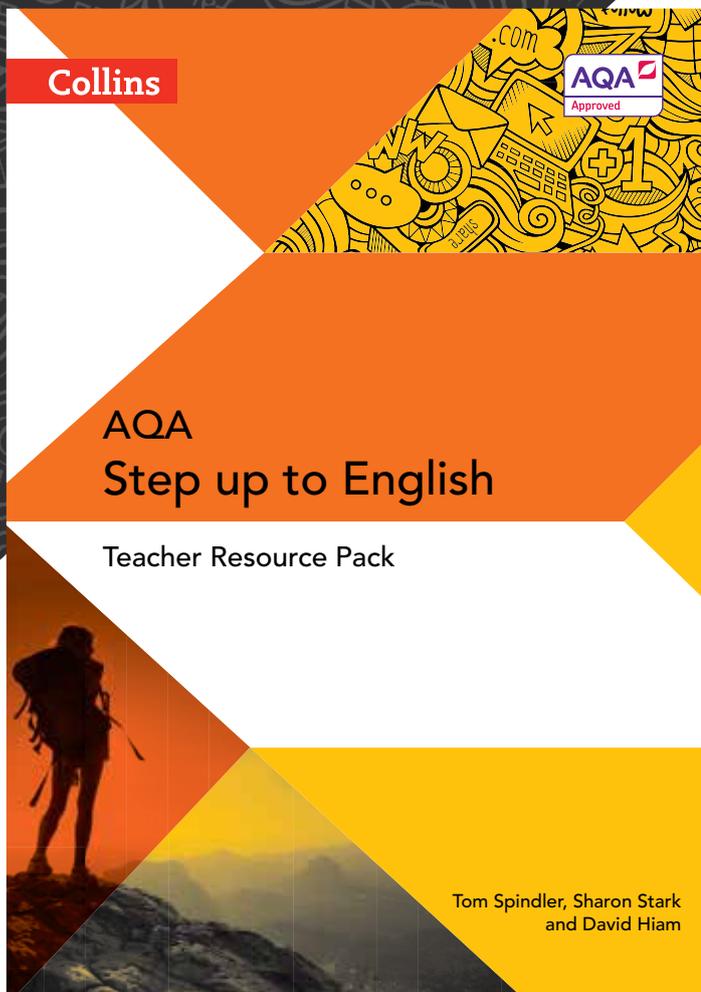


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STEP UP TO ENGLISH FOR AQA

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and David Hiam



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Get students talking with **big question** sections

Tailor lessons to your students with **extra support** and **extra challenge** sections

DETECTIVES 3 What kind of crimes did detectives have to solve in the 19th century?

2. Assessment objectives
 AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.
 AO2 Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

Non-exam assessment
 • Silver Step component 1
 • Gold Step component 1

Differentiated learning outcomes
 • Entry Level 1 students should make simple predictions of people's feelings about horses that.
 • Entry Level 2 students should predict people's feelings about horse theft.
 • Entry Level 3 students should begin to interpret people's feelings about the details of a particular horse theft.
 • GCSE-ready students should make inferences and deductions about the effects of horse theft on others.

Resources
 • Worksheets: 3.1, 3.2
 • PPT 3: What kind of crimes did detectives have to solve in the 19th century?
 • Access to ICT
 • Dictionaries

Big question
 What kind of crimes did detectives have to solve in the 19th century? Ask students to list as many crimes as they can think of that a detective might be asked to solve today. For each one, challenge students to consider whether the crime would have existed in the 19th century and, if it did, how it would be different.

Getting you thinking
 Display Slide 3 from PPT 3. Read out the prompting questions and allow students to think for one minute about their responses. They then share their responses with a partner to try to expand their responses.
 Explain that this is a hansom cab, which was the Victorian equivalent of a black taxi. They were one of the ways that people got around London in the 19th century. Explain that there were also horse buses and horse trams that were cheaper. Show students this video clip: <http://www.youtube.com/watch?v=5N0D8380> to engage them with the idea of horse-drawn transport.

Give extra support by...
 ...asking students to think about any terms they can use to name any of the items in the picture, rather than focusing on the carriage as a whole.
Give extra challenge by...
 ...asking students to consider what types of crimes may have been linked to hansom cabs in Victorian times.

Explore the skills
 Display Slide 2 from PPT 3 and read through the fact file on horses in Victorian London with the students. If appropriate, allow them to read it individually. Ask students to close their eyes and test their ability to recall details of the fact file by asking them the following questions about London's Victorian transport:
 1. How many horses were used for London transport in Victorian times?
 2. How much were horses worth?

3. What type of punishments could horse thieves expect to face?
 4. How old was Frank Marsh when he was convicted of stealing a horse?

Give extra support by...
 ...highlighting key details from the fact file before asking the questions.
 ...allowing students 10 seconds to look at the fact file again after question 2.

Develop the skills
 Tell students that they are going to imagine they are a Victorian detective. A horse has been stolen on Millpond Street, central London. The hansom cab driver had tied up his horse while he went to get his lunch. When he came out, the horse was gone. Ask students to read the information on Worksheet 3.1. Each student should decide which of the suspects is the most likely to be the horse thief.
 Put students into groups of three or four and ask them to discuss the suspects for three minutes. Each group should try to reach a unanimous decision as to which of the suspects is likely to have stolen the horse from the hansom cab. They must be able to provide at least two reasons for their decision. If necessary, provide students with a Speaking and Listening framework (see <http://www.collins.co.uk/teachers/aqaqa/9780000815218/PDF>).

Give extra support by...
 ...highlighting key words in the details of the suspects and helping students to look them up in a dictionary.
Give extra challenge by...
 ...asking students to suggest one question they would ask each of the suspects in order to feel more confident in their selection of the most likely suspect.

Apply the skills
 Assess the class in reading through the text of Worksheet 3.2 and guide them to highlight key details that provide evidence for how the horse theft has affected Bob, the hansom cab driver. Discuss how Bob seems to be feeling and explore which particular aspects of language communicate these feelings.
 Students answer the question: 'How has Bob the hansom cab driver been affected by the horse theft?' Allow students 10 minutes to complete their answer.
 Ask students to share their work with a partner and indicate which pieces of language from the passage have influenced their response.

Give extra challenge by...
 ...encouraging students to include inferences about the causes of Bob's feelings towards the police and other people trying to recover his horse.

Big answer (enary)
 Ask students to reconsider the Big Question: 'What kind of crimes did detectives have to solve in the 19th century?' Reveal students' initial thoughts about differences between crimes in the 19th century and today and explore whether their views have changed.

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DETECTIVES Worksheet 3.1 EL1 Silver Horse theft suspects

DETECTIVES Worksheet 3.1 EL2 Silver Horse theft suspects

DETECTIVES Worksheet 3.1 EL3 Gold Horse theft suspects

Suspect 1: Fred Mallet
 Reasons for:
 • Works as a blacksmith on Millpond Lane, so knows about horses and riding.
 • Punished for stealing an apple when he was a child.
 Reasons against:
 • Served a man at his blacksmith's shop just 10 minutes after the horse was stolen.
 • Is very scared of being sent to prison.

Suspect 2: Mary Burton
 Reasons for:
 • Grew up on a farm, so is confident around horses.
 • Finds it hard to feed her six children on the wage she gets for working in the laundry, just off Millpond Lane.
 Reasons against:
 • Has never been suspected of any crime before.
 • As her husband is in the Navy, there would be no one to look after her children if she was sent to prison.

Suspect 3: Tim Fibbs
 Reasons for:
 • Was seen looking at the hansom cab while the driver checked it over, half an hour before the theft took place.
 • His father owns a stable, a short ride from Millpond Lane.
 Reasons against:
 • He is only twelve years old.
 • His older sister, Beth, has told police he was with her when the horse was stolen, helping her cook dinner.

DETECTIVES Worksheet 3.1 EL1 Silver Horse theft suspects

...then he was a child.
 ...just after the theft.
 ...
 ...for:
 ...a blacksmith, so knows how to ride.
 ...is punished for stealing an apple
 ...he was a child.
 ...against:
 ...served with a man at his shop just after
 ...the horse was stolen.
 ...very scared of prison.
 ...about horses.
 ...from on the
 ...any item
 ...her children
 ...for:
 ...been near the hansom cab half an
 ...before the theft.

Each worksheet is available for Silver and Gold level, so students of all abilities can participate in the same task

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