

## **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 19<sup>th</sup> 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.

Students have 9 lessons a fortnight. One lesson per week is interleaving (focus identified in red).

Year 11	HT1	HT2	HT3	HT4	HT5	HT6
<b>Topic</b>	READING LANGUAGE PAPER 1 (3WKS) + LANGUAGE PAPER 2 (3WKS) + <i>P&amp;C poetry</i>	<i>MACBETH</i> + <i>Narrative writing</i>	WRITING LANGUAGE PAPER 1 (2WKS) + LANGUAGE PAPER 2 (3WKS) + <i>P1 Lit essay writing</i>	<i>UNSEEN POETRY</i> + <i>COMPARATIVE POETRY</i> + <i>Lang P1 &amp; P2</i>	<i>LITERATURE REVISION</i>  LANGUAGE REVISION	
<b>Why this? Why now?</b>	Revision of reading comprehension skills will support their reading in all other GCSE units.	The development of an academic style in essay writing will support all GCSE Literature units and GCSE Language reading units.	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.	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	Revision of their literature skills, synoptically, will prepare students for the GCSE Literature examinations in the latter half of this half term. Revision of constructing a personal, critical response to literature will support students with all GCSE units. Revision of their language skills will prepare students for the GCSE Language examinations. 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.	

				texts, linked to 'bigger ideas'.		
<b>Essential knowledge</b>	<p>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; 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.</p>	<p>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 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.</p>	<p>By the end of this unit students will know and understand how to employ techniques effectively in their own writing and how to 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.</p>	<p>By the end of this unit they will know and understand how to analyse an unseen poem and use annotation to support 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.</p>	<p>By the end of this unit students will know the significant ideas, events, themes, quotations and contexts for the Literature texts. They will also be more confident in making an evaluative response through deconstruction of levelled examples, joint construction of live models, and independent construction practice. They will also 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.</p>	<p>In the short time prior to GCSE examinations, students will focus their revision on significant individual 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.</p>

Assessment	<ul style="list-style-type: none"> <li>Mock exam: Language Paper 1 Language Paper 2 Literature Paper 2</li> </ul> <p>AO1, AO2, AO3, AO4 AO5, AO6 AO1, AO2, AO3, AO4</p>		<ul style="list-style-type: none"> <li>Mock exam: Language Paper 1 Language Paper 2 Literature Paper 1</li> </ul> <p>AO1, AO2, AO3, AO4 AO5, AO6 AO1, AO2, AO3, AO4</p>		GCSE Literature and Language Paper 1	GCSE Language and Literature Paper 2
NC coverage	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.	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, reviews and journalism.	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.	Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. Write accurately, fluently, effectively and at length for pleasure and information.

## 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