

CLAYTON HALL ACADEMY

Faculty and Department Curriculum and Assessment Handbook

Name of Faculty/Department: **English**

Our Curriculum Intent

The English Department is a passionate and talented team of teachers who are dedicated to ensuring that students enjoy and achieve to the best of their ability.

We aim to equip our students with the skills and attitudes that will enrich their understanding and experience of the subject, whilst preparing them for their final Year 11 examinations.

We offer a rich and varied curriculum, designed to result in curious and creative individuals who share our passion for the subject and perform effectively in their exams.

Gold Standard Teaching and Learning in English

We expect that in English this would include:-

- clear learning aims and a clear route to achieving success
- high demands of pupil involvement and engagement with their learning
- an appropriate use of a range of pedagogies and learning strategies
- learning through oracy with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and rewards to engage and motivate pupils
- topics, texts and activities that aim to engender a love of the subject
- the opportunity to make connections between English study and the wider world

Long Term Curriculum and Assessment Plan – Key Stage 3

Year 7 *

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>Theme: Literary heritage -fiction and non-fiction. (History of Language)</p> <ul style="list-style-type: none"> • Reading for meaning • Analysis of language and structure • Widen knowledge of a range of text types and genres. • Examine writers' use of language and sentence structure to convey meaning and ideas. • Build awareness of literary heritage and relevant contexts. 	<ul style="list-style-type: none"> • PETAL paragraphs • Comprehension tasks to run throughout with the introduction of each new text. • End of unit SATs style assessment. 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Activates KS2 prior knowledge of 18th and 19th Century contexts – The Victorians. • Literary heritage unit on Epic Poetry in Spring Term Y7. • Y8 Literary heritage - Greek and Roman myths and legends.
Autumn 2	<p>Theme: Extra ordinary People and Events Novel</p> <ul style="list-style-type: none"> • Reading for meaning • Inference and deduction • Analysis of language and structure • The effect of a writers' use of methods. 	<ul style="list-style-type: none"> • Low stakes comprehension and Vocab quizzes. • Final assessment by extended response to specific questions measuring progress in different assessment objectives. 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Y8 Extraordinary people and Events - short stories. • GCSE English Literature novella 'A Christmas Carol'.
Spring 1	<p>Theme: Literary Heritage : Epic Poetry</p> <ul style="list-style-type: none"> • Reading for meaning • Analysis of language and structure • Critical evaluation • Examine writers' use of language and structure to convey meaning and ideas. • Expressing a point of view. 	<ul style="list-style-type: none"> • Short response assessment based on Literature assessment objectives. • Extended response questions focussing on specific assessment objectives. 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Y8 Extraordinary people and events - war poetry. • GCSE English Literature AQA 'Power and Conflict' poetry and Unseen Poetry.
Spring 2	<p>Theme: Extra Ordinary People and Events Non-fiction reading and writing</p> <ul style="list-style-type: none"> • Reading for meaning • Analysis of language • Understanding and identifying writers' ideas and viewpoints. • Widen knowledge of a range of text types and genres. • Writing to inform 	<ul style="list-style-type: none"> • SATs style questions on non-fiction texts • Extended writing • Quizzes 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Activates prior knowledge of key terminology and relevant texts read at KS2. • Power of the Imagination Non-fiction writing unit in Summer term y7. • Y8 The power of the imagination - non-fiction reading and discursive writing. • GCSE English Language writing to argue.

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	<ul style="list-style-type: none"> • Technical accuracy 		<ul style="list-style-type: none"> • GCSE English Language reading non-fiction texts.
Summer 1	<p>Theme: The power of the Imagination: Creative writing (Gothic Fiction)</p> <ul style="list-style-type: none"> • Technical accuracy • Creation of atmosphere and tone. • Planning and drafting. • Formal and informal register. • Accurate spelling of simple and frequently used words. 	<ul style="list-style-type: none"> • Low stakes comprehension and Vocab quizzes. • Final assessment – creative writing • Literary devices PLC. 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Narrative writing in KS2. • Y8 Literary heritage – science fiction writing. • GCSE English Language writing fiction.
Summer 2	<p>Theme 1 : The power of the Imagination: Non-fiction writing.</p> <ul style="list-style-type: none"> • Writing to argue and discursive writing • Persuasive writing techniques - convincing others. • Using connectives. • Planning and drafting. <p>Theme 2: The power of the Imagination: Speaking</p> <ul style="list-style-type: none"> • Speaking-presenting to an audience • Being audible/ using Standard English. • How to read aloud for an audience. 	<ul style="list-style-type: none"> • Review progress using quizzes and short tasks. • Individual spoken language presentations - to argue a point of view. 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Activate prior knowledge of persuasive language and devices. • Activate prior experience of presenting and performing at KS2. • Y8 – The power of the imagination – non-fiction reading and writing. • GCSE English Language non-fiction reading and writing. • GCSE spoken language endorsement.

**N.B Students entering Y7 below the expected standard will begin the year with a transition unit before continuing with the core curriculum.*

Year 8

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>Theme: Literary Heritage - Greek and Roman Myths and Legends</p> <ul style="list-style-type: none"> Summarise a range of texts Clearly identify key points of Interpret implicit meanings and layers of meaning. Critical evaluation identify and explore writers use of punctuation for impact when looking at structure Explain and evaluate the writer's choice of language and structure. Make clear connections between texts and compare writers, viewpoints. 	<ul style="list-style-type: none"> Low stakes comprehension and Vocab quizzes. Analysis and comprehension of 'The Monster in The Maze' - extended response questions based on specific assessment objectives. 	<ul style="list-style-type: none"> Skills are repeated in multiple units in all years. Y7 Literary Heritage – History of Language. GCSE English Language fiction reading.
Autumn 2	<p>Theme: Extra Ordinary people and events - War Poetry</p> <ul style="list-style-type: none"> Critical evaluation Identify and explore writers use of punctuation for impact when looking at structure Re-visit language analysis, Explain and evaluate the writer's choice of language and structure. Make clear connections between texts and compare writers' viewpoints. 	<ul style="list-style-type: none"> Low stakes comprehension and Vocab quizzes.) Extended writing: Analysis of the use of language and imagery in the poem Out of the Blue. 	<ul style="list-style-type: none"> Skills are repeated in multiple units in all years. Y7 Literary Heritage – Epic Poetry. GCSE English Literature – AQA 'Power and conflict' poetry and Unseen poetry.
Spring 1	<p>Theme: The Power of the Imagination - Shakespeare</p> <ul style="list-style-type: none"> Reading for meaning Summarise a range of texts Interpret implicit meanings and layers of meaning. Build an understanding of the time in which a text was written and of how language has changed over time. 	<ul style="list-style-type: none"> Low stakes comprehension and Vocab quizzes. Extended response to question on Shakespeare's presentation of character. 	<ul style="list-style-type: none"> Skills are repeated in multiple units in all years. Y7 Literary heritage – History of Language. GCSE English Literature – Shakespeare.

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Spring 2	<p>Theme: The Power of the Imagination - Non-Fiction Reading and discursive writing.</p> <ul style="list-style-type: none"> • Summarise a range of texts; • clearly identify key points of texts • Interpret implicit meanings and layers of meaning. • Discursive writing - balanced arguments. • Using connectives. • Openings and endings of effective arguments. 	<ul style="list-style-type: none"> • Low stakes comprehension and Vocab quizzes. • Extended writing • Text comparison 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Last taught – Y8 Extra Ordinary People and Events - non-fiction reading and writing. • Next taught – Y9 ‘Rights and Responsibilities.’
Summer 1	<p>Theme: Extra ordinary people and events. - Short Stories</p> <ul style="list-style-type: none"> • Reading for meaning • Summarise a range of texts; • clearly identify key points of texts which inform and describe • Interpret implicit meanings and layers of meaning. 	<ul style="list-style-type: none"> • Low stakes comprehension and Vocab quizzes. • Extended writing: Analysis of language and structure in a short story 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Last taught – Y8 Extra ordinary People and Events – Novel • Next taught – Y9 ‘Phantasmagoria’
Summer 2	<p>Theme: Literary Heritage - Sci-fi Writing</p> <ul style="list-style-type: none"> • Development of descriptive skills to include image description - specific word choice / figurative language. • Structure- building a climax / anti-climax. 	<ul style="list-style-type: none"> • Low stakes comprehension and Vocab quizzes. • Extended creative writing 	<ul style="list-style-type: none"> • Skills are repeated in multiple units in all years. • Last taught - The power of the imagination: Creative writing (Gothic Fiction) • Next taught – Y9 ‘Town and Country’

Long Term Curriculum and Assessment Plan – Key Stage 4

Year 9*

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn	<p>9: Autumn: Phantasmagoria - Analysis of language and structure</p> <ul style="list-style-type: none"> • Reading for meaning • Use relevant textual details to support. • Understand how texts fit into relevant literary tradition. • Critical evaluation: Analysis of language and structure and their effects on the reader. • Comparisons of themes and ideas. • Evaluation of writers’ methods. • Linking analysis and context to meaning. • Analytical essay writing skills • Using a range of subject terminology. • Accurate spelling of complex and irregular words. 	<ul style="list-style-type: none"> • Low stakes quizzes on key terms. • Series of short tasks for each question. • Low stakes exam style questions • Final assessment: Paper 1 q2 and 3; Paper 2 q3. 	<ul style="list-style-type: none"> • Last studied year 8 Extraordinary people and events - short stories. • Next studied Summer term Y9 'Town and Country' - critical evaluation.
Spring 1	<p>9: Autumn: ‘Rights and Responsibilities’ - Summary; comparison; writing to argue</p> <ul style="list-style-type: none"> • Compare writer's ideas and viewpoints and methods used to achieve them. • Identify and comment on obvious bias. • Writing to argue including counter-argument - maintaining one viewpoint. • Using a range of discourse markers. • Control of past and present tense. • Deliberate use of punctuation and sentence forms for effect and emphasis. • Making informed and accurate choices about the use of Standard English and formal/informal registers. • Making a range of detailed and connected ideas or points. • Using ambitious vocabulary for deliberate effect. 	<ul style="list-style-type: none"> • Low stakes quizzes on key terms. • P2 Q2 as mini assessment after short unit focusing on summary and comparison. • P2 Q5 Writing to argue 	<ul style="list-style-type: none"> • Last studied Year 8 'Power of the imagination' -non-fiction reading and discursive writing. • Next studied y10 Spring term 'Adversity'.

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	<ul style="list-style-type: none"> Accurate spelling of complex and irregular words. 		
Spring 2	<p>9: Summer: Speaking: Can be done concurrently with topic above</p> <ul style="list-style-type: none"> Speaking, listening and presentations: - debating crafting a clear a viewpoint responding to questions being audible using standard English 	<ul style="list-style-type: none"> Spoken Language Presentation 	<ul style="list-style-type: none"> Argument and debate are a regular feature of English lessons in all years. Last taught – Y7 - The power of the Imagination: Speaking Next taught – Y10 students are given the opportunity to re-visit this non-examination element of the GCSE course.
Summer	<p>9: Spring: 'Town and Country' - critical evaluation and fiction writing</p> <ul style="list-style-type: none"> Critical evaluation: Analysis of language and structure. Analytical essay writing skills. Making a range of detailed and connected ideas or points Structure (cyclic structures, flashbacks, exposition, conflict, resolution) and crafting of/planning for these. Building semantic fields and extended metaphors. Control of past and present tense. Deliberate use of punctuation and sentence forms for effect and emphasis. Making informed and accurate choices about the use of Standard English and formal/informal registers. Using ambitious vocabulary for deliberate effect. 	<ul style="list-style-type: none"> Low stakes quizzes on key terms. Series of shorter version tasks which build up to whole exam tasks. Past paper questions – Paper 1 questions 4 and 5. 	<ul style="list-style-type: none"> Last taught - Y8 - Literary Heritage - Sci-fi Writing Next taught – Y10 Spring.

- Higher ability students may study alternative units of work as appropriate.

Year 10

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn	Theme: Mental Health and wellbeing <ul style="list-style-type: none"> • Reading for meaning • Analysing language and structure • Understanding writers' ideas and viewpoints • Creative writing • Vocabulary • Technical accuracy. 	<ul style="list-style-type: none"> • Short exam questions • Past Papers • PPE • Low stakes quizzes. 	<ul style="list-style-type: none"> • Last taught - 'Phantasmagoria' and 'Town and Country' - y9. • Next taught - Summer term y10.
Spring 1	Theme: Adversity <ul style="list-style-type: none"> • Analysing language and structure • Writing to argue and discursive writing • Vocabulary • Technical accuracy. • Speaking and listening-debate. 	<ul style="list-style-type: none"> • Short exam questions • Past Papers • PPE • Low stakes quizzes. 	<ul style="list-style-type: none"> • Last taught – 9 - 'Rights and Responsibilities' - Summary; comparison; writing to argue
Spring 2	Theme: Facing adversity in the workplace <ul style="list-style-type: none"> • Writing to inform • Technical accuracy • Speaking and listening - debate and presentations. 	<ul style="list-style-type: none"> • Quizzes – technical accuracy • Extended writing – technical accuracy 	<ul style="list-style-type: none"> • Last taught – Y9 Summer – Speaking • Next taught – y11 Autumn 2 – technical accuracy
Summer	Theme: Relationships <ul style="list-style-type: none"> • Reading for meaning • Analysing language and structure • Understanding writers' viewpoints. 	<ul style="list-style-type: none"> • Shorter answer exam style tasks. • Low stakes quizzes and comprehension. • Past papers - Paper 1, question 4. Paper 2, question 4. 	<ul style="list-style-type: none"> • Last taught – Autumn Y10 • Next taught – Autumn y11.

Year 11

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn	Focus: Paper 2. <ul style="list-style-type: none"> • Reading for meaning • Analysing language and structure • Comparing writer's viewpoints • Summarising texts • Writing to argue and discursive writing • Vocabulary • Technical accuracy. 	<ul style="list-style-type: none"> • Interim: Practise on individual questions from the paper. • Final: past exam paper 2 	<ul style="list-style-type: none"> • Last taught - year 10. • Next taught - revision for final GCSE.
Spring	Focus: Paper 1. <ul style="list-style-type: none"> • Creative writing • Vocabulary • Technical accuracy • Use of tone, style, structure and vocabulary to create effect. • Reading for meaning • Analysing language and structure • Understanding writers' viewpoints. 	<ul style="list-style-type: none"> • Interim: Practise on individual questions from paper 1. • Final: Past exam paper 1 	<ul style="list-style-type: none"> • Last taught - year 10. • Next taught - revision for final GCSE.
Summer	Exam revision As appropriate to individuals; intervention and therapy to focus on key exam questions and skills.	Mini questions on key questions from past papers.	<ul style="list-style-type: none"> • Last taught – Y11 • Next taught – hopefully at 'A' level!

Long Term Assessment Plan – Key Stage 4 – English Literature

Year 9

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>Literature: A Christmas Carol</p> <ul style="list-style-type: none"> • Analysis of language and structure. • Critical evaluation: Analysis of language and structure and their effects on the reader. • Linking analysis and context to meaning. • Analytical essay writing skills - beyond PETAL. • Using a range of subject terminology. 	<ul style="list-style-type: none"> • Low stakes quizzes and comprehension of text. • Paper 1. Series of mini-essays against criteria and final full exam style assessment. 	<ul style="list-style-type: none"> • Text will be re-visited in Y10.. • Skills were last studied in Y8 creative reading. • Skills are common across all GCSE Literature texts.
Autumn 2	<p>Literature: Unseen poetry</p> <ul style="list-style-type: none"> • Analysis of language and structure. • Analytical essay writing skills. 	<ul style="list-style-type: none"> • Unseen Analysis - short tasks. • Final – exam question 	<ul style="list-style-type: none"> • Last taught – Y8 - Extra Ordinary people and events - War Poetry • Revision of texts in y11 in preparation for final GCSE. • Skills are common across all GCSE Literature texts.
Spring	<p>Literature: AQA poetry part 1 Power and Conflict Exposure, Bayonet Charge, Remains, Charge of the Light Brigade.</p> <ul style="list-style-type: none"> • Reading for meaning • Understand how texts fit into relevant literary tradition. • Critical evaluation: Analysis of language and structure and their effects on the reader. • Linking analysis and context to meaning. • Comparison of themes and ideas. • Analytical essay writing skills - beyond PETAL. Using a range of subject terminology. Comparison of themes and ideas. • Compare writer's ideas and viewpoints and methods used to achieve them. 	<ul style="list-style-type: none"> • Low stakes quizzes and comprehension of text. • Paper 2. Series of mini-essays against criteria and final full exam style assessment. 	<ul style="list-style-type: none"> • Last taught – Y8 - Extra Ordinary people and events - War Poetry • Next taught - Texts will be re-visited in Y10 when additional poems are studied from the anthology. • Revision of texts in y11 in preparation for final GCSE. • Skills are common across all GCSE Literature texts.

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	<ul style="list-style-type: none"> Identify and comment on obvious bias. 		
Summer	<p>Paper 2: Blood Brothers</p> <ul style="list-style-type: none"> Reading for meaning. Analysing language; structure; themes; characters and dramatic devices. Understanding writers' viewpoints and ideas. Discursive writing - beyond PETAL. 	<ul style="list-style-type: none"> Mini questions on key concepts; themes; character. Low stakes quizzes and comprehension tasks on characters and plot. Past paper questions. 	<ul style="list-style-type: none"> Next taught - y11 revision Skills are common across all GCSE Literature texts.

Year 10

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn	<p>Paper 1: Macbeth</p> <ul style="list-style-type: none"> • Analysis of language and structure. • Critical evaluation: Analysis of language and structure and their effects on the reader. • Linking analysis and context to meaning. • Analytical essay writing skills - beyond PETAL. • Using a range of subject terminology. 	<ul style="list-style-type: none"> • Mini questions on key concepts; themes; character. • Low stakes quizzes and comprehension tasks on characters and plot. • Past paper questions. 	<ul style="list-style-type: none"> • Last taught - analysis skills - poetry Y9. • Next taught - second study of Macbeth in Y11.
Spring	<p>Literature : AQA poetry part 2 Power and Conflict Poppies, Storm on the Island, War photographer, The emigree, Kamikaze</p> <p>Also – re-visit poetry taught in Y9.</p> <ul style="list-style-type: none"> • Skills as above 	<ul style="list-style-type: none"> • Low stakes quizzes and comprehension of text. • Paper 2. Series of mini-essays against criteria and final full exam style assessment. 	<ul style="list-style-type: none"> • Last taught – y9 – AQA poetry parts 1 and 3. • Next taught – Y11 revision for final GCSE.
Summer	<p>Paper 1 revision: A Christmas Carol</p> <ul style="list-style-type: none"> • Reading for meaning • Analysing language and structure • Understanding writers' viewpoints. 	<ul style="list-style-type: none"> • Mini questions on key concepts; themes; character. • Low stakes quizzes and comprehension tasks on characters and plot. • Past paper questions. 	<ul style="list-style-type: none"> • Last taught – y9 • Next taught – Y11 revision for final GCSE.

Year 11

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Second Study: Blood Brothers <ul style="list-style-type: none"> • Reading for meaning: analysing language; structure; themes; characters and dramatic devices. • Understanding writers' viewpoints and ideas. • Discursive writing - beyond PETAL. 	<ul style="list-style-type: none"> • Interim: Mini questions on language, theme and character. • Final: Past paper questions. 	<ul style="list-style-type: none"> • Last taught - plot and context in Y10. • Next taught - revision in lead up to final GCSE.
Autumn 2	Second study: Macbeth <ul style="list-style-type: none"> • Reading for meaning; • Analysing language and structure; understanding writer's viewpoints and ideas. • Discursive writing - beyond PETAL. • Technical accuracy. 	<ul style="list-style-type: none"> • Mini questions on key concepts; themes; character. • Low stakes quizzes and comprehension tasks on plot; theme and character. • Past paper questions. 	<ul style="list-style-type: none"> • Last taught – Y10 • Next taught – revision in lead up to final GCSE.
Spring 1	Revision : Unseen poetry <ul style="list-style-type: none"> • Reading for meaning; • Analysing language and structure; understanding writer's viewpoints and ideas. • Discursive writing - beyond PETAL. • Technical accuracy. 	<ul style="list-style-type: none"> • Mini questions on key concepts; themes; language and structure. • Past paper questions. • PPE 2 	<ul style="list-style-type: none"> • Last taught – Y10 • Next taught – revision in lead up to final GCSE.
Spring 2	Revision : AQA Poetry Anthology <ul style="list-style-type: none"> • Reading for meaning; • Analysing language and structure; understanding writer's viewpoints and ideas. • Discursive writing - beyond PETAL. • Technical accuracy. • Comparing poetry 	<ul style="list-style-type: none"> • Mini questions on key concepts; themes; character; language and structure. • Past paper questions. 	<ul style="list-style-type: none"> • Last taught – Y10 • Next taught – revision in lead up to final GCSE.
Summer 1	Exam revision As appropriate to individuals; intervention and therapy to focus on key exam questions and skills.	<ul style="list-style-type: none"> • Knowledge quizzes • Practise questions from past papers. 	<ul style="list-style-type: none"> • Last taught – Y11 • Next taught – hopefully at 'A' level!

Key Stage 4 Examination Overview

AQA GCSE English Language 8700

Paper 1: Explorations in Creative Reading and Writing

What's assessed:-

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

How it's assessed:-

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions:-

Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed:-

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

How it's assessed:-

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions:-

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed:-

- presenting
- responding to questions and feedback
- use of Standard English

How it's assessed:-

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

AQA GCSE English Literature 8702

Paper 1: Shakespeare and the 19th-century novel

What's assessed:-

- Shakespeare plays
- The 19th-century novel ('A Christmas Carol.')

How it's assessed:

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions:

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole

Paper 2: Modern texts and poetry

What's assessed:

- Modern prose or drama texts ('Blood Brothers')
- The poetry anthology (Power and Conflict)
- Unseen poetry

How it's assessed:-

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions:-

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

What resources could I buy or borrow that will help my child?

Reading

Our library has a wide range of books available for loan and a fully qualified librarian to help support your child in finding not only a book to interest them but one that will be appropriate for their needs.

Set texts for English Literature GCSE

We encourage all GCSE students to purchase their own copies of the set texts so that they can annotate these during study to aid later revision. The ISBN numbers for the editions we use in class are as follows:-

'Macbeth' – ISBN 978-0-19-832400-3

'A Christmas Carol' – ISBN 978-1-407143-64-4

'Blood Brothers' – ISBN 978-0413695109

Alternatively, electronic copies of both 'Macbeth' and 'A Christmas Carol' are available to download for free; parents should please note however that mobile phones are not allowed in school and that any e-readers are brought in at the students own risk. Copies are, of course, provided for students to use in lessons and can be borrowed from the library for students to use for homework and revision.

Copies of the poems in the 'Conflict and Power' poetry collection are provided by the school for use in lessons.

Revision guides for GCSE

The department does not recommend any particular style of revision guide as all students have different preferences. However, they must always be suitable for the AQA syllabus as question styles vary between exam boards. Occasionally, where a discounted offer has been obtained, the department will offer revision guides for sale. Parents will be contacted via email where this happens.

Dictionaries and thesauruses.

Having copies of these readily available at home helps to support students in not becoming over-reliant on spelling and grammar checking software, whilst also building their ability to recognise word patterns and root words which will support both vocabulary acquisition and reading ability.

What are the key websites or Apps that my child could use?

www.aqa.org.uk/subjects/english

www.bbc.co.uk/schools/gcsebitesize

www.englishbiz.co.uk

BBC GCSE Bitesize

YouTube Revision Videos (Mr Bruff is especially good.)

Bedrock

Seneca Learning

Oak National Academy

What can I do to encourage my child to take further interest in English?

- **Share reading with them** – read the same book or just ask about theirs.
- **Watch the news together** – many of the non-fiction texts we look at are focussed on national and international issues; writing tasks in exams ask students to respond to scenarios involving local council decisions.
- **Argue about the news** - Oracy and debate are incredibly useful skills which can be practised at home. (Also, it's fun to win a debate!)
- **Find online writing competitions** for budding poets and storytellers.
- **Play word games** – the better your vocabulary the better you achieve in all subjects.

What after school or other extracurricular activities are available in English and when are they?

Fully Booked

Our librarian, Mrs Corbet, runs the 'Fully Booked' reading club, an exciting way for pupils to discover, read, discuss and respond to a wide range of fiction. Students take part in both the 'Staffordshire Young Teen Fiction Award' and in the 'Carnegie Award' where young people review, and vote for their favourites, from a range of newly released fiction.

Theatre trips are organised at various points, as and when performances become available. Students are informed by class teachers and via the Daily Bulletin.