KS4 AQA English Language and Literature Scheme of Work

Rationale:

Why choose AQA for GCSE English Language?

The specification is designed for staff and students. Assessments have been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of students. The specification enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. The course has dynamic and engaging content The specification offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time. Spoken language emphasises the importance of the wider benefits that speaking and listening skills have for students. The endorsed unit draws on good practice to suggest how engaging formative tasks can lead to a single summative assessment. English Language is a skills-based approach in an untiered context. Questions are designed to take students on an assessment journey through lower tariff tasks to more extended responses. The specification meets the needs of students and teachers, providing high quality assessment and good provision for English. It offers excellent preparation for A-level, as well as equipping students with essential life-skills and the best progression route to future employment.

Why choose AQA for GCSE English Literature?

The specification is designed for staff and students. The specification is designed to inspire, challenge and motivate every student, no matter what their level of ability, and to support creative and engaging lessons. The assessment strategies support students' achievement in an untiered, closed book context through the use of extract-based questions in the assessment of the 19th-century novel and the Shakespeare plays. There is a wide, ambitious and challenging range of texts with choice and flexibility. Texts have been chosen to cater for the needs of students in our setting. We hope that our text choices will inspire young readers and appeal to every student. The specification takes a skills-based approach to the study of English literature that is consistent across the genres. The question papers and mark schemes allow us to get back to inspirational literature teaching and allow students of all abilities to achieve their best on every question. It offers excellent preparation for A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life. Assessment is fair and consistent so we hope students will receive the grade that fairly represents their attainment and reflects the skills that they have demonstrated.

Intent	Implementation	Impact

ENGLISH LANGUAGE
 	
Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
 	
This specification ensures that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.
 	
GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).
	For GCSE English Language students will:
	
	• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction.
	• read and evaluate texts critically and make comparisons between texts
	• summarise and synthesise information or ideas from texts
	• use knowledge gained from wide reading to inform and improve their own writing
	• write effectively and coherently using Standard English appropriately
	• use grammar correctly and punctuate and spell accurately
	• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
	• listen to and understand spoken language and use spoken Standard English effectively.
	
	Critical reading and comprehension – Students will:
	
	• identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text.
	• *summary and synthesis*: identify the main theme or themes; summarise ideas and information from a single text; synthesise from more than one text
	• *evaluate a writer's choice of vocabulary, form, grammatical and structural features*: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text
	• compare texts: compare two or more texts critically with respect to the above.
	
	Writing – students will:
	
	• *produce clear and coherent text*: write effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively; use information provided by others to write in different
		The English language specification for AQA should enable students to:
		
		• read a wide range of texts, fluently and with good understanding
		• read critically, and use knowledge gained from wide reading to inform and improve their own writing
		• write effectively and coherently using Standard English appropriately
		• use grammar correctly, punctuate and spell accurately
		• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
		
		In addition, students will be able to:
		
		• listen to and understand spoken language, and use spoken Standard English effectively.
		• give a presentation in a formal context
		• respond appropriately to questions and to feedback, asking questions themselves to elicit clarification
		• use spoken Standard English.
		
		The exams and Spoken Language endorsement will measure how students have achieved the following assessment objectives.
		
		• AO1:
		  ○ identify and interpret explicit and implicit information and ideas
		  ○ select and synthesise evidence from different texts
		• 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
		• AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
		• AO4: Evaluate texts critically and support this with appropriate textual references
		• 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
		• 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.)
		• 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.

ENGLISH LITERATURE –

Shakespeare - Students will study one play from the list of six set texts. Students will study the whole text.

- *Romeo and Juliet*

The 19th-century novel – Students will study one novel. Students will study the whole text.

- Robert Louis Stevenson – Dr Jekyll and Mr Hyde (Sets 1-5)
- Charles Dickens – A Christmas Carol (Sets 6-9)

Modern texts – Students will study one, which includes post-1914 drama. Students will study the whole text.

Drama

- An Inspector Calls

Poetry – Students will study one cluster of poems taken from the AQA poetry anthology, *Poems Past and Present*, each containing 15 poems. The poems in the cluster are thematically linked and were written between 1789 and the present day.

- Power and Conflict

Students will study all 15 poems in the cluster and be prepared to write about any of them in the examination.

Unseen poetry – In preparing for the unseen poetry section of the examination students will experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They will be able to analyse and compare key features such as their content, theme, structure and use of language.

forms; maintain a consistent point of view; maintain coherence and consistency across a text.

- *write for impact*: select, organise and emphasise facts, ideas and key points; cite evidence and quotations effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken language – students will:

- *present information and ideas*: select and organise information and ideas effectively and persuasively for prepared spoken presentations; plan effectively for different purposes and audiences; make presentations and speeches.
- *respond to spoken language*: listen to and respond appropriately to any questions and feedback
- *spoken Standard English*: express ideas using Standard English whenever and wherever appropriate.

ENGLISH LITERATURE –

In studying the set texts students will develop the following skills:

Reading comprehension and reading critically

- *literal and inferential comprehension:* understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; 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 referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *evaluation of a writer's choice of vocabulary, grammatical and structural features:* analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *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

Writing

- *producing clear and coherent text: writing effectively about literature for a range of purposes such as:* to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- *accurate Standard English:* accurate spelling, punctuation and grammar.

ENGLISH LITERATURE –

Students will be able to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Students should be able to:
  - maintain a critical style and develop an informed personal response
  - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

YEAR 10 AQA English Language and Literature Scheme of Work

Autumn Term 1	Spring Term 1	Summer Term 1
Modern Drama – An Inspector Calls Students begin Year 10 with a read through of the full play of An Inspector Calls. We encourage staff to use drama and for the classroom to replicate the Birling's dinner party. Students are assigned parts to read and the rest can visually picture the dramatic action of the text. We expect students to have a good understanding of the context, plot, structure, characters and themes by the end of Year 10. We use multimedia resources such as Click Revision to enhance understanding. 1	**English Language Paper 1** The Language focus in Year 10 is Paper 1. We provide staff with a wealth of resources to either teach the paper question by question with a variety of extracts or to teach all questions through one extract. Students are taught the approaches and skills for each question and we share key CPD learnt through staff marking for AQA. 1	**19th Century Novel – Dr Jekyll and Mr Hyde (sets 1-5), A Christmas Carol (sets 6-9)** This unit covers one whole term due to the more complex nature of the 19th century text. We read the novel in its entirety and we chose the novels for the accessibility for the ability range of the group. We encourage the use of audio books for the 19th century texts as the complex language is more accessible when hearing it. We expect students to have a good understanding of the context, plot, structure, characters and themes by the end of Year 10. We use a range of multimedia resources such as BBC Teach to analyse the texts. 1
Autumn Term 2	**Spring Term 2**	**Summer Term 2**
Shakespeare – Romeo and Juliet Students read through the full play in Year 10. We encourage staff to use drama and students are assigned parts to read and the rest can visually picture the dramatic action of the text. We expect students to have a good understanding of the context, plot, structure, characters and themes by the end of Year 10. We use extracts from the text and key questions in Year 10 to enhance initial understanding. 1	**19th Century Novel – Dr Jekyll and Mr Hyde (sets 1-5), A Christmas Carol (sets 6-9)** This unit covers one whole term due to the more complex nature of the 19th century text. We read the novel in its entirety and we chose the novels for the accessibility for the ability range of the group. We encourage the use of audio books for the 19th century texts as the complex language is more accessible when hearing it. We expect students to have a good understanding of the context, plot, structure, characters and themes by the end of Year 10. We use a range of multimedia resources such as BBC Teach to analyse the texts. 1	**Power and Conflict Poetry / Unseen Poetry** We aim to cover as many of the Power and Conflict poems as we possibly can in Year 10 and our focus is to annotate the poems in the AQA anthologies. We use resources planned and designed by staff which include annotated power points and we also encourage multimedia resources such as YouTube to explore context, themes and links. It is very important to us that students hear the poems read aloud and we support contextual understanding with documentaries such as 'The Not Dead,' exploring Armitage's intentions for Remains. We also use BBC Teach for interviews with the poets themselves. 1 2

YEAR 11 AQA English Language and Literature Scheme of Work

Autumn Term 1	Spring Term 1	Summer Term 1
Spoken Language **Power and Conflict Poetry (if there are poems to complete)** **English Language Paper 2** Spoken Language – Students will have chosen a topic to speak on over the summer. Students have two weeks to research, plan and prepare their speech and the third week is spent recording speeches. Students are shown examples provided by AQA and engaging introductions and endings are modelled. The Language focus in Year 11 is Paper 2. We provide staff with a wealth of resources to either teach the paper question by question with a variety of extracts or to teach all questions through one extract. Students are taught the approaches and skills for each question and we share key CPD learnt through staff marking for AQA. Teaching materials provided on our staff shared drive. 1 2	**REVISION - 19th Century Novel – Dr Jekyll and Mr Hyde (sets 1-5), A Christmas Carol (sets 6-9)** In Year 11, we focus on completing as many sample extracts as possible, both guided and independently to embed the skills of the exam. Extracts provided on our staff shared drive. 1	**REVISION - Power and Conflict Poetry / Unseen Poetry** **REVISION – Focus on the needs of your group** In Year 11, we teach a variety of unseen poetry with reference to the skills of analysing unseen poetry consistently. We explore theme, mood, ideas, language, techniques and structure. In Year 11, we explore the comparisons of the power and conflict poetry, establishing which poems to compare and how to compare them. Students produce comparative materials for revision. Revision materials provided on our staff shared drive. 1 2
Autumn Term 2	**Spring Term 2**	**Summer Term 3**
Revision for mock exams: **English Language Paper 2** **Romeo and Juliet** **Dr Jekyll and Mr Hyde / A Christmas Carol** This half term covers the approaches to the extracts for Literature Paper 1 and revises the key skills for approaching each of the questions for Language Paper 2. Students are examined on Literature Paper 1 and Language Paper 2. Revision materials provided on our staff shared drive. 1	**REVISION - Shakespeare – Romeo and Juliet** In Year 11, we focus on completing as many sample extracts as possible, both guided and independently to embed the skills of the exam. Extracts provided on our staff shared drive. 1	**REVISION – Focus on the needs of your group** Our timetable for Year 11 collapses so we are assigned specific sessions in the lead up to each exam to focus on the revision needs of our own group. Revision materials provided on our staff shared drive. 1

No.	Highlighted in topics	Examples
1	Literacy and Oracy	
2	Numeracy	
3	RSE **	
4	SMSC /CITIZENSHIP*	
5	Digital Competency	
6	Careers	
7	Enterprise	
8	Economic Understanding	
9	Appreciation of Sports and the Arts	