

English

Year 9 Spring B

Blended Learning Booklet

Culture and Identity – Transactional Writing

Name:

Tutor Group:

English Teacher:





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ZOOM IN... MY LEARNING JOURNEY:

Subject: English **Year:** 9 **Unit:** Culture and Identity

UP NEXT:

- Culture and Identity poetry in Spring B
- Of Mice and Men*
- Romeo and Juliet*

CAREERS

- Poet
- Rapper/Lyricist
- Song writer
- Editor
- Communications

AIMS

- To compare how poets treat the themes of culture and identity.
- To read, discuss and write about poems.
- To build on analytical skills.
- To develop contextual knowledge for future topics.
- Foster empathy

DEVELOPING COURAGE

Confidence to ask questions and be involved in discussions

Opportunity to read a range of poetry from multiple time periods.

Uniting with others through group and pair activities

Resilience to tackle challenging texts

Appreciation of the work of others

Generously supporting our peers who might be finding something difficult

Enjoy celebrating pupils' achievements by using as WAGOLLS, sending postcards home, or displaying work

WHAT WE KNOW/REMEMBER

PREVIOUS LEARNING

- Study of Poetry through Time in Year 7
- Read *Refugee Boy*
- Language analysis, genre, context, and subject terminology in previous units.
- Poetry homework each half-term of KS3

RECOMMENDED READING

- Belonging Poetry collection* – ask your English teacher for a copy
- The Empress* by Tanika Gupta
- Coram Boy* by Jamila Gavin
- Boys Don't Cry* by Maloria Blackman
- To Kill a Mockingbird* by Harper Lee
- A Poem for Every Day of the Year*
- A Poem for Every Night of the Year*

PERSONAL OBJECTIVES

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Y9 Transactional Writing Knowledge Organiser

Before you start writing, think about the PAF!

Purpose – what are you trying to achieve?

Audience – who are you writing for?

Form – what are you being asked to write?

Purpose

Persuade
Argue
Advise
Inform
Explain

Form

Article
Leaflet
Letter
Information guide
Speech

Name:

Article

- Headline and Strapline
- Introduction to create interest – (include who, what, where, when, how and why?)
- 3-4 middle paragraphs
- Short but effective conclusion
- Lively style
- FAT HORSE techniques

Information Guide

- Present information so it is easy to find using headings and sub-headings
- Lively and engaging
- It is common to use imperatives in a guide, eg 'Go here', 'Pay attention to...', 'Sign up now' – giving clear directions to the reader.
- FAT HORSE techniques

Letter

- Address and date in the top right of the page
- Address of the person you are writing to on the left.
- Dear Mrs Fletcher = yours sincerely or Dear Sir/Madam. = yours faithfully
- Short introductory paragraph
- 3-4 middle paragraphs
- Concluding paragraph summarising ideas.
- FAT HORSE techniques

How to vary your sentence starters

Adjective (rule of three)
Adverb
Connective/Discourse Marker
Preposition
Simile

Writer's Methods

Facts and statistics

Alliteration & anecdotes

Triplets (rule of three)

Hyperbole

Opinions

Rhetorical questions, repetition

Speaking directly

Emotive language

Connectives/Discourse Markers Position

At the start

Firstly

Secondly

Thirdly

Next

Meanwhile

Subsequently

Finally

In conclusion

Emphasis

Importantly

Significantly

In particular

Addition

Furthermore

Additionally

In addition

As well as

Contrast

Although

Whereas

Otherwise

Alternatively

Nevertheless

Lesson 1 – The Role of the Media

LI: To understand the role of the media in society.

Do now:

- What is the media?
- What is the media's main roles in society?
- What is fake news?

Look at the following statements about fake news.

Why do these people think fake news is a problem?



PRESIDENT TRUMP

"The FAKE NEWS media (failing @nytimes, @NBCNews, @ABC, @CBS, @CNN) is not my enemy, it is the enemy of the American People!"

WHERE THEY STAND

Donald Trump thinks reporters from the mainstream media are dishonest and spread lies about him. He is telling people not to trust reporters from big news organisations.



DAMIEN COLLINS MP - UK Member of Parliament, Chairman of Culture, Media and Sport committee

"If people who are voting in an election are making decisions based on fake news instead of facts, that is a threat to democracy."

WHERE THEY STAND

Damien Collins thinks that fake news could affect who people vote for in elections.



GEORGE W BUSH - former US President

"I consider the media to be indispensable to democracy. We need an independent media to hold people like me to account."

WHERE THEY STAND

George Bush thinks the media is important to stop leaders doing whatever they like when they're in power.

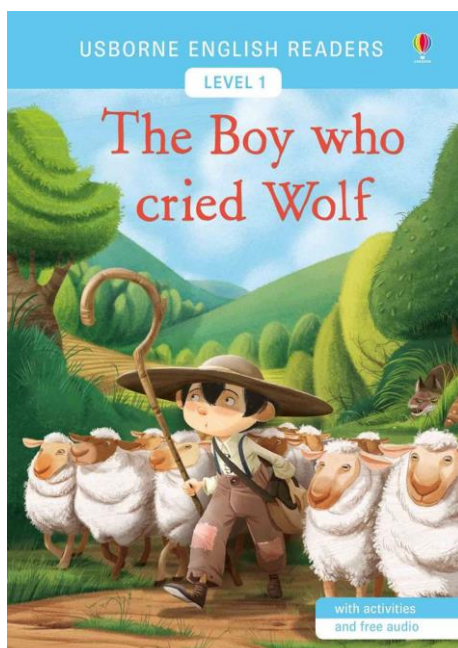


TIM COOK - Apple CEO

"Fake news is killing people's minds."

WHERE THEY STAND

Tim is worried that people aren't learning about the world around them because they aren't reading the truth.



What is the moral of this story?

How does it link to fake news?



DART: The Role of the Media

Mass media and other forms of communication technology have an enormous influence in helping to shape public opinion and underlying sentiment. Newspapers, TV and radio are all important sources of basic information about other people and other places and this can itself help to engender understanding if presented in a fair, even-handed and non-inflammatory way.

In democracies, the media is fundamental to political life. It provides facts to allow us to be better informed about the issues that matter to us. It provides criticism and debate to ensure that that information is tested and examined from all points of view and it provides investigation and examination to ensure that power is checked, and decision-makers are held accountable. All that applies from small-scale local media to the biggest issues of the day. Whether it is domestic or international news, financial advice or even match reports of the latest English Premier League football games. This flow of information and ideas will then lead to debate and discussion, crucial in any society if it is to grow and flourish, both socially and economically. The media also has an important role in encouraging governments to take action on social policy: although stories about migrants or refugees might reinforce prejudice in some quarters, they also expose problems that need to be addressed, for example poor living conditions or lack of access to services, the citizenship status of migrants, the response of local communities to environment and so on.

However, the media can also, in some cases, become an instrument for the dissemination of false and inflammatory messages and values that do not promote respect or well-tempered dialogue and discussion. Negative messages can divide communities and can help perpetuate the stereotypes that nurture violence. Media portrayals can sometimes serve to exacerbate the narrative of oppositional forces and irreconcilable, value-based differences. The media often prefers to dwell on conflict, since conflict and drama sell newspapers and attract an audience. This inevitably means that the more extreme points of view get airtime rather than the feelings of the majority of citizens that may have more accommodating and balanced perspectives.

The internet has radically changed the way in which people communicate and connect with each other. As a means of social interaction, the internet brings people together – friends, family, young people, or complete strangers that share interests or objectives – and this can foster a sense of belonging and identity. The internet, however, has also been used to target people, mainly young users, to radicalize them into specific belief systems and divisive ways of seeing the world. The explosion of social media has also changed the way individuals and groups share information and ideas. Facebook and Twitter may have started out as a way of keeping in contact with friends and family. But their outreach is now phenomenal.

1. What adjective is used to describe the media's impact on public opinion?
2. Why is the media 'fundamental' to political life?
3. In what ways can the media be dangerous?
4. How has the media changed in recent years?
5. What are the positive and negative elements of this?



Choose five stories to include on your front page. Choose from:

- England have qualified for the European Championships
- School exams have been cancelled and results are the best they have ever been
- Prime Minister welcomes the new US President to Downing Street
- Jack and Jill win Love Island
- NHS under immense pressure to roll out the vaccine
- It is the coldest winter on record in the UK
- People in Harlow are the most intelligent in Essex
- Trains to London are cancelled for the rest of the month
- A young girl who was missing in Manchester has been found
- There has been an earthquake in Peru and three whole towns have been destroyed



Which would be your main headline?



Which other two stories would be on your front page?



Which two stories 'inside' your paper would you show on your front page?



Why would you make these choices?

DIP: What is the role of the media in society?

Use the following prompts to help you: How do people access the news? Why is media important for democracy? What is fake news and why is it a problem? Who controls the media?

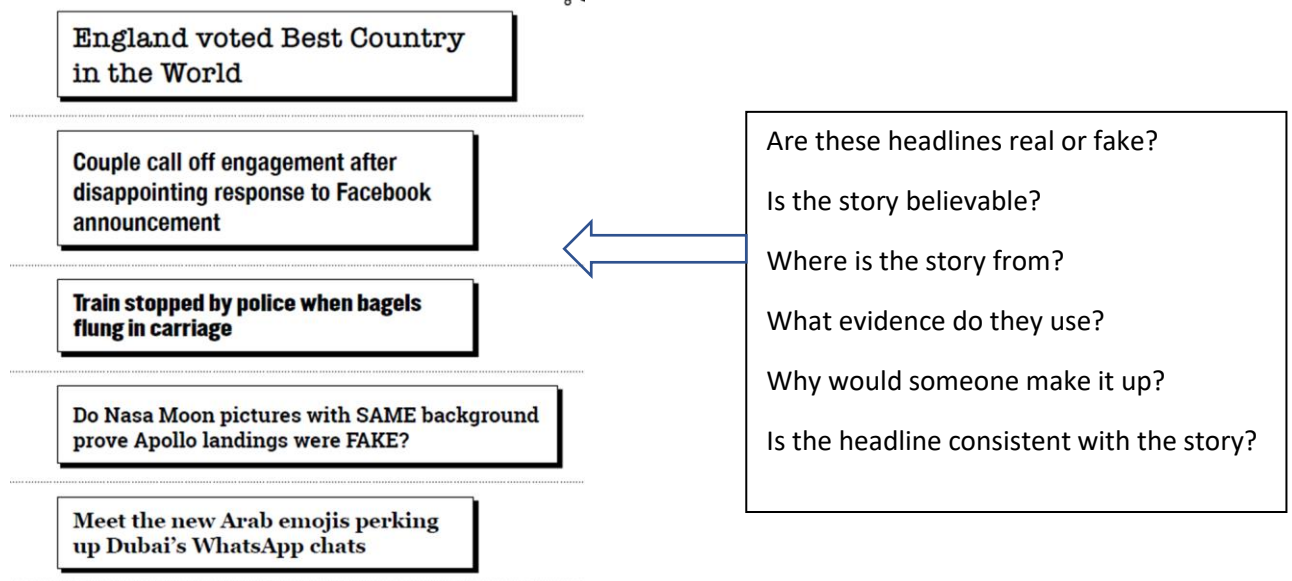
Lesson 2 – Newspaper Headlines

LI: To know the conventions and significance of newspaper headlines.

Do now:

1. What is a headline?
2. Why is it important?
3. Who chooses the headlines and what is on the front page?





DART: How headlines change the way we think

Everyone knows that a headline determines how many people will read a piece, particularly in this era of social media. But, more interesting, a headline changes the way people read an article and the way they remember it. The headline frames the rest of the experience. A headline can tell you what kind of article you're about to read—news, opinion, research, LOLcats—and it sets the tone for what follows. Psychologists have long known that first impressions really do matter—what we see, hear, feel, or experience in our first encounter with something colours how we process the rest of it. Articles are no exception.

As a result, problems arise when a headline is ever so slightly misleading. “Air pollution now leading cause of lung cancer,” ran a headline last year in the U.K. paper Daily Express. The article, however, said no such thing, or, rather, not exactly. Instead, it reported that pollution was a leading “environmental” cause; other causes, like smoking, are still the main culprits. It is easy to understand a decision to run that sort of opening. Caveats don't fit in single columns, and, once people are intrigued enough to read the story, they'll get to the nuances just the same. But, as it turns out, reading the piece may not be enough to correct the headline's misdirection.

In a series of studies, researchers asked people in Australia to read either factual or opinion pieces, where the only shifting variable was the headline. One factual article, for instance, talked about a change in burglary rates over the last year—a rise of 0.2 per cent—that ran counter to a ten-per-cent decline over the past decade. The slight rise, the article pointed out, was an anomalous side note; the longer trend was what was important. The accompanying headline highlighted either the smaller or the larger of the two trends: “Number of burglaries going up” and “Downward trend in burglary rate,” respectively. The opinion pieces pitted the thoughts of an expert against those of a layperson—for instance, one piece contrasted a citizen's concerns about the safety of genetically modified food with the opinion of a scientist from the fictional company Organic Food Science Australia. The headline focussed on one of the two sides. In this case, it read either “GM foods may pose long-term health risks” or “GM foods are safe.” Each participant read all four articles.



After reading each article, the University of Western Australia students rated it on five different scales, to gauge things like interest and ease of reading. Once a student had read the complete set of pieces, they were given a surprise six-question quiz, with questions concerning both recollection and inference. The headline, it turns out, had done more than simply reframe the article. In the case of the factual articles, a misleading headline hurt a reader's ability to recall the article's details. That is, the parts that were in line with the headline, such as a declining burglary rate, were easier to remember than the opposing, non-headlined trend. Inferences, however, remained sound: the misdirection was blatant enough that readers were aware of it and proceeded to correct their impressions accordingly. According to the study, "No matter which headline they saw, they predicted that, next year, the crime rate would go down."

In the case of opinion articles, however, a misleading headline, like the one suggesting that genetically modified foods are dangerous, impaired a reader's ability to make accurate inferences. For instance, when asked to predict the future public-health costs of genetically modified foods, people who had read the misleading headline predicted a far greater cost than the evidence had warranted. Here's the other thing: almost every journalist has experienced the aggravation of having readers give aggrieved, enraged, dismissive, or, really, any other type of negative reaction to an article based solely on a headline. "Read the article!" the writer often wants to scream. What the research shows, though, is that with the right—or, rather, wrong—headline, reading the article may not be enough. Even well-intentioned readers who do go on to read the entire piece may still be reacting in part to that initial formulation.

- Summarise each paragraph of the DART into a single sentence
- What is the main point in the text?

Kate and Wills Inc: Duke and Duchess secretly set up companies to protect their brand - just like the Beckhams

By Rebecca English for the Daily Mail
22:04 17 Jan 2014, updated 23:14 17 Jan 2014

A right royal cash in! How Prince Harry and Meghan Markle trademarked over 100 items from hoodies to socks SIX MONTHS before split with monarchy - with new empire worth up to £400m

By Erica Tempesta For DailyMail.com and Mark Duell for MailOnline
04:05 EST 09 Jan 2020, updated 11:13 EST 09 Jan 2020

Kate and William: 'Creating their own companies will allow William and Kate to bring out, should they ever chose to, myriad items of officially-endorsed merchandise from tea towels to coffee cups... Kensington Palace officials said they were doing the 'sensible thing' in protecting the couple's rights.' Daily Mail: Jan. 17, 2014

Meghan and Harry: 'The Sussexes want to stamp their name on dozens of products including T-shirts, hoodies, journals and gloves for their newly-created foundation Sussex Royal... Experts said Harry and Meghan were actively preparing to quit the Royal Family months ago by filing trade mark applications to commercially protect their brand.' Daily Mail: Jan. 9, 2020





DIP: How do headlines influence readers?

- Use examples from your DART and specific examples of headlines we have studied during today's lesson.
- What language and structural features are used in the headlines and what is the intended impact of using them?

Lesson 3 – Joe Cornish

LI: To understand how writers use the conventions of an article to interest and engage a reader

Do now:

- What is a stereotype?
- What stereotypical images of young people are presented in the media?
- Why are they presented like this?

DART: Joe Cornish on aliens, hoodies, and Attack the Block

As his debut film premieres at the South by Southwest festival, Joe Cornish talks about the personal trauma which lead him to make a film about aliens attacking a south London council estate. A few years ago, [Joe Cornish](#) was mugged near his home in Stockwell, south London. It was, he says, a traumatic experience.

"I love where I live and I constantly find myself defending it, and suddenly this very difficult thing happens. My first impetus was to try and get beyond the stereotype. And also, somewhere in my head, to escape into the places I used to as a child, when I'd project Hollywood fantasies onto my everyday life. " Cornish did both. He investigated the kind of kids who robbed him, talking to children on the street and in youth clubs. And he injected a shot of film fantasy into a world generally treated with some disdain by directors; a vision that would trump most pre-teen dreams. "It's kind of what Mr Spielberg was doing with ET. Those dinner scenes are kind of like a Ken Loach film, and then this little alien pops up. Yet it's still realism."

Fast forward to Saturday night, and Cornish premieres Attack the Block, in which a gang of hoodies fend off extra-terrestrial attack from their council estate, at South by Southwest. It's ground-breaking, and not just for its use of effects. This is the first time in UK film that the hoodie gang, practised in petty crime, rather than snazzy gangsterism or striking violence, has been treated like big canvas outlaw antiheroes. "There are lots of brilliantly crafted movies which I couldn't have made this movie without," says Cornish, "but which, for me, are a little bit morally unsettling. That do demonise these kids. These are children we're talking about, and children make mistakes; they test the boundaries of the world. They can come from a shitty place with a limited amount of choices."

Admirable agenda aside, what clearly endeared it to the [SXSW](#) crowd was its geek-friendly, reference-happy combo of comedy and horror. It's an aesthetic sibling of those other films at the festival made by Cornish's friends - Simon Pegg and Nick Frost's Paul; Ben Wheatley's Kill List - that also successfully tap a US fanboy sensibility. Why are this year's Brits managing such a good fit?



Cornish puts it down to the democracy of the genre movie. "They give you a set of universal rules which you can obey or contradict or subvert; a sort of template that allows access for any person from anywhere. All you have to do is love film and understand the conventions of the genre and you have a way in." SXSW, he says, is a festival at which the passion of the filmmakers is matched by that of the audience. "You get that from the blogosphere. They take their role of championing films very seriously, and they're led by the heart. If they dislike something, they won't write about it, unless they really feel it violates one of their principles. But in Britain you get a lot of ho-humming and boiled sweet sucking and here you get commitment and passion, which I think is really cool."

His love for London comes through in the film, but right now (about 16 hours after the premiere), he's as enamoured of Austin as it seems to be of him. He raves about the ratio of cinemas to residents, its geek heritage - he's a big reader of *Ain't It Cool News* - and the liberation that being a relative unknown allows him. "People don't come with any preconceptions. You can tell why some British film-makers who started in television enjoy working in America because people are a bit more accepting of you trying something different. This audience are able just to take this film as a film and not to have preconceptions of what Joe or Adam and Joe might do, not weighed down by any of that baggage. And they really dig it, you know. It's kind of really nice to talk to them as if I'm a film-maker. People here are really excited to have stuff in their town. In London, we're quite haughty. We feel we deserve them to come to us." Cornish grins, happy to turn tables.

1. What happened to Joe Cornish a few years ago? How does he describe this?
2. What did he decide to do? Why might this be surprising?
3. Why does Cornish believe films shouldn't 'demonise' children?

Identify three examples of powerful or unusual language used by the writer. Think about how each of these examples interests and engages the reader.

DIP: How does the writer use language and structure to interest and engage the reader in the article?

Think about:

- The language the writer uses and their intended response from the audience
- The quotations and anecdotes from Joe Cornish (what happened to him and his views on young people)
- How the writer hooks the reader at the start of the article
- Structural features (sentence structure, punctuation, etc.)

Lesson 4 – Young People in the Media

LI: To apply the conventions of an article

1. What happened to Joe Cornish a few years ago?
2. What was his view of young people and the way they are treated?
3. How did the writer try to interest and engage the reader in the Joe Cornish article?

DART: Read the information on the next page, then answer the summary questions.



Young People in the Media

Young people are often represented negatively in media texts, which can cause controversy and stimulate debate. For example, during the London riots in 2012, British young people were portrayed by the print media as dangerous and hostile. This representation was based on the actions of a small number of people and created an unfair stereotype. Similarly, there is also the perception from some that young people are to blame for the spikes in Covid-19 infections through irresponsible behaviour.

In comedy representations, like Vicky Pollard in Little Britain, young people are often shown as lacking in education and of low social class. This is reflected in their clothes, the way they speak and the language they use. This representation suggests that this is generally considered the dominant representation of young people in the media, enough to encourage a parody. Popular ideas about teenagers are often polarised: from lazy school kids who are obsessed with their phones and love to wake up late, to threatening gangs of youths dressed in hoodies involved with alcohol, anti-social behaviour and drugs, to reckless children who need to be protected from their own immature decisions.

When young people appear in positive representations in newspapers, it is often because they have done something out of the ordinary, such as an heroic act or an impressive sporting achievement. Positive representations of young people in the media are much less frequent because positive representations are not as dramatic or entertaining. The main media texts which offer positive representation of young people are usually situations which allow them to represent themselves, within a specific context. For instance, auditions on talent shows such as Britain's Got Talent and The X Factor or celebrations of their good deeds on charity programmes like Children in Need.

1. What two adjectives are used to describe the presentation of young people after the 2012 London riots?
2. What has been the perception during the pandemic?
3. What popular ideas about young people are highlighted in the second paragraph?
4. What positive presentations of young people exist?
5. How do you think perceptions have changed over recent years?

DIP: Write a magazine article about the presentation of young people in the media.

You may like to consider the following in your article:

- How are young people generally presented?
- Is this fair/why are young presented like this?
- Why does it matter/how does it impact attitudes towards young people?
- What can young people do to improve their image?



Lesson 5 – Island Man (assessment)

LI: To know and apply the conventions of a letter

Do now:

- How should you address the recipient of a letter?
- What is the purpose of the first and final paragraphs of a letter?
- What is the difference between a formal and informal letter?
-

DART: Read the poem “Island Man” and annotate for any techniques we’ve studied so far.

Island Man by Grace Nichols

Morning
and island man wakes up
to the sound of blue surf
in his head
the steady breaking and wombing

wild seabirds
and fishermen pushing out to sea
the sun surfacing defiantly
from the east
of his small emerald island
he always comes back groggily groggily

Can you explain what the poem is about?

Comes back to sands
of a grey metallic soar
 to surge of wheels
to dull north circular roar

muffling muffling
his crumpled pillow waves
island man heaves himself

Imagine you are the “Island Man” and answer these questions:

1. What do you think of the island?
2. What do you think of London?
3. What do you miss about the island?
4. Is there anything you like about London?
5. Why do you live in London?

You can use specific details from the poem and your own ideas.



DIP: Write a letter from the perspective of Island Man to a family member in the Caribbean explaining what life in London is like. Consider the following:

- Paragraph 1 – why are you writing?
- Middle paragraphs – what details are you going to focus on?
- Final paragraph – how are you going to end your letter?
- How are you going to address your recipient/how are you going to sign off?

Lesson 6 – Marcus Rashford Letter

LI: To identify and analyse techniques used in persuasive writing

- Marcus Rashford is a Premier League footballer who plays for Manchester United and England.
- In June 2020, Rashford wrote an open letter to Boris Johnson and other MPs, asking that the 'Free School Meals' voucher system that is utilised during term time by many families is extended to also cover the 6-week summer holidays.
- In today's lesson, we will be looking at how Marcus Rashford attempts to persuade government to agree with him and extend the scheme.

DART: Read Marcus Rashford's letter to the Prime Minister and then answer the questions that follow.

Extract from Marcus Rashford's letter to Boris Johnson

Understand: without the kindness and generosity of the community I had around me, there wouldn't be the Marcus Rashford you see today: a 22-year old black man lucky enough to make a career playing a game I love.

My story to get here is all-too-familiar for families in England: my mum worked full-time, earning minimum wage to make sure we always had a good evening meal on the table. But it was not enough. The system was not built for families like mine to succeed, regardless of how hard my mum worked.

This is not about politics; this is about humanity. Looking at ourselves in the mirror and feeling like we did everything we could to protect those who can't, for whatever reason or circumstance, protect themselves. Political affiliations aside, can we not all agree that no child should be going to bed hungry?

This is a system failure and without education we're encouraging this cycle of hardship to continue. To put this pandemic into perspective, from 2018-2019, nine out of 30 children in any given classroom were living in poverty in the UK. This figure is expected to rise by an additional one million by 2022. In England today, 45% of children in black and minority ethnic groups are now in poverty. This is England in 2020...



As a black man from a low-income family in Wythenshawe, Manchester, I could have been just another statistic. Instead, due to the selfless actions of my mum, my family, my neighbours, and my coaches, the only stats I'm associated with are goals, appearances and caps. I would be doing myself, my family and my community an injustice if I didn't stand here today with my voice and my platform and ask you for help.

The government has taken a "whatever it takes" approach to the economy – I'm asking you today to extend that same thinking to protecting all vulnerable children across England. I encourage you to hear their pleas and find your humanity. Please reconsider your decision to cancel the food voucher scheme over the summer holiday period and guarantee the extension.

This is England in 2020, and this is an issue that needs urgent assistance. Please, while the eyes of the nation are on you, make the u-turn and make protecting the lives of some of our most vulnerable a top priority.

Yours sincerely,

Marcus Rashford

- What are the key points in Marcus Rashford's article?
- How does he present his ideas?
- What is the value of writing an open letter to MPs?

Key vocabulary:

The system – Rashford is talking about the systems that are in place for those living in poverty, like child benefit and Universal Credit;

Humanity – human beings collectively;

Affiliation – officially attached or connected to;

Pandemic – a disease prevalent over a whole country or the world;

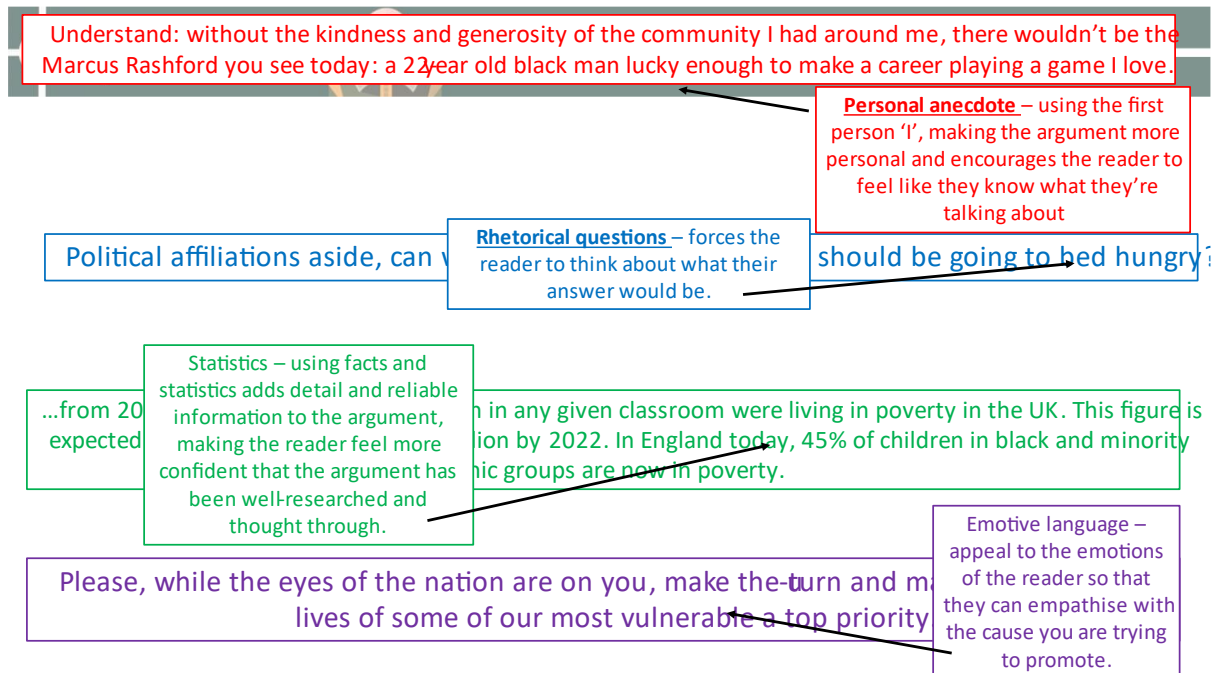
Caps – an appearance in a game at international level.

When trying to convince someone to see something from your point of view, there are a range of techniques that you can use to make your point. Have a look at the following sentences from Rashford's letter, and see if you can identify what persuasive technique he has used.

1. Understand: without the kindness and generosity of the community I had around me, there wouldn't be the Marcus Rashford you see today: a 22-year old black man lucky enough to make a career playing a game I love.
2. Political affiliations aside, can we not all agree that no child should be going to bed hungry?
3. ...from 2018-2019, nine out of 30 children in any given classroom were living in poverty in the UK. This figure is expected to rise by an additional one million by 2022. In England today, 45% of children in black and minority ethnic groups are now in poverty.



4. Please, while the eyes of the nation are on you, make the u-turn and make protecting the lives of some of our most vulnerable a top priority.



DIP: How does Marcus Rashford try to persuade Members of Parliament to provide more support for Free School Meals?

Lesson 7 – A letter to Robert Halfon

LI: To magpie and used the techniques used in persuasive writing

Do now:

- Who is the MP for Harlow?
- Why might a constituent get in contact with him?
- How did Marcus Rashford seek to persuade in his letter to MPs?

DART: Read the article below and then answer the questions that follow

Members of Parliament

You can contact your MP when you, or people living in your area, are affected by decisions made by the UK Parliament or by the Government. MPs represent all the people in their local area, whether they vote for them or not.

Who your MP is depends on where you live. The UK is divided into 650 areas called constituencies, and each constituency is represented by one MP. MPs will generally only act on behalf of people who live in their own constituency, so please check you are contacting the right MP for your address.

You could contact your MP:



- If you feel you have been treated unfairly by a Government office or agency
- To let your MP, know about a problem affecting people in your local area
- To ask your MP to support a particular campaign that you feel strongly about

Robert Halfon is the Conservative MP for Harlow and has been an MP continuously since 6 May 2010.

- What is a constituency?
- How many constituencies are there in the UK?
- Summarise the reasons why you would contact your MP.
- For how long has Robert Halfon been the Harlow MP?
- How does the identity of Members of Parliament influence who becomes the Prime Minister?

DIP: Write a letter to your local MP (Robert Halfon) outlining your views on the opportunities and activities available to young people in our town.

1. Introduce yourself and why you are writing, and explain why it is important
 2. What do young people think about Harlow? Does this need to be improved? (it is his job to represent Harlow – he will want to know what young people think – your generation are the future and if you are not happy might leave the town)
 3. Education – schools and colleges
 4. Health benefits of more activities – accessibility and cost, sport, gyms
 5. Young people need help to learn about the world – tax returns, mortgages, finances/bank accounts, insurance – things you learn you don't learn at school, politics and how to vote
 6. Crime and anti-social behaviour – when people are bored and have nothing to do/drugs – is this a problem in Harlow?
 7. Conclusion – sum up ideas and what you want him to do about it (e.g. speak to the government/the PM, ask a question, talk to the newspaper).
-

Lesson 8 – Malala

LI: To identify and analyse techniques used in speechmaking

Do now:

International Women's Day (March 8) is a global day celebrating the social, economic, cultural and political achievements of women. It is a focal point in the movement for women's rights.

1. Why is there still a need to promote equal rights for women?
2. Why is it important for this to take place internationally?
3. How are women traditionally presented in literature?

DART: Read Malala's speech and then answer the questions that follow



Malala Yousafzai's Speech to the UN

Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions, but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power, and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me. I would not shoot him. This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learnt from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it's time to speak up.

So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.



So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution. Education first.

What is the overall message in her speech?

What is she aiming to achieve?

Why is this particularly important in her context?

Identify

1. Examples that highlight her main points
2. Who she is addressing in her speech
3. Where she uses repetition
4. Where she highlights the interests of young women
5. How short sentences are used effectively

DIP: How does Malala use her speech to promote the rights of women?

What ideas could you use that you already have about your home?

Lesson 9 – Sophia

LI: To compare the presentation of similar ideas in different texts

Do now:

1. What does comparison mean?
2. What are the advantages and disadvantages of comparison?
3. What do you remember about Malala?



Text 1 – Malala Yousafzai. Campaigner for children's right to education

- Shot in the head by the Taliban in 2012
- Delivered a speech to the UN in 2013



Text 2 – Sophia Bailey-Klugh is the 10-year-old daughter of a gay couple.

She wrote a letter to Barack Obama to thank him for supporting same-sex marriage, legalised across America in 2015.



DART: Read letter below and then answer the questions that follow.

Sophia Bailey Klugh's letter to Barack Obama

It's Sophia Bailey Klugh. Your friend who invited you to dinner. You don't remember okay that's fine. But I just wanted to tell you that I am so glad you agree that two men can love each other because I have two dads and they love each other. But at school kids think that it's gross and weird but it really hurts my heart and feelings. So I come to you because you are my hero. If you were me and you had two dads that loved each other, and kids at school teased you about it, what would you do?

Please respond!

I just wanted to say you really inspire me, and I hope you win on being the president. You would totally make the world a better place.

Your friend Sophia

P.S. Please tell your daughters Hi for me!

1. How does Sophie describe Obama throughout the letter? (Identify three examples)
2. What do kids at school think about the fact she has two dads?
3. What question does Sophia ask Obama?

DIP: Compare how Malala and Sophia present ideas about improving young people's lives.

Support your ideas with detailed reference to the text.

Malala	Sophia	Comparison
Young female campaigner delivering a speech to the United Nations	Young female writing a letter to the President	Similarity– writing to important people about a problem or serious issue
Malala was born in a region of Pakistan where the Taliban had decreed that education was forbidden for girls over the age of eight	'We are blessed to live in a country where we are born equal'	The freedom you have depends on which country you were born in
'We are all together, united for the cause of education'	'Our differences unite us'	People have to come together and show respect for each other
'Dear sisters and brothers, I am not against anyone'	'In America no two families look the same. We celebrate this diversity'	Equality is important– equal opportunities, overcome discrimination
'We believe in the power and strength of our words. Our words can change the world'	'What would you do?'	Malala has confidence in her solution/her beliefs, Sophia is asking for advice
'One child, one teacher, one book and one pen can change the world. Education is the only solution'	'At school kids think that it's gross and weird but it really hurts my heart and feelings'	Malala believes education can fix everything, Sophia faces problems in school



Lesson 10 – Serena

LI: To understand how to consider both sides of an argument in transactional writing.

Do Now:

- What is an argument?
- What is a counter-argument?
- What is a counter to a counter-argument? (And why might it be effective?)

DART: Read the speech below. And then answer the questions that follow.

To all incredible women who strive for excellence,

When I was growing up, I had a dream. I'm sure you did, too. My dream wasn't like that of an average kid, my dream was to be the best tennis player in the world. Not the best "female" tennis player in the world.

I was fortunate to have a family that supported my dream and encouraged me to follow it. I learned not to be afraid. I learned how important it is to fight for a dream and, most importantly, to dream big. My fight began when I was three and I haven't taken a break since.

But as we know, too often women are not supported enough or are discouraged from choosing their path. I hope together we can change that. For me, it was a question of resilience. What others marked as flaws or disadvantages about myself – my race, my gender – I embraced as fuel for my success. I never let anything or anyone define me or my potential. I controlled my future.

So when the subject of equal pay comes up, it frustrates me because I know first-hand that I, like you, have done the same work and made the same sacrifices as our male counterparts. I would never want my daughter to be paid less than my son for the same work. Nor would you.

As we know, women have to break down many barriers on the road to success. One of those barriers is the way we are constantly reminded we are not men, as if it is a flaw. People call me one of the "world's greatest female athletes". Do they say LeBron is one of the world's best male athletes? Is Tiger? Federer? Why not? They are certainly not female. We should never let this go unchallenged. We should always be judged by our achievements, not by our gender.

For everything I've achieved in my life, I am profoundly grateful to have experienced the highs and lows that come with success. It is my hope that my story, and yours, will inspire all young women out there to push for greatness and follow their dreams with steadfast resilience. We must continue to dream big, and in doing so, we empower the next generation of women to be just as bold in their pursuits.



1. Number the paragraphs
2. Underline/write down the topic sentence
3. Circle the key word
4. Make a note of what each paragraph is about
5. Read the article
6. Write a bullet point list of all the arguments Serena makes.

Challenge: How does the letter use specific sentence structures for effect?



1. The local council should provide more for young people in the community.
2. Children grow up too fast nowadays.
3. Netflix, and other streaming services, should have an automatic shut-off point after three hours.
4. Identity Cards / a DNA database would be successful.
5. Mobile phones should be banned from school.
6. It is up to individuals to reduce their plastic use.
7. Compulsory education up until the age of 18 is a good idea.
8. Alcohol should gradually be criminalised, following the trend with smoking over the last few years.
9. Single sex education is more effective.
10. TV advertising aimed at children should be banned.

Write the three statements you have the strongest opinions about in your book.

For each statement choose one of the following reactions (write the number and your reaction in your book):

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

DIP: Write a boxing argument for three of the statements you chose.

Use the following to help you:

<i>Their opinion</i>	SQUASH IT	<i>YOUR opinion</i>
<i>I understand why some people believe...</i>	However,	I believe that...
<i>On the one hand, I understand why some people think...</i>	But,	On the other hand...
<i>Some people think it is a good to...</i>	Although this might be the case,	have they considered...

Write three sentences using the three model structures on this slide.
Challenge: use one of the other models



Lesson 11 – Privilege

LI: To explore the importance of privilege to understanding society

Do now:

- What does privilege mean?
- Why is it important?
- **How might being privileged impact how somebody might view or write about an issue?**

DART: What does this advert tell us about privilege? What makes it emotive?



'Stima does everything she can for her little boy, as any mother would. But when there's only dirty water to drink; when it's deadly, disease-ridden water or nothing – all the love in the world can't keep him safe. £3 from you can.

DIP: What is privilege?

1. Write down all the statements that apply to you
2. Which do you think has had the biggest impact on your life? Why?
3. Which of the statements would be most advantageous to you?
4. Which of the statements would have the most negative impact?

- English as your first language
- Parents are married
- Parents attended University
- Parents pay for your education
- Studying the culture or heritage of your ancestors in school
- More than 50 books in your house when you were a child
- Skipping meals because there is no food in the house
- Being white
- Being male
- Being an only child
- Feeling unsafe walking home in the dark
- One or both parents unemployed
- Work and school holidays coinciding with your religious holidays
- Identifying as straight

Think about the wide range of texts we have read this term (and this year)...

- Who is portrayed as privileged/under-privileged in each of these texts?
- How does this impact their ability to make themselves heard?



Lesson 12 – Human Rights Issue Article

LI: To know and apply the conventions of article writing and make use of ideas developed through reading

DART: Read this article about the Human Rights Act and then answer the questions below.

Human rights in Britain are protected by the Human Rights Act 1998. Anyone who is in the UK for any reason is protected by this Act, regardless of citizenship or immigration status.

The Act did not create human rights for British people. The rights and freedoms it covers were set out in the European Convention on Human Rights, a treaty that has been in force since 1953. The Act makes it easier to protect these rights by applying them to our own domestic law. It also means you can take complaints about human rights breaches to a British court rather than having to go to Strasbourg in France.

There are 16 basic rights protected by the Human Rights Act. As you would expect, they concern issues such as life, liberty and freedom from slavery and inhuman treatment. But they also cover rights that apply to everyday life, like what we can say and do, our beliefs and the right to marry and raise a family.

Some human rights – like the right not to be tortured – are absolute. These ‘absolute’ rights can never be interfered with in any circumstances.

But most human rights are not absolute. Some are described as ‘limited’ which means they can be restricted in certain circumstances as specified in the relevant Article of the European Convention on Human Rights. For example, the right to liberty can be limited if a person is convicted and sentenced to prison.

Other rights are described as ‘qualified’. Which means they can only be restricted in order to protect the rights of other people or if it’s in the public interest for specific reasons such as the prevention of crime. For example, the Government may restrict the right to freedom of expression if a person is encouraging racial hatred.

1. What law protects human rights in the UK?
2. What rights are mentioned that apply to every day life?
3. How have these rights been highlighted in what we have read this term?
4. What is the difference between absolute human rights and limited human rights?
5. What is a qualified right?

DIP: An opinion piece is an article, usually published in a newspaper or magazine, that mainly reflects the author's opinion about a subject.

You are going to write an opinion piece in response to the following question:

Write an article about an issue of great importance to the United Kingdom.

Think about the issues we have read about this term. Think about identity, racism, integration, women’s rights, gay marriage, opportunities for young people, free school meals, and anything else you might like to consider.

Plan:

Choose 5 points you would make while writing this article. Write them in bullet points in your book.



1. An introductory point to make your argument.
2. Two points to support your argument.
3. A counter-argument.
4. A concluding point to remind the reader of your argument.

Use the five part structure – introduction (hook the reader with your argument), two main points, a counter point to your argument, conclusion.

Use examples from this term.

Think about human rights and privilege.

Try to use boxing arguments

Lesson 13 – Information Guide Reading

LI: To identify and analyse the conventions of information guides

A guide book or travel guide is "a book of information about a place designed for the use of visitors or tourists". It will usually include information about sights, accommodation, restaurants, transportation, and activities. Maps of varying detail and historical and cultural information are often included.

Do now:

1. What do people want to know about a place before they visit?
2. What would make you want to visit a place?
3. How would the form and structure of an information guide influence the reader?

DART: Read following two information guides and do the work that follows.

Britain

Includes »

London	156
Canterbury	181
Brighton & Hove	183
Bath	187
Land's End	193
Oxford	194
Cambridge	199
York	202
Liverpool	208
Lake District NP	210
Cardiff	211
Edinburgh & Glasgow	214
Understand Britain	228
Survival Guide	233

Best Places to Eat

- » Smiths of Smithfield, London (p174)
- » CB2, Cambridge (p201)
- » Gray's Court, York (p204)
- » Tref, Manchester (p208)

Best Places to Stay

- » Hoxton, London (p170)
- » Ethos Hotel, Oxford (p194)
- » Ambleside YHA, Lake District (p211)
- » Smart City Hostel, Edinburgh (p218)

Why Go?

The Tower of London, Edinburgh Castle, Buckingham Palace, Manchester United, The Beatles. Britain does icons like nowhere else on earth, and this country's astounding range of attractions is a major reason to visit. Cities tempt with bars and restaurants, world-famous clubs and top-class museums. Next day, you're deep in the countryside, high in the hills or enjoying a classic seaside resort.

Along with variety, a journey through Britain is a journey through history. You can marvel at 5000-year-old Stonehenge or walk the Roman remains of Hadrian's Wall, then fast forward to the future and explore the space-age domes of the Eden Project.

And it's all so easy. In this compact nation you're never far from the next scenic national park, the next welcoming pub or the next impressive castle on your hit-list of highlights.

When to Go

London

10/°C Temp

30/18 –

30/10 –

10/12 –

J F M A M J J A S O N D

Rainfall inches/mm

43/1100

33/850

23/615

17/430

8/210

–8

Apr–May Fewer crowds, especially in popular spots such as Bath, York and Edinburgh.

Jun–Aug The weather is at its best but the coast and national parks are busy.

Mid-Sep–Oct Prices drop and the weather is often surprisingly good.

Connections

As an island on the edge of Western Europe, Britain's over-land options to neighbouring countries were limited to ferries before the opening of the Channel Tunnel in 1994 brought direct Eurostar rail services to London from Paris and Brussels (for details, see p206). Ferries still sail from southern England across to France in a couple of hours, from eastern England to the Netherlands and Germany, from northern England to Scandinavia, from southwest Scotland to Northern Ireland and from Wales to the Republic of Ireland. For details on ferry routes, see p207.

ITINERARIES

One Week

With just seven days, you're pretty much limited to sights in England. Start with a couple of days in London, then branch out to Canterbury and Brighton, or Salisbury and Stonehenge (or all four). Sample the delights of historic Bath, tootle up to Oxford and Stratford-upon-Avon, then head east to Cambridge, before returning to London.

Two Weeks

Start in London, then do a southeast-southwest loop via the grand cathedral cities of Canterbury, Winchester and Salisbury. Marvel at the iconic menhirs of Stonehenge and nearby Avebury, before enjoying more history in beautiful Bath. Loop over to Cardiff for a taste of Wales, then cruise across the classic English countryside of the Cotswolds to reach Oxford. Not far away is Stratford-upon-Avon, for everything Shakespeare. Strike out north to Scotland's capital, Edinburgh, before crossing the border again down to Durham and York, then Cambridge. Enjoy the last few days of your tour back in London.

Essential Food & Drink

- » **Roast beef with Yorkshire pudding** Iconic English dish: beef with baked-batter pudding.
- » **Bangers and mash** Another icon: sausages and mashed potato.
- » **Fish and chips** Once the nation's most popular takeaway food, though nowadays curry is the favourite.
- » **Haggis** Scottish speciality of sheep-offal pudding served with tatties and neeps (potatoes and turnips).
- » **Cawl and bara llaeth** Welsh treats: a broth made with lamb and leeks, and savoury scones made with oatmeal and seaweed.

AT A GLANCE

- » **Currency** Pound sterling (£)
- » **Language** English, Welsh and Scottish Gaelic
- » **Money** ATMs are widely available
- » **Visas** Not required by most citizens of Europe, Australia, NZ, USA and Canada

Fast Facts

- » **Area** 93,500 sq miles (229,000 sq km)
- » **Capitals** London (Britain and England), Cardiff (Wales), Edinburgh (Scotland)
- » **Country code** 44
- » **Emergency** 999

Exchange Rates

Australia	AS\$	UK£0.65
Canada	CS\$	UK£0.63
Euro zone	€1	UK£0.67
Japan	¥100	UK£0.76
New Zealand	NZ\$1	UK£0.48
USA	US\$1	UK£0.62

Set Your Budget


- » **Hostel dorm bed** £10-25
- » **Midrange B&B** £50-100 per double room
- » **Cheap meal in cafe or pub** £5-9
- » **Beer (pint)** £3

Resources

- » **Visit Britain** (www.visitbritain.com)



TOURISM UPDATE



Magical Mumbai!

This cultural melting pot blends history that's ancient and dreams that are tomorrow's.

Mumbai is not just India's most populous city; it is also the most popular. Thirteen million, and counting, its residents are highly focused, industrious, tough, hardworking, resilient and fun-loving. Numerous books, songs and movies have eulogised and romanticised this sea-side financial hub, easily the New York of India. And like its transcontinental counterpart, the city hosts some of the mightiest industrial giants of India, indeed the entire world. From the Tata, Godrej, Reliance, Cadbury, Essar, Jet Airways, Larsen & Toubro to Zee Telefilms, Mumbai is headquarters to the virtual who's who of Indian industry and commerce. It is also where the influential Bombay Stock Exchange is located, as also the nation's financial regulator the Reserve Bank of India. Renamed from Bombay, the city pulsates with a rare and potent vibrancy. Some say this life force comes from Mumbai being ideally located according to the ancient Indian science of town planning and architecture, Vastu Shastra—on the western coastline, with the Arabian Sea curling around it. Others insist its energy comes from its people. For anybody who has a dream

to fulfill and is willing to work for it, Mumbai aids every step of the way. No wonder then, it is the melting pot of diverse cultures from across India and hence to many foreigners. Its character affects all, and soon, everyone who lives in Mumbai, becomes a Mumbaikar. The land of the mighty Marathi, Mumbai is hospitable and welcoming to a fault.

For the history buff, exploring the magic and mystery of the ancient caves in and around Mumbai is mandatory. Let your imagination soar recreating history around the Elephanta Caves. Discovered by 17th century Portuguese explorers, the caves are actually temples of Lord Shiva. They are best visited during the Elephanta Festival. It takes 30 minutes by boat from the Gateway of India in south Mumbai, to reach this UNESCO World Heritage site. Ferries leave at regular intervals. But before you board a boat, pause at the historic Gateway of India and admire the majestic and world famous Taj Hotel. You can spend a few meditative hours among hundreds of circling pigeons and the Arabian Sea smashing against the large landing platform, right behind you. An 85-foot high basalt arch, the Gateway was built by the British in 1924, to welcome King George V and Queen Mary of England. It used to be the mariner's first sight upon landing in what was then called Bombay. The last of the British ships leaving an independent India also sailed out of this place.

Less than five kilometres away, near the commercial city-centre of Fort, you must visit the Chhatrapati Shivaji Maharaj Terminus, earlier known as the Victoria Terminus. The magnificent building blends Indian elements with British architecture to form a style unique to Mumbai. Its stunning stone dome, towers and pointed arches are close to traditional Indian palace architecture. Lit up and dazzling at night, the terminus is a monument worth visiting.

The imposing 29-storey Phiroze Jeejeebhoy Towers, not far from the train terminus, houses the Bombay Stock Exchange, symbolising the city's, indeed the nation's, thriving economy. Not far away, the stunning Marine Drive, also called the queen's necklace for its evenly spaced street lights, glitters like diamonds. In Mumbai, do sample Pav Bhaji, a spicy, high-octane vegetable and bread speciality of Mumbai. It's a wholesome meal, spiced with pickled

of Indian industry and commerce. It is also where the influential Bombay Stock Exchange is located, as also the nation's financial regulator the Reserve Bank of India. Renamed from Bombay, the city pulsates with a rare and potent vibrancy. Some say this life force comes from Mumbai being ideally located according to the ancient Indian science of town planning and architecture, Vastu Shastra—on the western coastline, with the Arabian Sea curling around it. Others insist its energy comes from its people. For anybody who has a dream

onions and chutney for a man on the move. The Chowpatty beach, at the far end of Marine Drive, is known for its creamy handmade ice cream in scores of flavours. The beach also has the best of the other local favourite, Bhejuri, a mouth-wateringly tangy snack made from puffed rice. The Parsi Bun Maska (bun and butter) and the Marathi Vada Pav are no less delectable and can be found at street-corner shops and kiosks.

The city comes alive during festivals and the Ganesh Festival is the city's own, in a sense. It bridges the gap between religions and is celebrated as one big carnival by all. For the art lover, the Jehangir Art Gallery and Prithvi Theatre are a must. Situated right behind the Prince of Wales museum in the Fort area, it is so prestigious, that painters and sculptors have to wait years to exhibit their works here. There are easy and affordable bus and train rides to each of these places.

Mumbai boasts of contemporary architectural marvels like the Bandra Worli Sealink, Nehru Science Centre and the MAX Dome Theatre. The 5.6 km long Sealink is India's longest bridge and the first in the country to be built over the open sea. Kiran Kurumkar, managing director of the Maharashtra Tourism Development Corporation, says: "At Maharashtra Tourism, we want to tell the world the stories of Mumbai that ring out from her every street. The story of a colonial dominion breaking free, and in 60 years becoming a global economic power."

The spirit of Mumbai is indomitable. It rises above each challenge, bouncing back to life and even stronger. Come what may, the city bodecks itself for the night. The vibrancy of Mumbai is an enduring symbol of the resilience and pride of the Mumbaikar and his beloved city.

For each city...

- Identify five reasons to visit each of London and Mumbai
- How do the form and structure of each guide compare? Which do you prefer?

DIP: The purpose of information guides is to persuade you to visit their city. Evaluate the extent to which these examples achieve this successfully.

- Which information guide is more persuasive?
- Which place would you rather visit?
- Explain your reasoning and use multiple examples from each text in your answer.
- Think about the form and structure of the information guide as well as the content.

Lesson 14 – Information Guide Writing

LI: To know and apply the conventions of information guides

Do now:

- What is your favourite place that you have ever been?
- What was so good about it?
- Which elements of it would you recommend to others?

DART: Re-read the two information guides from last lesson.

- Which guide are you going to base your own work on?
- What features are you going to magpie?
- Where are you going to write about and how are you going to persuade people to visit?

DIP: Write an information guide based on your plan. How many of the success criteria are you able to meet?



Attainment Band	Culture and Identity
Yellow Plus	<ul style="list-style-type: none">You use inference, context, and genre to understand the holistic or underlying meaning of the text, exploring different interpretations or different layers of meaning within it.You make judicious and focussed use of textual evidence to develop analytical, authentic, and thoughtful responses to the text.You explain the inextricable link between authorial intent and the impact on the reader, fully considering why the writer made particular choices.Your critical judgements fully explore how specific elements of a text reflect authorial intent, explicitly and directly explaining why they are effective in fulfilling their aims.You explain why the author has used a range of devices and what they sought to achieve.
Yellow	<ul style="list-style-type: none">You demonstrate a thorough understanding of texts by drawing inferences and fully exploring implicit meaning.Your responses demonstrate originality and are enhanced by carefully chosen evidence from the text.Your explanation and analysis show a well-developed understanding of authorial intent, the impact on the reader, and the link between the two.You make interesting and perceptive critical judgements directly supported by carefully chosen, relevant and focussed (word-level) evidence from the text.You explain the effect of a range of devices.
Blue	<ul style="list-style-type: none">Your understanding of a text goes beyond what is literally on the page to consider implicit meaning, the conventions of genre and the influence of context.Your responses to the text are detailed, sometimes original, and supported with relevant (word-level) evidence.You give detailed explanation and analysis beginning to explore the deliberate impact of the writer's choices on the reader.You make critical judgements that are clearly supported and explained with relevant evidence from the text, explaining why you have reached that judgement.You explain the effect of simple devices.
Green	<ul style="list-style-type: none">Your understanding of a text is more nuanced and includes a basic sense of genre and the context in which it was written.Your responses to the text are valid, and you attempt to support and explain them with relevant evidence from the text.Your explanation and analysis are more developed, referring to the impact or effect on the reader.You make simple judgements and support them with relevant evidence from the text, starting to consider why you have reached that judgement.You identify and label a range of devices.
White	<ul style="list-style-type: none">Your explanations of the text are simple, identifying explicit meaning.Your responses to the text are simple but valid with some relevant reference to the text.Your answers include a basic attempt to explain the relevance of basic points.You make basic judgements and attempt to support them with relevant evidence from the text.You identify and label simple language devices.