

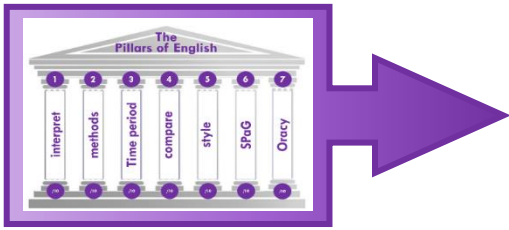
# English

## Year 11: GCSE Literature Paper 2 [HT03 + HT04]

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>HT03: Week 4, marked out of /30 [Lit AO1,2,3]</p> <p style="text-align: center;">How X is shown in named poem and one other poem studied.</p> <p>HT04: Week 1 MOCKS.</p> <p>Week 3, Reflection on AIC Q marked out of /34 [Lit AO1,2,3,4].</p> <p>Week 4: Reflection on Unseen Q marked out of /24 [Lit AO1,2].</p> <p>Week 5: Reflection on P&amp;C Q marked out of /30 [Lit AO1,2,3].</p> <p>WK6: Spoken Language Endorsement assessed and recorded [Lit AO7,8,9].</p> <p>This will provide students with a gradable score for all English Language and for English Literature. This will feed into remaining lesson time for HT05.</p>	<p>HT05 study will mean reading a variety of contextual material including (but not limited to): Priestley's life, The Victorian Influence, The Great Depression, The Class System of Edwardian England, The Industrial Revolution, Women's Rights.</p> <p>The full play, <i>An Inspector Calls</i>.</p> <p>HT06 gives students a selection of poetry that links to themes of power and conflict: <b>Bayonet Charge</b> by Ted Hughes, <b>The Charge of the Light Brigade</b> by Alfred, Lord Tennyson, <b>Checking Out Me History</b> by John Agard, <b>The Emigrée</b> by Carol Rumens, <b>Exposure</b> by Wilfred Owen, <b>Kamikaze</b> by Beatrice Garland, <b>London</b> by William Blake, <b>My Last Duchess</b> by Robert Browning, <b>Ozymandias</b> by Percy Bysshe Shelley, <b>Poppies</b> by Jane Weir, <b>The Prelude</b> by William Wordsworth, <b>Remains</b> by Simon Armitage, <b>Storm on the Island</b> by Seamus Heaney, <b>Tissue</b> by Imtiaz Dharker, <b>War Photographer</b> by Carole Ann Duffy</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.			

Big Picture	Activities	Resources	Skills	AO Focus
1	<p>LITERATURE PAPER 2</p> <p><b>Poetry Focus:</b> <i>Bayonet Charge</i>, <i>Exposure</i>, <i>CotLB</i>  Thematic focus: <b>Realities of War</b>  Discuss the ways in which this is presented in these poems  Develop debate in relation to poems of focus this week.  How does each poet show such a theme? Focus on key quotations from each poem, bringing in detailed AO2 analysis  AO2 focus on structural features of both poems.</p> <ul style="list-style-type: none"> <li>Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme.</p> <p><b>Compare how the effects of war are presented in 'CotLB' and one other poem studied.</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>Evidence of homework glued into book</li> <li>Evidence of DO NOW activity.</li> <li>Evidence of student engagement in text and development of language analysis</li> <li>Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>Evidence of marking for SPAG</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Anthology</li> <li>P&amp;C Knowledge Organiser</li> <li>Homework mini summaries</li> </ul>	<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</p> <p><b>AO2</b> - Language</p> <p><b>AO3</b> – making comparative links</p>

<p style="text-align: center;"><b>2</b></p>	<p><b>Poetry Focus:</b> <i>Kamikaze, MLD, Tissue</i>  <b>Thematic focus: Pride &amp; the Power of Man</b>  Discuss the ways in which this is presented in these poems  Develop debate in relation to poems of focus this week.  How does each poet show such a theme? Focus on key quotations from each poem, bringing in detailed AO2 analysis  AO2 focus on structural features of both poems.</p> <ul style="list-style-type: none"> <li>Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme.</p> <p><b>Compare how guilt is presented in 'Kamikaze' and one other poem studied.</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>Evidence of homework glued into book</li> <li>Evidence of DO NOW activity.</li> <li>Evidence of student engagement in text and development of language analysis</li> <li>Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>Evidence of marking for SPAG</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Anthology</li> <li>P&amp;C Knowledge Organiser</li> <li>Homework mini summaries</li> </ul>	<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</p> <p><b>AO2</b> – Structural focus to create and develop theme in poetry</p> <p><b>AO3</b> – making comparative links</p>
<p style="text-align: center;"><b>3</b></p>	<p><b>Poetry Focus:</b> <i>Prelude, Ozymandias, Storm on the Island</i>  <b>Thematic focus: Power of Nature</b>  Discuss the ways in which this is presented in these poems  Develop debate in relation to poems of focus this week.  How does each poet show such a theme? Focus on key quotations from each poem, bringing in detailed AO2 analysis  AO2 focus on structural features of both poems.</p> <ul style="list-style-type: none"> <li>Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Anthology</li> <li>P&amp;C Knowledge Organiser</li> <li>Homework mini summaries</li> </ul>	<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</p> <p><b>AO2</b> - Language used by Dickens...</p> <p><b>AO3</b> – making contextual links</p>

	<p><b>Compare how the power of nature is presented in 'Sotl' and one other poem studied.</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>- Evidence of homework glued into book</li> <li>- Evidence of DO NOW activity.</li> <li>- Evidence of student engagement in text and development of language analysis</li> <li>- Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>- Evidence of marking for SPAG</li> </ul>			
4	<p><b>Poetry Focus: <i>The Emigree, Checkin Out Me History, London</i></b>  <b>Thematic focus: Identity &amp; Inequality</b>  Discuss the ways in which this is presented in these poems  Develop debate in relation to poems of focus this week.  How does each poet show such a theme? Focus on key quotations from each poem, bringing in detailed AO2 analysis  AO2 focus on structural features of both poems.</p> <ul style="list-style-type: none"> <li>• Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme.</p> <p><b>Compare how authority is presented in 'COMH' and one other poem studied.</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>- Evidence of homework glued into book</li> <li>- Evidence of DO NOW activity.</li> <li>- Evidence of student engagement in text and development of language analysis</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- Anthology</li> <li>- P&amp;C Knowledge Organiser</li> <li>- Homework mini summaries</li> </ul>	<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</p> <p><b>AO2</b> - Language used by Dickens...</p> <p><b>AO3</b> – making contextual links</p>

	<ul style="list-style-type: none"> <li>- Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>- Evidence of marking for SPAG</li> </ul>			
5	<p><b>Poetry Focus:</b> <i>Poppies, Remains, War Photographer</i>  Thematic focus: <b>Suffering</b>  Discuss the ways in which this is presented in these poems  Develop debate in relation to poems of focus this week.  How does each poet show such a theme? Focus on key quotations from each poem, bringing in detailed AO2 analysis  AO2 focus on structural features of both poems.</p> <ul style="list-style-type: none"> <li>• Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme.</p> <p><b>Compare how the effect of conflict is presented in 'Poppies' and one other poem studied.</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>- Evidence of homework glued into book</li> <li>- Evidence of DO NOW activity.</li> <li>- Evidence of student engagement in text and development of language analysis</li> <li>- Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>- Evidence of marking for SPAG</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- Anthology</li> <li>- P&amp;C Knowledge Organiser</li> <li>- Homework mini summaries</li> </ul>	<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</p> <p><b>AO2</b> - Language used by Dickens...</p> <p><b>AO3</b> – making contextual links</p>
<b>Half Term</b>				

Big Picture	Activities	Resources	Skills	AO Focus
1	<b>MOCK 2 WEEK</b>			
2	<p><b>Character focus: A1 Changes in characters [/30 + /4]</b></p> <p>Discuss the ways in which characters change throughout the play. Understanding the writer's purpose in creating them in this way (AO3)</p> <p>Developed debate and discussion linked to select quotations that help to convey characters as symbolic, rather than literal.</p> <p>How does each character change and why?</p> <p>AO2 focus on select scenes from the play.</p> <ul style="list-style-type: none"> <li>Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme.</p> <p><b>Examine how Sheila changes in An Inspector Calls REVISIT</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>Evidence of homework glued into book</li> <li>Evidence of DO NOW activity.</li> <li>Evidence of student engagement in text and development of language analysis</li> <li>Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>Evidence of marking for SPAG</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>AIC Knowledge Organiser</li> <li>Homework mini summaries</li> </ul>	<p>Reading aloud, focus on implicit and explicit information.</p> <p>Aid in building concrete understanding.</p> <p>Making links to other poetry studied.</p> <p>Applying C4L concepts to literature covered.</p>	<p><b>AO1</b> – Read, understand and respond to text</p> <p><b>AO2</b> – Structural focus to create and develop theme in poetry</p> <p><b>AO3</b> – making comparative links</p>

<p style="text-align: center;"><b>3</b></p>	<p><b>Theme focus: A2 Presentation of theme [ /30 + /4 ]</b></p> <p>Discuss the ways in which Priestley presents various themes throughout the play. Understanding the writer's purpose in presenting socialism, capitalism, women, responsibility etc in this way (O3) Developed debate and discussion linked to select quotations that help to convey universal themes, rather than the literal.</p> <p>How does Priestley present the theme of _____ and why?</p> <p>AO2 focus on select scenes from the play.</p> <ul style="list-style-type: none"> <li>• Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme.</p> <p><b>Examine how responsibility is presented in An Inspector Calls</b> <b>REVISIT</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>- Evidence of homework glued into book</li> <li>- Evidence of DO NOW activity.</li> <li>- Evidence of student engagement in text and development of language analysis</li> <li>- Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>- Evidence of marking for SPAG</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- AIC Knowledge Organiser</li> <li>- Homework mini summaries</li> </ul>	<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>AO2 - Language used by Dickens...</b></p> <p><b>AO3 – making contextual links</b></p>
<p style="text-align: center;"><b>4</b></p>	<p><b>Unseen poetry Focus: C1 analysis /24</b></p> <p>Thematic focus: <b>family and love</b></p> <p>Discuss the ways in which this is presented in these poems.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- Unseen poems</li> <li>- Homework mini summaries</li> </ul>	<p>Reading aloud, focus on implicit and explicit information. Aid in building concrete understanding.</p>	<p><b>AO1 – Read, understand and respond to text</b></p> <p><b>AO2 - Language used by Dickens...</b></p>



	<p>Develop debate in relation to poems of focus this week.</p> <p>How does each poet show such a theme? Focus on key skills required to select relevant quotations from the poem, bringing in detailed AO2 analysis.</p> <p>AO2 focus on structural features of the poem.</p> <ul style="list-style-type: none"> <li>Examine the way in which said features are able to evoke a link, connection to the topic and/or theme at hand</li> </ul> <p>AO3 application through exploration and exploding of important quotations linking to theme/focus of question.</p> <p><b>How does the poet present relationships in the poem? REVISIT</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>Book presentation to a high level- Date top right, TBAT in middle- Both underlined</li> <li>Evidence of homework glued into book</li> <li>Evidence of DO NOW activity.</li> <li>Evidence of student engagement in text and development of language analysis</li> <li>Evidence of extended piece of analytical writing which focuses on developing AO2 skills</li> <li>Evidence of marking for SPAG</li> </ul>		<p>Making links to other poetry studied. Applying C4L concepts to literature covered.</p>	<p><b>AO3</b> – making contextual links</p>
<p><b>5</b></p>	<p><b>Unseen poetry: C2 – Comparison /8</b> Focus: <b>Similarities and/or differences</b> Discuss the similarities between pairs of unseen poems. Work on skills required to select relevant quotation to support opinion [AO2]. Discussion and modelling of the ways in which each are presented in the paired poems Develop written responses linked to the Q focus for each pairing, <b>ONLY</b> bringing in detailed AO2 analysis.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Unseen poem pairs</li> <li>Homework mini summaries</li> </ul>	<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</p> <p><b>AO2</b> - Language used by Dickens...</p> <p><b>AO3</b> – making contextual links</p>

	<p><b>What are the similarities and/or differences between the ways the poets present feelings? REVISIT</b></p> <p><u>Expectation in books</u></p> <ul style="list-style-type: none"> <li>- Book presentation to a high level- Date top right, TBAT in middle-</li> <li>- Evidence of homework glued into book</li> <li>- Evidence of DO NOW activity.</li> <li>- Evidence of student engagement in text and development of language analysis</li> <li>- Evidence of marking for SPAG</li> <li>-</li> </ul>			
<p><b>6</b></p>	<p><b><i>Speaking &amp; Listening focus.</i></b></p> <p>Students will revisit their LP2Q5-style presentations from earlier in the year (T1 - HT02)</p> <p>They will edit and improve their pieces, making sure to use the S&amp;L marking criteria as a guide throughout.</p> <p>Students will be given the opportunity to present to the class.</p> <p>Pieces will be marked using said criteria: Pass, Merit or Distinction.</p>	<p>Language books. S&amp;L presentations. S&amp;L Marking Criteria.</p> <p><b>Select students will be recorded for sampling to AQA [Deadline 1<sup>st</sup> week of May]</b></p>		
<p><b>Half Term</b></p>				