

# GCSE - ENGLISH

*"A book is a device to ignite the imagination."*

Year 10 and 11 are taught Literature and Language separately in order to prepare them to sit the AQA GCSE summative exams at the end of Year 11. Often these strands are taught by 2 separate teachers, who follow distinct programmes of study designed to appropriately prepare them for their examinations. However, the units have been aligned carefully so that the two strands compliment each other – allowing for deeper consideration of themes, or consolidation and extension of skills.

## YEAR 10 LITERATURE UNITS OF STUDY

### UNIT ONE

#### CORE TEXT: AN INSPECTOR CALLS

Building on their understanding of modern playscripts, and how texts are informed and influenced by the contexts in which they are both written and read, students study JB Priestley's play in full. Teachers use a range of strategies, including performance and film-study, to consider the play as a performance piece as well as exploring and analysing its literary qualities. Students also consolidate and extend their analytical structures so that their writing explicitly meets the assessment objectives set by AQA.

### UNIT TWO

#### CORE TEXT: A CHRISTMAS CAROL

Students will read this canonical ghost story, which exemplifies Dickens' ideals of charity and social responsibility. Students will look closely at the way in which Dickens' language choices create and develop character, whilst exploring the ways in which our perceptions of poverty, family and redemption are formed, and have changed since the novel was published. Students use feedback from their analytical writing in unit one to improve their analytical skills, applying them to this more challenging text.

### UNIT THREE

#### CORE TEXT: POWER AND CONFLICT POETRY – SPLIT OVER 2 TERMS (3 AND 6)

Students read, analyse and make links between 15 poems, set externally by AQA. The poems explore what creates power, and what can take it away as well as the conflicts – both external and internal – created by an imbalance of power. The anthology is arranged chronologically so that students can also develop their understanding of how political and historical contexts have influence the way the key concepts have changed over time. Whilst building on previous analytical work, this unit explicitly develops the comparison skills learnt and practiced in earlier years.

## YEAR 10 LANGUAGE UNITS OF STUDY

### UNIT ONE

#### CORE TEXT: INEQUALITY READING ANTHOLOGY

Students will study a range of non-fiction texts exploring the ways in which writers present their views of inequality across time. This unit introduces students to the non-fiction based Language Paper 2 questions, building on skills developed through earlier non-fiction units, whilst looking more explicitly at the way in which the examination questions are structured and marked. Teachers and students will make links between the inequality covered in this unit, and the way in which the theme is presented in 'An Inspector Calls' which is studied at the same time.

### UNIT TWO

#### CORE TEXT: DYSTOPIAN WRITING

Students will read a range of texts to inform their understanding of this genre, and how to use it for their own creative writing. By developing their awareness of how different writers exploit

conventions of genre, as developed by the study of Gothic and Mystery stories in KS3, students develop a range of creative writing skills. Teachers will also cover the technical accuracy requirements of GCSE writing, using the time in class to address any misconceptions and offer students interesting ways of expressing themselves. This unit includes a range of creative tasks that are directly linked to the skills exemplified in the texts selected.

### UNIT THREE

#### CORE TEXT: CONFLICT WRITING

Building on their experiences of dystopian writing in unit two, students will explore the ways in which different writers explore ideas about conflict in writing. Although it includes some non-fiction texts, this unit concentrates predominantly on fictional representations of conflict and introduces the ways in which the GCSE Language Paper 1 questions are structured and marked. Teachers and students will make links between the ways in which conflict is presented in these poems, and the conflict poems that they will study with their Literature teacher.

### UNIT FOUR

#### CORE TEXT: SPOKEN LANGUAGE

Students learn about the 6 part Aristotelian rhetoric structures using a range of exemplars from great speeches across time. They then apply this structure to a topic of their own choosing, using class and prep time to carefully draft, edit and practice an individual speech. This speech is recorded and used as the students AQA Spoken Language assessment.

### UNIT FIVE

#### CORE TEXT: JOURNEYS ANTHOLOGY – NON FICTION READING

Students read a range of texts from across the 19th, 20th and 21st Century that explore the themes of travel and challenges. Texts such as Touching the Void, the diaries of Captain Scott and Bill Bryson are used to develop students' understanding of how non-fiction texts seek to convey impressions and ideas. Building on the skills introduced in Unit one of Year 10, this scheme looks to consolidate students ability to identify, comprehend and explain writers' choices, as well as develop the comparison skills needed for the examination.

### UNIT SIX

#### CORE TEXT: CREATIVE WRITING – EXPLORING NARRATIVE STRUCTURES

Building on the narrative structure work completed in Year 9, this unit seeks to consolidate students understanding of linear narratives – looking at how templates such as Rags to Riches, The Quest and Tragedy can be used and exploited. Teachers use a range of written, spoken and video texts to develop students' analysis of the way in which these structures can be used and altered to create tension. Teachers will link explicitly to 'An Inspector Calls' and 'A Christmas Carol' in this unit, as well as giving students the opportunity to develop their own narratives.

### UNIT SEVEN

#### CORE TEXT: OPINION WRITING – THE WORLD OF WORK

Students will cover the AQA writing forms as they explore how to write for the World of Work. This unit includes writing letters of application and complaint, as well as formal written structures and developing academic register. This unit is placed to accompany Year 10 work experience so that students' own experiences can be used to inform and develop discussion around what makes effective formal writing.

# GCSE - ENGLISH

## YEAR 11 LITERATURE UNITS OF STUDY

### UNIT ONE

#### CORE TEXT: MACBETH

Students will explore Shakespeare's play from the perspective of actors and directors, as well as the more traditional literary analysis approach. Using the analytical skills developed through their study of 'An Inspector Calls', 'A Christmas Carol' and the Power and Conflict poems, students will explore Shakespeare's choices carefully - reading the whole text. Teachers will use this opportunity to consolidate ideas about tragedy, hubris and authorial intent established in earlier study.

### UNIT TWO

#### CORE TEXT: UNSEEN POETRY

Applying skills most recently covered in their study of the Power and Conflict poems, students will be taught strategies for analysing 'unseen' poems in examination conditions. This unit seeks to move students from 'identification and explanation' to 'analysis and evaluation' of poets' techniques, giving students the opportunity to address any areas of misunderstanding or weakness in their own writing. This scheme also applies the comparison skills learnt in the prepared text units to unseen poems, developing the students' ability to apply their ideas independently

### UNIT THREE

#### REVISION FOR SUMMATIVE LITERATURE EXAMS

Using both formative and summative data, as well as their own knowledge of the students, class teachers will prepare students for the rigours of their external examinations. Teacher-led analysis of the students' strengths and areas for development informs the lessons on a day to day basis, however they will cover all the core texts taught in Year 10 and 11, as well as regular revisiting of the writing skills needed for success in the students' final exams.

## YEAR 11 LANGUAGE UNITS OF STUDY

### UNIT ONE

#### CORE TEXT: EXPLORATIONS IN CREATIVE READING AND WRITING

Students study a broad range of fiction texts from the 19th, 20th and 21st Centuries, exploring the choices made about language and structure by the writers. Lessons focus on examination style questions, whilst also developing students' own vocabularies so that they can write clearly and coherently about what they have read. The unit pairs reading and writing tasks, so that students have the opportunity to apply the skills they have analysed to their own writing.

### UNIT TWO

#### CORE TEXT: WRITERS' VIEWPOINTS AND PERSPECTIVES

Students will read a range of paired texts, linked to a transactional writing task, to prepare them for their external examinations. Skills taught and consolidated include summary, language analysis and comparison of texts and writer's perspectives. There is a focus on consolidation of fundamental technical accuracy, giving students opportunities to both examine the effect of grammatical choices, as well as applying it to their own writing. Students cover the full range of possible writing tasks for the exam and are taught how to plan and proof-read in exam conditions. Teachers will use their marking and feedback to give students time and opportunity to improve their writing across the unit.

### UNIT THREE

#### REVISION FOR SUMMATIVE LANGUAGE EXAMS

Using both formative and summative data, as well as their own knowledge of the students, class teachers will prepare students for the rigours of their external examinations. Teacher-led analysis of the students' strengths and areas for development informs the lessons on

a day to day basis, however they will cover all of the 2 Language papers taught throughout Year 10 and 11, as well as regular revisiting of the writing skills needed for success in the students' final exams.

## WIDER READING

### ALL YEARS

Alongside each unit of study there is a wider reading list that comprises a range of fiction and non-fiction texts selected to encourage and develop a student's understanding of the unit they are currently studying. Where possible, the wider reading lists also includes links to online or free versions of texts, and audio versions that students are able to access without charge. At the moment these lists are used by teachers to encourage individual interests in their students. During lockdown we sent these lists home to parents to encourage and support students in their wider reading whilst they were having less school contact. Our aim is to make these lists publicly available on the College website.

## DEVELOPING VOCABULARY

### ALL YEARS

Following on from an initial project by Alice Beckwith in 2018/2019, all units of work have an accompanying challenging vocabulary list that teachers use to enhance and expand their students' ability to express themselves clearly and precisely. Some of the words are embedded into the unit of work whilst others are left to teacher discretion, according to ability and propriety to lesson.

## COVID -19 ADJUSTMENTS

- English curriculum restructured in Year 11 to adapt to changes in the literature exam. 20th Century text removed from programme of study so that students could consolidate texts already studied. Time gained will also allow for evaluation and intervention of poems studied over lockdown, as well as increased focus on Unseen Poetry which will now have greater weight in the final mark.
- Sourcing of online versions of texts to support students who are studying from home – access through SMHW.
- Sourcing of audio-books and online readings of core texts to support students who struggle to read independently – this is as a direct result of feedback from the Year 9 focus group who read 'The Sign of Four' over lockdown and found it challenging.
- Development of writing units to include grammar for writing skills in all years. For example, in Year 10 the Dystopian language unit will be taught as paired lessons – lesson 1 focussing on comprehension and analysis of writer's craft, then lesson 2 applying the same approach to students' own writing.
- Revision and teaching of core skills for writing with a focus on grammar for writing – this was identified as a particular problem during lockdown as many students were completing work on computers and so spelling/grammar was being corrected automatically.
- Elective time used in Term 3 and 4 to address gaps in Year 11 poetry knowledge as this was delivered during lockdown.