

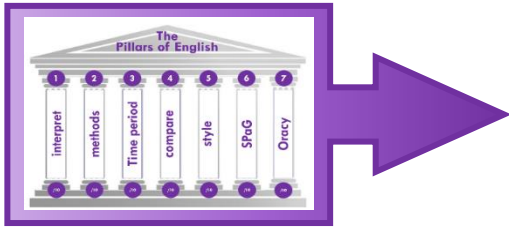
# English

## Year 11: Literature Paper 1 [HT01]

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>HT01, WK04: <i>Romeo and Juliet</i> essay. Marked /34 [Lit. AO1,2,3,4]:</p> <p>'How does Shakespeare present Mercutio in <i>Romeo and Juliet</i>?'</p> <p>HT01, WK6: <i>Jekyll and Hyde</i> essay. Marked /30 [Lit. AO1,2,3]:</p> <p>How does Stevenson explore duality in <i>Jekyll &amp; Hyde</i>?</p> <p>This will provide students with a raw score and a completed English Literature 1 Paper by the end of HT01.</p>	<p>Range of extracts from the play, <i>Romeo &amp; Juliet</i> and the novella, <i>The Strange Case of Dr Jekyll &amp; Mr Hyde</i>.</p> <p>Wider reading material linked to R&amp;J: 'Elizabethan Society'; 'Women in Shakespeare's Time', 'Courtly Love', 'Religion and the Elizabethan Era'.</p> <p>Wider reading material linked to J&amp;H: 'Edwardian England'; 'The Victorian Gentleman', 'Darwin's Theory of Evolution', 'Lombroso's Theory of Criminality'.</p> <p>Students will have opportunity to read model essays as well as their own written work aloud to aid in clarity and understanding.</p>	<ul style="list-style-type: none"> <li>• Historian</li> <li>• Journalism</li> <li>• Confidence in reading, writing and speaking.</li> <li>• Research</li> <li>• Actor</li> <li>• Political links</li> </ul>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



## Building from the KS3 Pillars, KS4 is assessed using the following AOs.

GCSE English Language

GCSE English Literature

KS3 Pillar connection:	AO:	Explanation:	KS3 Pillar connection:	AO:	Explanation:
1: Interpret	AO1	identify and interpret explicit and implicit information and ideas	1: Interpret	AO1	Students should be able to maintain a critical style and develop an informed personal response
		select and synthesise evidence from different texts			use textual references, including quotations, to support and illustrate interpretations.
2: Methods	AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	2: Methods	AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
3: Time period	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	3: Time period	AO3	Show understanding of the relationships between texts and the contexts in which they were written.
4: Compare	AO4	Evaluate texts critically and support this with appropriate textual references			
5: Style	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			
6: SPaG	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	6: SPaG	AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
7: Oracy	AO7	Demonstrate presentation skills in a formal setting			
	AO8	Listen and respond appropriately to spoken language, including to questions and feedback on presentations			
	AO9	Use spoken Standard English effectively in speeches and presentations.			

Assessment tasks	Career Links	Tier 2 Vocabulary	Additional information
<p><b>Literature Paper 1:</b></p> <p><i>‘How does Shakespeare present Mercutio in Romeo and Juliet?’</i> [/30 + /4]</p> <p>and</p> <p><i>‘How does Stevenson explore duality in Jekyll and Hyde?’</i> [/30]</p>	<ul style="list-style-type: none"> <li>- Historian</li> <li>- Journalism</li> <li>- Confidence in reading, writing and speaking.</li> <li>- Research</li> <li>- Actor</li> <li>- Political links</li> </ul>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Shakespearean</b></p> <hr/> <p><b>Elizabethan</b></p> <hr/> <p><b>Victorian</b></p> <hr/> <p><b>patriarchal</b></p> <hr/> <p><b>conventional</b></p> <hr/> <p><b>reflective</b></p> <hr/> <p><b>post-traumatic</b></p> <hr/> <p><b>protest</b></p> <hr/> <p><b>explicit</b></p> <hr/> <p><b>implicit</b></p> </div>

Week	Activities	Resources	Skills	AO Focus
01	<p><b>1. Revisit of Lit. 1 Breakdown</b></p> <ul style="list-style-type: none"> <li>• Half-term breakdown for students</li> <li>• Explaining the coverage of content</li> <li>• Clarifying AQA GCSE exams PPT</li> <li>• Baseline of J&amp;H Q fore retention.</li> </ul> <p><b>2. Revisit of context</b></p> <ul style="list-style-type: none"> <li>• AO3 revisit</li> <li>• Conventions of a tragedy</li> <li>• Use of male aggression and female roles as subverting to and conforming with Elizabethan times.</li> </ul> <p><b>3. Prologue</b> Explore the prologue and the revisit of themes</p> <ul style="list-style-type: none"> <li>• AO1 focus on textual references</li> </ul> <p><b>4.Lovesick Romeo</b></p> <ul style="list-style-type: none"> <li>• Analysing Romeo’s language</li> <li>• <i>How is love presented in 1.1?</i></li> <li>• This question can initially be teacher led, as a means of building a strong opening.</li> </ul> <p><b>5. Lord Capulet</b></p> <ul style="list-style-type: none"> <li>• Patriarchal nature of Elizabethan society</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>- Evidence of homework glued into book.</li> <li>- Evidence of using Science of Learning 5 a day low stake quiz</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding the text through their work.</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1 – Read, understand and respond to text</b></p> <p><b>AO4: Spelling, grammar and presentation.</b></p>

<p style="text-align: center; font-size: 24pt; font-weight: bold;">02</p>	<p><b>1. Revisit the Nurse</b></p> <ul style="list-style-type: none"> <li>• Mothers</li> <li>• Lady Capulet and the Nurse</li> <li>• 1.3</li> </ul> <p><b>2. Queen Mab speech</b></p> <ul style="list-style-type: none"> <li>• Evaluate language used in Mab speech.</li> <li>• Make links to fate, themes of love and destiny.</li> <li>• Contextual links</li> </ul> <p><b>3. Romeo meets Juliet</b></p> <ul style="list-style-type: none"> <li>• Evaluate their first meet.</li> <li>• Make links to prologue</li> <li>• Contextual links</li> </ul> <p><b>4. Religious Imagery</b></p> <ul style="list-style-type: none"> <li>• Evaluate the religious language used in their exchange</li> <li>• Work on Elizabethan England's religious context</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>- Evidence of homework glued into book</li> <li>- Evidence of using Science of Learning 5 a day low stake quiz</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding of the text as presented through their work</li> </ul>	<p><u>Resource</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u>  <b>Add to Knowledge Organiser to include content covered to date.</b></p>	<p>Reading aloud, focus on implicit and explicit information.  Aid in building concrete understanding.  Making links to other poetry studied.  Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text  <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology  <b>AO3</b> – making contextual links  <b>AO4:</b> Spelling, grammar and presentation.</p>
<p style="text-align: center; font-size: 24pt; font-weight: bold;">03</p>	<p><b>1. Classical Illusions</b></p> <ul style="list-style-type: none"> <li>• Read and explore 2.1 and the illusions presented</li> </ul> <p><b>2. The Balcony Scene</b></p> <ul style="list-style-type: none"> <li>• Metaphor and imagery in the scene</li> <li>• <i>How does Shakespeare present Romeo's view of Juliet?</i></li> </ul> <p><b>3. Women and Mercutio</b></p> <ul style="list-style-type: none"> <li>• Analyse his interactions and exchanges with female characters</li> <li>• Make reference to <b>foreshadowing</b></li> <li>• Contextual links</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information.  Aid in building concrete understanding.  Making links to other poetry studied.  Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text  <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology  <b>AO3</b> – making contextual links</p>

	<p><b>4. Mercutio</b></p> <ul style="list-style-type: none"> <li>• Focus on Shakespeare’s use of humour in 2.4</li> <li>• Mercutio’s death/Romeo’s banishment</li> <li>• Read and explain the consequences of characters actions.</li> </ul> <p><b>5. Assessment Q</b></p> <p><i>How does Shakespeare present Mercutio in 3.1 and the wider play?</i></p> <ul style="list-style-type: none"> <li>- Detail broader concepts of conflict <ul style="list-style-type: none"> <li>• Contextual links</li> </ul> </li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>- Evidence of homework glued into book.</li> <li>- Evidence of using Science of Learning 5 a day low stake quiz</li> <li>- Evidence of student engagement in text.</li> <li>- Evidence of students understanding of text presented through their work</li> </ul>			<p><b>AO4:</b> Spelling, grammar and presentation.</p>
<p><b>04</b></p>	<p><b>1. The play’s Ending revisited.</b></p> <ul style="list-style-type: none"> <li>• Reevaluate conventions of a tragedy</li> <li>• Explore Shakespeare’s use on convention in his play.</li> </ul> <p><b>2. Assessment Q Reflection</b></p> <ul style="list-style-type: none"> <li>• Reflection of R&amp;J Q once marked with Literature Marking Stickers.</li> </ul> <p><b>3. Revisit of Lit. 1 Breakdown</b></p> <ul style="list-style-type: none"> <li>• Explaining the coverage of content</li> <li>• Clarifying AQA GCSE exams PPT</li> <li>• Recap of J&amp;H Q knowledge using K.O.</li> </ul> <p><b>4. J&amp;H plot revisit.</b></p> <ul style="list-style-type: none"> <li>• Clarifying misconceptions of J&amp;H</li> <li>• Recap of J&amp;H plot as a means of developing character</li> </ul> <p><b>5. Character revisit</b></p> <ul style="list-style-type: none"> <li>• Exploration of pivotal characters and key quotations (AO2)</li> <li>• Recap of J&amp;H character arches and changes</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, title in middle- Both underlined</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text <b>AO2:</b> Analyse the language, form and structure, writer’s meanings and effects, relevant subject terminology <b>AO3</b> – making contextual links <b>AO4:</b> Spelling, grammar and presentation.</p>

	<ul style="list-style-type: none"> <li>- Evidence of homework glued into book</li> <li>- Evidence of using Science of Learning 5 a day low stake quiz</li> <li>- Evidence of student engagement in text</li> </ul> <p>Evidence of students understanding of the text as presented through their work</p>			
05	<p><b>1 Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Analysing language</li> <li>• <i>How is fear presented in Ch. 1?</i></li> <li>• This question is used as a means of developing an academic opening.</li> <li>• Explore the setting and the revisit of themes.</li> </ul> <p><b>2. Utterson</b></p> <ul style="list-style-type: none"> <li>• Presentation of the Victorian Gentleman society</li> </ul> <p><b>3. The theme of duality</b></p> <ul style="list-style-type: none"> <li>• Evaluate the theme of secrecy in J&amp;H</li> <li>• Think about duality on macro (theme and context)</li> <li>• Think about duality on micro (character)</li> </ul> <p><b>4. Setting and Gothic elements</b></p> <ul style="list-style-type: none"> <li>• Focus on Stevenson's presentation of Victorian setting</li> </ul> <p><b>5. The Gothic</b></p> <ul style="list-style-type: none"> <li>• Quotation analysis linked to the theme of gothic</li> <li>• Exploration of gothic conventions</li> <li>• Model <i>Gothic Q</i> and explore how it is effectively written</li> </ul> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>- Evidence of homework glued into book</li> <li>- Evidence of using Science of Learning 5 a day low stake quiz</li> <li>- Evidence of student engagement in tex</li> <li>- Evidence of students understanding of text through their work.</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding. Making links to other poetry studied. Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text <b>AO2:</b> Analyse the language, form and structure, writer's meanings and effects, relevant subject terminology <b>AO3</b> – making contextual links</p>

<p>06</p>	<p><b>1. Recall important information linked to J&amp;H and Dr Jekyll</b></p> <ul style="list-style-type: none"> <li>• Use plot overview to comprehend the novella as a whole.</li> <li>• Develop ideas around the role of Jekyll using exam Q as a frame.</li> </ul> <p><b>2. Mr Hyde</b></p> <ul style="list-style-type: none"> <li>• Develop ideas around the role of Hyde using exam Q as a frame.</li> <li>• Contextual links</li> </ul> <p><b>3. Sympathy for Jekyll</b></p> <ul style="list-style-type: none"> <li>• Evaluate emotive response to Stevenson’s characters.</li> <li>• Explore extracts and model answers linked to Q focus.</li> </ul> <p><b>4. Planning an essay</b></p> <ul style="list-style-type: none"> <li>• Using chapter summaries, plan for variety of essay Qs.</li> <li>• Make clear linked to AO3 throughout.</li> </ul> <p><b>5. Assessment Q</b>  <i>‘How does Stevenson explore duality in Jekyll and Hyde?’</i> [/30]</p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, title in middle- Both underlined</li> <li>- Evidence of homework glued into book.</li> <li>- Evidence of using Science of Learning 5 a day low stake quiz</li> <li>- Evidence of student engagement in text</li> <li>- Evidence of students understanding of text through their work.</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- R&amp;J Text</li> <li>- R&amp;J KO</li> </ul> <p><u>Homework</u></p>	<p>Reading aloud, focus on implicit and explicit information.  Aid in building concrete understanding.  Making links to other poetry studied.  Applying C4L concepts to literature covered</p>	<p><b>AO1</b> – Read, understand and respond to text  <b>AO2:</b> Analyse the language, form and structure, writer’s meanings and effects, relevant subject terminology  <b>AO3</b> – making contextual links</p>
<p>7</p>	<p><b>Spoken Language endorsement preparation, planning, writing.</b></p>			<p><b>A07, 8, 9</b></p>
<p><b>HALF TERM</b></p>				