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
Year 10 Topic Why this? Why now?	LANGUAGE PAPER 1 + SPOKEN LANGUAGE Creating a convincing writing voice (including that for formal spoken	A CHRISTMAS CAROL Students will use contextual knowledge to underpin	LANGUAGE PAPER 2 + SPOKEN LANGUAGE This unit will allow students to revisit, transfer and develop	MODERN PROSE/ DRAMA Analysis and evaluation of character, theme,	POWER AND CONFLICT ANTHOLOGY Approaching the comparison of themes, ideas and	MACBETH The development of an academic style in essay writing will
	language), through choice of language to shape meaning and appropriate linguistic devices for form, builds on the development of authorial intent established in KS3.	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.	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.	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	attitudes in the poetry anthology enables students to hone the comparative skills employed in the Language Paper 2 unit.	support all GCSE Literature units and GCSE Language reading units.

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 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, of readers; how to read end critically and analyse writers' use of linguistic and letchniques 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, and evaluate test, she reading to audience, purpose and form. By the end of this unit students will know and understand aspects of: plot, characterisation, motivation, settings, and evaluate test, she 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, approach, employing and sevents, sequence of events, the relationship between actions or events and the significance of interouted the significance of th					1 11 11 11		
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literary terminology to use linguistic and interpretations. They will be able to			_		use linguistic and		They will be able to
analyse and evaluate literary terminology to will also 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	Reading comprehension	 PDEA text analysis 	Reading comprehension	• 1 x mock question	Comparative poetry essay	Mock exam: Language
	 Mock exam: Language 	1 x mock question	 Opinion writing task 	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	Paper 1 Language
	Paper 1	question	task	A01, A02, A03, A04	A01, A02, A03, A04	Paper 2
		AO1, AO2, AO3, AO4	AO1, AO2 and AO3 for			 Spoken
	AO1, AO2 and AO4 for reading		reading, AO5 and AO6 for writing			Language presentation
	AO5 and AO6 for		AO7, AO8 and AO9 for			presentation
	writing		Spoken Language			AO1, AO2, AO3, AO4
	AO7, AO8 and AO9 for					AO7, AO8 and AO9
	Spoken Language					for Spoken Language
NC coverage	Read a wide range of	Read a wide range of	Read a wide range of	Read a wide range of	Read a wide range of	Read a wide range of
	high-quality, challenging, classic	high-quality, challenging, classic	high-quality, challenging, classic	high-quality, challenging, classic	high-quality, challenging, classic	high-quality, challenging, classic
	literature and extended	literature and	literature and extended	literature and	literature and	literature and
	literary non-fiction,	extended literary non-	literary non-fiction,	extended literary non-	extended literary	extended literary
	, , , , , , , , , , , , , , , , , , , ,	fiction, such as essays,		fiction, such as essays,	non-fiction, such as	non-fiction, such as

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

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

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 11	HT1	HT2	HT3	HT4	HT5	HT6
Topic	LANGUAGE PAPER 1 (3WKS) + LANGUAGE PAPER 2 (3WKS)	+ COMPARATIVE POETRY	LANGUAGE PAPER 1 (2WKS) + LANGUAGE PAPER 2 (3WKS)	+ A CHRISTMAS CAROL (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	By the end of this unit they will know and understand how to analyse an unseen poem and use	By the end of this unit students will know and understand how to employ techniques effectively in their own	By the end of the unit they will know the significant ideas, events, themes and quotations from both	By the end of this unit students will know the significant ideas, events, themes, quotations	In the short time prior to GCSE examinations, students will focus their revision on
	techniques to engage	annotation to support	writing and how to	texts. They will also	and contexts for the	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	Mock exam: Language Paper 1 Language Paper 2 Literature Paper 1 AO1, AO2, AO3, AO4	1 x mock question on Literature Paper 2: Unseen Poetry AO1, AO2, AO4	• Mock exam: Language Paper 1 Language Paper 2 Literature Paper 2 AO1, AO2, AO3, AO4 AO5, AO6	• Revision quiz	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,	AO1, AO2, AO4 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	reviews and	reviews and	essays, reviews and	essays, reviews and
	journalism.	journalism.	journalism.	journalism.	journalism.
					Write accurately,
					fluently, effectively
					and at length for
					pleasure and
					information.

Language

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