

Increasing students'
engagement and progress in
English through exploration of
its 'real world' application

Context

A wide gap in boys and girls' attainment at GCSE in English.

	4+	5+	7+	P8
Girls	85%	75%	39%	0.6
Boys	73%	58%	24%	-0.4
Gap	12%	17%	15%	1

- **Research suggesting that boys are more interested in a subject when they understand the purpose of studying it.**
- **Boys are said to prefer non-fiction**

My process:

- A survey ascertaining how much my Y10 students enjoy and value English, filled in by my class and another class with a similar range of attainment
- A series of lessons that explicitly explain what part English plays in society + how English is relevant to specific professions
- A repeat of the survey for both classes

My findings:

- The second survey did not suggest that my lessons had any positive impact on how much boys enjoyed the subject.
- Enjoyment of English decreased slightly in both classes between midway through Y10 and the end of Y10
- More students were considering taking English or Media Studies A level by the end of the year
- My class made links between English and a wider range of professions

Average Attainment in Surveyed Classes

	My Class		Other Class	
	Boys	Girls	Boys	Girls
FFT20 Target English Language	5.67	5.42	5.4	5.92
FFT20 Target English Literature	5.67	5.58	5.7	6
End of Y10 'on track' grade Language	5.5	5.17	5.6	5.69
End of Y10 'on track' grade Literature	5.67	5.25	5.8	5.43

**After
action**

	4+	5+	7+	P8
Girls	85%	75%	39%	0.6
Boys	73%	58%	24%	-0.4
Gap	12%	17%	15%	1

Survey Questions

1. How much do you enjoy studying English?
2. How good at English do you think you are?
3. How much effort do you make in English?
4. What do you like about English as a subject?
5. What frustrates you about English as a subject?
6. How important do you think getting a good GCSE grade in English is?
7. Please explain your answer to the question above.
8. In what ways do you think English will be useful in later life?
9. What jobs do you think studying English will lead to?
10. Are you thinking of studying English Literature or Media Studies at A level?

First Survey

- Both classes were fairly positive about English: on a scale of 1-5 the average was 3.17 for my class and 3.57 for the other.
- Girls were marginally more positive than boys in both classes.
- Boys had more confidence in their ability in English than girls in both classes.
- Boys and girls felt they put in almost exactly the the same amount of effort – with girls claiming to put in very slightly more.
- Both groups saw a good GCSE grade in English as very important.
- About 16% of my class (25% of boys) were interested in studying at A level compared to about 33% of the other class.

First Survey

What they liked

Students in both classes frequently named creative writing, reading and the broad scope of the subject as the things they enjoyed about English. Some boys also mentioned skills e.g. finding hidden meanings, trying out different writing styles.

What frustrated them

Having to write a lot. Having to analyse. Having to remember quotes.

Why they think it is useful

Most said it would help them get into further education or jobs where they have to write applications or do interviews and then it will help with any writing within jobs.

Some talked about communicating with others – helping to understand people better and to form clear arguments.

A couple mentioned writing stories and understanding books and films.

First Survey -What jobs they thought English could lead to:

My Class:

author/writer x18
journalist/reporter x15
teacher x14
publisher x4
editor x4
lecturer x3
playwright x2
historian x2
scriptwriter
news presenter
law
analyser e.g political analyser
interviewer
Anything to do with writing or public speaking.

Almost anything/ every job etc.x4

Other Class:

writer x8
teacher x7
journalist x4
librarian x3
lawyer x3
book/film critic/ reviewer x3
therapist x2
lecturer
scholar
a poet
newspaper/film editor
directing plays
administration
doctor
high paying jobs

basically anything/any jobs x5

A while ago I asked you in a survey what jobs you thought English could lead to.

On your tables discuss what you can remember writing in your answers

None of you named politics as a career English might lead you to.

For a democracy to function properly, the people within it need to have a firm grasp of language.

Why do you think that is? (discuss in groups)

- If you cannot understand then how can you know
- If you cannot express you can you tell your MP, what you in parliament, what

Today we are going to look at a speech made by a politician called Enoch Powell.



Enoch Powell 1912-1998

British politician, classical scholar and poet

Conservative MP for Wolverhampton South West 1950 -1974

We are going to look closely at the viewpoints he expressed in his infamous 'Rivers of Blood' speech and analyse his perspective.

How does Enoch Powell convey his attitude towards immigrants in his speech?

As a politician, Enoch Powell aims to convince his audience of his own point of view; the things he believes to be true and right

To be able to form your own informed response to his ideas you need to be observant of how he crafts his language to communicate his clearest and his more subtle ideas.

Group Task: Read through and annotate the extract you have been given

- Annotate it clearly so that it will be useful for other students to look at and gather notes from
- Look out for language that helps emphasise, reinforce or strengthen his points

pronoun
modal verb
superlative

metaphor
hyperbole
emotive language

repetition
anaphora
listing

4. For this question, you need to refer to the whole of source A together with the whole of source B.

Compare how the writers convey their different attitudes towards immigrants
In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response with references to both texts.

[16 marks]





DNA: Who do you think these people might be?

THE HIDDEN HAND

OF JEWRY UEBER ALLES.

A Journal to advocate the right of Britons to possess and rule Britain; to stop immigration of Undesirable Aliens and the Unemployment of Britons caused thereby; to defeat Jew domination; and to reveal the secret workings of the Hidden Hand of Jewry and its International Financiers.

No. 6, VOL. IV. JUNE, 1923. PRICE, THREEPENCE.

Contents :		PAGE
LEADING ARTICLES :		
What is the Alien Menace	1	
Judaism now "The Orthodox Russian Church" ...	5	
Radek Sobolshcher's Avowal	5	
Adolph Hitler at Margau	8	
NOTICES :		
		WHAT IS THE ALIEN MENACE ?
<p>It is high time that things were called by their proper names. There are so many ways in these times of spelling the word "JEW," that it is somewhat difficult to recognise the individual under his many synonyms.</p> <p>Take the word "alien" — it might mean ...</p>		

Partner Task:

Read the article you have been given and list the concerns raised by the writer.



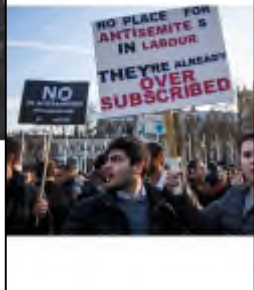
DNA: Who do you think these people might be?

Daily Mail

Lies, corruption and Hillsborough destroy my faith in the police

Shadow Chancellor's aide calls over her calls for 'transportation' of Israeli to U.S.

LABOUR MP'S ANTI-SEMITIC OUTBURSTS ON FACEBOOK



Compare how the writers convey their different ideas about and perspectives on Jewish people.

Write a sentence or two for each text identifying the form they are writing in and summarising the perspective on Jewish people expressed in each article.

We are DAME too, but what does it really mean?

A DAME is the name of a Jewish woman.

WHAT IS THE ALIEN MENACE ?

It is high time that things were called by their proper names. There are so many ways in these times of spelling the word "JEW," that it is somewhat difficult to recognise the individual under his many synonyms.

Take the word "alien" — it might mean ...

Source A is an article published in 'The Hidden Hand', a magazine that believes there is a Jewish agenda to dominate British society. The writer thinks that...

Writing for Jewish readers in a magazine about Jewish culture Abi Symons also thinks...

however...

A while ago I asked you in a survey what jobs you thought English could lead to.

None of you named 'War Correspondent' as a career English might lead you to.



For a democracy to function properly, the people within it need to have access to good quality and honest news coverage.

Why do you think that is? (discuss in groups)

- We rely on journalists to observe carefully and report truthfully on current affairs, so that we are properly informed of social issues and current affairs.
- If we don't know what is going on in the world, how can we hold people to account or vote for people with policies that we think will fix things?

Amber Rudd resigns hours after Guardian publishes deportation targets letter

Did Amber Rudd's resignation allow just 90% of those before her to be let out of holding centres? [Read more](#)



Mirror NEWS POLICE SPORT FOOTBALL CLUBS TRAVEL WEIRD NEWS TECH MONEY MORE

Why the Grenfell Tower death toll didn't rise for 9 days - as government accused of a "cover up"

The death toll was last confirmed to be 79 on June 18 and increased to 61 today - just one more fatality

Why was Korea divided in two?

From 1910 until 1945, Korea was part of the Japanese Empire. Colonial rule was oppressive and assimilationist, and many Korean nationalists - including the parents of future North Korean dictator Kim Il Sung - sought refuge in China.

Following the Japanese defeat in the Second World War, China, the UK and the US adopted a joint resolution that Korea should become an independent country.

The problem was that the US only occupied the southern part of the peninsula, while the North had been liberated by Soviet troops.

It was agreed to divide Korea in two, at a demarcation line known as the 38th parallel.



Source: <http://www.theweek.co.uk/93307/how-did-the-korean-war-start>



KOREA

WHERE 27th HELD, THE MARINES

by DAVID DOUGLAS DUNCAN
Late Photographer-Correspondent

At first, as dusk swept down from the mountains and across the patchy fields, the night of Aug. 6 was serene and star-filled and very beautiful. We could see from the foot of



How does the writer use language to convey the experience of being under fire?

Skilled:

- Will answer the question directly
- Will use at least three quotations to help support your ideas
- Will comment on individual words in the quotations

Excellent will also:

- Weave quotations into sentences.
- Identify and comment on language devices/sentence structures

The writer conveys the discomfort of being under fire..

And it had been chosen as the kickoff day for the first large-scale infantry offensive by the

shells could fall, the engine was half-way down the valley. General Craig was in a jeep headed

How important do you think travel and tourism is?
Discuss in your groups

- When George W Bush became President of the USA, there were a lot of jokes about whether or not he even had a passport. When he launched an attack on Iraq, many people worried he did not know where it was on a map
- Not everyone wants to travel and not everyone can afford to, nevertheless it is still important that we take an interest in the way other places are. It can remind us of how our nationality and culture informs our perspectives.

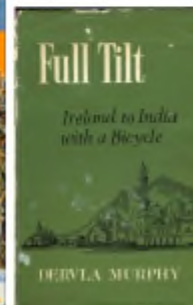
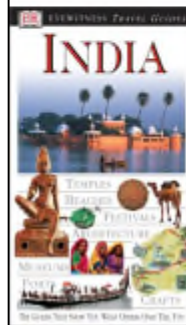
To become a travel writer you need to be very observant and good at describing.

Making the most of your particular perspective can also make your writing stand out.

Freelance travel journalist, Jill Starley Grainger says "You need to be able to dig out the angles the travel guides don't cover: So many people think that because they are passionate about travel and can string a sentence together, that qualifies them to be a travel journalist. It doesn't. You need to understand how to dig out facts - and to determine that they are facts - and how to find hidden gems and insider info. If it's already in a guidebook, what are you adding to it? And you need to know how to write. I really can't stress that enough. It's a skill and not everyone has it, but so many people think they do. But you can learn it."

Travel writing might be :

- **a travel guide** - allowing you to read up on a destination before you go there
- **a travel journal** – perhaps of military officers, missionaries, explorers, scientists
- **books** - extended observations on a nation and people, with the power to evoke a place and time



A while ago I asked you in a survey what jobs you thought English could lead to.

Some of you said 'Lecturer' or 'English Lecturer'.
None of you said 'Academic' as a career English might lead you to.



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What part do academics play in society? (discuss in groups)

- They represent the highest intellectual capacity of mankind
- They push the boundaries of their subject areas, furthering technologies and medicine
- They are the guardians of the store of knowledge amassed by scholars before them
- They research, furthering our civilization's understanding and knowledge
- They uphold the highest standards of research
- They act as experts, offering rational analysis



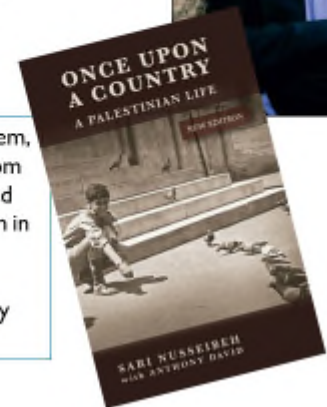
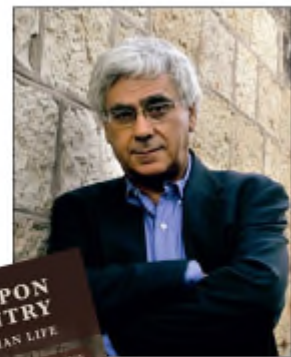
Sari Nusseibeh

Sari Nusseibeh is a Palestinian philosophy professor and was president of al-Quds University in Jerusalem from 1995 to 2014, where he still teaches.

His book 'Once Upon a Country' is both a personal and a political history of Palestine.

Nusseibeh is a Palestinian, born in Jerusalem, into a family whose history descended from one of the tribal leaders who accompanied Muhammad on his pilgrimage to Jerusalem in the seventh century.

What view of Jerusalem in the present day do we expect him to take?



DNA

Look over the notes you did for homework.



Homework: Listen to Daliso Chaponda's comedy programme 'Citizen of Nowhere' Episode 1 and make notes about everything you learn:

<https://www.bbc.co.uk/programmes/b0b0v5hh>

Your work should be in your book and clearly labelled as homework.

Your notes can be in any format but should record anything that Chaponda says that you did not know, find surprising, funny or interesting. They should fill about a page. If you want to research anything Chaponda says further (e.g. a historical detail) then you can include your research in the notes.

you thought
you suggested
'writer'.

Do we 'need' comedians?
(discuss in your groups)



What role do comedians play in society?

TASK:

- Entertainment is important
- They help us to think critically about society
- And ourselves
- Bring politicians down to earth

Title:
Sports
Commentary



DNA

What happened in the England v Colombia game last night?

Write a paragraph explaining how the events unfolded.

If you don't know and/or do not care, write a paragraph guessing what happened – you can make this as satirical as you like.

A while ago I asked you in a survey what jobs you thought English could lead to.

Sports commentator was not a job that was mentioned.



What do you notice about these headlines about last night's match?

England knock Colombia out of World Cup in last-16 penalty shootout

England banish penalty curse to pass Colombia test and reach World Cup quarter-final

Southgate heaps praise on England hero Pickford after World Cup penalties win

England vs Colombia: 'golden ticket' game keeps fans on edge until spot kicks seal guilt-edged tie

John Stones delivers style and substance in compelling display of elegant assurance

Today's Title: Speech for a Debate

"In this day and age it is harder to be a boy than a girl."

DNA

Write down the statement above and note down your initial thoughts in response.

"In this day and age it is harder to be a boy than a girl."

Homicide Statistics 2016

Women were far more likely than men to be killed by partners or ex-partners (44% of female victims compared with 7% of male victims), and men were more likely than women to be killed by friends or acquaintances (35% of male victims compared with 13% of female victims).

An average of two women a week are murdered by a current or previous male partner.

In the year ending March 2016, around 7 in 10 homicide victims were male (69%, 395 victims) and 3 in 10 were female (31%, 175 victims).

5% of the current prison population is female

<https://www.youtube.com/watch?v=01C3v1fOUh8&t=1821s>

"In this day and age it is harder to be a boy than a girl."

"In this day and age it is harder to be a boy than a girl."

<https://www.youtube.com/watch?v=yYDUCILUXSU>

<https://www.youtube.com/watch?v=N9hazmsUxrM>

<https://www.youtube.com/watch?v=4GmLoVGmgDw>

<https://www.youtube.com/watch?v=yKtUv2QQavk>

<https://www.youtube.com/watch?v=7DCXiaXa6ow>

https://www.youtube.com/watch?v=cSLRO4Vyf4s&list=RDcSLRO4Vyf4s&start_radio=1

Boys and Girls GCSE results

Nationally 71% girls were awarded at least a C - or a 4 grade - compared with just 61.5% of boys

Cheney School English Results 2017

	4+	5+	7+
All	79%	67%	32%
Girls	85%	75%	39%
Boys	73%	58%	24%

Second Survey

- Enjoyment was very slightly lower in both classes. In my class it went from 3.17-3 and in the other 3.57-3.55. In my class girls' enjoyment increased from 3.25 to 3.44, while boys' enjoyment went down from 2.91 – 2.89. Conversely in the other class girls' enjoyment dropped from 3.75 - 3.67 while boys' enjoyment went up from 3.36 – 3.4.
- My class felt they were making the same amount of effort at the end of the year as they did at the beginning, though boys' effort had decreased slightly and girls increased. In the other class, both boys and girls were making slightly less effort.

Second Survey

- Both classes saw a good GCSE grade in English as even more important, in my class the amount boys valued it had gone up from 4.36 - 4.78, girls from 4.75 – 4.89. In the other class boys had increased from 4.27 - 4.4 but girls were valuing it less, going from 4.67 - 4.58.
- The number of students interested in studying English in my class increased from 16% to 26% (25% of boys and 45% girls). In the other class it increased from 33% to 39% (55% boys and 33% girls).

Second Survey

What they liked

In the other class poetry and reading as a class were added to analysis, creative writing and reading.

In my class **boys** also now mentioned a few extras:

“history”, “talking about our culture” “the reasons behind the way things are”

“I enjoy interacting with subjects and topics that relate to what I think and allow me to express my own opinions in an environment that improves my understanding”

“when we learn about different news stories around the world it lets you realise your opinions”

Girls added:

“I like the non-fiction reading aspect of English”

“you learn new things”

“English is a very good way to expand your knowledge”

“it helps you voice your opinions on certain topics you feel strongly about”

“I think it is a really good subject that can help you expand your knowledge and your imagination.”

Second Survey

What frustrated them

In the other class, making enough progress and being too slow, looking at old literature and the irrelevance of the subject were added to remembering quotes, writing large amounts and endlessly analysing.

In my class new frustrations for girls were “little things affecting your overall grade”, “exam practice” as well as how hard it is to get a good grade.

Boys mentioned: “Studying more boring texts over and over again, especially if you get the point quite quickly”, “going over exam techniques and questions can get quite dull (even if it is important)”, “slow progress”

Why they think it is useful

Again they talked about what English allowed them to access – 6th Form, university, jobs – specifically better paid jobs. They also said it would help you communicate and understand.

“It can help you think about current situations in a different way”

“English is crucial in later life because all aspects of people's lives are entirely revolving around language and communication.

Second Survey -What jobs they thought English could lead to:

Other Class:

teacher x13

writer/author x10

journalist x7

publisher x2

poet x2

lecturer

lawyer

book critic

office jobs

politics

anything/most writing based

occupations/most jobs x4

My Class:

journalist/news reporter x11

writer/author x10

teacher x7

president/politician/MP x4

sports commentator x2

editor x2

lecturer/academic x2

commentator x3

manager

public speaker

comedian

advertising manager

community manager

football coach

publisher

travel writer

every job/everything/most jobs/and

many more x5

What jobs they thought English could lead to:

My Class First Survey:

author/writer x18
journalist/reporter x15
teacher x14
publisher x4
editor x4
lecturer x3
playwright x2
historian x2
scriptwriter
news presenter
law
analyser e.g political analyser
interviewer

anything to do with writing or public speaking/almost anything/ every job etc.x5

My Class Second Survey:

journalist/news reporter x11
writer/author x10
teacher x7
president/politician/MP x4
sports commentator x2
editor x2
lecturer/academic x2
commentator x3
manager
public speaker
comedian
advertising manager
community manager
football coach
publisher
travel writer
every job//most jobs/etc x5

My findings:

- The second survey did not suggest that my lessons had any positive impact on how much boys enjoyed the subject.
- Enjoyment of English decreased very slightly in both classes between midway through Y10 and the end of Y10.
- More students were considering taking English or Media Studies A level by the end of the year.
- My class made links between English and a wider range of professions.