

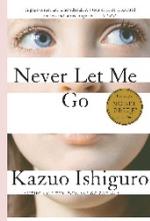


The English Martyrs Catholic School and Sixth Form College

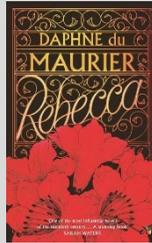
<u>English Year 11</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	An in-depth critical study and analysis of William Shakespeare's Macbeth . Exploring the writer at work in line with The AQA English Literature assessment objectives.	Students prepare for AQA English Language . Develop students' insights into important world issues or themes through extracts of fiction and non-fiction and support them to produce their own narrative and argumentative pieces.	Students undertake revision and preparation for all final examinations in English Language and Literature. They are confident in their understanding of AQA Language and Literature papers and Assessment Objectives.
<u>Knowledge</u>	<ul style="list-style-type: none"> Understanding of stagecraft, stage directions, structural decisions. Understanding of setting, character and theme in context of the play. Understanding symbolism and motif in context of the play. Understanding of how writers use language to manipulate response in context of the play. 	<ul style="list-style-type: none"> AQA Assessment Objectives and requirements of the examinations. How writers use descriptive and rhetorical techniques to capture the interest of readers. How to apply key writing skills to ensure that their own writing is carefully crafted and convincing. 	<ul style="list-style-type: none"> Language Paper 1: Explorations in creative reading and writing; Language Paper 2: Writers' viewpoints and perspectives Literature Paper 1: Shakespeare and the 19th Century novel; Literature Paper 2: Modern Texts and Poetry
<u>Skills</u>	Critically analyse the writer's craft: characters, plot, themes, structure. Identify and interpret themes/writer's ideas. Draw evidence-based inferences . Respond to linguistic and dramatic patterns/devices that convey tone/mood. Analysis of vocabulary, form, grammar and structural features and impact on audiences	Students can select and synthesise evidence from different texts; compare writers' ideas and perspectives. They can communicate effectively adapting tone, style and register; coherently organise information and ideas, using a range of vocabulary and sentence structures for effect, with accurate spelling and punctuation.	Students are prepared for the demands of study at A Level and beyond as well as apprenticeships and careers. They are able to work independently, effectively plan and research, organise and prioritise their time. They can participate in mature and appropriate discussions and purposeful group work.
<u>Literacy Links</u>	Reading – Study of full Shakespearean play. Reading for meaning and personal interpretation. Writing – Analytical, academic writing. Oracy – Critical discussion of the writer's craft and the writer at work.	Reading – read, understand and compare a range of extract-based texts. Writing – write for a specific purpose, audience and form: to describe or to present a point of view. Oracy – discussion of different writers' viewpoints and perspectives.	Reading – explore studied and unseen fiction prose, poetry and non-fiction texts. Writing – craft analytical interpretations responding confidently to exam questions. Oracy – discuss writers' intentions.
<u>Essential Vocabulary</u>	Regicide, heir, deceitful, conscience, usurp, tyrannical, obsequious, duplicitous	Narrative, evaluation, sensationalism, criticism, comparison, inference, summary, rhetoric	Language/structural methods, evaluative/comparative language, analytical verbs and rhetorical devices.

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Kazuo Ishiguro - Never Let Me Go



Daphne du Maurier - Rebecca



George R.R. Martin - A Game of Thrones



Sebastian Faulks - Birdsong

