

Key Stage 4
GCSE English and GCSE English
Literature

AQA

St Martin's School English Years 10 & 11

- Read a challenging 19th century text in full and in depth.
- Explore plot, characterisation, use of setting, moral purpose, writers' intentions, drama and tension.
- Cultural capital: explore wider moral, social, historical issues and how these are developed in longer texts as appropriate: e.g. class and gender in Victorian England; the Poor Law; representation of – and attitudes towards – the police force in Victorian England; death and mortality; religion; different audience responses; imperialist attitudes towards other cultures/races, etc.
- Use precise quotation and terminology to support ideas in summary and analysis; develop analytical writing skills. "Write a lot about a little". Learn key quotations.
- Learn and apply literary terminology and explore Doyle's/ Dickens's use of language and structure: e.g. pathetic fallacy, symbolism, imagery, tension, narrative perspective, dialogue.

In-class assessment (exam conditions): GCSE English Literature Paper 1: Extract-based question on the presentation of a key character or theme

English Language Paper 1

- Read and analyse a variety of extracts from 20th or 21st century fiction.
- Focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.
- Refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. "Write a lot about a little".
- Learn and apply literary and linguistic terminology: the parts of speech, writers' methods including figurative, phonological and rhetorical devices.
- Understand timings and skills required for the examination. Reading: Q1 comprehension skills and inference; Q2 analysing language and effects; Q3 analysing the structure of a text and effects; Q4 analysing language and structure to create an opinion based on a statement; Writing: Q5 writing to describe based on an image or written prompt.
- Develop creative writing skills using a range of vocabulary, sentence structures and punctuation for clarity, purpose and effect using knowledge about writers' methods and conscious crafting of own writing.

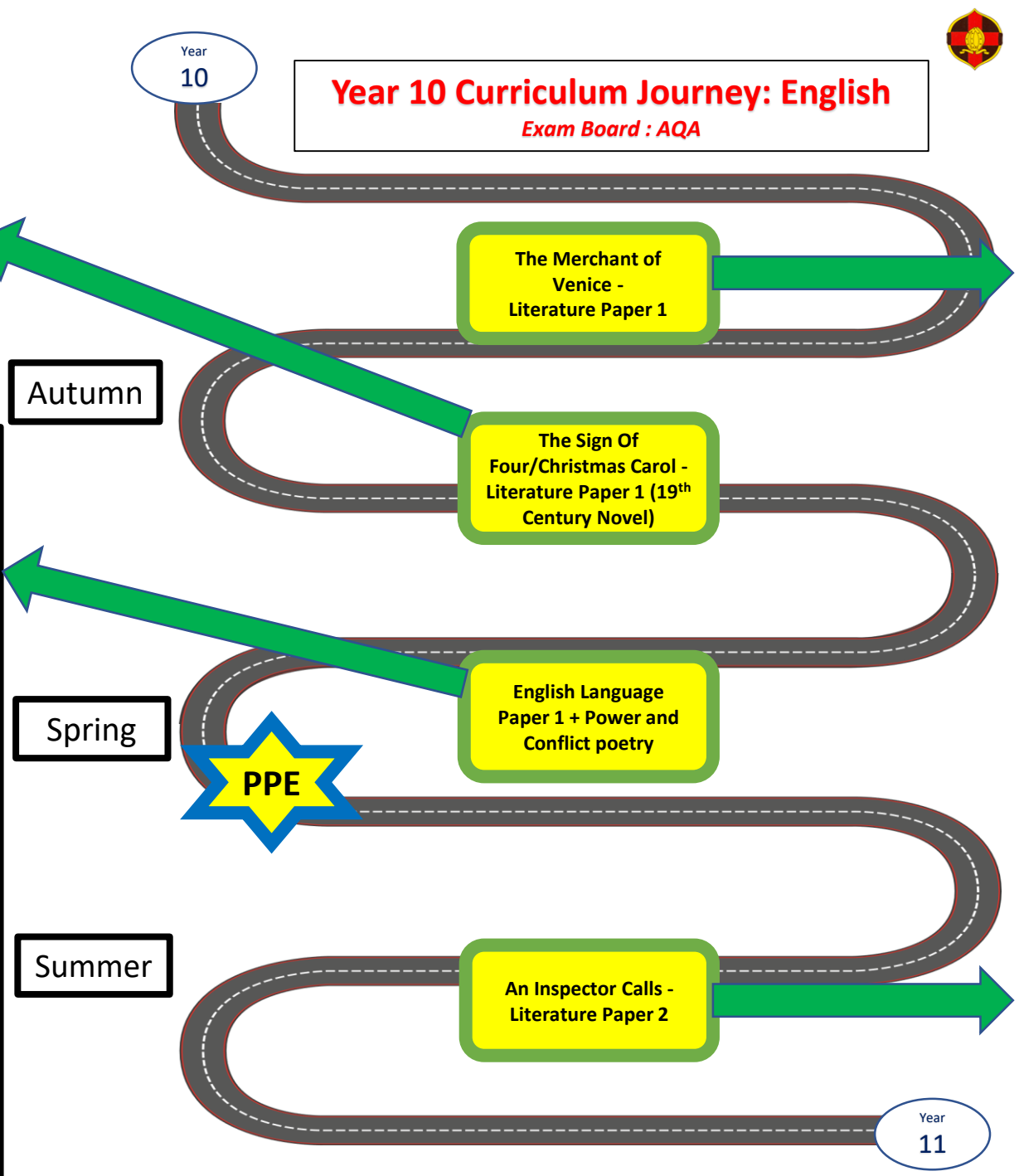
Develop understanding of examination rubric, assessment objectives and requirements of each style of question.

Assessment: GCSE English Language Paper 1 - Year 10 PPE

Power and Conflict Poetry

- Cultural capital: Romantic poetry, society and philosophy, changing attitudes to war, the Crimea, the First and Second World Wars, modern conflicts, civilian perspectives.
- The subject terminology of poetry regarding tone, mood, sound, structure, metre, figurative language and symbol.
- Use precise quotation and terminology to support ideas in summary and analysis. Learn key quotations. "Write a lot about a little".
- Refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. Learn key quotations.

Assessment: GCSE Literature Paper 2 Section B Poetry: Power and Conflict- Year 10 PPE



- Read a challenging 16th century text in full and in depth.
- Explore plot, Venetian setting, characterisation (e.g. Bassanio, Antonio, Shylock, Jessica, Portia) and central themes (e.g. conflict/anti-Semitism, love, female roles, justice/mercy, revenge, parents and children).
- Cultural capital: Explore wider moral, social, historical issues and how these are developed in longer texts e.g. anti-Semitism in Renaissance Europe and relationship with current society/anti-Semitic tropes then and now; different audience responses; patriarchal Renaissance England; Renaissance Venice; courtship and 16th century roles of children/daughters/men and women.
- Use precise quotation to support ideas in summary and analysis; develop analytical writing skills. "Write a lot about a little". Learn key quotations.
- Learn and apply dramatic terminology and explore Shakespeare's use of language and structure: e.g. tragedy/comedy/problem play/soliloquy/symbolism/iambic pentameter/blank verse/prose/sympathy/stereotype.

Develop understanding of examination rubric, assessment objectives and requirements of each style of question.

• In-class assessment (exam conditions): GCSE English Literature Paper 1: Extract-based question on the presentation of a key character or theme

- Read a whole dramatic text in depth.
- Cultural capital: political and social context of Priestley's world; post-war political/social change.
- Characterisation: Mr Birling, Mrs Birling, Sheila, Eric, Gerald, The Inspector and Eva.
- Key themes: wealth/power/responsibility/morality/class/status/age/gender.
- Use precise quotation and terminology to support ideas in summary and analysis. Learn key quotations.
- Learn and apply literary terminology eg. symbolism, coup de theatre, theatrical unities, allegory, dramatic irony, tension.

Develop understanding of examination rubric, assessment objectives and requirements of each style of question.

Assessment: GCSE Literature Paper 2 Section A Modern Texts (PPE)

Year
11

Year 11 Curriculum Journey: English

Exam Board : AQA



Autumn

PPE

English Language Paper 2
+ Unseen Poetry
(Literature Paper 2)

Spoken Language
assessment

Spring

Power and Conflict Poetry

Summer

Revision of ALL Literature
and Language content
(see assessment
objectives)

GCSEs

- Study a range of individual spoken presentations in formal and informal contexts.
- Learn requirements of formal spoken presentation: organisation, communication and engagement of audience, speaking to notes, use of rhetorical devices in speech, use of Standard English, use of visual resources.
- Plan, prepare and rehearse own individual presentation.
- Contribute to discussion through open questioning, responding to others' views.

Assessment: GCSE English Language Spoken Language Assessment

- Cultural capital: Romantic poetry, society and philosophy, changing attitudes to war, the Crimea, the First and Second World Wars, modern conflicts, civilian perspectives.
- The subject terminology of poetry regarding tone, mood, sound, structure, metre, figurative language and symbol.
- Use precise quotation and terminology to support ideas in summary and analysis. Learn key quotations. "Write a lot about a little".
- Refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. Learn key quotations. Develop understanding of examination rubric, assessment objectives and requirements of each style of question.

English Language Paper 2

- Read and analyse a variety of extracts of non-fiction from different periods.
- Focus on openings, endings, writers' perspectives and points of view, comparison, writers' use of rhetorical and other linguistic devices in presenting a point of view.
- Writing to convey a point of view: conscious crafting of own writing and use of structural, rhetorical devices: eg. questions, imperatives, anaphora, repetition, enargia, figurative language, discourse markers and cohesion.
- Use precise quotation and terminology to support ideas in summary and analysis.
- Reading: Develop understanding of examination rubric, assessment objectives and requirements of each style of question.

Question 1: comprehension and inference; Question 2: comparison and inference; Question 3: analysing language and effects; Question 4: comparison of writer's methods (language/structure/narrative perspective). Writing: Question 5: writing to argue/persuade/present a particular point of view.

Assessment: GCSE Language Paper 2 (PPE)

Unseen Poetry

- Read and respond to short unseen poems, out of context, on a wide range of themes.
- Compare the way poets treat a shared theme.
- The subject terminology of poetry regarding tone, mood, sound, structure, metre, figurative language and symbol.
- Refer to evidence in a text and use precise quotation and terminology to support ideas in summary and analysis. "Write a lot about a little".
- Develop understanding of examination rubric, assessment objectives and requirements of each style of question.

Assessment: GCSE Literature Paper 2 (PPE)

GCSE assessment objectives

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, make inferences, understand nuances in texts and know how language/structure creates meaning using relevant subject terminology to support their 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 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.