



Scheme of work: GCSE English: Unit 3: Creative Writing

Introduction

What follows can be used at a point where a major focus is being placed on the process of writing imaginatively and creatively. It builds on the regular learning about the writing process which needs to be woven into all course structures.

Edexcel set a choice of 4 tasks, using different stimulus material for each task, for Creative Writing in Unit 3 of GCSE English. Students need to respond to one of these tasks. The Controlled Assessment tasks change annually so schemes of work will need some annual revision.

Week	Content coverage/key questions	Learning outcomes	Exemplar activities	Exemplar resources
Creative Writing Controlled Assessment task: The following approach works particularly well in response to a moving image stimulus, but the skills are transferable to all tasks and stimuli.				
1	Word and sentence order and effect	Developing impact and precision in sentence construction	Paired writing: <ul style="list-style-type: none"> Students are given the sentence <i>The scream faded slowly into the night</i> and asked to play with the word order and discuss the different effects created. Look carefully at the Munch painting <i>The Scream</i>. Add two further sentences to the one given to develop suspense. Pairs swap their sentences with another pair. They now have to play with the word order, the sentence order and any punctuation to see how they might vary the effect. Pairs discuss each other's re-drafting. 	Copy of Edvard Munch's <i>The Scream</i> . Lesson 9 of Unit 3 Creative English in Edexcel GCSE English Core Student Book
			Individual writing: <ul style="list-style-type: none"> Students examine carefully the picture of the Berlin Wall, making notes about important elements of the image. Choosing to write a description, a narrative or an internal monologue, students write a 150 word response to the stimulus. With a drafting partner, swap your work and each look to change three words which you think would improve the effect of the piece. As a class, share some of the outcomes and discuss how effect has been achieved. 	Copy of photo of the Berlin Wall: http://library.msstate.edu/libguidefiles/phillips/Berlin%20Wall%20Freedom.jpg Lesson 1 of Unit 3 Creative English in Edexcel GCSE English Core Student Book



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2		Review and revise writing successfully and independently, based on evaluation of their writing and careful consideration of the potential impact of any revisions on the reader	<ul style="list-style-type: none"> • Engaging: Students given 5 minutes to describe a Caribbean beach. No stimulus. • Exploring: Q) What is a good description? Individually, students look at range of ideas and feedback. Move into groups of 4. As a group decide on the 10 most important features. Some feedback and discussion on board. • Transforming: Timed task. Show one picture of Caribbean beach. Students orally describe this picture. Look at a basic example written by the teacher. Students give teacher feedback on how this paragraph could be improved. Model re-drafting process using ideas from the class of how to make the paragraph more interesting based on the picture. • Evaluating: With critical response partner, set target for how their paragraphs could be improved and re-draft paragraph. • Reflecting: Students to reflect on how their paragraphs have developed since they wrote their first attempt. 	Lessons 1, 3 and 9 of Unit 3 Creative English in Edexcel GCSE English Core Student Book
	Increase the range of sentence structures being used by students. Improve students' ability to shape, craft and adapt their writing for particular effect.	By the end of this lesson I will have learnt to understand the parts of a sentence / to understand the differences in types of camera shots.	<ul style="list-style-type: none"> • Engaging: Students asked to think about how different camera shots could help a writer to develop descriptions. Feedback of initial ideas (possibly using IWB). • Exploring: Look at short sequence of film. What effect do these types of shot have upon the audience /viewer? • Transforming: Pattern for writing =ELS, LS, MS, CU. Using the Caribbean beach images, model how to write a more descriptive paragraph that gradually zooms into detail. • Evaluating/Reviewing: Annotating paragraph. Label use of verbs, nouns, adverbs, adjectives, sentence order and how sentences link to shot types. 	<ul style="list-style-type: none"> • Prompt sheet outlining the various types of camera shot used in film making • Possible film sequences could be <ul style="list-style-type: none"> ○ the opening of <i>Dirty Dancing</i> ○ the sequence from <i>The Road To Perdition</i> where Tom Hanks character kills Paul Newman's ○ The foyer sequence from <i>The Matrix</i> ○ Woody Strode, Jack Elam and Al Mulock awaiting a train in <i>Once Upon a Time in the West</i> • Set of images of a Caribbean beach • Lessons 1,3 and 9 of Unit 3 Creative English in Edexcel GCSE English Core Student Book



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3	<p>Plan and write effectively, making well-judged choices and adaptations to suit particular tasks, purposes and audiences through their knowledge of a range of conventions and forms</p> <p>By the end of this lesson I will have learnt how to plan the opening of a text to suit a particular purpose.</p>	<ul style="list-style-type: none"> generate ideas and explore possibilities connect their own and others' ideas and experiences in inventive ways 	<p>Task: Plan the opening three paragraphs to describe the setting and introduce a character in a new American crime series.</p> <ul style="list-style-type: none"> Share and discuss the criteria for success in Creative Writing task. Revise method for planning descriptive paragraph - using ELS (Extreme long shot), LS (Long shot), MS/CU (Mid-shot/close-up), ECU (Extreme close up) - as a way of 'zooming in' and developing descriptions <ul style="list-style-type: none"> Students work in teacher selected pairs/groups of four. Explore the images from Coney Island and select most interesting 6 that will help you to write a crime scene choose keywords to describe images, use the five senses as a group decide on three of the images - two for setting and one for character Decide what the hook is going to be at the end of your character paragraph - a small detail to engage the reader Feedback ideas to whole class and discuss choices - similarities and differences, effectiveness of hook, reasons for choices. 	<p>Images from Coney Island</p> <p>Lessons 2 and 6 of Unit 3 Creative English in Edexcel GCSE English Core Student Book</p>
	<p>How can using camera shots in the planning of your writing help you to develop your descriptive writing? What would you need to practise in order for this skill to help you in a Controlled Assessment situation?</p>	<p>Shape, craft and draw on a range of paragraph structures, links and combinations to convey ideas and achieve particular effect</p>	<ul style="list-style-type: none"> Using camera tool on IWB, divide an image up into smaller pieces. Model example of a piece of writing based on this divided up image. Exploring: Students use another image to draft a paragraph, focusing on sentence lengths and beginnings. Students then work independently to write a 'lingering' paragraph using, and adapting, their shared planning ideas. Students share their work with critical partner, providing feedback on type of sentences used, punctuation, vocabulary choices, and engagement of reader. 	



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Further work on Creative Writing: The Unit 3 section in the Edexcel GCSE English and English Language Core student book contains a series of ideas for developing students' writing skills. The resources and activities could provide a series of short writing sessions or be linked into a longer teaching sequence.				Pages 118-136 in Edexcel GCSE English and English Language Core student book
4	Creative Writing Controlled Assessment	Marks awarded for this component of the course	Students produce a written response of up to 1000 words to one task from a choice of four.	