

English Curriculum: Year 10

KS4 English Language

Below is an overview of the units for assessment for AQA GCSE English Language. The course is 100% examination and is assessed at the end of the two year course.

Paper 1: Explorations in Creative Reading and Writing (50% of GCSE)

- Section A: Reading – one literature fiction text
- Section B: Writing – descriptive or narrative

The exam is 1 hour 45 minutes and is worth 80 marks.

Paper 2: Writers' Viewpoints and Perspectives (50% of GCSE)

Section A: Reading – one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

The exam is 1 hour 45 minutes and is worth 80 marks.

Non-Examination Assessment: Spoken Language

Separate endorsement (0% of weighting of GCSE)

Students will be assessed on presenting, responding to questions and feedback, and their use of Standard English.

KS4 English Literature

Below is an overview of the units for assessment for AQA GCSE English Literature. The course is 100% closed book examination and is assessed at the end of the two year course.

Paper 1: Shakespeare and the 19th century novel (40% of GCSE)

- Section A: *Macbeth* – William Shakespeare
- Section B: *A Christmas Carol* – Charles Dickens

The exam is 1 hour and 45 minutes and is worth 80 marks.

Paper 2: Modern texts and poetry (60% of GCSE)

- Section A: An Inspector Calls – J.B. Priestley / Animal Farm – George Orwell
- Section B: Comparing anthology poetry - Power and Conflict poetry
- Section C: Comparing unseen poetry

The exam is 1 hour 45 minutes and is worth 80 marks.

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
Topic	LANGUAGE PAPER 1 + SPOKEN LANGUAGE	<i>A CHRISTMAS CAROL</i>	LANGUAGE PAPER 2 + SPOKEN LANGUAGE	MODERN PROSE/ DRAMA	POWER AND CONFLICT ANTHOLOGY	<i>MACBETH</i>
Why this? Why now?	Creating a convincing writing voice (including that for formal spoken language), through choice of language to shape meaning and appropriate linguistic devices for form, builds on the development of authorial intent established in KS3.	Students will use contextual knowledge to underpin interpretations and the study of dual interpretations. Knowledge of psychology and the supernatural are key and will be revisited through the study of Macbeth and provide students with a schema with which to approach an academic response to literature.	This unit will allow students to revisit, transfer and develop the comprehension and writing skills from Autumn 1. It also builds on the transactional writing skills developed through the Year 9 Spring 2 unit. Honing of reading skills, in particular, through making comparison between texts and writers' perspectives, is a strong foundation for thematic and contextual poetry comparison in the Summer term.	Analysis and evaluation of character, theme, context, methods and interpretations leading to a fluent critical and academic written response, in the modern drama/prose unit, allows students to utilize the schema shared through Year 10 literary study and to refine the accompanying skill set and become more critical and evaluative in both their reading and written responses to the novel. Understanding how to construct an exploratory, critical	Approaching the comparison of themes, ideas and attitudes in the poetry anthology enables students to hone the comparative skills employed in the Language Paper 2 unit.	The development of an academic style in essay writing will support all GCSE Literature units and GCSE Language reading units.

				and conceptualised response to literature through use of levelled examples and joint deconstruction and construction, prior to independent analysis, will prepare students for the analysis of poetry and Macbeth in the Summer term.		
Essential knowledge	By the end of this unit students will know and understand how writers use narrative and descriptive techniques to engage the interest of readers; how to read critically and analyse writers' use of linguistic and structural techniques; how to employ those techniques effectively in their own writing according to audience, purpose and form.	By the end of this unit students will know and understand aspects of: plot, characterisation, motivation, settings, events, sequence of events, the relationship between actions or events and the significance of Victorian social, historical and cultural contexts. They will be able to identify and distinguish-between themes and recognise the possibility of and evaluate different responses to a text. They will be able to use linguistic and literary terminology to analyse and evaluate	By the end of this unit students will know and understand how different writers present a similar topic over time; how to read and evaluate texts critically and make comparisons between texts; how to employ those techniques effectively in their own writing according to audience, purpose and form.	By the end of this unit students will know and understand aspects of: plot, characterisation, motivation, settings, events, sequence of events, the relationship between actions or events and the significance of the relevant social, historical and cultural contexts. They will be able to identify and distinguishing between themes and recognise the possibility of and evaluate different responses to a text. They will be able to use linguistic and literary terminology to	By the end of this unit students will know and understand how to take a conceptualised approach, employing analysis of language, form and structure supported by judicious references and use of terminology. They will be able to make a critical, well-structured comparison, in which they make a convincing exploration of one or more ideas/ perspectives/ contextual factors/ interpretations. They will also be able to	By the end of this unit students will know and understand aspects of: plot, characterisation, motivation, settings, events, sequence of events, the relationship between actions or events and the significance of Jacobean social, historical and cultural contexts. They will be able to identify and distinguish between themes and recognise the possibility of and evaluate different responses to a text. They will be able to use linguistic and

		Dickens' use of language, structure and form. They will also be able to make an informed personal response to the text.		analyse and evaluate the writer's use of language, structure and form. They will also be able to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas, evaluate different responses to the text, and use their understanding of contexts and language analysis to construct an informed, critical, personal response.	read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.	literary terminology to analyse and evaluate Shakespeare's use of language, structure and form. They will also be able to make an informed personal response to the text.
Assessment	<ul style="list-style-type: none"> Reading comprehension Mock exam: Language Paper 1 <p>AO1, AO2 and AO4 for reading AO5 and AO6 for writing AO7, AO8 and AO9 for Spoken Language</p>	<ul style="list-style-type: none"> PDEA text analysis 1 x mock question <p>AO1, AO2, AO3, AO4</p>	<ul style="list-style-type: none"> Reading comprehension Opinion writing task <p>AO1, AO2 and AO3 for reading, AO5 and AO6 for writing AO7, AO8 and AO9 for Spoken Language</p>	<ul style="list-style-type: none"> 1 x mock question <p>AO1, AO2, AO3, AO4</p>	<ul style="list-style-type: none"> Comparative poetry essay <p>AO1, AO2, AO3, AO4</p>	<ul style="list-style-type: none"> Mock exam: Language Paper 1 Language Paper 2 Spoken Language presentation <p>AO1, AO2, AO3, AO4 AO7, AO8 and AO9 for Spoken Language</p>
NC coverage	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as

	such as essays, reviews and journalism. Write accurately, fluently, effectively and at length for pleasure and information. Speak confidently, audibly and effectively.	reviews and journalism.	such as essays, reviews and journalism. Write accurately, fluently, effectively and at length for pleasure and information. Speak confidently, audibly and effectively.	reviews and journalism.	essays, reviews and journalism.	essays, reviews and journalism. Speak confidently, audibly and effectively.
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Language

AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literature

AO1: Read, understand and respond to texts; maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

AO3: Show understanding of the relationships between texts and the contexts in which they were written

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

English Curriculum: Year 11

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- Section B: Comparing anthology poetry - Power and Conflict poetry
- Section C: Comparing unseen poetry

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Year 11	HT1	HT2	HT3	HT4	HT5	HT6
Topic	LANGUAGE PAPER 1 (3WKS) + LANGUAGE PAPER 2 (3WKS)	UNSEEN POETRY + COMPARATIVE POETRY	LANGUAGE PAPER 1 (2WKS) + LANGUAGE PAPER 2 (3WKS)	<i>MACBETH</i> (3 WKS) + <i>A CHRISTMAS CAROL</i> (3 WKS)	MODERN PROSE/ DRAMA	LANGUAGE REVISION
Why this? Why now?	Revision of reading comprehension skills will support their reading in all other GCSE units.	Understanding of core metaphors, symbols, allegories and resonances in the English language will support students in approaching the unseen texts on the GCES Language papers, and provide the students with a schema for identifying the deeper levels of meaning inherent in texts, linked to 'bigger ideas'.	Revision of narrative and opinion writing – form, style, tone, register, methods – allows students to consolidate and refine their writing skills and to employ the ambitious vocabulary garnered through prior study.	Revision of constructing a personal, critical response to literature will support students with all GCSE units.	Revision of their literature skills, synoptically, will prepare students for the GCSE Literature examinations in the latter half of this half term.	This culmination of the Key Stage 4 programme of study empowers students to be confident and controlled communicators, which is vital to all next steps beyond school.
Essential knowledge	By the end of this unit students will know and understand how writers use narrative and descriptive techniques to engage	By the end of this unit they will know and understand how to analyse an unseen poem and use annotation to support	By the end of this unit students will know and understand how to employ techniques effectively in their own writing and how to	By the end of the unit they will know the significant ideas, events, themes and quotations from both texts. They will also	By the end of this unit students will know the significant ideas, events, themes, quotations and contexts for the	In the short time prior to GCSE examinations, students will focus their revision on significant individual

	the interest of readers; how to read critically and analyse writers' use of linguistic and structural techniques; and how to garner marks on the higher tariff questions. Through exposure to and deconstruction of levelled examples, joint construction of live models, and independent construction practice students will hone their abilities and improve their confidence.	understanding and the structuring of a written response. They will also know how to look for 'bigger ideas' and then use these to inform an interpretation. They will be able to compare key features such as content, theme, structure and use of language.	match tone, style and register to audience, purpose and form, to enable convincing and compelling communication. They will know how to plan a written opinion response and how to proofread effectively. They will be able to organise a range of convincing and complex ideas and use discourse markers for effect.	reconsider the significance of different audiences and differing perspectives, and make value judgements about different readings, thus becoming both more independent in accessing alternative interpretations, and in writing academically about them.	Power and Conflict poems. They will also be more confident in making an evaluative response to both studied and unseen poetry through deconstruction of levelled examples, joint construction of live models, and independent construction practice.	target areas as identified through patterns in mock and class assessments. They will continue to look at examples and levelled models, quiz for knowledge recall and revise skills through practice responses.
Assessment	<ul style="list-style-type: none"> Mock exam: Language Paper 1 Language Paper 2 Literature Paper 1 <p>AO1, AO2, AO3, AO4</p>	<ul style="list-style-type: none"> 1 x mock question on Literature Paper 2: Unseen Poetry <p>AO1, AO2, AO4</p>	<ul style="list-style-type: none"> Mock exam: Language Paper 1 Language Paper 2 Literature Paper 2 <p>AO1, AO2, AO3, AO4 AO5, AO6 AO1, AO2, AO4</p>	<ul style="list-style-type: none"> Revision quiz <p>AO1, AO2, AO4</p>	GCSE Literature	GCSE Language
NC coverage	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays,	Write accurately, fluently, effectively and at length for pleasure and information.	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays,	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as

	reviews and journalism.	reviews and journalism.		reviews and journalism.	essays, reviews and journalism.	essays, reviews and journalism. Write accurately, fluently, effectively and at length for pleasure and information.
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