

Carmel Virtues:

Belonging

Other Cultures

Dreams and Goals

Carmel College Curriculum Implementation – KS4 Long term plan

Subject: GCSE ENGLISH Literature and Language (AQA)

	Year 10	Year 11
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Autumn half term 1  
Sequential knowledge and skills

### An Inspector Calls

Pupils will study the first of their GCSE Set Texts and familiarize themselves with the Assessment Objectives of GCSE English Literature

Pupils will develop their knowledge and understanding of the modern play **An Inspector Calls**.

Pupils will develop their knowledge of the social and historical background of An Inspector Calls and the aims of Priestley. Some of this knowledge will be pre-existing from their studies of War poetry at KS3.

Pupils will continue to build upon their KS3 knowledge and skills through their exploration of texts as conscious constructs with purpose and impact.

Pupils will develop their ability to master the following knowledge and skills as outlined in the GCSE Syllabus:

**Literal and inferential comprehension:** understanding of words, phrases, aspects of plot, characterisation, events, settings, implicit and explicit information; explaining motivation, sequence of events, and the relationship between actions or events.

**Critical Reading:** Identifying the theme and distinguishing between themes; supporting a point of view by using evidence to support ideas; using social and historical contexts to inform evaluation and opinion; make informed personal choice about issues within the text.

### Macbeth

Pupils will develop their knowledge of the play **Macbeth**.

Students will develop the following skills through their study of this set text:

Pupils will continue to develop their knowledge and understanding of tragic conventions and the social and historical background of the play.

Pupils will continue to explore texts as conscious constructs and will evaluate Shakespeare's interpretation and study of the human condition.

**Literal and inferential comprehension:** understanding of words, phrases, aspects of plot, characterization, events, settings, implicit and explicit information; explaining motivation, sequence of events, and the relationship between actions or events.

**Critical Reading:** Identifying the theme and distinguishing between themes; supporting a point of view by using evidence to support ideas; using social and historical contexts to inform evaluation and opinion; make informed personal choice about issues within the text.

**Evaluation of the writer's craft:** Analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using terminology to support ideas.

**RECALL and REVISION:**

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**Evaluation of the writer's craft:** Analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using terminology to support ideas.

***Students will also continue to build on their Literature and Language knowledge from their Year 10 Studies through regular recall and flashback activities within schemes.***

***Homework within this unit will include Language Revision with a focus on Creative Writing and Transactional Writing Skills.***

<p>Assessment Content and methods used to judge learning</p>	<p><b><u>Formal Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Closed Book assessment.</li> <li>• Pupils to choose between 2 exam style questions.</li> <li>• No extract is provided.</li> </ul> <p>Pupils will be assessed in assessments using the Assessment Objectives of the AQA specification:</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Read, understand and respond to texts.</li> <li>• <b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects.</li> <li>• <b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b><u>Homework</u></b>  <i>An Inspector Calls Task booklet - A series of short tasks to introduce the course and facilitate the building of knowledge of the text.</i></p>	<p><b><u>Formal Assessment:</u></b>  <b><i>Exam Style question: Macbeth</i></b></p> <ul style="list-style-type: none"> <li>• <i>Closed Book</i></li> <li>• <i>Extract provided.</i></li> </ul> <p>Pupils will be assessed the Assessment Objectives of the AQA specification in their ability to:</p> <ul style="list-style-type: none"> <li>• AO1: Read, understand and respond to texts.</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b><u>Homework:</u></b>  <b><i>Literature: Macbeth Study Tasks Booklets.</i></b>  <b><i>Language: Writing Tasks: Homework Booklet.</i></b></p>
<p>Autumn half term 2 Sequential knowledge and skills</p>	<p><b>GCSE English Language Paper 1</b></p> <p><b>Pupils will become familiar with the requirements of English Language Paper 1.</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop their ability to respond to a range of fictional texts from a wide variety of authors.</li> <li>• Pupils will apply their previous knowledge and skills from KS3 relating to creative writing to their own creative pieces and continue with their mastery of this skill.</li> </ul>	<p><b>Mock Exam preparation Unit – Interleaved Revision.</b></p> <p><b><u>GCSE Language: Revision of Paper 1 (2 lessons a week.)</u></b></p> <p><b>Students develop their existing knowledge and understanding of Paper 1 approaches and exam style extracts.</b></p> <p>Focus will be applied to exam approaches and recall and revision of knowledge and skills required for the paper.</p> <p><i>Teachers and students will be using previous assessment feedback on topics to improve approaches and address any misconceptions or identified areas.</i></p>

*Throughout their studies of GCSE Language students develop their skills within the following areas as defined by the English Language Syllabus:*

### **Reading.**

**Critical reading and comprehension:** identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text

**Evaluation of a writer's choice of vocabulary, form, grammatical and structural features:** explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

### **Writing**

### **GCSE Literature: Revision of Macbeth and Conflict Poetry (2 Lessons a Week)**

**Students develop their existing knowledge and understanding of Paper 1 approaches and exam style extracts.**

- Focus will be applied to exam approaches.
- Teachers and students will be using previous assessment feedback on topics to improve approaches and address any misconceptions or identified areas.

### **RECALL AND REVISION.**

***Students will continue to master the skills of essay writing and exam approach whilst recalling knowledge, skills and critical appreciation of the texts studied.***

***Recall and short revision tasks will be embedded within the Schemes of Work.***

***Homework will consist of Revision Packs and activities aimed towards revision, recall and practice of existing skills and knowledge.***

	<p><b>Producing clear and coherent text:</b> writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text</p> <p><b>Writing for impact:</b> selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)</p> <p><b><u>RECALL and REVISION:</u></b>  <i>Students will also continue to build on their Literature knowledge from the previous unit of work. This will be seen through regular recall activities across the scheme. Homework essays covering and revisiting content from An Inspector Calls will also be set on a regular basis to allow for continued development and revision of the topic.</i></p>	
Assessment Content and methods used to judge learning	<b>Formal Assessment: Full Language Paper 1</b>	<b>Mock Exams – Closed book:</b> <ul style="list-style-type: none"> <li>• GCSE Language Paper 1</li> <li>• GCSE Literature : Shakespeare and Conflict Poetry</li> </ul>

	<p><b>Pupils will be assessed using the AQA Language Paper 1 Mark Scheme and criteria.</b></p> <p><b><u>Homework:</u></b>  <b><i>Language Paper 1: Homework Tasks.</i></b>  <b><i>Literature: An Inspector Calls Revision Essay Tasks.</i></b></p>	<p>Students will be assessed using the GCSE Mark scheme of AQA and against previously outlined AOs.</p> <p><b>Homework:</b></p> <p><b>Language :</b> Language Paper 1: Section A Revision Packs  <b>Literature:</b> Interleaved Revision Essay Packs.</p>
<p>Spring half term 3 Sequential knowledge and skills</p>	<p><b><u>AQA Anthology: Conflict Poetry :</u></b>  <b><u>Focus: Unseen poetry skills and approaches.</u></b></p> <p>Students will continue their studies of GCSE Literature in this topic with an introduction to <b>Unseen poetry skills</b> and poems within the <b>AQA Poetry Anthology</b>.</p> <p>Students will <b>recall</b> skills and knowledge from KS3 and continue to build upon their knowledge of <b>unseen poetry skills, poetry comparison skills</b> and their existing knowledge of <b>poetic terminology</b>.</p> <p><i>Students will also use their knowledge of war poetry and contextual knowledge to aid them in the study of War poetry within the anthology. Students have previously studied poetry written by John Agard and will be familiar with poetic style.</i></p> <p>The following poems from the Anthology will be studied within this unit:</p> <ul style="list-style-type: none"> <li>● <b>Ozymandias: Shelley</b></li> <li>● <b>London: Blake</b></li> <li>● <b>My Last Duchess: Browning</b></li> </ul>	<p><b>AQA 19<sup>TH</sup> Century Literature: The Novel:</b></p> <p style="text-align: center;"><b><i>Jekyll and Hyde ( Groups 1-4)</i></b>  <b><i>A Christmas Carol (Groups 5-8)</i></b></p> <p><b><i>Students will continue their studies of GCSE Literature through the study of the nineteenth century novel.</i></b></p> <ul style="list-style-type: none"> <li>● Students will use their current knowledge of Literary methods and effects to study their chosen text.</li> <li>● Students will use their Language Paper 1 skills of analysis and evaluation to aid them in their study of the text.</li> </ul> <p>Students will continue to recall and build upon knowledge of language analysis and the AOs as covered in their previous units to inform their study of the text.</p> <p>Students will recall the skills and knowledge used in the study of whole texts at KS3 to aid in their study of the unit.</p> <p>Students will develop their contextual knowledge of social and historical context and the views of the writer to inform their analysis of the novel and their communication of themes and characterisation across the piece.</p>

- **Checking out me History: John Agard**
- **Prelude: Wordsworth**
- **Exposure: Owen**
- **Storm on the Island: Heaney**
- **Bayonet Charge: Hughes**

Students will continue to develop the following skills through their study of the poetry anthology as outlined in the AQA GCSE syllabus:

**Literal and inferential comprehension:** understanding of words, phrases, aspects of plot, characterisation, events, settings, implicit and explicit information; explaining motivation, sequence of events, and the relationship between actions or events.

**Critical Reading:** Identifying the theme and distinguishing between themes; supporting a point of view by using evidence to support ideas; using social and historical contexts to inform evaluation and opinion; make informed personal choice about issues within the text.

**Evaluation of the writer's craft:** Analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using terminology to support ideas.

**Comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

**Literal and inferential comprehension:**

Students will enhance and build upon understanding of character, voice, setting, implicit and explicit information, sequence of events, narrative structures and themes.

**Critical Reading:**

Identifying themes and concepts across the piece and linking the literary and linguistic devices to their effect and their relation to authorial intent.

**Evaluation of the writer's craft:**

Analysis and evaluation of the methods of the writer and as they pertain to the intentions and critical aims of the writer with regards to wider society.

**RECALL AND REVISION.**

**Students will continue to revisit and recall knowledge and skills relating to previously studied topics through recall and flashback activities within the scheme.**

*Students will also continue to build on their knowledge and skills linked to Language through weekly tasks within the departmental homework programme.*

*Students will continue to revise and recall their other set texts for literature through revision essays and flashback tasks embedded within the schemes and homework programme.*



	<p><b><u>RECALL and REVISION:</u></b> Students will continue to revisit and recall knowledge and skills relating to previously studied topics through recall and flashback activities within the scheme.</p> <p><i>Students will also continue to build on their knowledge and skills linked to Language Paper 1 through weekly writing tasks within the departmental homework programme.</i></p>	
Assessment Content and methods used to judge learning	<p><b>Formal Assessment:</b> <b>Exam based question: Comparing Poems question.</b></p> <ul style="list-style-type: none"> <li>• Pupils will answer a past exam question based on the poems studied in this unit.</li> <li>• Pupils will provided with <b>one copy of a poem</b> and will need to compare this with another from the scheme.</li> </ul> <p><b><u>Homework</u></b></p> <p><i>Literature: Conflict Poetry Tasks.</i> <i>Language: Paper 1 Writing Tasks.</i></p>	<p><b>Formal Assessment</b></p> <p><i>Exam based Question – 19<sup>TH</sup> Century Novel</i> <i>Closed books exam – One extract based question.</i></p>
Spring half term 4 Sequential knowledge and skills	<p><b><u>Language Paper 2</u></b></p> <ul style="list-style-type: none"> <li>• Pupils develop their ability to respond to a series of Non-Fiction texts and articles.</li> <li>• Pupils apply their knowledge and skills to their own pieces.</li> </ul> <p>Pupils will recall their linguistic knowledge from their previous studies. Pupils will recall, revisit and develop</p>	<p><b><u>REVISION UNITS</u></b></p> <p><b><u>PAPER 2 LITERATURE – AN INSPECTOR CALLS AND UNSEEN POETRY</u></b></p> <p><b><u>INTERLEAVED WITH - GCSE Language Writing Skills – Writing Focus – one lesson per week</u></b></p>

**knowledge attained throughout their studies and comparisons of Non Fiction Texts at KS3.**

Throughout their studies of GCSE Language students develop their skills within the following areas in regards to Paper 2 :

**Reading.**

**Critical reading and comprehension:** identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text

**Summary and synthesis:** identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text.

**Comparing texts:** comparing two or more texts critically with respect to the above

**Writing**

**Students revise and perfect their focus on writing skills and the creation of fictional pieces**

**Students revise and perfect their exam approaches to An Inspector Calls and Unseen Poetry.**

Focus will be applied to exam approaches and essay style. Teachers and pupils will be using previous assessment feedback on topics to improve approaches and address any misconceptions or identified areas.

*Pupils will recall and revisit writing skills from the previous units and KS3 studies to hone their skills.*

***Pupils will revisit the following concepts from the GCSE syllabus:***

**Producing clear and coherent text:**

Writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text

**Writing for impact:**

Selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language

**Producing clear and coherent text:** writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text

**Writing for impact:** selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)

**RECALL and REVISION:**

**Students will continue to revisit and recall knowledge and skills relating to previously studied topics through recall and flashback activities within the scheme.**

*Students will also continue to build on their knowledge and skills linked to An Inspector Calls and Conflict Poetry through interleaves revision essays within the homework programme.*

creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)

**Literal and inferential comprehension:** understanding of words, phrases, aspects of plot, characterisation, events, settings, implicit and explicit information; explaining motivation, sequence of events, and the relationship between actions or events.

**Critical Reading:** Identifying the theme and distinguishing between themes; supporting a point of view by using evidence to support ideas; using social and historical contexts to inform evaluation and opinion; make informed personal choice about issues within the text.

**Evaluation of the writer's craft:** Analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using terminology to support ideas.

**Comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above. Students will focus on unseen poetry and comparisons between two unseen poetic texts.

**RECALL and REVISION:**

**Students will continue to revisit and recall knowledge and skills relating to previously studied topics through recall and flashback activities within the scheme.**

		<p><i>Students will also continue to build on their knowledge and skills linked to all Literature Texts through interleaved revision essays within the homework programme.</i></p>
<p>Assessment Content and methods used to judge learning</p>	<p><b>Formal Assessment: Full Language Paper 2</b></p> <ul style="list-style-type: none"> <li>• Pupils will be provided with a complete Language Paper 2.</li> <li>• This will be assessed using the Language Paper 2 Markscheme.</li> </ul> <p><b>Homework:</b>  <b>Language:</b> <i>Language Paper 2 : Short Task Booklet.</i>  <b>Literature:</b> <i>Literature Revision Essay Packs.</i></p>	<p><b>Formal Assessment:</b></p> <p><b>Literature Assessment – Inspector Calls and Unseen Poetry Assessment.</b></p> <p><b>Homework:</b></p> <p><b>Literature:</b> <i>Revision Essays – Literature Booklet 3.</i>  <b>Language:</b> <i>GCSE Past Papers – Language Paper 1 and 2</i></p>
<p>Summer half term 5 Sequential knowledge and skills</p>	<p><b>AQA Anthology: Conflict Poetry :</b></p> <p>Students will study the <b>remaining poems</b> within the anthology.</p> <p>Students will continue to build upon their unseen and comparative poetry skills. As well as their knowledge and application of poetic terminology:</p> <ul style="list-style-type: none"> <li>• The Charge of the Light Brigade – Tennyson.</li> <li>• Remains – Armitage</li> <li>• Poppies – Jane Weir</li> <li>• War Photographer – Carol Ann Duffy</li> <li>• The Emigree – Carol Rumens</li> <li>• Beatrice Garland – Kamikaze</li> <li>• Tissue – Imtiaz Dharker</li> </ul>	<p><b>Recap and Revision – Prep for Exams.</b>  <b>Teacher discretion with regards to topics.</b></p> <p><i>(Interleaving of Literature of language with an aim for a 3:1 or 2:2 ratio of Literature and Language across the week.)</i></p> <p>Teachers will use their knowledge of pupils within their class and their specific individual targets to guide the revision of Literature and Language topics in final preparation for GCSE examinations.</p>

*Students will develop the following skills through their study of the remaining poems from the anthology:*

**Literal and inferential comprehension:** understanding of words, phrases, aspects of plot, characterization, events, settings, implicit and explicit information; explaining motivation, sequence of events, and the relationship between actions or events.

**Critical Reading:** Identifying the theme and distinguishing between themes; supporting a point of view by using evidence to support ideas; using social and historical contexts to inform evaluation and opinion; make informed personal choice about issues within the text.

**Evaluation of the writer's craft:** Analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using terminology to support ideas.

**Comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

**RECALL and REVISION:**

**Students will continue to revisit and recall knowledge and skills relating to previously studied topics through recall and flashback activities within the scheme.**

	<p><i>Students will also continue to build on their knowledge and skills linked to all topics within this unit through revision materials and revision tasks set across the unit.</i></p>	
<p>Assessment Content and methods used to judge learning</p>	<p><b>Formal Assessment:</b></p> <p><b>End Of Year Examinations:</b></p> <ul style="list-style-type: none"> <li>• <i>Paper 2 Literature: An Inspector Calls and Conflict Poetry</i></li> <li>• <i>Paper 2 Language: Writers' viewpoints and perspectives.</i></li> </ul> <p><b><u>Homework focus:</u></b></p> <p><b><u>Literature: Poetry Tasks.</u></b></p> <p><i>Departmental Revision booklets will be provided and additional tasks set to aid with preparation:</i></p> <p><i>Literature revision essays and Language Revision Tasks.</i></p>	<p><b>Homework : Mock Examinations and Past Papers.</b></p> <p><b>Final Assessments:</b> Summer Examinations.</p>
<p>Summer half term 6 Sequential knowledge and skills</p>	<p><b><u>Spoken Language Endorsement and Consolidation Of Skills. (2021-2022)</u></b></p> <p><b><u>Introduction to Nineteenth Century Novel.</u></b></p> <p><b>Spoken Language Presentations</b> to be recorded throughout the course of this term. Pupils must deliver a presentation on a topic of their choice to an audience.</p>	

	<p>This is an essential component of the GCSE Language course and must be completed.</p> <p>Spoken Language Presentations measure the following skills:</p> <p><b>Presenting information and ideas:</b> selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches</p> <p><b>Responding to spoken language:</b> listening to and responding appropriately to any questions and feedback</p> <p><b>Spoken Standard English:</b> expressing ideas using Standard English whenever and wherever appropriate.</p>	
<p>Assessment Content and methods used to judge learning Assessment</p>	<p><b>Homework Tasks –</b></p> <p><b>Language:</b> Spoken Language Endorsement Prep Tasks.  <b>Literature:</b> Nineteenth Century Novel and Contextual Research Tasks.</p> <p><b>Formal Assessments:</b></p> <p><b>Spoken Language Presentations</b> to be recorded throughout the course of this term.</p> <p>Pupils must deliver a presentation on a topic of their choice to an audience. This is an essential component of the GCSE Language course and must be completed.</p>	