

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.