English

Key Stage 4
Tutor Guidance

Contents

Welcome to the Brilliant Tutoring Programme

Welcome to the Brilliant Tutoring Programme, run by The Brilliant Club. The Brilliant Club is an approved National Tutoring Programme provider. We are taking part in the national catch-up effort so pupils can access a future they deserve.

You'll be working with eight pupils per placement, split into two groups of four. You will help them re-engage and rebuild confidence in core curriculum subjects and inspire them with your knowledge and expertise. You'll usually deliver your tutorials virtually.

Each tutorial will normally be 1 hour long, so you'll have a minimum of 2 hours teaching time per week. However, this is likely to be more, depending on the schedule agreed with the school. You will also have to factor in some prep time per tutorial.

Tutorial	Description
Tutorial 1	You will introduce yourself and tell pupils a bit about the topic and your area of research or study.
Tutorial 2-13	These are the tutorials where you will teach around three modules based on the school curriculum.
Tutorial 14	This will be a refresher session where you will revisit a topic from one of the modules you have previously covered.
Tutorial 15	The final tutorial is for you to give some feedback to pupils and help them to reflect on their progress.

Key contacts

Each school nominates a Lead Teacher to select the pupils, co-ordinate the tutorials in school, and support the pupils throughout. The lead teacher has a crucial role in helping the pupils to succeed on the programme.

You will be assigned a Programme Officer from The Brilliant Club. They will work closely with lead teachers to support programme logistics in school and support you to deliver your placement(s).

If you ever have any general questions, contact us on: **btptutors@thebrilliantclub.org**

For resources and guidance documents to support you during your placement, go to:

thebrilliantclub.org/already-working-with-us/btp

Your responsibilities during your placement

During your placement we ask that you:

- **Complete registers within 24 hours of the tutorial (separate guidance on this process will be provided).** It is important that we have a record of attendance for child safeguarding and to monitor pupil progress.

- **Communicate regularly with your Programme Officer**. Remember that teachers and school staff can have competing demands on their time, therefore keep your Programme Officer in the loop so they can follow up on any issues. We also love hearing when things are going well too!

- **Give us as much notice as possible if you need to reschedule a tutorial.** Schools, parents and pupils find it challenging to change dates at short notice. You should only cancel tutorials at short notice if you are unwell or have an emergency.

- **Uphold your safeguarding responsibilities as set out in our Safeguarding Training:** thebrilliantclub.org/tutor-training/introductory-module

Preparing for your placement

Before your start your first tutorial, you should complete the following steps to make sure you're fully prepared:

- o Complete or renew your DBS and Right to Work checks (You will be contacted about this if required)

- o Complete all the relevant training modules

- o Confirm your tutorial schedule, placement details and modules with your Programme Officer

- o Receive the course materials, review these and tailor them as needed

- o Read the virtual tutorial guidance for Microsoft Teams

- o Receive your Microsoft Teams log in details and meeting link, and check these are working

You can find Teams guidance here:	You can find all the training modules here:
thebrilliantclub.org/already-working-with-us/btp	**thebrilliantclub.org/tutor-training**
	Password: tbctutors

Knowledge Checks

Pupils complete a short Knowledge Check at the start and end of each module. These are short assessments in which pupils answer exam style questions on the module topic.

The purpose of these Knowledge Checks are to:

- See the progress pupils make between the start and end of each module
- Share this data with schools so they can monitor pupil progress
- Give you information about pupil progress to inform your tutorial planning

We strongly encourage pupils to complete these Knowledge Checks using the digital link that will be provided by your Programme Officer before the start of your placement, as this is the quickest and most efficient way for the information to be collected and shared with you.

However, if pupils aren't able to access the digital link, they can complete the assessment on paper or on a word document. They should then send their work to btpschools@thebrilliantclub.org and include their school and tutor name.

Using your course resources and guidance

To support you to deliver your placement, you have a number of resources.

This guidance document

In this document you will find exemplar suggestions of how some of the tutorials in the course may be delivered. You will also find additional facilitation and activity notes for each of the tutorials you'll deliver.

You should use it in conjunction with the tutorial presentations to prepare for each session.

Tutorial presentations

Presentations for each tutorial are provided in PowerPoint (for Windows) and Keynote (for Mac) format.

These contain pre-prepared learning activities along with facilitation notes. Please read these carefully as they indicate potential questions you may wish to ask students about a text, how you may deliver a task (e.g., chat discussion, using Padlet or Mentimeter), and other resources you may wish to draw on in your tutorials. We have also indicated where you could add additional activities and slides based on your own knowledge and teaching ideas; you should tailor the activities based on the needs of the pupils you are working with.

Pupil handbook

Pupils will receive a printed course handbook and you'll get a digital copy of this. These contain space for them to complete learning activities, Knowledge Checks and reflections.

The activities will correlate to the presentations you have, but please ask pupils to use extra paper if they need more space.

Setting homework

It is not an expectation for you to set homework, nor is homework compulsory for pupils to complete. If you feel the pupils you work with need or would like to complete extra work outside of tutorial time, you can agree this with them. However, it should be seen as an optional extra for them to practice or stretch themselves. Some examples have been included in this guidance or on the slides.

You'll be emailed all the documents you need, but will always be able to find copies at:

thebrilliantclub.org/already-working-with-us/btp

Tutorial 1 – Introductions

The purpose of Tutorial 1 is to start getting to know your pupils and collect some information from the group that helps us to report programme impact to our school partners.

Further guidance about Tutorial 1 and supporting resources, such as accompanying slides, will be provided to you when your placement is confirmed.

This table outlines the suggested structure for Tutorial 1.

Section	Suggested Time	Additional Information
Introduction & Icebreaker	10 mins	Introduce yourself to the pupils and find out a bit about them.
Introduce your research	15 mins	An opportunity to engage pupils with your research/degree and link it to the BTP subject they are going to be studying.
Welcome to BTP	5 mins	Sharing a pre-recorded welcome video explaining the programme to pupils.
Pre-Programme Survey	10 mins	Pupils will complete a pre-programme survey using the link and codes your Programme Officer shares with you.
Knowledge Check	15 mins	Pupils will complete the Knowledge Check for the first module you'll be covering.

Exemplar Tutorials

Please note, these are exemplar suggestions and do not need to be followed exactly. The words in bold suggest the way or mean an activity can be delivered and are transferable between and applicable to other tasks and tutorials.

Further pointers and stretch activities can be found in the delivery notes within the tutorial presentations.

Tutorial 1.1 – Shakespearean Theatre

Vocabulary bank

You may want to go through these words as either a **matching exercise** or as **targeted questions asking specific students to provide definitions** or using **cold calling** before doing the starter.

Questions to ask students:

1. Which Shakespeare play are you studying?
2. When was it written?
3. Does that make it Jacobean or Elizabethan?
4. Stretch – What do you know already about the differences between these periods? (Hint: think about what the different monarchs signified or embodied.)

Starter activity

Tutor should consider how pupils should complete this task. Some suggestions include: give time to complete independently in handbook / on loose paper and call on specific students to share their answers verbally or using the chat function; use an interactive whiteboard tool and ask pupils to add their ideas and mind map collectively; turn it into a collaborative activity on **Padlet** or **Mentimeter**.

1 Learning activity

Students should **annotate** the theatre. Indicative feature to identify: gallery, wardrobe, stage, stage door, trap door, pit. See annotated diagram across.

Scaffolding option: You could provide a list of features in the theatre which students have to identify.
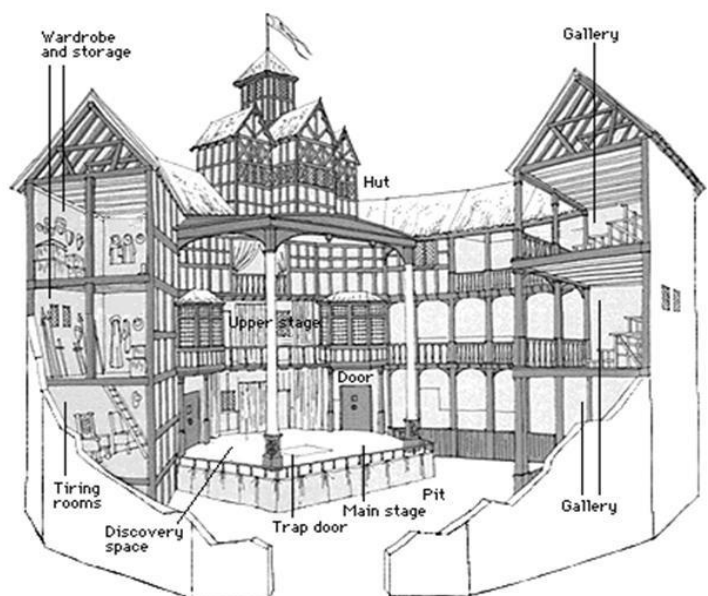
Stretch activity: Ask students to reflect on how the structure and staging of the Globe could be used in the play they are studying. E.g., think about character position, level, and height. For example, for *Romeo and Juliet*, Juliet is on a balcony in one scene meaning that she is at a higher level. This could foreshadow her death because her position on stage is elevated, like rising to heaven as an angel.

Class discussion

1. Women were not allowed to act. What does this teach us about the treatment of women in Shakespearean England?

Indicative answers: imbalance of gender, men and women occupied different spaces in that time, it was inappropriate for women to act (Tutor should then push this and ask 'why?')

2. What does the conventions of Shakespearean theatre tell us about his time period?

Indicative answers: theatre was a public space where everyone could go. However, within this there were strict demarcations between different classes. People from different social echelons would sit or stand in different areas.

3. Stretch question: Why do you think the theatre played such an integral role in society during this time?

Encourage students to think about what going to the theatre signified, what it did for literacy/education, the different social status of different people in the theatre and where they sat.

You could find a YouTube video of a scene from a Shakespeare play which follows some or all of the conventions. Ask students to identify which conventions are adhered to and the effect of this/which are challenged and the effect of this. The Globe has extracts of plays on YouTube which you could use.

2 Learning activity

Frist, students should complete the reading activity. Refer to the facilitation notes in the PowerPoint. Ask students to read actively by annotating the example paragraph for the success criteria listed, e.g., highlight or circle or underline where in the paragraph there are specific examples of convention choices.

o Indicative answers: dark setting (lack of candles but it is also supposed to be night-time), playing by young men (no female actors allowed), clothing used to indicate their femaleness, actors looking unkempt and dirty (reflects the era's suspicion of witches and the idea that they are not to be trusted as there are not human).

3 **Learning activity**

Then, students should complete the writing activity as detailed in the handbook.

Stretch task: Select a scene from the Shakespearean play you are studying. Describe two different ways how you would stage this scene taking into account the conventions of Shakespearean theatre. You might want to think about one way which would adhere to Shakespearean convention and one way which would subvert Shakespearean convention and the purpose and effect of these staging decisions.

Tutorial 3.4 – The Role of Women (Victorian Era)

Vocabulary bank

You may want to go through these words as either a **matching exercise** or as **targeted questions** asking specific students to provide definitions or using **cold calling** before doing the starter.

Starter activity

You should consider how pupils should complete this task. Some suggestions include: give time to complete independently in handbook / on loose paper and call on specific students to share their answers verbally or using the chat function; use an interactive whiteboard tool and ask pupils to add their ideas and mind map collectively; turn it into a collaborative activity on **Padlet** or **Mentimeter**.

1 **Learning activity**

You could plan the following questions to prompt pupils on how the information about the lives of women in Victorian England links to the text they have studied.

1. What female characters are there in the text you study?
2. How would you describe the behaviour and actions of [female character]?
3. How does [female character] engage with the expectations of women at the time?
4. Support: would you say [female character] is a conventional or an unconventional woman? Why?
5. Are there any fallen women in the text?
6. What is the character trajectory of this character? (i.e. where are they at the start and end of the text?)
7. Why do you think the writer designed this trajectory? OR Why is the female character presented like this?

8. Stretch: are there any female character which compliment/contrast each other in the text? How and why?
9. Are there any larger messages about expectations of women that the writer conveys through the character?

The principle of these questions is that the become progressively more complex. They start with identification questions and then move towards analysis and synthesis (see questions 8 and 9 for synthesis). When you are questioning students, pre-plan questions which follow this trajectory of becoming more complex. You can use Bloom's taxonomy for helpful verbs to use when starting questions. blooms-taxonomy-verbs-1280.png (1280×980) (fractuslearning.com)

The best questions to ask when pushing students' answers are 'How?' (as it pushes them to think of the techniques the writer has used) and 'Why?' (as it encourages students to think of the larger messages and overall purpose/effect of the text).

2 Learning activity

Tutor could consider introducing similar prompt questions to those above to help pupils answer the question of how the image of the fallen woman links to Victorian ideals about the role of women.

3 Learning Activity

There are a range of ways to go through Robert Browning's *My Last Duchess*. It depends on the ability of the group. **You could read the poem once as a group and then read it with a student being the Duchess and other students being the other character (Fra Pandolf). Encourage students to think of the emotions of the Duke. Or you could find a reading of the poem on YouTube.**

When analysing, if students are strong in poetry, ask students to individually identify lines or phrases which stand out to them and which they think are significant. If students need more support, go through the poem, and identify specific lines you think are significant and direct students to these lines. For example:

o 'That's my last Duchess painted on the wall,
Looking as if she were alive'

Focus on the 'My' and also discuss that she is not alive now

o 'Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek'

What does this suggest about the behaviour of the Duchess but also the Duke's reactions?

- 'A heart—how shall I say?— too soon made glad,
  Too easily impressed; she liked whate'er
  She looked on, and her looks went everywhere.'

What do these lines imply about the character of the Duchess?

- 'This grew; I gave commands;
  Then all smiles stopped together.'

What does this line mean?

- 'Though his fair daughter's self, as I avowed
  At starting, is my object. Nay, we'll go
  Together down, sir. Notice Neptune, though,
  Taming a sea-horse, thought a rarity,
  Which Claus of Innsbruck cast in bronze for me!'

What is the Duke talking about here? What attitude to women does he show and how is the presented to the reader?

Class discussion

1. How does the Duke talk about his Duchess in this poem? What is his attitude towards her?

Indicative answer: He talks about her as if she is his possession ('My'), he controls her, he was concerned about how she looked and her behaviour. He did not trust her and became jealous of her interactions with other men.

2. How does the Duke's attitude link to Victorian attitudes towards women? How are these conveyed in this poem?

Indicative answer: Links to ideas of women being the 'Angel of the House' but also that a married woman was the property of the husband. Great opportunity here to bring in the The Married Women's Property Act 1882 was that:

- A wife could hold her own wages and investments independent from her husband.
- A wife could inherit up to £200.00 in her own right and keep the money.
- Both the husband and wife could be made liable to support their children.
- A wife could inherit and hold rented property.

In 1842, when the poem was written, women did not have any of these powers. They endured *coverture* (a woman's legal rights and obligations were subsumed by those of her husband). Women did not have their own legal identity.

3. Does this poem support or challenge Victorian attitudes towards women? How do you know?

Indicative answer: Encourage students to identify contrasts here. It shows in a stark way that men controlled women, to the point of death. Is Browning criticising the extremity of this

control? The end of the poem indicates that the Duke is now on the lookout for another new, young bride. Might he treat her the same way? Does this attitude perpetuate female subjugation?

4. How does this poem link to the text you study? Think about the role and presentation of women.

Tutor to draw connections dependent on text students study.

4 **Learning activity**

Task: how does Browning's *My Last Duchess* present Victorian attitudes towards the role of women? Link your ideas to the text you are studying.

Encourage students to draw on the previous class discussion when they answer this question.

Scaffolding option: You could support by offering **sentence starters** or **key quotes** to focus upon. You could also write a **model paragraph** first themselves on the PowerPoint which students can then imitate and apply to their own paragraphs.

Module 1 – Shakespearean Context

Welcome to the *Shakespearean Context* module. In the Shakespeare component of the GCSE exam, Assessment Objective 3 asks students to 'show understanding of the relationships between texts and the contexts in which they were written'; these sessions will broaden students' understanding of the social, political and historical conditions which defined Shakespearean England and will allow them to critically evaluate how these conditions shaped his writing.

Tutorial	Topic
Tutorial 1.1	Shakespearean Theatre
Tutorial 1.2	The lives of women in Shakespeare's England
Tutorial 1.3	Kingship in Shakespeare
Tutorial 1.4	Intertextuality: Allusion, Influences and Sources

Knowledge Check 1

Where possible, encourage students to complete these online.

Total marks available: 8 – available marks per question can be found beside the question text. Tutors should award marks for the KC and then calculate a percentage mark for the KC e.g., a student gets 3/8 for Module 1, KC1 – this comes to a percentage mark of 38% [(3/8)*100=37.5 => round up to 38].

Here, indicative answers are given in italics underneath the question – tutors are expected to use their own initiative when marking some questions as it depends on the texts studied by their students and what they have taught in tutorials.

1. **Write down three things you know about life in the Shakespearean era. (3)**

Valid responses could include reference to: Shakespeare's life, the theatre, treatment of women, patriarchy, the monarch, witchcraft, religion. 1 mark for each.

2. **What does 'patriarchy' mean? What does it mean for the relationship between men and women? (2)**

Patriarchy means a society in which men hold more power than women. It means men had more authority and that women were expected to obey their husbands or fathers. (Or words to this effect).

1 mark for point about men having more power and 1 mark for the application of what this meant for male-female relationships.

3. **What is the Great Chain of Being? Provide a definition and give an example to support your answer. (2)**

Award one mark for an accurate explanation of the Great Chain of Being and a further mark for specific and accurate example of the hierarchy within the chain. Do not award two marks if they have not provided an example.

For example: *The Great Chain of Being was a rigid hierarchy that people in the Jacobean and Elizabethan era believed was ordained by God (1 mark). The theory originated with the Greek philosophers Aristotle and Plato, but permeated Elizabethan life: if you were born a labourer, then it was because God had decided that was your place. (alternative 1st mark). Examples include: God was the most superior Being; women were below men; animals were below all people (1 mark).*

4. **Define intertextuality. (1)**

Intertextuality is the relationship between texts, especially literary ones.

Tutorial 1.1 – Shakespearean Theatre

In this tutorial you will look at:

o How to understand and identify the different parts of a Jacobean theatre

o Jacobean staging conventions and applying them to the play you are studying

o Understanding the role of theatre in society

At the beginning of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions (above) – you'll find more details about this on the relevant tutorial slides.

See the exemplar above for support on how you might go about delivering Tutorial 1.1.

Tutorial 1.2 – The lives of women in Shakespeare's England

In this tutorial you will look at:

o What life was like for women in Shakespeare's England

o How to apply contextual knowledge of life for women in Shakespeare's England to the presentation of female characters in the play(s) you are studying

Learning activities

1 **Task:** Think about the female characters in the play you are studying. Concentrate on one character and answer the questions.

Stretch option:

- Identify two characters in the play or plays they have studied and get them to compare and contrast these two female characters. Does one subvert convention while another adheres to convention, for example. Why might this be?

- For the character you have studied, does she adhere to specific gender norms but defy others? Which ones does she adhere to and which does she subvert? What is the effect of this?

2 **Task:** How does Elizabeth I's reign relate to the female characters in the play you have studied?

Optional thinking task: How is Elizabeth represented differently in history? Why might this be? (Tutor to select 2 or 3 images that portray Elizabeth differently and get students to consider the different portrayal of the same queen). Looking for answers such as symbols she is holding that show she is powerful, or that her femininity is accentuated or somewhat hidden in paintings. Students to think about why this is.

3 **Task:** Read and discuss the extracts in your handbook from The First Blast of the Trumpet against the Monstrous Regiment of Women.

Ensure that pupils understand the words in the extracts. You might ask them to annotate the excerpts in their handbooks with notes from the discussion. Extract 2 is harder than 1. If pupils are lower ability, tutor can concentrate only on Extract 1.

Scaffold option: Get them to define and write their own sentences using the words which confused them.

Suggested discussion questions:

- How would you summarise Knox's attitude to women from these texts? What does he say about women?

- How do you think Knox's perspective would have been received at the time?

- How does Knox's reference to God throughout his writing affect the impact it would have had on a 16th century reader?

- How do these extracts link to the presentation of a female character in the text you have studied?

Recall that it is appropriate to prioritise the completion of some activities over others, according to the needs of your students. You may wish to follow the scaffolded option above, or if greater stretch is needed, students could advance to independently writing their own paragraph, with less time spent reading and analysing the model paragraph provided.

Tutorial 1.3 – Kingship in Shakespeare

In this tutorial you will look at:

- What the Divine Right of Kings was

- Understanding the Great Chain of Being

Starter activity

Common plays KS4 students have studied are *Macbeth* where kingship is evident and *Romeo and Juliet* where kingship can be analysed through the role of the Prince Escalus in the play, and also Count Paris as he is a kinsman of Prince Escalus. To support students, tutors can identify specific scenes within the plays. Tutors can provide extracts of scenes on PowerPoint.

Tutorial 1.4 – Intertextuality: Allusion, Influences and Sources

In this tutorial you will look at:

- o   Defining and identifying intertextuality and allusion

- o   Analysing the effect of intertexts and allusions

Learning activities

2   **Biblical and classical allusions.**

Fill out the tables yourself prior to class to ensure you can support students in identifying allusions.

Scaffold option: model how to fill out this table by talking them through a couple of the examples you've come up with, and/or provide some example quotations and ask them to explore why Shakespeare might have chosen to use this allusion.

Recall that it is appropriate to prioritise the completion of some activities over others, according to the needs of your students. You may wish to follow the scaffolded option above, or assign different references to different students and ask them to each share their answers.

3   **Task:** How does Shakespeare employ references to other texts in order to develop his characters?

Tutor could live-annotate the paragraph on the PowerPoint to identify where it meets the success criteria provided. Or you could ask pupils to annotate the model paragraph in their handbooks. Judge how pupils should complete this task based on need for stretch/scaffolding, and pupil engagement.

At the end of this tutorial, you will guide pupils through a set of confidence and Knowledge Check questions. You will also complete a reflection exercise so that pupils can take time to think about what they found challenging and where they did well – you'll find more details about this on the relevant tutorial slides.

Knowledge Check 2

Where possible, encourage students to complete these online.

Total marks available: 10 – available marks per question can be found beside the question text. Tutors should award marks for the KC and then calculate a percentage mark for the KC e.g., a student gets 3/8 for Module 1, KC1 – this comes to a percentage mark of 38% [(3/8)*100=37.5 => round up to 38].

Here, indicative answers are given in italics underneath the question – tutors are expected to use their own initiative when marking some questions as it depends on the texts studied by their students and what they have taught in tutorials.

1. **Write down three staging conventions of the Shakespearean theatre. These could be about the structure of the theatre building or about how plays were staged and acted. (3)**

Tutor to use own judgement based on what they taught in tutorial 1 about the Globe. Answers could include facts such as: no female actors, all light used was natural or from candles, there was a trapdoor in the stage, those from poorer classes stood in the pit, those from wealthier classes could afford seats and sat around the edge of the theatre. One mark per fact.

2. **What was life like for women in the Shakespearean era? Use one example of female characters from the Shakespearean play you are studying to support your answer. You might think about topics such as relationships, choices or property. (2)**

Award 1 mark for an accurate example and 1 mark for an accurate explanation. This example answer would get 2 marks: In Romeo and Juliet, Capulet demands that Juliet marries Paris and is shocked when she refuses. He threatens to throw her out of the house. This is one example of the patriarchal system in which women lived; they were expected to obey their fathers and husbands.

3. **What were the consequences of disturbing the Great Chain of Being in the Shakespeare play you have studied? To answer this question, provide a definition of the Great Chain of Being, state a character or event that disrupts it in the play you study, and describe the consequences of this. (3)**

1 mark for each part of the question. Tutor to use own judgement when marking as it depends on content taught.

4. **Why does Shakespeare use intertextuality in his plays? (2)**

Possible answers: To build connections between his texts and others; to build on key cultural or religious topics discussed in the time period; to develop his characters by basing them on other well-known characters; to provide a different perspective on an event or theory.

Module 2 – Creative Writing

Welcome to the Creative Writing tutorial booklet. Students will need to produce a piece of original writing in their exams. This could be a story or a description. In order to succeed in this written piece, students will need to create a piece of writing that is engaging, carefully structured and imaginative. Students will need to use language well to convey their ideas effectively.

Tutorial	Topic
Tutorial 2.1	Setting
Tutorial 2.2	Characterisation
Tutorial 2.3	Structuring an Effective Piece of Writing
Tutorial 2.4	Sentence Structures and Language Patterns

Knowledge Check 1

Where possible, encourage students to complete these online.

Total marks available: 20.

To award a mark, consider the success criteria and marking rubric below.

EITHER write a description as suggested by this image OR write a short story about an unusual find. (20)

Success criteria:

- o Writing is clear and makes sense.
- o Imaginative hook opening employed to engage the reader.
- o Effective ending which leaves an impression.
- o Plot is controlled, imaginative and believable.
- o Characterisation is effective and original.
- o Dialogue is used appropriately.
- o Paragraphing is used accurately and for effect.
- o Range of language devices used effectively.
- o Variety of sentence structures.
- o Range of punctuation used accurately.
- o Ambitious vocabulary.
- o Grammar is accurate.
- o Tense is controlled and any shifts are deliberate

Level	Skill Descriptors	Indicative Standard
Level 4 16-20 marks	Compelling Convincing Confident	The register is convincing and exactly matched to purpose. Ambitious and exciting vocabulary used accurately. Organises material and uses specific language techniques for deliberate effect. Structured in a novel and exciting way, with an engaging climax, and a clear beginning, middle and end. Paragraphs linked fluently.
Level 3 11-15 marks	Consistent Clear	Register is consistently appropriate for purpose. Vocabulary is extensive. Material is organised well and logically with appropriate connections and used to some effect. Structured in a conventional way with identifiable beginning, middle, and end.
Level 2 6-10 marks	Acceptable Partially successful	Register is mostly appropriate for purpose, although there may be times when the register slips or changes. Vocabulary is used consciously but is not particularly wide-ranging. Some more ambitious words may be used incorrectly.
Level 1 0-5 marks	Simple Partially unclear	Offers a simple response which addresses the task but audience or purpose of writing is not wholly clear. Vocabulary is unimaginative or used incorrectly. Structure is mostly clear although there may be some areas of confusion.

Tutorial 2.1 – Setting

In this tutorial you will look at:

- How to structure a piece of creative writing
- Making effective word choices in creative writing
- Writing for effect when describing a setting

At the beginning of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions – you'll find more details about this on the relevant tutorial slides.

Starter activity

Task: write a paragraph to describe the setting pictured.

Stretch option: Ask students to 'zoom in' on a specific element of this picture and really go into detail describing it in interesting ways and language, or from a unique and unconsidered perspective. For example, in the photo provided, you could write the description from the perspective of the ruined abbey in the distance. What might this building have witnessed in years gone past? How might it feel now as it gazes out over the lake.

Learning activities

1 **Word Choice – Powerful Verbs**

Tutors should consider how they want pupils to complete this activity. You could ask them to work independently on separate paper, or you could turn it into a game e.g., students take turns and each student has to innovate and improve on the sentence the previous student said. Students could add words (adverbs, adjectives) or they could swap words for more impactful ones.

Scaffold option: provide an example of how the sentence could be changed to get the activity started e.g., "The man stomped" or "The man walked carefully" – ask pupils to consider what the impact of these changes is.

Language Devices

Tutors should ask students to identify figurative language and live-annotate the passage on the PowerPoint. To develop strong questioning, some good prompts for pupils to develop their answers could be:

- Why is this piece of language effective?
- What atmosphere does this language create?
- How does this language make the reader feel?

2 **Main activity**

Incorporate this task into the plenary at the end of the tutorial by asking students to reflect on their writing. One suggestion for how pupils could reflect on their writing is on the PowerPoint.

Stretch option: this could be used as a stretch option in the tutorial or as something pupils could work on independently outside of the session if they want to develop their writing further. Choose two images and write a detailed description of the setting for each, using the ideas discussed in the session. Try to choose two contrasting images.

Tutorial 2.2 – Characterisation

In this tutorial you will look at:

- How to describe a character effectively and interestingly
- How to develop and build your character description
- How to reflect and critique your own creative writing

Tutorial 2.3 – Structuring an Effective Piece of Writing

In this tutorial you will look at:

- Different kinds of narrative structural techniques
    - Motif
    - Cyclical structure
    - Temporal/perspective shift
- How to apply them in your own writing

Tutorial 2.4 – Sentence Structures and Language Patterns

In this tutorial you will look at:

- How to identify effective sentence structures
- How to appraise and compare the effectiveness of different narrative openings
- How to create your own opening paragraph to a piece of creative writing

At the end of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions. You will also complete a reflection exercise so that pupils can take time

to think about what they found challenging and where they did well – you'll find more details about this on the relevant tutorial slides.

Knowledge Check 2

Where possible, encourage students to complete these online.

Total marks available: 20.

To award a mark, consider the success criteria and marking rubric below.

EITHER write a description as suggested by this image OR write a short story about an isolated location.

Success criteria:

- o Writing is clear and makes sense.
- o Imaginative hook opening employed to engage the reader.
- o Effective ending which leaves an impression.
- o Plot is controlled, imaginative and believable.
- o Characterisation is effective and original.
- o Dialogue is used appropriately.
- o Paragraphing is used accurately and for effect.
- o Range of language devices used effectively.
- o Variety of sentence structures.
- o Range of punctuation used accurately.
- o Ambitious vocabulary.
- o Grammar is accurate.
- o Tense is controlled and any shifts are deliberate.

Level	Skill Descriptors	Indicative Standard
Level 4 16-20 marks	Compelling Convincing Confident	The register is convincing and exactly matched to purpose. Ambitious and exciting vocabulary used accurately. Organises material and uses specific language techniques for deliberate effect. Structured in a novel and exciting way, with an engaging climax, and a clear beginning, middle and end. Paragraphs linked fluently.
Level 3	Consistent Clear	Register is consistently appropriate for purpose.

11-15 marks		Vocabulary is extensive. Material is organised well and logically with appropriate connections and used to some effect. Structured in a conventional way with identifiable beginning, middle, and end.
Level 2 6-10 marks	Acceptable Partially successful	Register is mostly appropriate for purpose, although there may be times when the register slips or changes. Vocabulary is used consciously but is not particularly wide-ranging. Some more ambitious words may be used incorrectly.
Level 1 0-5 marks	Simple Partially unclear	Offers a simple response which addresses the task but audience or purpose of writing is not wholly clear. Vocabulary is unimaginative or used incorrectly. Structure is mostly clear although there may be some areas of confusion.

Module 3 – The Victorian Era: Context

Welcome to the Victorian Era: Context module. In the 19th century text component of the GCSE exam, Assessment Objective 3 asks students to 'show understanding of the relationships between texts and the contexts in which they were written'; these sessions will broaden students' understanding of the social, political and historical conditions which defined Victorian England and will allow them to critically evaluate how these conditions shaped the writing of this period.

Tutorial	Topic
Tutorial 3.1	The Industrial Revolution
Tutorial 3.2	Class in Victorian England
Tutorial 3.3	The Lives of Children
Tutorial 3.4	The Role of Women

Knowledge Check 1

Where possible, encourage students to complete these online.

Total marks available: 8.

Here, indicative answers are given in italics underneath the question – tutors are expected to use their own initiative when marking some questions as it depends on the texts studied by their students and what they have taught in tutorials.

1. **What was the Industrial Revolution? (2)**

The Industrial Revolution brought the United Kingdom into an era of technology, mechanisation, and productivity. It created wealth for many but social problems and poverty for others. It was a time when industry increasingly used machines in factories instead of people to do the work.

2. **Referring to the Victorian text you are studying, explain how the class system worked in the Victorian era? (4)**

A valid response should include specifics about the ranks within the class system, supported by examples from the text they are studying.

3. **What was life like for children in the Victorian era? Please give a specific example to support your answer. (2)**

A valid response should include specifics about children working from a young age in certain industries, level of schooling, differences for boys and girls, different experiences of childhood for children in different social classes. All should be supported by an example.

Tutorial 3.1 – The Industrial Revolution

In this tutorial you will look at:

o What life was like in the Industrial Revolution.

o Connecting the contextual knowledge of the Industrial Revolution to the text you are studying.

At the beginning of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions – you'll find more details about this on the relevant tutorial slides.

Tutorial 3.2 – Class in Victorian England

In this tutorial you will look at:

o The class system in Victorian England.

o Connecting this knowledge to the text you are studying.

o Considering if or how class has changed in society over the past 200 years.

Tutorial 3.3 – The Lives of Children

In this tutorial you will look at:

o What life was like for a child in the Victorian era.

o Applying this knowledge to the Victorian text you are studying.

Tutorial 3.4 – The Role of Women

In this tutorial you will look at:

o The expectations and roles of women in Victorian England

o Applying this knowledge to the presentation of women in the text you are studying.

At the end of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions. You will also complete a reflection exercise so that pupils can take time to think about what they found challenging and where they did well – you'll find more details about this on the relevant tutorial slides.

Knowledge Check 2

Where possible, encourage students to complete these online.

Total marks available: 8.

Here, indicative answers are given in italics underneath the question – tutors are expected to use their own initiative when marking some questions as it depends on the texts studied by their students and what they have taught in tutorials.

1. **How does the Industrial Revolution feature in the Victorian text you are studying? Provide 2 examples (2)**

Tutor to mark this based on the text studied. Students could mention working conditions, poverty, types of job held by characters, descriptions of town and factories.

2. **Compare how the text you studied in school presents the class system and the lives of children compared to Charles Dickens' Oliver Twist. Provide 1 point about class and 1 point about children. (6)**

3 marks can be awarded in total for each topic e.g., 1 mark for point about lives of children/class in first text; 1 mark for point about lives of children/class in second text ; 1 mark for the comparison/analysis between them.

Module 4 – Unseen Poetry

Welcome to the *Unseen Poetry* tutorial booklet. In the unseen poetry component of the GCSE exam, students will need to read and respond to two unseen poems. They will be asked to analyse one in detail, identifying and commenting on the poem's language, form and structure. Students will also be asked to compare this poem with another, focusing on how and why writers present their attitudes. These sessions will develop students' ability to read, understand and analyse unseen poems.

Tutorial	Topic
Tutorial 4.1	Language techniques
Tutorial 4.2	Structural devices
Tutorial 4.3	Exploring hidden meanings
Tutorial 4.4	Comparing unseen poems

Knowledge Check 1

Where possible, encourage students to complete these online.

Total marks available: 20.

To award a mark, consider the success criteria and marking rubric below.

How does the poet use language and structural techniques to present love in this poem? [Poem in handbook] (20)

Success criteria:

- o Confidently explore your ideas and interpretations to show how well you understand the poem.
- o Include a quotation to analyse in detail.
- o Explain the basic meaning of your quotation.
- o Identify any techniques used and explore why they have been used.
- o Zoom in on single words and explore their connotations.
- o Write about hidden meanings of single words and phrases – try to offer at least 3 hidden meanings.
- o Give reasons for the writer's choices – think about why they have included certain words/phrases.
- o Comment on the effect on the reader – what do they learn? How do they feel?

Level	Their analysis is…	Indicative Standard
Level 4 16-20 marks	Compelling Convincing Confident	Essential: students connect the presentation of nature to one or more themes in the poem (relationships, conflict, etc). Students analyse and explore the effect of three or more poetic devices in the poem, providing quotations and confidant analysis of their effect. They use an impressive range of high-level vocabulary to explore the effect of the poem.
Level 3 11-15 marks	Consistent Clear	Students analyse and explore the effect of two or more poetic devices in the poem, providing quotations and clear analysis of their effect. They use an good range of high-level vocabulary to explore the effect of the poem, mostly accurately.
Level 2 6-10 marks	Acceptable Partially successful	Students analyse and explore the effect of one poetic device competently in the poem, including using a quotation and analysis to reach a single interpretation of the poem. They use appropriate terminology in their writing.
Level 1 0-5 marks	Simple Partially unclear	The student's answer reveals that they do not understand the poem and they have not used a quotation in their answers. Their vocabulary is limited and often used incorrectly.

Tutorial 4.1 – Language techniques

In this tutorial you will look at:

- Revising poetic language techniques and their definitions
- Identifying poetic language techniques
- Exploring the purpose and effect of language techniques in poetry

At the beginning of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions – you'll find more details about this on the relevant tutorial slides.

Tutorial 4.2 – Structural devices

In this tutorial you will look at:

- Revising poetic structural techniques and their definitions
- Identifying poetic structural techniques
- Exploring the purpose and effect of structural techniques in poetry

Tutorial 4.3 – Exploring hidden meanings

In this tutorial you will look at:

- Understanding what connotations and hidden meanings are
- Identifying connotations and hidden meanings in Roger McGough's poem

Tutorial 4.4 – Comparing poems

In this tutorial you will look at:

- Understanding how to compare poems through looking at tone, content, structure, message and language used

At the end of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions. You will also complete a reflection exercise so that pupils can take time to think about what they found challenging and where they did well – you'll find more details about this on the relevant tutorial slides.

Knowledge Check 2

Where possible, encourage students to complete these online.

Total marks available: 20.

To award a mark, consider the success criteria and marking rubric below.

How does the poet present nature in this poem? [Poem in handbook]

Success criteria:

- o Confidently explore your ideas and interpretations to show how well you understand the poem.
- o Include a quotation to analyse in detail.
- o Explain the basic meaning of your quotation.
- o Identify any techniques used and explore why they have been used.
- o Zoom in on single words and explore their connotations.
- o Write about hidden meanings of single words and phrases – try to offer at least 3 hidden meanings.
- o Give reasons for the writer's choices – think about why they have included certain words/phrases.
- o Comment on the effect on the reader – what do they learn? How do they feel?

Level	Their analysis is…	Indicative Standard
Level 4 16-20 marks	Compelling Convincing Confident	Essential: students connect the presentation of nature to one or more themes in the poem (relationships, conflict, etc). Students analyse and explore the effect of three or more poetic devices in the poem, providing quotations and confidant analysis of their effect. They use an impressive range of high-level vcabulary to explore the effect of the poem.
Level 3 11-15 marks	Consistent Clear	Students analyse and explore the effect of two or more poetic devices in the poem, providing quotations and clear analysis of their effect. They use an good range of high-level vocabulary to explore the effect of the poem, mostly accurately.

Level 2 6-10 marks	Acceptable Partially successful	Students analyse and explore the effect of one poetic device competently in the poem, including using a quotation and analysis to reach a single interpretation of the poem. They use appropriate terminology in their writing.
Level 1 0-5 marks	Simple Partially unclear	The student's answer reveals that they do not understand the poem and they have not used a quotation in their answers. Their vocabulary is limited and often used incorrectly.

Module 5 – Writing Non-Fiction

Welcome to the *Writing Non-Fiction* module. When your students sit their exam, they will need to produce a piece of original writing. This will be a non-fiction piece and, dependent on exam board, could take various forms, including but not limited to a letter, a speech, or an article.

These sessions will help students to effectively write and structure a piece of non-fiction writing which considers the conventions of the form, intended audience and the purpose of their writing.

Activities in this module refer to the specific exam board through which students will be completing their GCSEs. Different schools use different exam boards. You should work with your Programme Officer and Lead Teacher to ensure you know pupils' exam boards and can look up correct mark schemes and guidance.

Tutorial	Topic
Tutorial 1	Form, Audience and Purpose
Tutorial 2	Using Language Effectively
Tutorial 3	Structuring an Effective Piece of Writing
Tutorial 4	Redrafting and Editing

Knowledge Check 1

Where possible, encourage students to complete these online.

Total marks available: 20.

To award a mark, consider the success criteria and marking rubric below.

'School uniform is outdated, uncomfortable and does not positively impact on student progress. Students should be given the freedom to express themselves as individuals and wear whatever they want.'

Write a letter to the governors of your school, arguing for or against this statement. (20)

Success criteria:

- o Writing is clear and makes sense.
- o Form, audience and purpose are clear.
- o Writing shows a clear opinion and perspective throughout.
- o Powerful introduction used to engage the reader.
- o Powerful ending which leaves an impression.
- o Writing uses an appropriate tone and register.
- o Paragraphing is used accurately and for effect.
- o Range of language devices used effectively.

- o Variety of sentence structures.
- o Range of punctuation used accurately.
- o Ambitious vocabulary used for effect.
- o Grammar is accurate.
- o Writing shows evidence of editing and improving

Level	Skill Descriptors	Indicative Standard
Level 4 16- 20 marks	Compelling Convincing Confident	The register is convincing and exactly matched to purpose. Ambitious and exciting vocabulary used accurately. Develops a critical and convincing argument employing a range of compelling techniques. Provides a balanced argument considering both sides of the debate and has a confidant conclusion.
Level 3 11-15 marks	Consistent Clear	Register is consistently appropriate for purpose. Vocabulary is extensive. Uses a range of techniques and arguments to argue for both sides of the debate, with perhaps one side being covered more competently than another.
Level 2 6-10 marks	Acceptable Partially successful	Register is mostly appropriate for purpose, although there may be times when the register slips or changes. Vocabulary is used consciously but is not particularly wide-ranging. Some more ambitious words may be used incorrectly. Argument is biased or more one-sided. Restricted use of techniques.
Level 1 0-5 marks	Simple Partially unclear	Offers a simple response which addresses the task but audience or purpose of writing is not wholly clear. Vocabulary is unimaginative or used incorrectly. Structure is mostly clear although there may be some areas of confusion and this affects the clarity of the argument.

Tutorial 5.1 – Form, Audience and Purpose

In this tutorial you will look at:

- The differences between formal and informal language
- Identifying the purpose, form, and audience of a range of texts
- Altering the form or content of a text for a different audience

At the beginning of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions – you'll find more details about this on the relevant tutorial slides.

Tutorial 5.2 – Using Language Effectively

In this tutorial you will look at:

- Understanding how you can use language effectively in a piece on non-fiction writing
- Analysing the suitability, purpose and effect of anecdotes in specific pieces of writing

Tutorial 5.3 – Structuring an Effective Piece of Writing

In this tutorial you will look at:

- Understanding how to structure a piece of non-fiction writing appropriately according to the form (e.g., a speech or an article)
- Identifying and evaluating what makes a powerful introduction and conclusion to a piece of non-fiction writing

Tutorial 5.4 – Redrafting and Editing

In this tutorial you will look at:

- Understanding the importance of redrafting and editing your own work
- How to redraft and edit effectively

At the end of this tutorial you will guide pupils through a set of confidence and Knowledge Check questions. You will also complete a reflection exercise so that pupils can take time to think about what they found challenging and where they did well – you'll find more details about this on the relevant tutorial slides.

Knowledge Check 2

Where possible, encourage students to complete these online.

Total marks available: 20.

To award a mark, consider the success criteria and marking rubric below.

"Children under the age of 18 should not be allowed a part-time job; they should be fully focused on their studies. Exams are the most important thing in a child's life – a part-time job would be too distracting and there are no benefits for the child!"

Write a letter to your local MP, arguing for or against this statement.

Success criteria:

- o Writing is clear and makes sense.
- o Imaginative hook opening employed to engage the reader.
- o Effective ending which leaves an impression.
- o Plot is controlled, imaginative and believable.
- o Characterisation is effective and original.
- o Dialogue is used appropriately.
- o Paragraphing is used accurately and for effect.
- o Range of language devices used effectively.
- o Variety of sentence structures.
- o Range of punctuation used accurately.
- o Ambitious vocabulary.
- o Grammar is accurate.
- o Tense is controlled and any shifts are deliberate

Level	Skill Descriptors	Indicative Standard
Level 4 16-20 marks	Compelling Convincing Confident	The register is convincing and exactly matched to purpose. Ambitious and exciting vocabulary used accurately. Develops a critical and convincing argument employing a range of compelling techniques. Provides a balanced argument considering both sides of the debate and has a confidant conclusion.
Level 3 11-15 marks	Consistent Clear	Register is consistently appropriate for purpose. Vocabulary is extensive.

		Uses a range of techniques and arguments to argue for both sides of the debate, with perhaps one side being covered more competently than another.
Level 2 6-10 marks	Acceptable Partially successful	Register is mostly appropriate for purpose, although there may be times when the register slips or changes. Vocabulary is used consciously but is not particularly wide-ranging. Some more ambitious words may be used incorrectly. Argument is biased or more one-sided. Restricted use of techniques.
Level 1 0-5 marks	Simple Partially unclear	Offers a simple response which addresses the task but audience or purpose of writing is not wholly clear. Vocabulary is unimaginative or used incorrectly. Structure is mostly clear although there may be some areas of confusion and this affects the clarity of the argument.

Tutorial 14 – Refresher Session

This tutorial gives you the opportunity to catch up or revisit content, or expand on one of the topics you've covered.

Here are a few different approaches for using this tutorial effectively. You can use your own judgement when planning this session and get in touch with your Programme Officer if you need support.

Approach 1: Continue completing a module

- If one of the modules is taking longer to complete, this session can be used to continue teaching

- You could also complete the final Knowledge Check for the last module you covered in this tutorial

Approach 2: Revisit challenging concepts

- Identify an area of the course where pupils struggled to master a concept or theme - revisit this concept and address misconceptions

- Formative assessment can help you to decide which topic to revisit.

- These prompts can help guide your approach:

  - Consider if a particular method worked effectively for another area of the course and use it here

  - Think about how you can scaffold the learning further by breaking it down into smaller chunks

  - Explore 'wrong' answers and support pupils to explain why they are wrong to help address misconceptions.

Approach 3: Stretch and challenge

- Review pupil progress and identify an area of the course where pupils mastered a concept confidently - further stretch and extend pupil learning

- This could involve bringing in a higher-level concept. For example, you could consult the National Curriculum to see how the concept is further developed as pupils progress through school

- Consider linking the learning to your own research/degree or encourage pupils to explore how it applies to real world issues. Encouraging pupils to ask questions can help to create a rich and exciting discussion

Tutorial 15 – Feedback and Reflections

Tutorial 15 is a chance to celebrate pupil progress and successes, encourage further self-reflection and support pupils to look ahead in their learning.

You can find slides to support with delivering this session on the website:

thebrilliantclub.org/already-working-with-us/btp

Session Structure

Section	Suggested Time	Additional Information
Group feedback	15 mins	Start by reviewing trends and results from Knowledge Checks and provide some broad group feedback. For example, share areas of strength and celebrate group successes.
Individual Feedback and Self-Reflection	15 mins	Next, share individual feedback forms with pupils. Give pupils 5 minutes to review their feedback independently then use the feedback to help them with some self-reflection.
Looking ahead	15 mins	You should encourage pupils to consider what skills they we developed through BTP tutorials and how do these link to their future learning. Pupils can complete a worksheet on the skills they have developed.

We'd love it if you also use this time to share some of your own experiences of higher education and answer questions from students about university. |
| Pre-Programme Survey | 15 mins | Pupils will complete a post-programme survey using the link and codes your Programme Officer shares with you. |

Acknowledgements

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