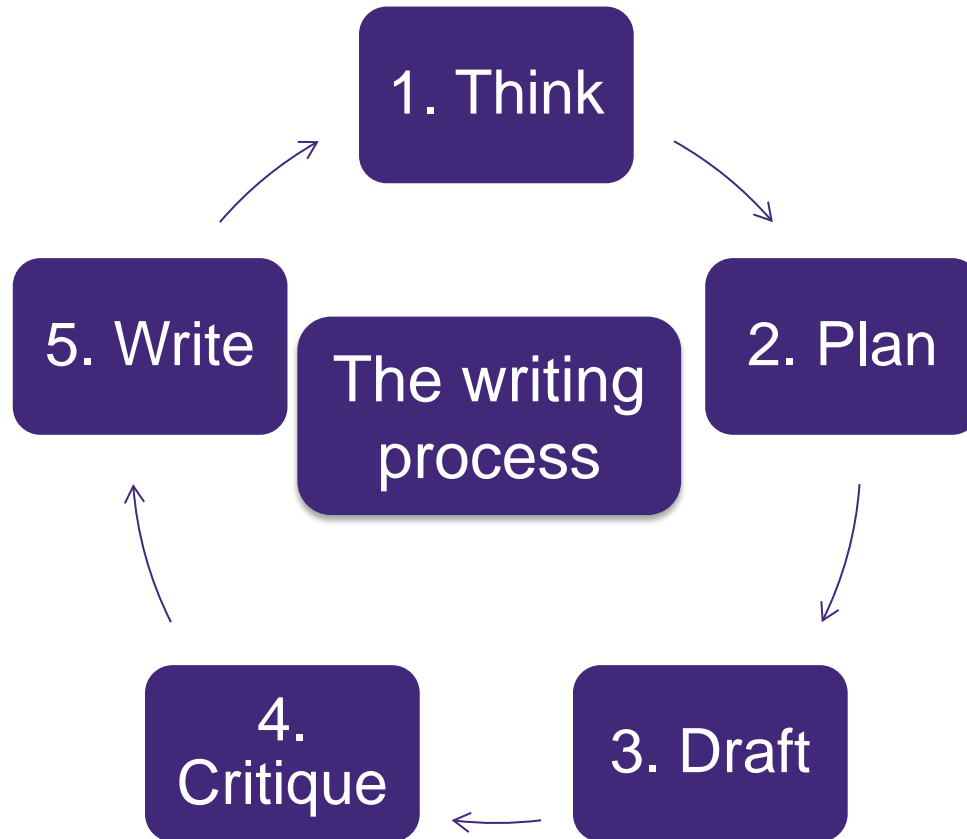
# Where are you now?

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	<b>Current position</b>	<b>Ideas from session</b>
Paper 1	Strengths/weaknesses	
Paper 2		
Key action steps: 1. 2. 3.		

# Teaching over time: writing as a process

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## Activity:

- Share good practice about your curriculum designs for writing from Y7-11.
- How often do students complete timed, extended writing responses?

# Paper 1, Section B

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- In Paper1, Section B offers students a choice of creative writing tasks – there may be a choice of two narratives, two descriptions or one narrative and one description. They are linked thematically to the source material in Section A.
- The two choices are not labelled A and B, and this is deliberate. There is frequently an overlap of purpose with no clear distinction between a story and a description. This is absolutely fine because it is the quality of writing that is being assessed, and the same mark scheme is used for both narrative and descriptive writing (and, indeed, for Paper 2 Q5).

# June 2017 options:

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Either: Describe a journey by bus as suggested by this picture:



Or: Write a story about two people from very different backgrounds.

# AOs

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Writing responses are worth 40 marks and are assessed for both content and organisation and also technical accuracy.

Content and organisation (24 marks). This assesses 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.



# AOs

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Technical accuracy (16 marks). This assesses AO6:  
Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

# A05

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The most important word in A05 is **communicate**. Students are assessed on their ability to communicate according to the key words for each mark scheme level:

- simple, limited communication (Level 1: 1–6 marks)
- some successful communication (Level 2: 7–12 marks)
- clear and consistent communication (Level 3: 13–18 marks)
- convincing and compelling communication (Level 4: 19–24 marks)

Once this is determined, examiners fine tune within the level according to specific skills descriptors.

# A05

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Students are expected to demonstrate a number of different writing skills for AO5. These skills include:

- audience/register
- purpose
- quality of vocabulary/phrasing
- effective use of linguistic devices
- effective use of structural features
- engagement through subject matter and detail
- linking and development of ideas
- paragraphs/discourse markers.

# Note on levels

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A response does not have to fulfil every skill in a level before it can move up to the next level. For example, if a candidate does not use paragraphs, it does not mean they cannot achieve more than Level 1. Although candidates should obviously be encouraged to write in paragraphs, paragraphing is one skill among many. The response is placed in the appropriate level according to the quality of writing and credit given for the skills descriptors that are being fulfilled.

# Activity one

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Example one is a descriptive response that is structured within a narrative framework – a girl returns to the city and through the power of her imagination, views a journey by bus as something magical... until reality hits.

Read through example one and discuss what makes this an effective description.

Consider which AO5 writing skills are being demonstrated and where these skills are being met.

# Activity two: sharing good practice

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What would a series of five lessons look like in order to achieve this type of response?

Agree on your key learning objectives (LO)

- 1. LO: Box planning
- 2. LO:
- 3. LO:
- 4. LO:
- 5. LO:

# Activity two

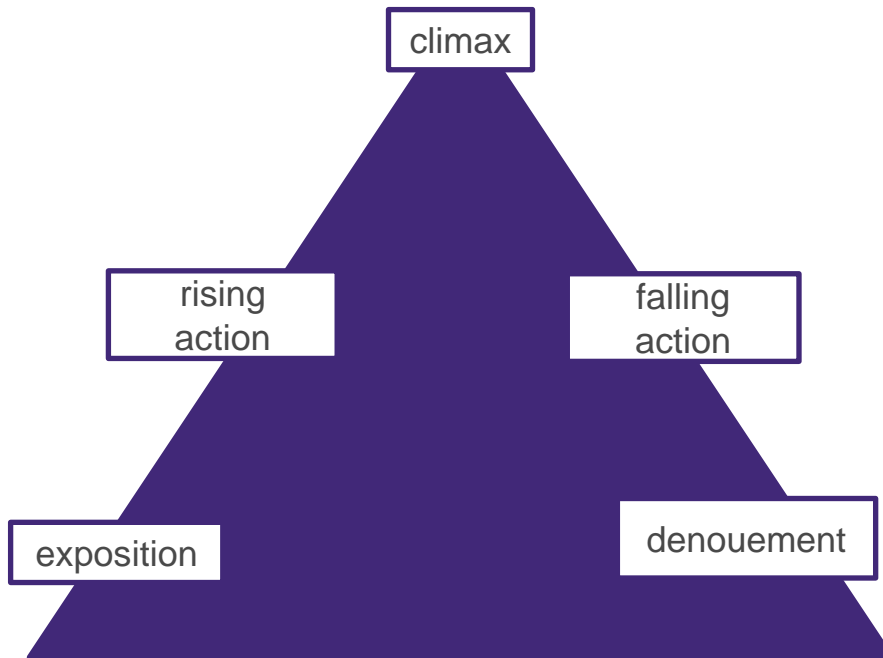
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Example two is a narrative response that contains effective descriptive detail. It fulfils the brief of being about two people from very different backgrounds, while creating a setting and characters that are original.

Read through example two and discuss what makes this an effective narrative.

Consider which AO5 writing skills are being demonstrated and where these skills are being met.

# Sharing good practice – One approach to shaping your response



Extended metaphor

Widened perspective

Pivotal moment – ‘gear shift’

Narrowed perspective

Cyclical structure/non-chronological



# Note on structure

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There is some evidence that students are increasingly thinking about the structure of their Q5 responses now that they have to analyse structure in Q3 – the original intention of the 8700/1 specification was that by analysing the structure of a writer’s work in Section A, students would be able to apply some of these structural skills in their own creative writing in Section B.

# Activity three

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Example three is a descriptive piece of writing that again has a narrative framework. It is particularly effective because it is structured well and deals with a complex concept: the idea of humanity in isolation.

Read through example three.

# Activity three

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Discuss what structural features are deliberately crafted by the writer. Look in particular at:

- shifting between different times or places
- a sudden or gradual introduction of a new character at a significant point
- combining external actions with internal thoughts
- switching between different points of view
- developing and reiterating
- positioning of key sentences and their impact on the whole.

# Activity three

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- Write a structural plan for this response.
- Consider how a plan like this would be useful to students when answering Q3.

# Activity four

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Example four is a narrative piece of writing that again contains effective descriptive detail. It is particularly effective because it is structured well and deals with a complex concept; what is real and what is virtual.

Read through example four.

# Activity four

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Discuss what structural features are deliberately crafted by the writer. Look in particular at:

- Shifting between different times or places
- A sudden or gradual introduction of a new character at a significant point
- Combining external actions with internal thoughts
- Switching between different points of view
- Developing and reiterating: focussing on a point of view by expanding and repeating it
- Positioning of key sentences and their impact on the whole

# Activity four

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- Write a structural plan for this response.
- Consider how a plan like this would be useful to students when answering Q3.

# Paper 2 - Introduction

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- Writing task is to present a point of view.
- The purpose of the task is familiar to students and teachers.
- The topic is related to the theme of the reading sources.
- The intention is to build on skills identified in reading questions in Section A.



# Links to Question four

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- Q4 and Q5 can be seen as two sides of the same coin.
- Q4 involves commenting on perspectives and how they are conveyed.
- Q5 involves combining some of the same ideas and methods.
- Do **not** copy whole chunks or even short phrases.
- Borrow language, structural features and ideas to use in Q5.

# Key writing skills

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## Key writing skills (A05)

Addressing the audience

Matching the purpose

Adopting a register

Using vocabulary

Using linguistic devices

Using structural features

Sequencing ideas

Using paragraphs

Using discourse markers

# Activity five: discussion prompts

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Read through the sample responses for Levels 2-4.  
What level of scaffolding/instruction do you give your students for Q5 Paper 2:

- writing frames
- technique checklist
- sentence starters
- set phrases?

What are the strengths/limitations of these approaches?  
(Consider in relation to the sample responses and feedback)

# Activity five: discussion prompts

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What skills would you want to emphasise for a student targeting a grade 5?

What skills would you want to focus on for a student targeting a grade 7?

# Level 2: typical writing features

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## Typical writing features (Level 2)

Lacking central argument

Difficult to follow

Imprecise use of vocabulary

**Over-use of linguistic devices**

Under-developed points

Tangential focus

**Dead end ideas**

**Dull/repetitive/rambling**

Tenuous assertions

Anecdotal/narrative

## Level 2: sample response

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- Appropriate use of direct address to engage audience
- Some ineffective linguistic devices which miss their mark
- Scientific fact is generalised and unexplained
- Establishes introduction and conclusion with some success
- Three separate ideas are organised in paragraphs but unlinked
- No discernible central argument

# Level 2: strategies

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- Use fewer linguistic devices
- Avoid repetition of the same device more than twice
- Avoid facts and statistics unless wholly credible
- Use topic sentences to link ideas/paragraphs
- Use topic sentences to link back to task/topic

# Level 3: typical writing features

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## Typical writing features (Level 3)

Clearly identifiable argument

### **Logical sequence of paragraphs**

Accurate use of vocabulary

### **Engaging use of linguistic devices**

Signposts discourse

### **Joined up thinking**

Realistic/credible/viable

Maintains point of view

Develops ideas

Appropriate level of formality



# Level 3: sequence of ideas

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- Education is not dependent on talent or where you live
- A good education requires teachers
- The ‘teachers’ could be parents or friends
- But the most important person is you
- It’s your responsibility to meet the challenge of education
- Education is a mountain to climb
- You might think school is finished and education complete
- But education continues and the focus is more on you than ever

# Level 3: sample response

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- Clear sequence of ideas
- Structured to create a climax
- Successful use of discourse markers to signpost argument
- Uses wide range of linguistic devices without repeating them
- Metaphor is extended effectively
- Appropriate use of humour to suit audience

# Level 3: strategies

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- Develop ideas further by adding detail and examples
- Incorporate more complex ideas into the sequence
- Construct a conceptual framework for the ideas/argument
- Craft the linguistic devices more carefully
- Use more sophisticated and compelling vocabulary

# Level 4: typical writing features

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## Typical writing features (Level 4)

Coherent argument

Individual voice

Impressive vocabulary

**Deliberate crafting of linguistic devices**

Wide-ranging complex ideas

Conceptualises/ uses abstract ideas

**Flows almost seamlessly**

**Surprising/inventive structure**

Highly plausible

Original/subtle

# Level 4: sample response

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- Individual voice and consistently forceful tone
- Alternative and subversive perspective conveyed
- Complex and conceptualised ideas
- Effectively sequenced ideas rising to a climax
- Repetitive pattern of single sentence paragraphs
- Deliberate crafting of imagery to convey abstract ideas
- Use of irony to highlight hypocrisy

# Sequencing of ideas

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- Sequencing ideas is vital to constructing a successful argument
- Students often produce random unlinked ideas
- Planning would support more structured responses
- Coherent arguments require controlled sequencing of points and paragraphs

# Activity six: sharing good practice, sequencing ideas – graphic organisers

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Please turn to page 17 in your activities booklet for an example.

# Activity six

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- Discuss how graphic organisers might support your students in their writing.
- Are organisers and scaffolds appropriate for higher ability students?



# Linguistic devices

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- Linguistic devices are potentially powerful tools for students
- Students often over-use linguistic devices
- The effect of over-use is contrived and counter-productive
- Different tasks/topics/audiences dictate different devices
- Students need guidance on what, when and how to use them

# Activity seven: Linguistic devices – what, when, how...

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Education is not just about which school you got to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.

Write a speech for your school or college Leavers' Day to explain what you think makes good education.

Using the graphic organiser on page 31 plan the sequence of your points and also where you would insert certain devices. Make sure you consider **why/effect**.

# Context four

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Technical accuracy (AO6) is now worth 16 marks.

Students are assessed on six skills:

- sentence demarcation
- punctuation
- sentence forms
- standard English and grammar
- spelling
- use of vocabulary.

It is worth noting that three of the six skills descriptors are focussed on sentences, highlighting their particular importance in the AO6 mark awarded.

# Activity eight

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- Share good practice on how technical accuracy is currently taught.
- Read through the four paragraphs in example eight labelled a, b, c and d.
- Decide which response would be in Level 1, Level 2, Level 3 and Level 4.
- Discuss the quality of the technical accuracy skills being demonstrated in each response.
- Think about how students could be taught to improve their technical accuracy skills, and which skills require the most practice.

# Reflection – action steps

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	<b>Current position</b>	<b>Ideas from session</b>
Paper 1	Strengths/weaknesses	
Paper 2		
Key action steps: 1. 2. 3.		

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Five horizontal rounded rectangular boxes for writing, arranged vertically. Each box is preceded by a downward-pointing chevron symbol.

# Upcoming events – Reaching grade 8/9

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## English Language

Location	Date
Online	5 March 2018
Birmingham	12 March 2018
Manchester	15 March 2018
Online	23 March 2018
London	26 March 2018

## English Literature

Location	Date
Online	5 March 2018
Birmingham	7 March 2018
London	13 March 2018
Online	19 March 2018
Manchester	21 March 2018
Online	26 March 2018

# Upcoming events – Stretching grade 4-5

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## English Language

Location	Date
Online	7 March 2018
Manchester	8 March 2018
Birmingham	12 March 2018
London	21 March 2018
Online	29 March 2018

## English Literature

Location	Date
Manchester	28 February 2018
Online	1 March 2018
Online	14 March 2018
Birmingham	16 March 2018
Online	22 March 2018
London	29 March 2018



# How did we do?

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Please take a moment to complete a brief evaluation form for today's event. Your feedback is very important to us as it helps us improve and plan future training.

You should have been emailed the evaluation form. Please check your inbox (possibly your junk mail folder). If you haven't received it please give your trainer your name, centre name/number and email address so that we can look into it for you.

Thank you.

Thank you

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