EDUCATION & TRAINING FOUNDATION

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT - ASSESSMENT FOR LEARNING

Brooklands College

Brooklands College (2020) *Final Report on the OTLA Phase 6 (English) Project - Assessment for Learning.* London: ETF.

© The Education and Training Foundation (2020)

This resource was produced as part of Phase 6 of the Outstanding Teaching, Learning and Assessment (English) programme which was funded by the Education and Training Foundation. To learn more about the programme and this project read the summary booklet https://www.excellencegateway.org.uk/content/etf3157

The programme was delivered by -

CLAIRE COLLINS consultancy

skillsforlife network news • resources • jobs • information

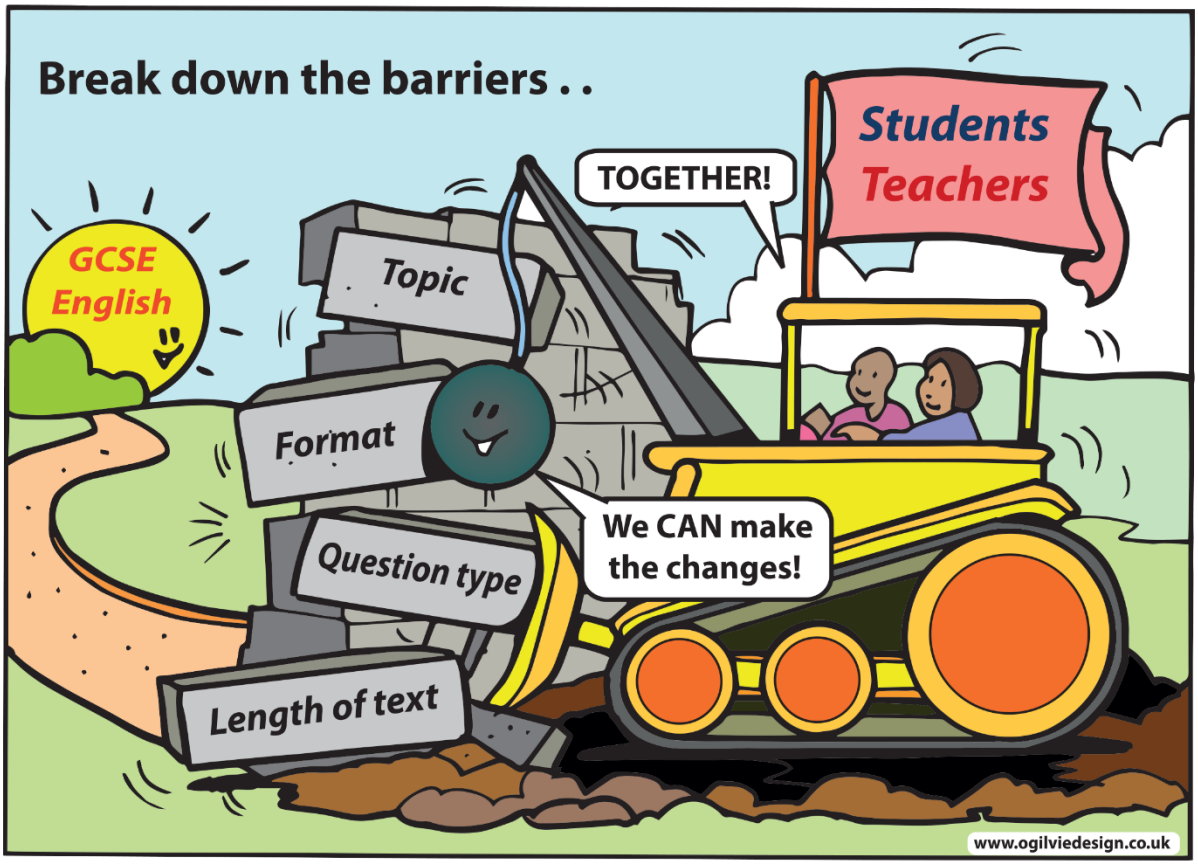
That Reading Thing for people who don't know they can

Contents

Final Report – Assessment for Learning 2
Appendix 1 – Generic Visual Approach 7
Appendix 2 – OTLA Project participant questionnaire 1 9
Appendix 3 – OTLA Project participant questionnaire 2 12
Appendix 4 – Resource bank 15
Appendix 5 – Finished paper 23
Case Study 1 – The Learners' Journey 27
Case Study 2 – The Lecturers' Professional Learning Journey 29

Final Report – Assessment for Learning

Brooklands College



In this project we set out to try to understand the barriers our students face when trying to engage with a non-fiction text within a classroom or examination situation. We then hoped to identify strategies to help them overcome such barriers.

Summary

Brooklands College is a Further Education college based on two campuses, one in Weybridge, Surrey and the other in Ashford, Middlesex. We are proud to be one of Surrey's largest providers of vocational training and Further and Higher Education.

Our course offering is diverse and our teaching excels. The support we provide for our students is also excellent and is recognised as one of our key drivers for success.

The college has been awarded 'Good' by Ofsted following the college's December 2019 inspection, stating that the College fosters "a close community between learners and teachers."

Rationale

We had four main objectives. We hoped to:

- develop the learners' ability to identify the barriers in engaging with reading
- work with a learner cohort in finding pathways around these barriers
- support the learner cohort in creating a bank of reading resources which map across GCSE exam requirements but are more student-centric
- support the learner cohort in developing questions on the reading resources which are related to the assessment objectives of 9-1 GCSE English.

As a result, we hoped that learners would have a greater awareness of themselves as learners, their study skills and their potential. We hoped too that learners would feel more confident when approaching reading texts and we planned to build a bank of student-centric GCSE texts and exam papers to support classroom delivery and promote student engagement.

Approach

We recruited a team of lecturers and student researchers to develop approaches for Phase 1. These approaches were tested with the GCSE student cohort using exemplar reading materials, discussion and questionnaires. In Phase 2 we planned to put our approach into practice and assess its impact.

Phase 1:

- Locate exemplar GCSE texts.

  The project team decided to focus on the non-fiction texts for Paper 2 in the AQA exam, as the fiction texts of Paper 1 could be seen as more subjective in their appeal.

- Work with these resources to identify where engagement is lost and why.

  We started with a generic visual approach to understanding where engagement began to falter (see Appendix 1).

- Note the factors which engage and disengage students

  We developed a more thorough approach in identifying the factors that disengage learners by creating a questionnaire for the GCSE cohort (see Appendix 2). The GCSE cohort fed back on this and we developed another questionnaire to catch more information (see Appendix 3).

- Create a bank of reading resources to meet the required elements of GCSE, but which would also be likely to engage learners in their content and format.

  We researched and located a series of linked resources (contemporary and 19th Century non-fiction texts) that met with initial factors for engagement and then formatted them to ensure they met the further requirements (see Appendix 4).

Phase 2:

- Develop questions which are more student-centric and meet the requirements of the GCSE English AOs

  The project team realised that only three questions of the five were barriers to engagement and developed alternative examples.

- Apply these questions to texts selected from the reading resource bank

  We were able to put together a series of papers ready for testing. One was completed with questions.

- Trial papers with the GCSE English cohort and collect the feedback using the developed questionnaire.

  Given the timescale of the project we were unable to trial the resources as fully as we had planned.

Professional learning: Evidence of changes in teaching, learning and assessment practices

The lecturers within the project team were asked to evaluate their participation and identify any changes to their teaching, learning and assessment practices (see Case Study 1).

They reported that they had gained:

- a greater understanding of the barriers to engagement which will inform lesson planning and delivery in the future;
- an increased confidence in finding new resources in a move away from the tried (tired) and tested;
- a greater awareness of the AO requirement of the GCSE which will impact on lesson planning and delivery;
- an increased respect for the ability of students to work collaboratively with tutors.

We plan to build on these insights in the planning, development and implementation of next year's curriculum.

Evidence of improved collaboration and changes in organisational practices

The creation of a lecturer/student collaborative project team is an innovative approach within the college and is something we would like to pursue in different contexts going forward. It promoted equality and diversity in seeking to involve a cross section of the college's members, students and lecturers alike.

The scheduling of classes for the project team was new and necessitated redeployment of staff and resources.

Project findings were used in some departmental CPD in December, exploring 'the aesthetics of a study text'. This involved a workshop where English and maths

lecturers on GCSE and Functional Skills programmes discussed the project findings regarding resources and questions.

Evidence of improvement in learners' achievements, retention and progression

Quantifying learner achievement and progression at this early stage is difficult, as the student volunteers and GCSE cohort are yet to sit their final exams. However, we can say that student confidence in their ability to overcome barriers to reading seems to have improved, with clear potential for increased achievement.

> *"I feel as if I know more about me and why I don't read so much. I reckon I could do better in the exam now"*
>
> *"Now I know what they want me to write, I'm sure I can do better."*

Student comments

> *"It's good having students to discuss the project with, I'm really impressed with some of the ideas they've come up with."*
>
> *"Retrospectively, I can see why the formatting of the texts including a photograph could make such a big difference."*

Lecturer comments

It is also evident that identifying barriers to engagement in reading activities involving the students has helped them self-assess their own learning. This capacity should promote a better achievement rate, as shown in the generic visual approach (Appendix 1) and in the questionnaire feedback (Appendices 2 and 3).

Learning from this project

Phase 1

- **Commonality in AQA paper texts.** Whilst it is clear that initial texts were selected as examples of persuasive writing, this seems to have tailed off and has been replaced by what may appear to be more accessible topics for students e.g. surfing and sailing.
- **Barriers to engagement.** We found that while the topic of a text is a key factor in the engagement/disengagement of a student, another important factor seems to be the formatting of the text on a page. This is not always linked to the length of the text but also to the use of paragraphing and pictures.
- **Preferred themes.** Students seemed to move away from the "heavy" texts relating to world affairs and significant historical events. They preferred more "popcorn" topics such as social activities and popular media. These themes include: crime, fame, recreational activities, horror, sport, the supernatural, prison and disasters.

- **Bank of resources.** This research and selected process has been challenging but effective. It would have been better if we had identified this process within our learning aims, as the adaptive nature of this individual research provided some great results.
- **Formatting of text including pictures.** Our understanding of what worked on the page based on the research was key in formatting the texts. In future it would be good to look at the presentation of this in a multi-media format.

Phase 2

- **Adaptation of questions.** This was a particularly valuable task and is something we will roll out as part of lesson content going forward. We developed alternative versions for exam questions 2, 3 and 4.
- **Assessment of final papers.** The project was divided into two phases but we were unsure how long these activities would take. We were able to get further into phase 2 than we perhaps expected but a full trial of the created papers was not possible in the timeframe of the project. The papers will be rolled out within the college as lesson resources later in the spring term and as revision materials at the start of the summer term, and feedback sought thereafter.

Appendix 1 – Generic Visual Approach

* The students were asked to highlight the [2] text up to the point they lost interest.

Source A

Source A was published in *The Guardian* newspaper in 2016. In this article, the writer, Peter Walker, explores how people who cycle in the city are at risk from other road users.

All cyclists fear bad drivers

Ask most people who ride a bike regularly in the UK and they'll happily recount a list of terrifying or alarming incidents caused by the deliberate actions of another road user, usually someone in a motor vehicle.

My last such incident happened just under a week ago, when a driver decided to overtake my bike very closely and at speed on a narrow residential street near my home in south-east London. I was unharmed, but the driver was gambling on the assumption that I would not, for example, hit a sudden pothole and swerve or wobble.

Inevitably the congested traffic meant I caught up with the driver at the next junction. His relatively minor, but nonetheless very real, roll of the dice with my chances of making it home safely that evening had all been for nothing. That's appallingly common.

A couple of things must be noted. First, however distressing such incidents can be – and there is evidence they help keep levels of cycling in Britain as pathetically low as they are – riding a bike is still safer than many people think. The average Briton would ride 2 million miles before they suffered a serious injury.

Secondly, while some are tempted to characterise such events as part of a 'war on the roads' it's nothing of the sort, not least as the majority of cyclists also drive, and would thus be somehow waging war on themselves.

The thing to grasp is that it's about the person, not the mode of transport they happen to be using at that particular time. As well as cycling, I walk, use buses and trains, sometimes drive, occasionally get planes. My personality is not changed, or defined, by any of those. I get the sense that all these forms of transport are populated by roughly similar proportions of idiots. They might push on to a train, barge past you on an escalator at an Underground station, recline their plane seat just as the meals are being served.

Driving is, however, different in one way. It is the sole event in most people's everyday lives where there is a plausible chance they could kill another human being. It's not about morals, it's simple physics. If I hit someone at 12mph even on my solid, heavy everyday bike it would impart something like 1,200 joules of kinetic energy. If I were in the last car I owned, a relatively tiny Nissan Micra, doing 30mph, you're suddenly at 100,000 joules. It's a very different impact.

It's why police should take incidents more seriously than they generally do. It's why the driving tuition and testing system should be revamped to place far more stress on drivers' vast, overriding responsibility to look out for and protect vulnerable road users, those not cocooned within a tonne of metal.

Next time you're in a car and you think a cyclist in front is holding you up, I'd urge you to hold two very clear thoughts in your mind.

IB/G/Nov18/8700/2

The first is this: despite the apparent belief of many drivers, cyclists are not obliged or even advised to ride in the gutter. If a rider is in the middle of the lane it could be to stay clear of opened doors on parked cars; it could be because the edge of the road is rutted and potholed; it might even be to stop drivers squeezing past when it would be clearly unsafe to do so.

Also bear this in mind: even if you're absolutely convinced the cyclist is in the wrong, hold back and be cautious anyway. In the majority of urban traffic situations, your overtake will be a very brief victory – they'll pedal past again in the queue for the next red light or junction. But most of all, remember that these are human beings, unprotected flesh and bone seeking to get to work, to see their friends, to return to their loved ones. However much of a rush you think you're in, it never, ever, justifies putting them at risk.

Turn over for Source B

Appendix 2 – OTLA Project participant questionnaire 1

Name:

Title of text A:

1. What is the text about? Please summarise in one sentence.

2. Who is the writer?

3. What do you know about them?

4. What do you think is the purpose of this text?

5. Which bits did you find interesting?

6. Why?

7. Which bits did you find less interesting?

8. Why?

Title of text B:

1. What is the text about? Please summarise in one sentence.

2. Who is the writer?

3. What do you know about them?

4. What do you think is the purpose of this text?

5. Which bits did you find interesting?

6. Why?

7. Which bits did you find less interesting?

8. Why?

Both text A and text B

1. How many lines were there of text A and text B?

2. What amount would you expect to be the minimum and maximum for a GCSE text?

3. What do you think would be a good topic for a text?

4. Why?

Appendix 3 – OTLA Project participant questionnaire 2

Name:

Title of text A:

1. What is the text about? Please summarise in one sentence.

2. Who is the writer?

3. What do you know about them?

4. What do you think is the purpose of this text?

5. Which bits did you find interesting?

6. Why?

7. Which bits did you find less interesting?

8. Why?

9. Is there a picture? If yes, how does it increase your understanding of the text?

Title of text B:

1. What is the text about? Please summarise in one sentence.

2. Who is the writer?

3. What do you know about them?

4. What do you think is the purpose of this text?

5. Which bits did you find interesting?

6. Why?

7. Which bits did you find less interesting?

8. Why?

9. Is there a picture? If yes, how does it increase your understanding of the text?

Both text A and text B

1. How many lines were there of text A and text B?

2. What amount would you expect to be the minimum and maximum for a GCSE text?

3. What do you think would be a good topic for a text?

4. Why?

Appendix 4 – Resource bank

ASBO texts

Text A

The Times **October 1842**

The Hoop Nuisance

Sir,

I have not for many years read a paragraph in The Times which has afforded me greater pleasure than that which heads your "Police" report of this day, conveying Mr. Hardwick's just complaint of, and directions to Inspector Baker, on the hoop nuisance.

As a daily passenger along the crowded thoroughfares of London-bridge and Thames-street, where boys and even girls, drive their hoops as deliberately as if upon a clear and open common, I can bear witness to its danger and inconvenience.

I have at this moment a large scar on one of my shins, the legacy of a severe wound, which festered, and was very painful for an entire month, inflicted a year ago by the iron hoop of a whey-faced, cadaverous charity-boy from Tower-hill, who on my remonstrating with him on his carelessness, added impudence to the injury, by significantly advancing his extended fingers and thumb to his nose and scampering off. Aware that I had no redress, that the police would not interfere, I was compelled to grin and bear it while I hobbled away.

The nuisance calls loudly for the interference of the Police Commissioners.

Your daily reader,

A PEDESTRIAN

Text B

The Guardian **13 October 2013**

New asbos 'will punish children for being children'

Toby Helm

Injunctions to Prevent Nuisance and Annoyance (Ipnas) could prevent ball games, skateboarding and hanging around, says children's commissioner.

In a letter to the *Observer* Dr Maggie Atkinson, children's commissioner of in the Anti-Social Behaviour, Crime and Policing Bill going through parliament.

They say the proposed clampdown on unruly behaviour will "punish children over the age of 10 simply for being children" by widening the definition of antisocial behaviour and reducing the burden of proof so sharply that the effect could be to "outlaw everyday activities" such as skateboarding or ball games. The Home Office argues that the measures will deliver speedier and more effective curbs on unruly activity.

Under the proposals antisocial behaviour orders (asbos) will be replaced by new Injunctions to Prevent Nuisance and Annoyance (ipnas). Currently, to be given an asbo a person must have behaved in a way that "caused or was likely to cause harassment, alarm or distress". But under the new law, a person would have to have behaved only in a way that is "capable of causing nuisance or annoyance" to get an injunction.

For a court to grant an asbo, it must be satisfied "beyond reasonable doubt" that a person has behaved antisocially and conclude that an asbo is necessary to protect others from further antisocial acts.

But to grant one of the new injunctions, the court would have to believe only that "on the balance of probabilities" a person had behaved antisocially and to conclude that it is "just and convenient" to grant an injunction to stop their antisocial behaviour.

Opponents say that under the new law, if the police or local council believe that "on the balance of probabilities" a weekly basketball game is capable of annoying residents and that an injunction would be a convenient way to stop the game, they could ask the court to issue an injunction against the players.

This would restrict where the players could go and what they could do. If the players were over 14 and they flouted the injunction, they could be imprisoned for up to three months.

Signatories to the letter, who also include the chief executive of the National Children's Bureau, Dr Hilary Emery, say that the measures amount to an overreaction which is particularly unfortunate at a time when youth services are being cut across the country.

They write: "We acknowledge that antisocial behaviour can blight the lives of individuals and communities, but this bill is not the answer. It promotes intolerance of youth, is a blow for civil liberties and will damage children's relationship with the police. Children learn the importance of right and wrong from their parents, teachers and communities. We do not need to create more laws to do it."
Last week the human rights joint committee of both houses of parliament also called on government to amend the Bill "to make the test for anti-social behaviour more precise".

Penelope Gibbs, chair of the Standing Committee for Youth Justice, said: "It's hard to believe that the government is planning to outlaw teenagers just for being annoying – unopposed by Labour. Many teenagers already feel they are pariahs in their communities. What are teenagers supposed to do? Youth services have been cut, they are told not to spend too much time indoors playing computer games. Yet this law means they may be afraid to skateboard on the street or just hang out with their friends."

Funeral texts

TEXT A

Traditional funerals dying out in UK as no-frills options rise

One in 10 have conventional send off with many preferring quirkier farewells, Co-op says

Rebecca Smithers *Consumer affairs correspondent* Thu 29 Aug 2019

The traditional religious funeral is dying a death, according to a report that also reveals the soaring popularity in the UK of no-frills or "direct cremations" – a cheaper and less conventional send off with no mourners present.

The UK's largest funeral director, Co-op Funeralcare, found one in 10 people want a traditional farewell, underlining the growing popularity of personalised, bespoke ceremonies without the formal trappings.

Based on feedback from its funeral directors from more than 500,000 ceremonies conducted in the past five years and the views of 4,000 British adults, the study reflects changing trends and attitudes towards death.

One in 25 funerals arranged by the Co-op are direct cremations, perhaps inspired by the wishes of the late David Bowie. The musician, who died in January 2016, was cremated with no family or friends present after specifying that he did not want a funeral service (his ashes were scattered in Bali).

The findings build on the Co-op's national study into dying in the UK, for which more than 30,000 Britons were questioned last year, in an attempt to break taboos around bereavement and ensure the wishes of the deceased are followed.

Samantha Tyrer, the managing director of Co-op Funeralcare, said: “The funeral sector is rapidly changing. More so now than ever before we’re seeing requests for wonderfully personalised ceremonies, whether that be on the 18th hole of a golf club, or having a pet dog present. The choices are endless and so it’s absolutely crucial that people make their wishes known to ensure they’re not missed.”

The study also found the use of formal pallbearers to carry coffins has declined in the past five years.

Requests for ceremonies to take place away from churches have increased, with locations including a zoo, on a bus, on a golf course or in a teepee. Most of the Co-op’s undertakers had arranged a funeral where mourners wore bright clothing and half have known mourners to dress in jeans and tracksuits.

More than half (57%) of funeral directors had received requests for pets to be present at funerals, whether leading the hearse, attending the service or joining the wake. Three-quarters had organised unusual floral tributes including a packet of Werther’s Originals and a 3D lion’s head, while traditional coffins were being replaced by rainbow colours, football team crests and leopard print.

Humanists UK, the largest provider of humanist funerals in the UK, welcomed the findings. Its director of community services, Teddy Prout, said: “This report gives insight into the changing nature of funerals in the UK, including the increasing numbers opting for personalised, bespoke funerals over traditional religious funerals, which are in decline. This is reflective of the huge societal shift of more people identifying as non-religious than ever before and with that, perhaps, comes more open attitudes towards death.”

Text B

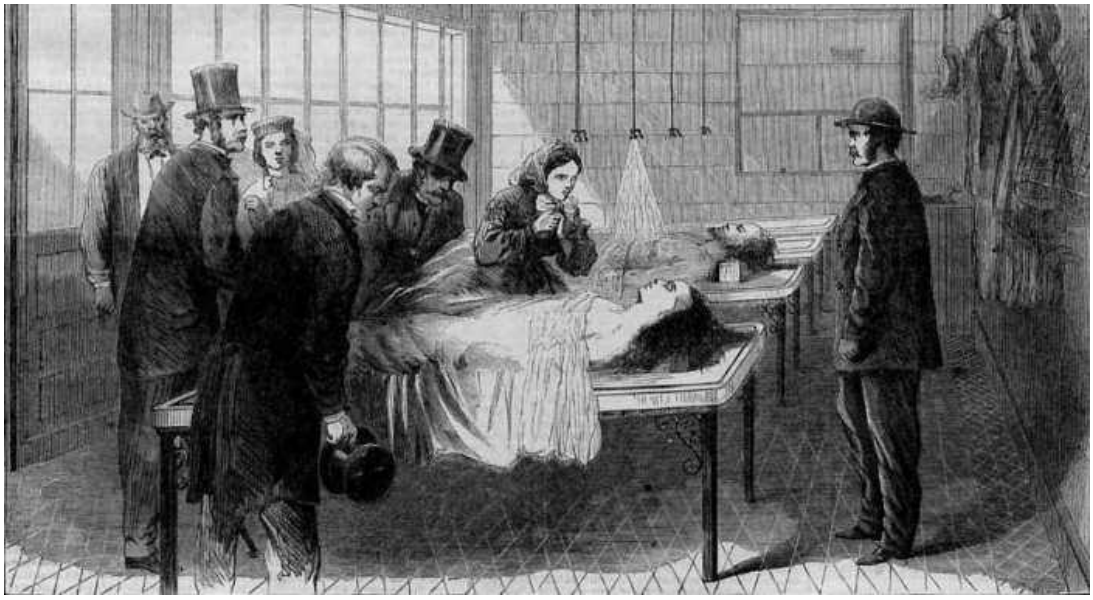
The Philadelphia Dollar Newspaper 31 July, 1884

THE PREMATURE BURIAL *BY EDGAR A. POE, ESQ.*

To be buried while alive, is, beyond question, the most terrific of the extremes which has ever fallen to the lot of mere mortality. That it has frequently, very frequently, so fallen, will scarcely be denied by those who think.

The boundaries which divide Life from Death, are at best shadowy and vague. Who shall say where the one ends, and where the other begins?

We know that there are diseases in which occur total cessations of all the apparent functions of vitality, and yet in which these cessations are merely suspensions, properly so called. They are only temporary pauses in the incomprehensible mechanism. A certain period elapses, and some unseen mysterious principle again sets in motion the magic pinions and the wizard wheels.



The silver cord was not forever loosed, nor the golden bowl irreparably broken. But where, meantime, was the soul?

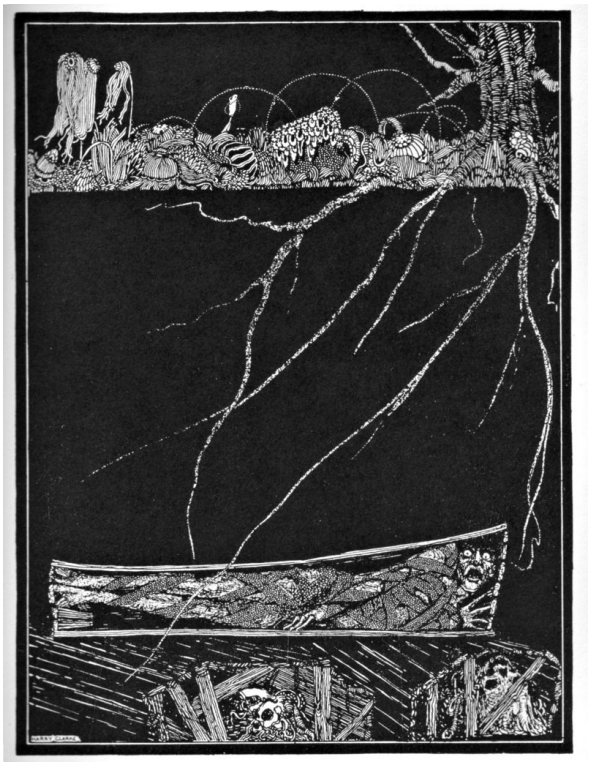
I might refer, at once, if necessary, to a hundred well authenticated instances. One of very remarkable character, and of which the circumstances may be fresh in the memory of some of my readers, occurred, not very long ago, in the neighbouring city of Baltimore, where it occasioned a painful, intense, and widely extended excitement.

The wife of one of the most respectable citizens — a lawyer of eminence and a member of Congress — was seized with a sudden and unaccountable illness, which completely baffled the skill of her physicians. After much suffering she died, or was supposed to die. No one suspected, indeed, or had reason to suspect, that she was not actually dead. She presented all the ordinary appearances of death. The face assumed the usual pinched and sunken outline. The lips were of the usual marble pallor. The eyes were lustreless. There was no warmth. Pulsation had ceased. For three days the body was preserved unburied, during which it had acquired a stony rigidity. The funeral, in short, was hastened, on account of the rapid advance of what was supposed to be decomposition.

The lady was deposited in her family vault, which, for three subsequent years, was undisturbed.

At the expiration of this term, it was opened for the reception of a sarcophagus; — but, alas! How fearful a shock awaited the husband, who, personally, threw open the door.

As its portals swung outwardly back, some white-apparelled object fell rattling within his arms. It was the skeleton of his wife in her yet unmoulded shroud.



A careful investigation rendered it evident that she had revived within two days after her entombment — that her struggles within the coffin had caused it to fall from a ledge, or shelf, to the floor, where it was so broken as to permit her escape. A lamp which had been accidentally left, full of oil, within the tomb, was found empty; it might have been exhausted, however, by evaporation.

On the uppermost of the steps which led down into the dread chamber, was a large fragment of the coffin, with which, it seemed that she had endeavoured to arrest attention, by striking the iron door. While thus occupied, she probably swooned, or possibly died, through sheer terror; and, in falling, her shroud became entangled in some iron-work which projected interiorly. Thus she remained, and thus she rotted, erect.

Victorian dog-headed man text

Andrian, the Dog-Headed Man, and his Son, Fedor

The likenesses of the two extraordinary creatures on our front page are correct representations of the singular beings now being exhibited nightly at the Metropolitan Music Hall, Edgware Road.

The face of Andrian, the father, is covered with hair, and presents the appearance of one of the lower animals of the creation. He is fifty-five years of age, and has four teeth on the lower jaw and two on the upper – these are the only teeth he ever possessed; he is quiet and unobtrusive in manner, and has been for the greater part of his life a denizen of a Governmental forest, in Russia, called Kostroma.

While in his native wilds he was habited in skins of bears and other animals, and it was with much difficulty that he was prevailed upon to clothe himself in civilised costume.

The hair on his face, forehead, and ears appears in form and structure unlike that which usually grows on human beings.

The boy – his son, Fedor – is four years old; his face is covered with light coloured downy hair, resembling in some respects the soft fleecy wool of a lamb. He has four teeth on the lower jaw, but none on the upper. Fedor is a lively, merry little fellow. Both father and son have been presented at the Russian Court. They have also been exhibited at Paris, where they attracted crowds of curious and wonder-struck people. The dog-headed man and his son are most unquestionably the greatest phenomenon of the age. Whether there are other beings of a similar nature residing in the Russian forest, from whence they come, we are not able to say, but these two are interesting and remarkable in the highest degree.

The Illustrated Police News, February 7, 1874

Appendix 5 – Finished paper

Source A

THE STAR **One Halfpenny**

LONDON. MONDAY, 10 SEPTEMBER, 1888.

HORROR UPON HORROR.

WHITECHAPEL IS PANIC-STRICKEN AT ANOTHER FIENDISH CRIME.

A FOURTH VICTIM OF THE MANIAC.

A Woman is Found Murdered Under Circumstances Exceeding in Brutality the Three Other Whitechapel Crimes.

London lies to-day under the spell of a great terror. A nameless reprobate - half beast, half man - is at large, who is daily gratifying his murderous instincts on the most miserable and defenceless classes of the community. There can be no shadow of a doubt now that our original theory was correct, and that the Whitechapel murderer, who has now four, if not five, victims to his knife, is one man, and that man a murderous maniac. There is murderer in our midst. Hideous malice, deadly cunning, insatiable thirst for blood - all these are the marks of the mad homicide.

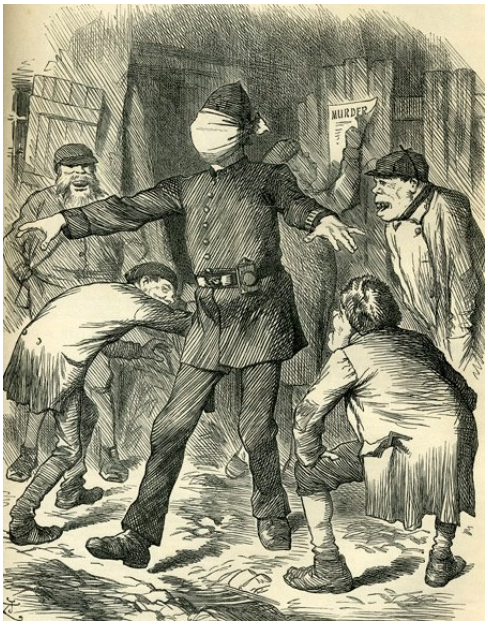
The ghoul-like creature who stalks through the streets of London, stalking down his victim like a Pawnee Indian, is simply drunk with blood, and he will have more. The question is, what are the people of London to do? Whitechapel is garrisoned with police and stocked with plain-clothes men. Nothing comes of it. The police have not even a clue. They are in despair at their utter failure to get so much as a scent of the criminal.

Now we have a moral to draw and a proposal to make. We have carefully investigated the causes of the miserable and calamitous breakdown of the police system.

They are chiefly two: (1) the inefficiency and timidity of the detective service, owing to the manner in which Sir Charles has placed it in leading strings and forbidden it to move except under instructions; (2) the inadequate local knowledge of the police. To add to the list of clumsy

follies which have made Sir CHARLES WARREN'S name stink in the nostrils of the people of London, the CHIEF COMMISSIONER has lately transferred the whole of the East-end detectives to the West and moved the West-end men to the East.

Our reporters have discovered that the Whitechapel force knows little of the criminal haunts of the neighbourhood.



Now, this is a state of things which obtains in no other great city in the world but London, and is entirely due to our centralised system. In New York the local police know almost every brick in every den in the district, and every felon or would-be felon who skulks behind it. In Whitechapel many of the men are new to their work, and others who have two or three years' local experience have not been trained to the special work of vigilant and ceaseless inspection of criminal quarters.

Now there is only one thing to be done at this moment: the people of the East-end must become their own police. They must form themselves at once into Vigilance Committees. There should be a central committee, which should map out the neighbourhood into districts, and appoint the smaller committees. These again should at once devote themselves to volunteer patrol work at night, as well as to general detective service.

The unfortunates who are the objects of the man-monster's malignity should be shadowed by one or two of the amateur patrols. They should be cautioned to walk in couples. Whistles and a signalling system should be provided, and means of summoning a rescue force should be at hand. We are not sure that every London district should not make some effort of the kind, for the murderer may choose a fresh quarter now that Whitechapel is being made too hot to hold him.

We do not think that the police will put any obstacle in the way of this volunteer assistance. They will probably be only too glad to have their efforts supplemented by the spontaneous action of the inhabitants. But in any case, London must rouse itself. No woman is safe while this ghoul is abroad. Up, citizens, then, and do your own police work!

Source B

A BREAK IN 'YORKSHIRE RIPPER' IS INDICATED AS MAN, 35, IS CHARGED

By William Borders and Special to the New York times. Article published on January 6th 1981 outlining the arrest of the Yorkshire Ripper – A man who committed multiple murders with the same characteristics as Jack the Ripper.

A 35-year-old truck driver was charged with murder today, and the police appeared to feel that they had broken the case of the so-called Yorkshire Ripper, believed responsible for the deaths of 13 women during the last five years.

Peter Sutcliffe, who lived quietly with his wife in the city of Bradford, where several of the murders were committed, was arraigned on a charge of having committed only the most recent of the killings, the murder of a 20-year-old college student in November.

The word of the arrest had spread and 1,000 people, many of them shouting "Hang him!" and other abuse, stood outside the courtroom as policemen rushed the suspect in and out under a blue blanket. His wife, Sonia, a schoolteacher, watched the proceedings from the public gallery.

Bodies Were Mutilated

The police have said all along that all the murders had certain still secret characteristics that indicated that they were the work of the same man. The bodies of many of the victims were mutilated.

Announcing that the search for the murderer, one of the biggest manhunts in recent British history, was being called off, a senior police officer in Yorkshire said, "We are delighted, absolutely delighted."

Mr. Sutcliffe, who had been questioned by the police at least once before during the investigation, was arrested Friday night as he sat in a car in an area of Sheffield, another northern city, where prostitutes congregate. Several of the victims had been known to frequent such neighbourhoods.

License Plates Stolen

Two patrolmen apprehended him first on a charge of having stolen license plates and then, for reasons that have not been made public, they became suspicious that he might be the killer. He was held in custody and questioned all weekend and then was charged this afternoon. The charge carries a maximum sentence of life imprisonment.

The case, which has aroused fury and fear all over England, provided a severe test for the strict British law designed to insure a fair trial by limiting pre-trial publicity. Under the law, which is far stricter than in the United States, newspapers are supposed to publish nothing about a defendant that could prejudice a case in court.

The murderer, who called himself Jack the Ripper, taunted the police in letters and in a tape recording sent a year ago to an assistant chief constable, George Oldfield. Announcing in the tape that he was about to commit his 12th murder, which he then did, the killer said:

"I reckon your boys are letting you down, George. You can't be much good, can you?" Hoping that someone would recognize the voice, the police broadcast the recording and set up a special telephone number that could be called to listen to the tape.

The original Jack the Ripper, who also taunted the police, killed several prostitutes in East London in the 1880's, mutilating their bodies. He was never caught.

Exam Alternate Questions

Q2. Compare the different police approaches in both texts using quotes to support your answer and adding how effective you think they were

Q3. Identify the language features in Text 1 paragraphs 1 and 2 and explain why the writer has used them.

Q4. Compare the different views of the writers whilst identifying the language features they’ve used and explaining why they used them.

Case Study 1 – The Learners' Journey

Context

The aim of this project was to identify and overcome student barriers to engagement with GCSE English texts. To facilitate this the Project Leader recruited a team of tutors and student researchers to develop approaches for testing with the GCSE English cohort.

The monthly progress reports were developed from project team meetings. These meetings acted as a foundation for this case study. The student feedback is taken directly from the meeting notes.

September progress

We recruited student volunteers from the GCSE cohort to work with lecturers. We had an initial discussion with the whole project group about the project and why we thought it was important.

September student researcher meeting, key quotes

"I read the poster advertising the project and thought why not, it might help me pass this year!"

"I've failed twice now. I don't want to fail again"

October work

The project team looked at a number of texts from GCSE past papers and discussed why they thought students might not engage with them and tried to identify what were the key elements needed to make it a GCSE worthy text. We were careful not to assume anything. We developed a questionnaire we thought might help us identify why the wider GCSE cohort did not engage with the texts and what they would prefer. The questionnaire was used with some past GCSE texts within the GCSE classes.

October student researcher meeting, key quotes

"I hadn't realised there were so many GCSE texts, all doing different things. I can see that the exam people are trying to get us interested but I'm not sure if it's working. I can see why a more interesting text will make students read it and should give them a better chance at answering the questions correctly."

"Working with the teachers is weird. They're trying to get me involved with the talking about stuff but I don't want to say something stupid in front of everyone."

"We've made up a questionnaire that I think will work, I hope the other students do it properly."

November Work

In this month's meeting we identified that there were extra questions we needed to add to the questionnaire so created another version. We used this with new texts within GCSE classes to increase our understanding. Student researchers looked for Victorian resource material that met the requirements of the students and the GCSE.

November student researcher meeting, key quotes

"I've really had fun finding out how odd the Victorians were. My favourite clips were from Horrible Histories. My other favourite part was all the crimes like Jack the Ripper."

"I liked the text about the dog headed boy!"

December work

The project team worked to identify what the questions in the GCSE were actually asking and the student researchers were tasked with re-writing them.

December student researcher meeting key quotes

"What I don't get it is when the examiners try and find different papers to interest us but use the same questions all the time."

January student researcher summative comment

We met as a team for the last time to discuss what went well, what we could have done better and what we think we've achieved. Members were asked to contribute a summative paragraph outlining their views.

"I feel as if I know more about me and why I don't read so much. I reckon I could do better in the exam now. I think we've made something that can work and I hope everybody uses it. Even if it doesn't work for everyone else, I think I've learned a lot. If we did it again, I'd like to have found some even weirder Victorian texts because I think it would make it more fun."

"I think the new papers look good and the questions are easier to answer. It definitely helped me because now I know what they want me to write, I'm sure I can do better in my final GCSEs."

Case Study 2 – The Lecturers' Professional Learning Journey

Context

The aim of this project was to identify and overcome student barriers to engagement with GCSE English texts. To facilitate this the Project Leader recruited a team of tutors and student researchers to develop approaches for testing with the GCSE English cohort.

The monthly progress reports were developed from project team meetings. These meetings acted as a foundation for this case study. The lecturer feedback is taken directly from the meeting notes.

September progress

We recruited student volunteers from the GCSE cohort to work with lecturers. We had an initial discussion with the whole project group about the project and why we thought it was important

September lecturer meeting, key quotes

"It would be good to have some resources that the students have chosen themselves"

"I completely agree that the text can be a barrier for some students. If they do not read it, they cannot pass the GCSE exam."

October work

The project team looked at a number of texts from GCSE past papers and discussed why they thought students might not engage with them and tried to identify what were the key elements needed to make it a GCSE worthy text. We were careful not to assume anything. We developed a questionnaire we thought might help us identify why the wider GCSE cohort did not engage with the texts and what they would prefer. The questionnaire was used with some past GCSE texts within the GCSE classes.

October lecturer meeting, key quotes

"It's good having students to discuss the project with, I'm really impressed with some of the ideas they've come up with."

"I used the questionnaire in my class and explained why we were doing it, the class really seemed to get the importance of the project."

"There were some interesting responses to the texts, ones that I hadn't expected."

November Work

In this month's meeting we identified that there were extra questions we needed to add to the questionnaire so created another version. We used this with new

texts within GCSE classes to increase our understanding. Student researchers looked for Victorian resource material that met the requirements of the students and the GCSE.

November lecturer meeting, key quotes

"Retrospectively, I can see why the formatting of the texts including a photograph could make such a big difference."

"I already use lots of visual stimuli in my lessons, this just goes to show that we are on the right path."

December work

The project team worked to identify what the questions in the GCSE were actually asking and the student researchers were tasked with re-writing them.

December lecturer meeting, key quotes

"I'll use these new question formats in my lessons, I think they will help me explain the questions' requirements better."

January Lecturer summative meeting

We recruited student volunteers from the GCSE cohort to work with lecturers. We had an initial discussion with the whole project group about the project and why we thought it was important.

"I believe the project was successful in creating a very good classroom resource that I am looking forward to using. It has opened my eyes to some new approaches which I will develop in my lessons as we progress through the year. It's a shame we didn't get to finish it properly. I think I'll still probably use the questionnaire in my lessons with the new resources to see if there is an improved response."