

BGE S1-S3

English

Planning & Assessment

**Third and
Fourth Levels**

Jane Cooper

David Byrne

Series Editor: Jane Cooper



**HODDER
GIBSON**

AN HACHETTE UK COMPANY

The Publishers would like to thank the following for permission to reproduce copyright material.

Acknowledgements

p.223 'Ghosts of the "haunted school" strike again: Security camera captures backpack flying off a locker and stool moving spontaneously across the floor' from MailOnline 30/10/2017. Reproduced by permission of Solo Syndication; **p.240** 'Should pupils be silent in school corridors?' from *The Week Junior* (6 October 2018) reproduced by permission of Dennis Publishing Ltd.; **pp.245–6** 'Social media is harming the mental health of teenagers. The state has to act.' by June Eric Udorie from *The Guardian* (16 September 2015). Copyright Guardian News & Media Ltd. 2020; **p.254** 'Chasing a world record dressed as a giant panda could be oddly liberating' by Kate Carter from *The Guardian* (26 April 2019). Copyright Guardian News & Media Ltd. 2020; **pp.254–5** 'What's black and white and a record holder? I was a London Marathon panda' by Kate Carter from *The Guardian* (28 April 2019). Copyright Guardian News & Media Ltd. 2020; **pp.261–2** 'The not so jolly postman' by Roy Mayall from *The Guardian* (18 December 2010). Copyright Guardian News & Media Ltd. 2020; **pp.271–2** 'Arachnophobia: A Web of Fear' by Holly Williams, taken from *The Independent* 6/10/2009. Reproduced by permission of ESI Media.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked, the Publishers will be pleased to make the necessary arrangements at the first opportunity.

Although every effort has been made to ensure that website addresses are correct at time of going to press, Hodder Education cannot be held responsible for the content of any website mentioned in this pack. It is sometimes possible to find a relocated web page by typing in the address of the home page for a website in the URL window of your browser.

Orders: please contact Bookpoint Ltd, 130 Park Drive, Milton Park, Abingdon, Oxon OX14 4SE. Telephone: +44 (0)1235 827827. Fax: +44 (0)1235 400401. Email education@bookpoint.co.uk Lines are open from 9 a.m. to 5 p.m., Monday to Friday, with a 24-hour message answering service. You can also order through our website: www.hoddereducation.co.uk If you have queries or questions that aren't about an order, you can contact us at hoddergibson@hodder.co.uk

© Hodder & Stoughton 2020

First published in 2020 by
Hodder Gibson, an imprint of Hodder Education,
An Hachette UK Company
211 St Vincent Street
Glasgow G2 5QY

www.hoddergibson.co.uk

Impression number	5	4	3	2	1
Year	2024	2023	2022	2021	2020

All rights reserved. Apart from any use permitted under UK copyright law, the material in this publication is copyright and cannot be photocopied or otherwise produced in its entirety or copied onto acetate without permission. Electronic copying is not permitted. Permission is given to teachers to print limited copies of worksheets for classroom distribution only, to students within their own school or educational institution. The material may not be copied in full, in unlimited quantities, kept on behalf of others, distributed outside the purchasing institution, copied onwards, sold to third parties, or stored for future use in a retrieval system. This permission is subject to the payment of the purchase price of the pack. If you wish to use the material in any way other than as specified you must apply in writing to the Publisher at the above address.

Typeset by Alice Piotrowska

A catalogue record for this title is available from the British Library.

ISBN: 978 1 5104 7144 3

**SCOTLAND
EXCEL** 

**We are an approved supplier on the
Scotland Excel framework.**

Schools can find us on their procurement system as
Hodder & Stoughton Limited t/a Hodder Gibson.

Contents

Introduction	1
Part 1 – The Lesson Planning Tables	2
Talk and Listening	2
An introduction to talk skills	2
Group discussion	4
Individual presentation	11
Expressive Writing	22
Key features of short story writing	22
A ghost story	29
A hero's journey story	39
Personal writing	50
Functional Writing	59
Leaflets and letters	59
Newspapers	76
Persuasive writing	87
Critical Reading & Writing	102
Reading <i>The Veldt</i>	102
Characterisation	106
Building critical essay skills: an essay on character	108
Strengthening critical essay skills: an essay on theme	118
Extending critical essay skills: an essay on imagery	125
Reading for Understanding, Analysis & Evaluation	132
An introduction to close reading	132
Questions about understanding	136
Analysis questions	144
RUAЕ practice tests	151
Glossary	158
Part 2 – The Assessment Tasks	160
Talk and listening – group discussion	162
Should zoos be abolished?	163
The most important thing in life is to be healthy. Do you agree?	163
Talk and listening – individual presentation	166
The person I would most like to meet is...	169
The issue I feel most strongly about is...	169
My new film	169
My greatest fear	169
Creative writing	172
Choosing a title	175
Choosing a character	175
A science fiction story	175

Witness	176
A difficult decision	176
A new beginning	176
Opening lines	177
Personal writing	181
A special day	183
Feelings and emotions – a bundle of nerves	183
Looking back	184
My special place	184
Beginning	184
Functional writing	190
Writing a formal letter	193
Writing a newspaper report	194
Creating a leaflet about social media	196
Persuasive writing	199
It's a wonderful world	202
Social media is an essential part of life	202
Smart phones are an essential part of life	202
Nothing will change my mind	203
Computer games can be harmful OR Computer games are harmless	203
Fashion is not important	204
Sugary drinks should be banned	204
Fast food is a menace	204
Money can buy happiness	205
The world will be a better place in 2050	205
School should teach life skills	205
Critical Reading & Writing	209
A memorable character	212
An engaging opening	213
A significant event	214
A thought-provoking theme	215
A well-written poem	216
Characters in conflict	217
Reading for Understanding, Analysis & Evaluation	220
Third Level test: The Haunted School	223
Third Level test: Marvel Man	231
Third Level test: Silence in School	240
Third Level test: Social Media	245
Fourth Level test: A Marathon Challenge	254
Fourth Level test: The Not So Jolly Postman	261
Fourth Level test: Arachnophobia: A Web of Fear	271

Introduction to the Assessment Pack

This assessment pack accompanies the textbook *BGE S1–S3: English Third and Fourth Levels* by Jane Cooper, published by Hodder Gibson.

The order of materials in this pack follows that of the textbook.

The pack contains two different types of resource:

For each chapter of the textbook, there are **lesson planning tables**. These tables divide the chapters into “units” made up of a number of lessons. The tables show clearly what pupils will learn and achieve, and they highlight opportunities for assessment. Each table also explicitly connects these lessons and assessments to the Experiences & Outcomes and the Benchmarks for English.

The pack also contains stand-alone **assessments** at Third and Fourth Levels. Each assessment is made up of notes for teachers (which again refer to the Benchmarks), task instructions for pupils, and either formatted assessment records or detailed marking schemes for teachers to use when marking pupils’ work.

Expressive Writing: Key features of short story writing

Expressive Writing	Objectives	Key aspects of student achievement	Key assessment opportunities
Key features of short story writing	<p>In this unit, pupils will:</p> <ul style="list-style-type: none"> • learn about key features of a short story: <ul style="list-style-type: none"> ◇ plot ◇ character ◇ setting • learn about a key skill in short story writing: <ul style="list-style-type: none"> ◇ showing, not telling. 	<ul style="list-style-type: none"> • An understanding of plot, character and setting, and the ability to use these features in their own stories. • An understanding of the skill of showing, not telling. 	<ul style="list-style-type: none"> • The Third and Fourth Levels textbook provides the opportunity for pupils to write two stories: <ul style="list-style-type: none"> ◇ a ghost story ◇ a hero's journey story. <p>There is further teaching about these two genres later in the Expressive Writing chapter of the textbook, and they are covered in other lesson planning tables.</p> • This assessment pack contains seven further opportunities for assessment in short story writing: <ul style="list-style-type: none"> ◇ a story based on choosing a title ◇ a story based on choosing a character ◇ a science fiction story ◇ a story featuring a witness ◇ a story in which a character makes a difficult decision ◇ a story in which a character makes a new beginning ◇ a story following on from a given opening line.

BGE S1–S3 English: Third and Fourth Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
1 Introduction to creative writing	<p>The lesson covers textbook page 26.</p> <p>The lesson allows pupils to agree on an understanding of what fiction, novels, and stories are.</p> <p>As explained in the Teacher's Task box on page 27, it is highly recommended that teachers select a number of short stories they think pupils would enjoy, and make a habit of regularly reading stories to the class at the start of lessons, as an accompaniment to all the more specific work in the textbook.</p>	<p>Third Level Es & Os I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. LIT 3-11a (extract)</p> <p>Fourth Level Es & Os I regularly select and read texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. LIT 4-11a (extract)</p>	<p>Third Level benchmarks</p> <ul style="list-style-type: none"> • Gives a personal response to texts with appropriate justification. • Explains how well a text or source meets needs and expectations with appropriate justification. <p>Fourth Level benchmarks</p> <ul style="list-style-type: none"> • Gives a personal response to texts or explains how well a text or source meets needs and expectations, justifying opinion with relevant reference to the text. 	

BGE S1–S3 English: Third and Fourth Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
2 a & b Features of a short story – plot	<p>The lesson covers textbook pages 27–34.</p> <p>Pupils learn about plot by reading the story <i>Straw in the Ear</i>.</p> <p>This allows them to access some quite complex ideas about story structure, including:</p> <ul style="list-style-type: none"> • initiating incident • using challenges to develop plot • climax • resolution • use of twist or cliffhanger endings. 	Extracts from LIT 3-11a and LIT 4-11a as above.	<p>Third Level benchmarks</p> <ul style="list-style-type: none"> • Selects texts regularly for enjoyment and interest or relevant sources to inform thinking. • Gives a personal response to texts with appropriate justification. • Explains how well a text or source meets needs and expectations with appropriate justification. • Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing. <p>Fourth Level benchmarks</p> <ul style="list-style-type: none"> • Selects regularly and independently, texts for enjoyment and interest or relevant sources to inform thinking. • Gives a personal response to spoken texts or explains how well a spoken text or source meets needs and expectations, justifying opinion with relevant reference to the text. • Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising, analysing and annotating. 	

BGE S1–S3 English: Third and Fourth Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
3 Features of a short story – character	<p>The lesson covers textbook pages 34–36.</p> <p>Pupils learn about plot by referring again to the story <i>Straw in the Ear</i>.</p> <p>This allows them to consider what characters look like, their personalities, and what drives them.</p>	<p>Third Level Es & Os I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p style="text-align: right;">LIT 3-13a</p> <p>Fourth Level Es & Os Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</p> <p style="text-align: right;">LIT 4-13a</p>	<p>Third Level benchmarks</p> <ul style="list-style-type: none"> • Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing. <p>Fourth Level benchmarks</p> <ul style="list-style-type: none"> • Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising, analysing and annotating. 	

BGE S1–S3 English: Third and Fourth Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
4 Features of a short story – setting	<p>The lesson covers textbook page 36.</p> <p>Pupils learn about setting by referring again to the story <i>Straw in the Ear</i>.</p>	<p>Third & Fourth Level Es & Os as in lesson 3 above.</p>	<p>Third & Fourth Level benchmarks as in lesson 3 above.</p>	

BGE S1–S3 English: Third and Fourth Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
5 Show, don't tell	<p>The lesson covers textbook pages 37–38.</p> <p>Pupils work with sentences that first make them infer a shown feeling, and then with instructions that get them to show feelings in their own writing.</p>			<p>Teachers may decide after page 38 that pupils are ready to plan and write their own stories for assessment.</p> <p>The next part of the textbook chapter, and the next two units in these lesson planning tables, explain how to write:</p> <ul style="list-style-type: none"> • a ghost story • a hero's journey story.

Teachers may now go on to assess pupils more summatively. The Expressive Writing chapter of the Third and Fourth Levels textbook provides the opportunity for pupils to write two stories:

- a ghost story
- a hero's journey story.

Teachers may now go on to assess pupils more summatively, using the tasks provided in the following pages of this pack:

- **Choosing a Title** on page 175.
- **Choosing a Character** on page 175.
- **A Science Fiction Story** on pages 175–176.
- **Witness** on page 176.
- **A Difficult Decision** on page 176.
- **A New Beginning** on pages 176–177.
- **Opening Lines** on page 177.

Assessment of Creative Writing: Third and Fourth Levels

Notes for Teachers

These assessments complement the approaches in the BGE S1–3 English Third and Fourth Levels textbook in developing creative writing skills. Detailed advice on creative writing can be found in the textbook, on pages 26–60.

The writing assessment tasks give pupils the opportunity to write creatively in a range of genres. Pupils are given support in terms of titles, initial prompts and ideas to encourage them in their writing. Advice is provided on the features of creative writing such as establishing characters, developing setting and creating a plot.

There is also a planning template that may support pupils with their writing (see page 166). Pupils should use the planning time to make notes and to plan their writing carefully.

Assessment records are provided for the assessments.

- The criteria for the assessments are drawn from the benchmarks for Literacy and English for Third and Fourth Levels.
- Comment boxes provide a useful way to record the strengths and development needs of pupils in assessing their skills in writing.

The benchmarks used in the assessment records for creative writing are provided below.

Third Level	Fourth Level
<p>Benchmarks for Creative Writing</p> <ul style="list-style-type: none"> • Applies key features of the chosen genre. (ENG 3-31a) • Creates interesting and convincing characters. (ENG 3-31a) • Creates a clear sense of setting with descriptive detail. (ENG 3-31a) • Makes some attempt to engage the reader and achieve effects. (ENG 3-31a) 	<p>Benchmarks for Creative Writing</p> <ul style="list-style-type: none"> • Applies features of the genre effectively. (ENG 4-31a) • Develops plot, setting and character in a satisfying way. (ENG 4-31a) • Uses structure effectively to enhance writing. (ENG 4-31a) • Engages the reader and achieves particular effects through the use of narrative devices, mood /atmosphere and language. (ENG 4-31a)
<p>Benchmarks for Technical Accuracy</p> <ul style="list-style-type: none"> • Spells most words correctly, including unfamiliar or specialist vocabulary. (LIT 3-21a) • Punctuation is varied and mainly accurate. (LIT 3-22a) • Writes almost all sentences in a grammatically accurate way. (LIT 3-22a) • Uses a variety of sentence structures. (LIT 3-22a) • Uses paragraphs to structure content. (LIT 3-22a) 	<p>Benchmarks for Technical Accuracy</p> <ul style="list-style-type: none"> • Spelling is accurate, including unfamiliar or specialist vocabulary. (LIT 4-21a) • Uses a variety of punctuation, including more complex punctuation, to convey meaning or to enhance writing. (LIT 4-22a) • Punctuation is varied and accurate. (LIT 4-22a) • Writes grammatically accurate sentences. (LIT 4-22a) • Uses a variety of sentence structures to clarify meaning and enhance writing. (LIT 4-22a)

Creative Writing Third and Fourth Levels

In this assessment you will have the opportunity to create an imaginative piece of writing. You will have a choice of stories, and will choose and write one of these.

You will be assessed on:

- the ideas and content of your story
- the way your ideas are organised
- your use of language in describing the setting, characters and events in your story
- technical features – sentences, paragraphs, punctuation and spelling.

Advice

Planning

You may wish to use a planning sheet to make notes. Think about the following elements of your story:

- where and when your story will take place
- the characters
- the main events of the beginning, middle and end of your story.

Writing

Think about the key features of creative writing that you have learned about.

- Use descriptive language to make your story interesting to read.
- Bring your characters to life by what they do and how they speak.

Reviewing

- Read over your piece of writing when you have completed it.
- Check your spelling, sentences (use of full stops) and paragraphs.

Choose **one** of the following seven story ideas to write about.

1. Choosing a Title

Write a story based on one of the titles below.

- The Abandoned House
- The Lair
- The Secret Maze
- The Mansion on Crabtree Lane

Think about the following questions that may help you in planning your ideas.

- Does the title suggest where the story could take place?
- Does the title suggest the genre of story you might write?
- Does the title suggest a storyline or plot?
- Who might be the character(s) in your story?
- What would be the key events in your story?

2. Choosing a Character

Choose one of the titles below and write a story based on the character and the title.

- The Secret Life of Peter Hopper
- The Revenge of Sairah Suleman
- The Ghost of Tania Wells
- The Diary of Ernest Glump

Think about the following questions that may help you in planning your ideas.

- Does the title suggest what the character in the story would be like?
- Does the title suggest a storyline or plot?
- What would be the key events in your story?
- Where could the story take place?

3. A Science Fiction Story

In this task you will write a science fiction story. It could be set the future. Your story could be about the world in the year 3000, or living on the moon in the future, or about how computers or robots have taken over the world. Or, your story could be set now, but could include knowledge and technology that we don't actually have yet.

You may wish to use one of the titles below or you can make up a title of your own.

- Life on Mars
- The Reign of the Robots
- In the Year 3000...
- The Silent City
- Metropolis
- This Dark Land

Think about the following questions that may help you in planning your ideas.

- Where and when could the story take place?
- Does the title suggest a storyline or plot?
- Does the title suggest what a character in the story would be like?
- What would be the key events in your story?

4. Witness

Write a story about a character who is a witness to a disturbing incident. You can choose one of the ideas below or make up a situation of your own:

- a character who witnesses a crime and has to testify in court
- a character who witnesses a terrifying event
- a character who witnesses a road accident.

Think about the following questions that may help you in planning your ideas.

- Where will the story take place?
- What will the character in the story be like?
- What will be the key events in your story?
- How will your story end?

5. A Difficult Decision

Write a story about a character that faces a difficult decision. You can choose one of the ideas below or make up a situation of your own:

- a character deciding to leave home
- a character who decides to end a friendship
- a character who decides to leave a team
- a character who has to decide to report a crime.

Think about the following questions that may help you in planning your ideas.

- What decision does the character face?
- How does the character feel about the decision?
- What does the character decide to do?
- What happens after the decision is made?

6. A New Beginning

Write about a character who has to make a new beginning. You can choose one of the ideas below or make up a situation of your own:

- a character starting a new job or career
- a character going to a new city
- a character emigrating to another country
- a character leaving home
- a character leaving prison.

Think about the following questions that may help you in planning your ideas.

- Where could the story take place?
- What would happen in the story?
- What would the character in the story be like?
- What would be the key events in your story?

7. Opening Lines

Write a short story using **one** of the openings below as the beginning of your story. Read over the opening lines carefully.

“Frederick Forrester sat in the dark in front of his glowing computer screen. He furiously thumped the keys. He looked at...”

Or

“The silence of the city was eerie. Sophia stood on the bridge and looked up at the distant stars. She thought about...”

Or

“He gazed through the bars of the cell and dreamed of how he could escape. He wondered if...”

Or

“Karen looked at her phone for the hundredth time. Still no text – no call. She tried the number again but it went straight to messages. She had to do...”

Or

“Sylvia was reading her favourite book “The Ice Queen”. She turned the pages slowly and imagined a land of ice. She started to shiver and...”

Think about the following questions that may help you in planning your ideas.

- Do the opening lines suggest what the character in the story would be like?
- Do the opening lines suggest a storyline or plot?
- What would be the key events in your story?
- Where could the story take place?

Creative Writing Planning Guide

You might wish to use the following planning guide. Make notes in each box.

What will your story be about?

Who will be the characters in your story?

Where and when will your story take place?

How will you begin your story?

How will you build up and develop your story?

What will happen at the most exciting part of the story?

What will happen at the end of your story?

Assessment Record – Creative Writing

Third Level

Student:

Class:

Topic:

Date:

Criteria	Strengths displayed	Development need
Applies key features of the chosen genre		
Creates interesting and convincing characters		
Creates a clear sense of setting with descriptive detail		
Comments/Notes:		
Makes some attempt to engage the reader and achieve effects: narrative structure, mood / atmosphere, language		
Comments/Notes:		
Uses paragraphs to structure content		
Writes almost all sentences in a grammatically accurate way		
Uses a variety of sentence structures		
Punctuation is varied and mainly accurate		
Spells most words correctly, including unfamiliar or specialist vocabulary		
Comments/Notes:		

Assessment Record – Creative Writing

Fourth Level

Student:

Class:

Topic:

Date:

Criteria	Strengths displayed	Development need
Applies features of the genre effectively		
Develops plot, setting and character in a satisfying way		
Uses structure effectively to enhance writing		
Comments/Notes:		
Engages the reader and achieves particular effects through the use of narrative devices, mood /atmosphere and language		
Comments/Notes:		
Uses a variety of sentence structures to clarify meaning and enhance writing		
Writes grammatically accurate sentences		
Punctuation is varied and accurate		
Uses a variety of punctuation, including more complex punctuation, to convey meaning or to enhance writing		
Spelling is accurate, including unfamiliar or specialist vocabulary		
Comments/Notes:		