

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
TO P.E.E. OR NOT TO P.E.E.: USING SCAFFOLDING TO
DEVELOP WRITTEN RESPONSES**

Moulton College

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The programme was delivered by -



CLAIRE COLLINS
consultancy



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Final Report - To P.E.E. or not to P.E.E.: using scaffolding to develop written responses

Moulton College



This project sought to answer the question: how can staff best support learners in structuring their responses to meet the requirements of a set task?

Summary

We set out to examine the usefulness of scaffolds such as 'evidence and zoom' (presented as paper resources) in supporting learners to respond to questions where there are very clear success criteria, as in, for example, a GCSE language analysis question. A range of such resources were offered to learners in GCSE English resit lessons. Similar resources were also offered to learners in theory lessons for level 3 courses in Animal Management and Sports Studies and the project involved tutors, learning support assistants and students from these subject areas. Moulton College is a specialist land-based FE college in the East Midlands offering programmes including animal management, equine studies, construction, sport and agriculture.

Rationale

Our GCSE English learners experience many of the same challenges as other learners resitting the qualification nationally. Examples of these challenges include: their evidence not supporting the point they are making; implausible inferences being

drawn from the evidence; moving from one point to another with little evidence given in support of the points; digressing from the question that is being asked and identifying language techniques but not commenting on their effects. Tutors identified a distinct mismatch between learners' spoken and written performance. Tutors in the Animal Management and Sport departments also reported similar findings. In particular, learners often digressed from the question being asked or they missed important discussion opportunities that the question required them to mention. Vocational tutors wanted to examine the role of scaffolds in supporting learners to overcome these challenges. The English project lead had attended training about cognitive learning theories and was starting to see implications for the way tutors support learners to structure their writing.

Approach

- In summer 2019, the project lead met with three Animal Management and three Sport tutors to identify some of the written tasks learners struggled with.
- English and vocational tutors then worked together collaboratively to create some resources to help. Each area produced two main resources. One was a scaffold which was quite prescriptive and formulaic. The other offered tips and guidance about what was required, but allowed more freedom in how the components of the paragraph should be arranged. (Appendix 1 shows the resources that were made for each of the courses). Four resources were produced for Sport courses, one of each type for two different courses.
- English tutors refined two types of resource that could be offered to learners for language analysis responses.
- Between September and December 2019, the tutors of GCSE English, Animal Management and Sport offered both types of resource to learners, in lessons where they could be helpful. Tutors allowed the learners to choose whether to use either one of the resources, both or neither. Collaborative working between the vocational and English tutors ensured that the vocational tutors understood how to introduce these to learners.
- Tutors from the three departments emailed one another and met regularly to discuss the learners' responses to the resources.
- Between November 2019 and January 2020, tutors gathered feedback from learners and learning support assistants around the usefulness of the resources and their preferences. Feedback was collected in the form of questionnaires and informal interviews. Meanwhile, learner work (both in-class work and assessments) was also scrutinised to look for progress, patterns and correlations.

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

Tutors report that this project has given them a renewed sense of the importance of reflective, responsive teaching practices. The project findings have some important implications for teaching. The English tutors involved now feel inspired to conduct further research into the usefulness of different approaches for other genres, such as persuasive writing.

Tutors in the Animal Management and Sport departments reported that they would like to apply the findings to other tasks within the courses they teach. The English tutors reported that they feel more confident in their knowledge of how best to support learners. Inspired by this project, the project lead has plans to carry out further action research in other areas.

Evidence of improved collaboration and changes in organisational practices

This project has highlighted how beneficial collaboration between English teachers, vocational lecturers and learning support staff can be. Working together, all staff involved in the project felt they were able to support learners far more effectively. Future CPD is already being arranged so that staff can discuss further challenges they see their learners having, and share ideas for how to provide support to overcome these. The project lead has refreshed enthusiasm and has joined Twitter to keep current with educational research, while seeing huge advantages to sharing ideas with staff in other institutions. The college has recently facilitated CPD encouraging staff to 'bring and brag', recognising the importance of practitioners' findings in the classroom and the value it can bring to others. Teaching staff from all subject areas attended this CPD and many say they learned something, which has improved their practice, from a colleague in another area.

Evidence of improvement in learners' achievements, retention and progression

The majority of the learners across GCSE English, Animal Management and Sport said they preferred the more prescriptive, formulaic writing scaffolds. This finding had the strongest majority in Sport, followed by GCSE English and finally Animal Management (Figure 9c-1).

Subject area	Number of learners surveyed	Number who preferred 'formulaic' scaffold	Number who preferred 'tips and guidance' scaffold
GCSE English	64	49 (77%)	15 (23%)
Sport	33	31 (94%)	2 (6%)
Animal Management	28	20 (71%)	8 (29%)

Figure 9c-1: Learners' resource preference by subject area

There was evidence that many learners made progress and there appeared to be a clear correlation between learners using elements of the more formulaic scaffolds and their speed of progress. In GCSE English, the single element of the scaffolds that appeared to have the greatest positive impact on the learners' progress was the 'zoom'. When learners were using the 'zoom' element of the scaffold and focusing on individual words or phrases, tutors observed points and inferences being linked more consistently, fewer implausible inferences being drawn from the evidence and less digression from the question (Appendix 2 shows some pieces of learner work which demonstrate these findings).

Some pieces of learner work demonstrated these findings. The majority of learners in GCSE English appeared to be using a scaffold of some sort, but it was usually not one that had been taught at Moulton College, rather a scaffold that had been learned or, more commonly, mis-learned at school or in their previous setting.

The use of a 'point, evidence, explain' scaffold (often referred to by teachers as P.E.E.) was evident in some of the learners' writing, but was rarely effective. Other scaffolds did sometimes appear to be supporting the learners to answer the questions well, but in many cases, if the learners were not focusing on individual words or phrases, they were less successful (see Appendix 3 for examples of learners using other pre-learned scaffolds).

Learning from this project

Learners took to using a new scaffold far more quickly in vocational subjects than in GCSE English. When asked, learners suggested this was because they were already used to using a different scaffold/ formula for GCSE English (taught in their previous setting) and, therefore, the new scaffold would be replacing something they were already used to. In vocational subjects, however, it was new learning and therefore not replacing any learned behaviours.

This is further supported by the finding that learners in GCSE English lessons needed a scaffold to be positively promoted, rather than simply offered, if they were to adopt it. In exam conditions, many learners reverted to using a scaffold they had been taught previously, in a former setting, rather than the new one. Learners who were most receptive to the new tools were learners who had not previously been taught to use a writing scaffold and this was, therefore, a new concept.

Encouraging learners to explore the effect of certain words or phrases through the use of a 'zoom' component in a scaffold can be particularly helpful to learners resitting GCSE English language. This often helps learners to analyse more effectively, stay focused on the requirements of the question and draw more plausible inferences from direct quotations.

Encouraging learners to begin analytical paragraphs with a direct quotation from the text, rather than by making a point first, can be very useful for learners resitting GCSE English language. Learners often report that they find responding to analysis questions easier and more enjoyable when they use this approach.

Tutors have also seen better progress from many learners when using this approach. In other words, evidence and zoom (or E.Z.) which simply encourages students to find a direct quotation from the text and then comment on the effect of an individual key word from within the same quotation seems more beneficial than P.E.E.

Writing scaffolds are most useful when they are designed in response to the needs of the learners. Many patterns of individual differences have been observed.

Patterns could be observed in the work of learners who achieved a lower grade in their GCSE maths than in English. Many digressed from the question regularly and

made points that could not be supported with evidence, rather they seemed to be drawing on their own life experience.

These learners often said they preferred not to use writing scaffolds when they were given the option and when the scaffold was simply presented to them. They appeared to struggle more with understanding formulaic scaffolds. However, if elements of a scaffold were offered to these learners as a verbal explanation, rather than simply as a paper resource, much faster progress was observed.

For example, learners who regularly began their analytical paragraphs with a direct quotation, and adopted the use of the 'zoom' feature, could often be seen to improve quite rapidly.

On the other hand, learners who achieved the same grade in their GCSE maths and English (grade 3 in both subjects) responded much more positively to the formulaic scaffolds and usually understood it straight away. Improvements could be seen in their writing as a result.

Finally, learners who were more confident in analysis often found a formulaic scaffold to be restrictive and preferred to write more freely, usually with success (see Appendix 4). Some of these learners said they were using elements of a pre-learned scaffold, but it was more detailed and they felt confident enough to write in a freer and more flexible way. Many stated, when interviewed, that they preferred the 'tips and guidance' type of resource and found it useful.

Many learners find a scaffold useful to support them in responding to questions where there are very clear success criteria. This is also the case in vocational subjects. In vocational subjects, more prescriptive scaffolds are favoured by learners who achieved a grade 3 or below in GCSE English language.

Excellent progress can be seen when a carefully tailored scaffold is designed and learners are actively encouraged and shown how to use it. As learners become more confident writing about the subject, the need for a prescriptive scaffold reduces.

Vocational tutors were more engaged with this project than with previous English CPD, because the scaffolds responded to a need within their own subjects. They could see the benefit to their learners and so English development became a natural and meaningful part of their lessons, not a forced additional (tick box) activity that they struggled to integrate. This gave vocational tutors a clear method for supporting learners with their writing in a structured and effective way, especially when English wasn't necessarily their own strongest subject. They now report feeling more confident in embedding and developing English.

Appendix 1 - Resources that were offered to learners

The pages below show the resources that were offered to learners

Two types of resource ('formulaic' and 'tips and guidance') were trialled for each of the following subjects:

- GCSE English Language
- Animal Management: Animal Welfare and Ethics
- Sport: Fitness Training and Programming for Health, Sport and Wellbeing
- Sport: Anatomy and Physiology

The 'formulaic' resource will always be shown first, followed by the 'tips and guidance'.

Steps to take when answering an analysis question

Read the **question** carefully and underline key words to help you understand what or who it is asking about

Read the **text** and then **re-read** the relevant part of the text (if the question is only asking about a particular section)

Now underline **key bits of the text** (of no more than 10 words at a time) which will be **your evidence (quotes)** for answering the question. Identify your **zoom** words (words within your quotes which really help to answer the question).

Write up your 'EZ' paragraphs ('EZ' means evidence and zoom). Remember that one 'EZ' paragraph usually gets you around 2 marks (if it's a good one!)

Evidence= '.....' (copy a quote of no more than 10 words)

Zoom= The word/s '.....' suggests WHO or WHAT was other words or a phrase to sum up what your zoom word or phrase suggests.

Here is an example:

Question- What impressions are given of the weather in these lines of Jamaica Inn?

Evidence: 'a backing wind brought a granite sky'

Zoom: The words 'granite sky' suggest that the weather was extremely dark and gloomy, almost spooky.

Steps to take when answering an analysis question

Read the **question** carefully and underline key words to help you understand what or who it is asking about

0 3

Read lines 21-56.

What sort of man is Samuel Hamilton? How does the writer show what sort of man Samuel Hamilton is? [10]

Read the **text** and then **re-read** the relevant part of the text

Line 21

...and so you probably in the future for the whole of your life you will live a life of a farmer or stock for living.
 When Samuel and Lisa came to the Dalmas valley, all the good land was taken and they were forced to farm in the barren hills. Samuel lost his house with his own hands, and he had a barn and a blacksmith shop but their land was barren and dry. There were no springs and the soil of the land was so thin that even grass struggled to exist. Even in reasonably good years there was so little food that the cattle were thin from wanting about looking for enough to eat. From their barren hills the Hamiltons could look down and see the richness of the land in the bottom of the valley and the greenness around the Dalmas river. However, Samuel found quite soon that even if he had ten thousand acres of this rich country he could not make it bring without water.
 His clever hands made a machine to bore for water on the land of Samuel's son. He also invented and made a reaping machine and he moved through the farms in the valley at harvest time. Breaking the grain his own farm would not grow. In his blacksmith shop he sharpened and mended tools, and when horses were born at one of the valleys brought iron tools to mend and it was a hard day when three or four men were not standing around watching him work. Besides, they could not hear Samuel talk of the world and events outside the valley and they brought whisky too. Out of sight of the kitchen window and the sleeping eye of his wife, they drank from the bottle and returned to Samuel's hammer all his talk. They called him a cunning genius and carried his name carefully home, and they wondered how the stones spilled out on the way home for they never thought the spirit when they returned them to their own kitchen.
 Samuel should have been rich from his work, but he had no gift for business. His customers, always pressed for money themselves, promised payment after harvest and then after Christmas and then after - well at last they forgot it. Samuel had no gift for remembering them. And so the Hamiltons remained poor.
 The children came along as regularly as the years. The overworked doctors in the county did not offer gift to the families for a birth and Samuel delivered all his own children. He had the cords neatly, spoked the bottoms to get them breathing and cleaned up the mess. When his youngest was born with some obstruction, Samuel put his mouth to the baby's mouth and blew air in and sucked it out until the baby could take over for

Line 56

...Samuel's hands were so good and so gentle that neighbours from being made any would call on him to help with a birth. And he was equally good with man, cow or horse.
 Samuel had no equal for cooking and bringing soup to a beggar's child. It was the sweetness of his voice and the kindness of his soul. Men coming to his blacksmith shop to talk and hear dropped their coming for a while, not from any respect but admiration, so though this was not the place for it.

Sketch a quick picture to sum up who or what the question is asking you about



Write down a few key words that immediately come to your mind when trying to answer the question and write those all around your picture

Generous Gentle
 Innovative Not a good business man
 Hard working Creative
 Practical Funny



Write up your answer and **remember to copy a short quote either just before, or just after every point you make** (the notes you have made around your picture will be the points you make). A 10 mark question requires at least 4 quotes in your answer.

Animal Management 'formulaic' resource

A 'how to' guide for completing Activity 2

This question is asking you to say whether enough information has been provided to allow you to write a full appraisal. Ask yourself what information is missing that would help you to write a better appraisal. Follow these steps to complete your answer:

- 1) Plan your answer. To do this draw a table of the 5 animal needs and decide what you **know** and what is **missing**. See example below:

Need	What I KNOW	What is MISSING
1. Suitable diet	The 'advice to new owners' leaflet tells them what to feed the animal	It doesn't tell them how much of the different food types or give specific examples of the types of vegetables. We do not know if they are giving owners this information or not.
2. Suitable environment		
3. To be housed with or without other animals		
4. To be protected from pain, injury, suffering and disease		
5. To be able to exhibit normal behaviour patterns		

Don't worry if you cannot find something to say for EVERY need. Sometimes you will have lots to say about some and nothing to say about one of the needs.

Now also draw a table containing the main points of the relevant legislation and decide what you **know** and what is **missing**. See example below:

Main points of relevant legislation	What I KNOW	What is MISSING
1.		
2.		

Don't worry if you cannot find something to say for EVERY box. Sometimes you will have lots to say about some and nothing to say about one.

2) Now look at the information in your table and write up your answer as detailed below. The formula for your answer should be:

Introduction, 3 x KMI paragraphs, conclusion.

Firstly, write an **introduction**- use the wording of the question to write an introduction. This should be something like:

To some extent the information provided allows for a comprehensive appraisal to be conducted. However, we could benefit from knowing some more information in certain areas.

After this introduction, write at least **three KMI** paragraphs about the needs, KMI paragraphs are structured like this:

K State the need or legislation point which we have some information about and say what we **KNOW** about it. E.g.

In relation to the need for food and water, we know that_____.

M Then, say what is **MISSING**. E.g.

However, we do not know_____.

I Finally, say what could be **IMPROVED**. E.g.

Therefore, we do not know for sure that _____ (company name e.g. Peekapoo Pets Pet Shop) are doing everything they could to ensure that the need for____/ piece of legislation is being met and it would be better if we knew _____.

Try to write at least three **KMI** paragraphs using the structure above and then finally, finish your answer with a **conclusion** which should be something like this:

After considering the information in the stimulus material booklet, I feel that having some more details around some of the five animal needs, as detailed above, would allow for a more comprehensive appraisal.



Top Tip: You can use your 'I' (improvement) points for Activity 3.

A 'how to' guide for completing Activity 2

This question is asking you to say whether enough information has been provided to allow you to write a full appraisal. Ask yourself what information is missing that would help you to write a better appraisal. Follow these steps to complete your answer:

First, plan your answer. To do this draw a table or a mind map of the 5 animal needs and decide what you **know** and what is **missing**, and therefore **what could be done to improve**. See example below:



The need for a suitable environment- what do I **know**?
What information is **missing**?
What could be **improved**?



The need for a suitable diet- what do I **know**?
What information is **missing**?
What could be **improved**?

What I know- The 'advice to new owners' leaflet tells them what to feed the animal

What is missing- It doesn't tell them how much of the different food types or give specific examples of the types of vegetables. We do not know if they are giving owners this information or not.

What could be improved? They could give species/ breed specific information leaflets to new owners with detailed information about quantities and food types required.



The need to be housed with or without other animals- what do I **know**?
What information is **missing**?
What could be **improved**?



The need to be protected from pain, injury, suffering and disease- what do I **know**?
What information is **missing**?
What could be **improved**?



The need to be able to exhibit normal behaviour patterns- what do I **know**?
What information is **missing**?
What could be **improved**?

Don't worry if you cannot find something to say for EVERY need. Sometimes you will have lots to say about some and nothing to say about one of the needs.



Once you have thought about the five needs, DON'T FORGET TO ALSO WRITE ABOUT THE RELEVANT LEGISLATION.





Top Tip: You can use your improvement suggestions for activity 3.



EXAMPLE- for suitable diet



What I know- The 'advice to new owners' leaflet tells them what to feed the animal

What is missing- It doesn't tell them how much of the different food types or give specific examples of the types of vegetables. We do not know if they are giving owners this information or not.

What could be improved?

They could give species/ breed specific information leaflets to new owners with detailed information about quantities and food types required.



The need for a suitable environment-
what do I **know?**
What information is **missing?**
What could be **improved?**



The need to be housed with or without other animals-
what do I **know?**
What information is **missing?**
What could be **improved?**



The need to be able to exhibit normal behaviour patterns-
what do I **know?**
What information is **missing?**
What could be **improved?**



The need to be protected from pain, injury, suffering and disease-
what do I **know?**
What information is **missing?**
What could be **improved?**

DON'T FORGET TO ALSO WRITE ABOUT THE RELEVANT PIECE OF LEGISLATION.



Then look at the information you have and write up your answer. You will need an **introduction** that shows you understand the question. Use some of the words or phrases from the question to help.

E.g. To some extent the information provided allows for a comprehensive appraisal to be conducted. However, we could benefit from knowing some more information in certain areas.

Then, write a paragraph about each of the different needs where you have been able to make notes (any of them that you have information about) and a paragraph or two about points from the relevant piece of legislation.

Make sure you talk about one NEED or legislation point per paragraph and try to say what you know, what is missing **and therefore what could have been included to allow for a better appraisal**. Don't keep changing between the different needs- stick to talking about **one NEED or legislation point per paragraph**.



Finish your answer with a **conclusion** which summarises what you have decided about whether there was enough information to allow for a comprehensive appraisal.

E.g. After considering the information in the stimulus material booklet, I feel that having some more details around some of the five animal needs, as detailed above, would allow for a more comprehensive appraisal.

Sport: Fitness Training and Programming 'formulaic' resource

Question 1 - Interpret the lifestyle factors and screening information for Christine Timms.

A Guide to FTP Question 1

Write **eleven** paragraphs to answer this question. Seven paragraphs about each of the seven lifestyle factors and four paragraphs about each of the health monitoring test results. **EVERY** paragraph should follow the IRNI structure shown here. Therefore the formula is 11 x IRNI paragraphs.

<p>Identify the factor or result</p> <p>I</p>	<p>Say which lifestyle factor or health monitoring test result you are talking about (and whether it is usually positive or negative, if applicable)</p> <p><i>e.g. Smoking is a negative lifestyle factor.</i></p>
<p>Relate it to the person</p> <p>R</p>	<p>Talk about the lifestyle factor in relation to the person in the example</p> <p><i>e.g. Christine states that she doesn't smoke.</i></p>
<p>National recommendation/ guidance in this area</p> <p>N</p>	<p>Talk about the <u>national recommendation/ guidance</u> for this lifestyle factor or test result</p> <p><i>e.g. The government recommends that nobody should smoke any amount.</i></p>
<p>Implications for this person as a result</p> <p>I</p>	<p>Discuss the <u>implications</u> for this person as a result</p> <p><i>e.g. Not smoking will have a positive effect on Christine's health as she decreases her susceptibility to CHD, bronchitis and cancer.</i></p>

A Guide to FTP Question 1

Write eleven paragraphs to answer this question. Seven paragraphs about each of the seven lifestyle factors and four paragraphs about each of the health monitoring test results. Every paragraph should contain information about the lifestyle factor or test result including information about the government guidance and how this applies to the person in the example given.

Question 1 – Interpret the lifestyle factors and screening information for Christine Timms.

Say which lifestyle factor or health monitoring test result you are talking about (and whether it is usually positive or negative, if applicable)

e.g. Smoking is a negative lifestyle factor.



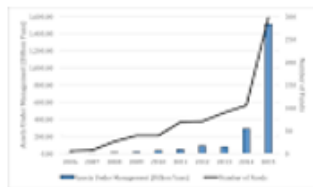
Talk about the lifestyle factor in relation to the person in the example

e.g. Christine states that she doesn't smoke.



Talk about the national recommendation/ guidance for this lifestyle factor or test result

e.g. The government recommends that nobody should smoke any amount.



Discuss the implications for this person as a result

e.g. Not smoking will have a positive effect on Christine's health as she decreases her susceptibility to CHD, bronchitis and cancer.



Now repeat this for the 6 lifestyle factors and four health monitoring test results.

Figure 5 shows Joe in action during his race.



Figure 5

19 Analyse how the muscular system and the skeletal system work together to carry out the action of the leading leg which is shaded in Figure 5.

(8)

A 'how to' guide for completing question 19 of Anatomy and Physiology

Follow these steps to complete your answer:

First, plan your answer. To do this draw a table or a mind map of the different bones, joints, contractions and muscles and write down what you know about each. See example below:

	Hip	Knee	Ankle
<u>Bones</u> involved, location and joint type B			
<u>Joint</u> movements/ movement planes J			
<u>Type of</u> <u>contraction</u> C			
<u>Muscles</u> used M			

A Guide to Anatomy Question 19

Write three paragraphs to answer this question. One paragraph about the hip, one about the knee and one about the ankle. Every paragraph should follow the BJCM structure shown here. Therefore, the formula is 3 x BJCM paragraphs.

Bones involved, location and joint type

B

Write a statement about the type of bones and joint being used, how the joint is formed and what type of movement is possible at that joint.

e.g. The hip is a ball and socket joint. The joint is formed by the articulation of the femur and pelvis. A lot of movement is possible at the hip due to the shape made by the articulating bones at position J.

Joint movements/ movement planes

J

Look at the picture given and say which joint movement is happening at this point and why?

e.g. The movement happening here is flexion of the hip to allow the leg shoot. This allows the long jumper to reach as far forward into the sand as possible, to maximise his score.

Type of contraction

C

Describe exactly how the agonist muscles work to make this movement happen. State the type of muscle contraction that is occurring.

e.g. As the hip flexors contract they shorten, pulling on the bone attached to the muscle's insertion point, in this case the lesser trochanter of the femur, allowing the leg shoot. As there is movement at the hip in the long jumper, the type of muscle contraction is concentric.

Muscles used

M

Talk about which muscles are involved for this type of movement and how. State which muscles are the agonist and antagonist for this movement to occur.

e.g. The muscles that bring about flexion at the hip are the hip flexors. The hip flexors are the agonist muscle. In order for the hip flexors to contract, the antagonist, in this case the gluteals, must relax.

A Guide to Anatomy Question 19

Write three paragraphs to answer this question. One paragraph about the hip, one about the knee and one about the ankle. In every paragraph you should talk about the the bones involved, the joint movements, the contraction type and the muscles involved.

Write a statement about the type of bones and joint being used, how the joint is formed and what type of movement is possible at that joint.

e.g. The hip is a ball and socket joint. The joint is formed by the articulation of the femur and pelvis. A lot of movement is possible at the hip due to the shape made by the articulating bones at position J.



Look at the picture given and say which joint movement is happening at this point and why?

e.g. The movement happening here is flexion of the hip to allow the leg shoot. This allows the long jumper to reach as far forward into the sand as possible, to maximise his score.

Describe exactly how the agonist muscles work to make this movement happen. State the type of muscle contraction which is occurring.

e.g. As the hip flexors contract they shorten, pulling on the bone attached to the muscle's insertion point, in this case the lesser trochanter of the femur, allowing the leg shoot. As there is movement at the hip in the long jumper, the type of muscle contraction is concentric.



Talk about which muscles contribute to this type of movement and how. State which muscles are the agonist and antagonist for this movement to occur.

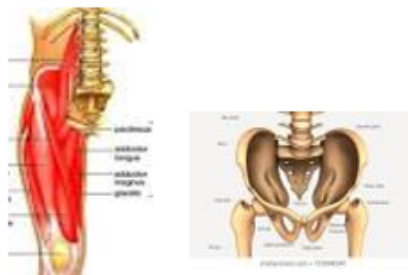
e.g. The muscles which bring about flexion at the hip, are the hip flexors. The hip flexors are the agonist muscle. In order for the hip flexors to contract, the antagonist, in this case the gluteals, must relax.

A Guide to Anatomy Question 19

Write three paragraphs to answer this question. One paragraph about the hip, one about the knee and one about the ankle. In **every** paragraph you should talk about the the bones involved, the joint movements, the contraction type and the muscles involved.

Write a statement about the type of bones and joint being used, how the joint is formed and what type of movement is possible at that joint.

e.g. The hip is a ball and socket joint. The joint is formed by the articulation of the femur and pelvis. A lot of movement is possible at the hip due to the shape made by the articulating bones at position J.



Look at the picture given and say which joint movement is happening at this point and why?

e.g. The movement happening here is flexion of the hip to allow the leg shoot. This allows the long jumper to reach as far forward into the sand as possible, to maximise his score.

Describe exactly how the agonist muscles work to make this movement happen. State the type of muscle contraction which is occurring.

e.g. As the hip flexors contract they shorten, pulling on the bone attached to the muscle's insertion point, in this case the lesser trochanter of the femur, allowing the leg shoot. As there is movement at the hip in the long jumper, the type of muscle contraction is concentric.



Talk about which muscles contribute to this type of movement and how. State which muscles are the agonist and antagonist for this movement to occur.

e.g. The muscles which bring about flexion at the hip, are the hip flexors. The hip flexors are the agonist muscle. In order for the hip flexors to contract, the antagonist, in this case the gluteals, must relax.

Appendix 2 - Case studies/ examples of learner work

Examples of work shown here, were completed by learners who said they liked the more prescriptive 'evidence and zoom' scaffold which was offered in GCSE English Language lessons. The scaffold seemed to support these learners very well with their responses.

Their responses are shown in chronological order according to when they completed the work and were based on the following texts/ questions:

Task A) Completed in October 2019 (2 lessons after first being offered the scaffolds). The question learners were asked to respond to was:

‘How does the writer show the relationship between Jonathan and Frances in lines 18 to 65?’ and this was based on the following extract:

In this story Jonathan and Frances are a young married couple who are in Dorset for a week’s holiday in a rented cottage. They have two young children called Lorna and Matthew.

They finally set off to visit the cottage where the writer, Thomas Hardy, was born. When they arrived, Jonathan paid the keeper of Hardy’s cottage.

20 ‘Right, you can go through. But keep the children under control, won’t you,’ said the keeper. They moved through the low-ceilinged rooms, whispering to impress the importance of good behaviour on Lorna.

‘This is the room where he was born,’ said Jonathan, at the head of the stairs. ‘The doctor thought he was dead and tried to look after the mother. But the midwife noticed the baby was

25 breathing.’

‘And Hardy carried on until he was eighty seven,’ said Frances.

‘Don’t *talk!*’ shouted Lorna.

‘Don’t shout!’ replied Jonathan. Lorna fixed him with a calculating blue eye and produced an ear-splitting scream. The baby jerked in his arms and started to howl.

30 ‘Hardy didn’t have children, did he?’ said Jonathan above the din. ‘I’ll take them outside. I’ve seen enough. You stay up here a bit longer if you want to.’

Frances stood alone in the silence of the empty room and moved around the furniture, thinking what it would be like in a convent, a blessed place where all was silence.

Jonathan was sitting outside with the baby on his lap by a row of flowers, reading to Lorna

35 from a newly-acquired book. When he saw Frances approaching, he said, ‘Look, I’ve bought one of Hardy’s novels to read when I get a spare moment.’

‘Spare moment!’ said Frances. ‘But how lovely you look with the children at your knees and the flowers round the cottage door. How I would like to be the one coming back from work to find you with the children all bathed and a hot meal in the oven. I could unwind with a glass of

40 beer in the garden.’

‘I don’t get that when I get home,’ Jonathan reminded her.

‘That’s because I’m not organised enough yet,’ said Frances. ‘But still, I wish it could be the other way round. Or at least share things half and half. And I was also thinking, what a cheesy thing English Literature is. All those old men telling lies about love and life. Real life isn’t like that

45 is it?’

By the time they returned to their rented cottage, they were exhausted. Jonathan watched Frances collapse into a chair with the children all over her. Before babies, they had been well-matched. Then, with the arrival of their first child, she had felt as if she were drowning. He’d

50 watched, ineffectual but sympathetic, trying to keep her cheerful as she tried to cope. Just as they had grown used to this state, and were even managing to feel normal again, along came the second baby like a wave that overwhelmed her altogether.

‘I’m shattered,’ she said. ‘I’m never alone. I’ve always got to be there for the children. I even have to feed the cat.’

‘I take them out for a walk on Sunday afternoons,’ he protested.

55 ‘But it’s like a favour, and it’s only for a couple of hours.’

‘For pity’s sake, I’m tired too.’

‘Sorry,’ she muttered. ‘Sorry. But I don’t feel like me anymore.’

‘You’re too close to them,’ murmured Jonathan. ‘You should cut off from them a bit, give yourself some space.’

60 ‘How can I?’ sniffed Frances. ‘*Somebody’s* got to be devoted to them. And it’s not going to be you because you are always at work.’

‘It’s not easy for me either.’

‘I know it isn’t,’ she replied. ‘But at least you’re allowed to be yourself. I’m not allowed to be *myself* anymore.’

65 He reached out his hand and they fell into each other’s arms and hugged tightly.

Task B) Completed in December 2019 (7 lessons after first being offered the scaffolds). The question learners were asked to respond to was: 'How does the writer present the character of Liza Hamilton in lines 57 to the end of the passage?' and this was based on the following extract:

This passage is about Samuel Hamilton and his wife, Liza. They emigrated from Ireland to America in the nineteenth century.

60 Liza Hamilton was a very different kettle of Irish. Her head was small and round and it held small, fixed convictions. She was set on her course even though the angels of God argued against it. She had a code of morals that pinned down and beat the brains out of nearly everything that was pleasant to do.

65 Liza was a good plain cook and her house – it was always her house – was fiercely brushed and washed. Having her children did not hold her back very much – she had to be careful for two weeks at the most and then life went on as normal.

70 Liza had a finely developed sense of sin. Idleness was a sin, as was card playing, which to her was a kind of idleness. She was suspicious of fun whether it involved dancing or singing or even laughter. She felt that people having a good time were wide open to the devil. And this was a shame, for Samuel was a laughing man, but I guess he was wide open to the devil. His wife protected him whenever she could.

She wore her hair always pulled tight back and tied in a hard knot. Since I can't remember how she dressed, it must have been that she wore clothes that matched herself exactly. She had no spark of humour and only occasionally a sharp blade of cutting wit. She frightened us grandchildren because she had no weakness. She suffered bravely and uncomplainingly through life, convinced that that was the way her God wanted everyone to live. She felt that rewards came later.

John Steinbeck

Task C) Completed in January 2019 (9 lessons after first being offered the scaffolds). The question learners were asked to respond to was: 'How does the writer try to persuade the reader to re-join Amazon Prime?' and this was based on the following extract:

I'm sending you this letter because you recently ended your Amazon Prime membership. This means you no longer have access to all the benefits that come with being a Prime member. If you come back to Prime before midnight on 31st December 2017, you'll receive a £10 voucher to spend on the millions of items on amazon.co.uk, if you are still a Prime member on 28th February 2018. To qualify for your £10 voucher, restart your membership at amazon.co.uk/primecomeback and get instant access to all of the benefits of Amazon Prime, including:

- Unlimited One-Day Delivery – get fast delivery on millions of items, great for your Christmas shopping
- Prime Video – **unlimited access** to thousands of Movies and top-rated TV shows, all ad-free and on demand
- Prime Music – access to over **two million songs** and hundreds of playlists, albums and stations, all ad-free and on demand
- Prime Reading (**NEW**) – unlimited reading on any device, with a rotating selection of books, magazines, comics and more
- Early Access to Amazon Lightning Deals – access to the best deals 30 minutes before non-Amazon Prime members

The improvements we've made to Prime Video have made this one of the most popular benefits, with more and more members now using their Prime membership to watch Movies and TV shows at home and on-the-go. Customers tell us that watching Movies and TV shows on demand and at a time that suits them is even better at Christmas when family or friends are watching all together. We also know that there are times when people in the same home want to watch different things at the same time so it's great news that anyone sharing your Prime account can now watch on 3 different screens at the same time, for no extra cost. Prime Video is now available on more devices than ever so you can choose the most convenient for you – see overleaf for devices and simple set up instructions.

You can even download videos to your tablet or smartphone to watch anywhere at no extra cost. It doesn't take long to download a Movie or TV episode and you can have up to 25 downloaded at any one time. Whether it's to keep kids entertained in the car, on a flight, or on your everyday commute, you'll always have something to watch, whether you're online or not.

That's all there is to it. Come back to Prime and avoid those Christmas repeats on TV. Your unlimited access includes family favourites *The BFG* and *Elf*, this year's award-winners *Moonlight*, *Lion* and *Manchester by The Sea* and loads of hit comedies. Our most popular TV shows are exclusively for Prime members and include the Emmy award-winning show *This Is Us* and new seasons of *Mr. Robot*, *Catastrophe*, *Vikings*, *Outlander* and *Lucifer*. We're always adding new content so you never run out of great Movies and TV to watch. Don't miss Season 2 of *The Grand Tour* and hit movie *The Big Sick* coming soon, exclusively to Prime Video. With thousands of titles available, the choice is yours.

I hope you'll try Prime again and experience these fantastic advantages for yourself. Prime membership is just £7.99/month (cancel anytime) or £79/year - you choose. And if you rejoin by midnight on 31st December 2017 at amazon.co.uk/primecomeback and stay a Prime Member until 28th February 2018 we'll give you a £10 voucher to spend on amazon.co.uk. It's that easy.

This is the perfect time of year to rejoin the millions of Prime members who are already enjoying all the benefits of Prime. The convenience of Unlimited One-Day Delivery makes Christmas shopping hassle-free, access to Prime Music includes Christmas playlists suitable for any party and Prime Video just keeps getting better and better, with content for everyone to watch at home or on-the-go. Amazon Prime is better value than ever as you are eligible for a £10 voucher. **At this time of the year, it just makes sense to give it a try.**

Sincerely,



Russell Morris

Director, Amazon Prime Video

P.S. You'll be able to use your Unlimited One-Day Delivery and access to thousands of Movies and TV shows straight away. Get started at amazon.co.uk/primecomeback.

Case study 1

The responses below were from a learner who said he had never been shown a scaffold or writing frame before. He loved the more prescriptive 'evidence and zoom' scaffold and needed no explanation of how to use it, beyond the instructions on the resource itself. The learner achieved a grade 3 in GCSE English Language at school but then achieved a grade 1 last year (a year later) while taking a re-sit without being offered a scaffold. He has made great progress as can be seen from the examples below. Just over half way through the academic year, he is now consistently working at a grade 4 or 5.

Response to Task A

- 'How I would like to be the one coming home from work' This shows that Frances is jealous of Johnathan and how he isn't stuck at home.
- 'At least share things half and half' Frances believes that they could be more fair and that Johnathan could do more.
- 'He'd watched ineffectual Frances was always the one doing stuff around the house while Johnathan was like a background character.'
- 'I don't feel me anymore' Frances believes the relationship between them is overbearing and she has no time to herself. — because of who?

As can be seen in the learner's response here, he is already starting with the evidence after only being shown the scaffold twice and is usually drawing correct inferences from the evidence. He was not yet using the 'zoom' part of the scaffold and was sometimes not linking his inferences directly to the question.

Response to Task B

Q.4 'She was set on her course' This gives off the impression that Liza was a very stubborn woman, as the quote implies that she has chosen her set path in life and doesn't want

it to change.

'It was always her house' This gives off the impression that Liza likes to take charge of things, the word 'always' kind of gives suggests that Samuel never had much of a say in things.

'Life went on as normal' This implies that Liza was very resilient to the stresses of life and rather than cause a drama she seems much more ~~content~~ ^{content} with getting on with her day like it was nothing.

'His wife protected him whenever she could' This tells us that Liza was very protective over Samuel, ~~and~~ ~~has~~ the phrase.

'whenever she could' however gives off them impression that she feels the need to protect him all the time, this implies that Liza believes that the world is an evil place and no one can be trusted, giving her the feeling that she needs to protect Samuel, who seems like a useless guy.

The learner can be seen using the 'zoom' element of the scaffold much more often now, and it appears to be helping him to analyse more deeply and draw correct inferences from what he is reading.

Response to Task C

Date 13/01/20

'you no longer have access to all the benefits that come with being a prime member' This is ~~used~~ used to try and convey to the recipients that they are missing out on all amazon has to offer, and the word 'you' is used to make the person feel special and singled out in the millions and millions of other amazon users. Good.

'get instant access to all the benefits of amazon prime' this is used to try and entice people to join amazon prime as they say they have 'benefits' this gives the reader the impression that all they are going to get are benefits, and the word 'instant' expresses how fast and desirable their services are. Good.

'you'll ~~have~~ always have something to watch' this tries to persuade the reader with the promise that there is always something for everyone and you will never get bored, and the further use of the word 'you' gives off the impression to the reader that they are special.

'come back to prime and avoid those christmas repeats' this is used to try and persuade the reader to never get bored around christmas time when there is nothing to watch, the phrase 'come back' is used against the reader as somewhat as a plea for the reader not to fully leave amazon. Good.

'I hope you'll try prime again' this is used as another plea as they are trying to make out like the reader was a valued customer to prime, and the phrase 'I hope' further tries to imply to the reader that it is personal and they are a valued customer.

'This is the perfect time of year to rejoin' this is used to try and make out like this is an unmissable time to rejoin and there is ~~going~~ going to be no other opportunities like this, also the word 'perfect' implies to the reader that it will be perfect for them and tries to convey they will not regret rejoining.

The learner can now be seen using the 'zoom' frequently, in addition to drawing an initial inference from the quotation. It appears that he has progressed independently from the basic scaffold as his confidence and ability has improved.

Case study 2

The responses below were from a learner who moved to the UK when she was 14 years old and is an Italian speaker. All of her education was in Italian before she moved to the UK. English is her second language but she is already very fluent. She achieved a grade 3 in GCSE English language in Year 11 at school, last year, which was the first time she had taken the exams. This learner reported that she was always extremely slow to respond to analysis questions because she struggled to think of the 'point' and they had always been encouraged to make a point first. She said she liked the 'evidence and zoom' scaffold because she no longer had to spend a long time thinking of a point, she could start with the evidence, which she said she found easier to do. This learner has also made great progress as can be seen from the two examples below (she was absent when learners completed the most recent Amazon Prime task- Task C).

Response to Task A

In this lines the writer shows the relationship between Jonathan and Frances as a relationship that is ~~being~~ not ~~being~~ taking care of because of the many things that both of them have to do. ✓
In line 30 we see that Jonathan takes the kids out as one of them is misbehaving. ✓

The learners were given 15 minutes to respond to the task above and this was her entire response in the time given.

Response to Task B

Q) How does the writer present the character of Liza Hamilton?
In line 58 it says "her head was small and round and it held small fixed convictions"

The words small and fixed emphasises how she has a restricted mindset

In line 59 it says "She had a code of morals that pined down and beat the brains out of nearly everything that was pleasant to do"

The phrase pined down explains how focus and convinced she ^{is} ~~was~~ was ~~of~~ and beat the brain out makes us understand that she was almost forcing her brain to believe certain things.

In line 61 it says "it was her house, was fiercely brushed and washed" which the word 'fiercely' makes us understand that she was really strict with her household stuff, she wanted things to be perfectly in place.

In line 62 "Having her children did not hold her back very much- she had to be careful for two weeks at the most and then life went on as normal" this quote emphasises how Liza was a strong woman and almost life-like she didn't feel anything.

In line 63 it says "Liza had a finely developed sense of sin" with the word developed makes us understand how religious Liza was.

After only 7 lessons of being offered the scaffolds, it can be seen here how much more the learner has managed to achieve in the same amount of time. She reported that the scaffold helped her because it "stopped [her] from sitting there trying to think of what to say for ages and getting stuck."

Case study 3

The responses below were completed by a learner who liked the prescriptive scaffold more than anyone else. He is autistic and he said he always struggled to write anything for "these types of questions" before because he didn't know what the questions wanted him to do. He explained that he liked the 'evidence and zoom' scaffold because "it told [him] very clearly what to do and it helped to make answering the questions easier and less stressful". He is still using the scaffold in every lesson and is working towards feeling more confident without having to look at it, but at the moment he still likes to have it out on his desk at all times. He can regularly be seen following all parts of the scaffold and he reports that it has "definitely made [him] feel more confident."

Response to Task A

The strain on their relationship is the children. It says this in the text. "Jonathan was sitting outside with the baby on his lap by a row of flowers, reading to Lorna from a newly-acquired book."
"I'm shattered" she said. "I'm never alone. I've always got to be there for the children" This proves that she is always tired and fed up that she doesn't have her own time on her own. "He reached out his hand and they fell into each other's arms and hugged tightly" This proves that Frances and Jonathan only have a few minutes of quality time together.

When the learner completed this response, he was not yet using the scaffold, because he started a little later than others in the group. It is clear from his response that he is struggling to support his points with suitable evidence from the text and is struggling to make correct inferences beyond what is stated in direct quotations.

Response to Task C

This learner did not complete a response to Task B, but his response to Task C is shown below. This was completed just 6 lessons after he was first offered the scaffold (due to some absences).

How does the writer persuade the reader to re-join Amazon Prime? ^{no longer} "No longer have access to all the benefits that come with being a prime member." The words "no longer have access" suggests the person will miss out on content Prime provide.

"You'll receive a £10 voucher to spend on the millions of items." The word receive suggest Amazon want to entice people/customers to rejoin.

"Unlimited one day delivery." The word "unlimited" suggests that this is a never ending option.

"Access to the best deals 30 minutes before non-Amazon Prime members." The words "30 minutes" suggests that you might miss out if your a non-members.

"3 different screens at the same time." The words "3 different screens" suggests that three people can watch it on different devices, i.e. TV, tablet, phone.

"At this ^{time} of the year, it just makes sense to give it a try." The words "make sense" make the reader feel it's a good deal.

It can be seen here how he likes to follow the scaffold rigidly, but it certainly seems to improve his ability to respond confidently to the question, and the 'zoom' element allows him to pick up on inferences, which was something he struggled to do previously.

Appendix 3 - Examples of learners using pre-learned scaffolds

Some further examples of learner work will be shown here, completed by learners who continued to write using methods they had learned in a previous setting. This was relatively common. All learners in the GCSE English language class had been offered the same two support resources (shown in Appendix 1). Their responses were based on the same tasks (A, B and C) shown in Appendix 2.

An example of a response to Task A

The writer shows ~~that~~ that the relationship between Jonathan and Frances is not that strong. It is stressful and hard, and seems one sided. "somebody's got to be devoted to them. And it's not going to be you because you are always at work." This suggests that Frances feels like the relationship is one sided, both members should look after the kids and allow time on as well but she feels Jonathan is the only one getting that time not her.

"But at least you're allowed to be yourself. I'm not allowed to be myself anymore" This suggests that the stress of the kids is getting to Frances to the point she can't cope and to her Jonathan does not have that stress,

that she carries and does not seem that he is helping her

"All those men telling lies about love life" This suggests that granias feels like men don't do the work in the relationship, like Jonathan, and that to those men the relationship is perfect when it is not.

As can be seen in the example above, this learner writes more freely, mostly quite successfully but does not appear to be using the 'zoom' element of the formulaic scaffold.

Below is another response from the same learner, completed 5 lessons later. The response below was a response to Task B (shown in Appendix 2).

An example of a response to Task B

Q4

The writer presents Iza as a very religious person who is scared of being taken by the devil. "She felt that people having a good time were wide open to the devil." This suggests that to her having fun is almost like ~~being~~ being vulnerable, which in her eyes makes it easier for the devil to get a firm grasp on you and take you away. The word "devil" could suggest that she was very religious and believed in god, heaven, hell and the devil, driving her to be the way she was.

The writer also presents Liza as a
perfectionist and hard working working woman
who needed everything to be perfect
"she wore her hair always pulled ~~back~~
tight back and tied in a hard knot."
This could suggest that ~~she was a~~
~~perfectionist~~ she was a strict and
hard working woman who did not

like things out of place. The word
"tight" could suggest that she did not
like any loose ends and needed things
to be perfect so that her flaws don't
show.

This learner still preferred to make a 'point' first most of the time but did begin to use the 'zoom' element sometimes, which often improved her responses by deepening the analysis.

Another example of a response to Task B

The learner who wrote the response to Task B which is shown below always stuck rigidly to a pre-learned scaffold which consisted of three sentence starters 'The writer presents _____ as _____, this can be seen in the quotation ' _____ ' and this suggests _____.

The writer presents the character Liza Hamilton as being a strong person. This can be seen in the quotation "having her children did not hold her back very much" this suggests that Liza is strong because she can deal with the house and her life and her children at the same time.

The writer presents Liza as being a good cook at her house. This can be seen in the quotation "Liza was a good plain cook." This suggests that she is good at cooking for all her family and that Samuel would like Liza for her cooking.

This learner often struggled to draw inferences from the text and could often be seen repeating the same points, which were sometimes almost the same as what the quotation said.

Appendix 4 - Examples of learners responding without the use of a scaffold

Some further examples of learner work will be shown here, completed by learners who found the prescriptive scaffold too restrictive and preferred to write more freely. Each learner has their own style of analysis and all learners were able to analyse confidently. These two responses were based on Task B, shown in Appendix 2.

The writer uses language to show that Liza always seems miserable and never smiles or lets fun happen when she is near. The quotes from lines 58-60 describe how she always seems to be unhappy and in turn, whether she means to or not brings the mood of every one around her down with her. To the reader the key word in this description is the word 'set' as this shows her stern ways are fixed into the mind and would not ever be altered or changed and is implying that she will never be fun to be around. *Lovely*

The writer uses complex sentences to supply us as readers with a lot of detail about her and what she was like as a person the complex sentence that starts "Liza was a good pline cook and her house -" and finishes "was fircely brushed and washed" The use of Dashes here help break out the sentence and it quiken the pace to give the impretion that she is always rushing and never calm. this quote also tells us that she likes to be organised and tidy and from this and other discription though out the text the readers can imply that she is a bit of a perfectnist and licks things done, and done her way.

Another way in witch the writer uses Language is in the form of verbs, Verbs are used though out this tect such as in the quote " His wife protected him whenever she could" this verb 'protected' shows that she feels as if she is responsble of Samule and that he need to be protected as other wise he would make the wrong decisions. This also implys that she likes being with him a lot as she dose not

trust what fun he might be having behind her back. This could also hit that she is secretly quite an anxious person and does not want anything to happen to Samule as although she does not show it she still cares for him and so wants to keep him safe when she can.

Straight away the writer states how Liza's character is different to that of Samuel's, by saying she "was a very different kettle of Irish." Her description is blunt "head was small and round." We can imagine she is cruel and cold as a person determined in her ways. "She was set on her course even though the angels of God argued against it." The description "beat the

brains out of nearly everything that was pleasant to do", paints her in a violent light or someone who wants to live life by her means and belittle anyone who wants to do otherwise. She rules the house, "it was always her house - was fiercely brushed and washed", shows us she wants to be in control.

She had no kind spirit we can see in the lines "she was suspicious of fun" "she felt that people having a good time were wide open to the devil." We can see she was religious by the writer's description of how "God wanted everyone to live" in her blunt stern ways not showing emotion - "uncomplainingly."