

**English PoS: Year 11 HT1 Assessment of Spoken Language Study and Study of a Shakespeare Play for English Literature Paper 1 Section A**

<p>At the start of YR11 students will present their Spoken Language talks, once this assessment has been completed students will resume the study of Macbeth started at the end of the Summer term.</p> <p>Students will study how Shakespeare communicates ideas about the world, and how readers might respond to these ideas. They will develop a critical understanding of the ways in which the play is a reflection of, and exploration of, the human condition. Students will be encouraged to appreciate literary qualities shaped by a particular context and develop an informed, critical response to Shakespeare's ideas.</p> <p>In particular students will:-</p> <ul style="list-style-type: none"> <li>• read, understand and respond to the play developing an informed personal response and using textual references to support interpretations AO1</li> <li>• analyse the language, form and structure used by Shakespeare to create meanings and effects, and will use relevant subject terminology where appropriate AO2</li> <li>• show an understanding of the relationship between the play and the context in which it was written AO3</li> <li>• use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation AO4</li> </ul>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p><b>Assessment of Spoken Language Study (Pass)</b> Express straightforward ideas/information/feelings</p> <p>Make an attempt to organise and structure his or her presentation</p> <p>Make an attempt to meet the needs of the audience</p> <p>Listen to questions/feedback and provide an appropriate response in a straight forward manner.</p> <p><b>Assessment of Shakespeare</b> Produce a relevant response supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text AO1</p> <p>Identify effects of deliberate choices made by writer with some reference to subject terminology AO2</p> <p>Show awareness of some contextual factors AO3</p> <p>Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors will not hinder meaning in the response AO4</p>	<p>Students will:-</p> <p><b>Assessment of Spoken Language Study (Merit)</b> Express challenging ideas/information/feelings using a range of vocabulary</p> <p>Organises and structure his or her presentation clearly and appropriately to meet the needs of the audience</p> <p>Achieves the purpose of his or her presentation</p> <p>Listen to questions/feedback and respond formally and in some detail</p> <p><b>Assessment of Shakespeare</b> Produce a clear, sustained and consistent response to the full task which demonstrates clear understanding using a range of references effectively to illustrate and justify explanations AO1</p> <p>Present clear explanations of the effects of a range of writer's methods supported by appropriate use of subject terminology AO2</p> <p>Show clear understanding of ideas/perspectives/contextual factors. AO3</p> <p>Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning AO4</p>	<p>Students will:-</p> <p><b>Assessment of Spoken Language Study (Distinction)</b> Express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary</p> <p>Organise and structure his or her presentation using an effective range of strategies to engage the audience</p> <p>Achieve the purpose of his or her presentation</p> <p>Listen to questions/feedback, and respond perceptively and if appropriate elaborate with further ideas and information.</p> <p><b>Assessment of Shakespeare</b> Produce a response which presents a critical, exploratory and well-structured argument supported by a range of judicious references AO1</p> <p>Present an insightful analysis of language, form and structure supported by judicious use of subject terminology AO2</p> <p>Convincingly explore contextual factors AO3</p> <p>Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning AO4</p>

**Assessment:** Students will present their Spoken Language talk for assessment and will be awarded a Pass, Merit or Distinction. Some students will then be selected to be part of the sample for AQA. Later in the term students will also produce a response based on an extract from the Shakespeare play they have studied. They will be required to analyse the passage in the first part of the answer and then link ideas to the play as a whole in part two which is similar to the task in the exam. There will be 55 minutes for this task, the same length of time as they will have for Section A in GCSE English Literature Paper 1. Copies of the play will not be allowed to help prepare students for the real exam.

**English PoS: Year 11 HT2 Mock Exam Preparation for GCSE English Language Paper 1 & Nineteenth Century Prose Text**

**Before the November mock exams** students will prepare for:-

- English Language Paper 1-Reading and Writing
- Literature Paper 2-An Inspector Calls and Unseen Poetry

**After the mocks** students will start the 19<sup>th</sup> century prose text for Literature Paper 1. This will involve researching the contextual background, AO3, and developing first impressions of key characters and themes.

Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p><b>Unseen Poetry Analysis</b> Produce simple comments relevant to task and text using relevant details from the poem AO1</p> <p>Show awareness that the writer is making deliberate choices, may use some subject terminology AO2</p> <p>Show some links between writers' use of language or structure or form and between the effects of the writers' methods on the reader AO2</p> <p><b>Research contextual background to 19<sup>th</sup> Century Prose Text</b> Produce simple comment on explicit ideas and contextual factors AO3</p>	<p>Students will:-</p> <p><b>Unseen Poetry Analysis</b> Produce a focused response to the task which demonstrates clear understanding using a range of effective references to illustrate and justify interpretation AO1</p> <p>Clearly explain the writer's methods with appropriate use of relevant subject terminology and explain the effects of writer's methods AO2</p> <p>Thoughtfully compare writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods and also compare the effects of writers' methods on reader AO2</p> <p><b>Research contextual background to 19<sup>th</sup> Century Prose Text</b> Show clear understanding of ideas/perspectives/contextual factors highlighting specific links between context/text and task AO3</p>	<p>Students will:-</p> <p><b>Unseen Poetry Analysis</b> Produce a convincing, critical response to task and text using precise references to support interpretations AO1.</p> <p>Analyse writer's methods and explore their effects on the reader with subject terminology used judiciously AO2</p> <p>Convincingly compare how writers' use language, structure and form and how the writers' methods affect the reader AO2</p> <p><b>Research contextual background to 19<sup>th</sup> Century Prose Text</b> Explore ideas/perspectives/contextual factors showing specific, detailed links between context/text and task AO3</p>
<p><b>Assessment:</b> Students will take Paper 1 English Language and Sections A and C of Paper 2 English Literature for their mock exams.</p>		

**English PoS: Year 11 HT3 Reading 19<sup>th</sup> Century Prose English Literature Paper 1 Section B**

Students will study how the novelist communicates ideas about the world, and how readers might respond to these ideas. They will develop a critical understanding of the ways in which literary texts are a reflection of, and exploration of, the human condition. Students will be encouraged to appreciate literary qualities shaped by particular contexts and develop informed, critical responses to the ideas in the novel.

Students will:-

- read, understand and respond to texts developing an informed personal response and using textual references to support interpretations AO1
- analyse the language, form and structure used by the writer to create meanings and effects, and will use relevant subject terminology where appropriate AO2
- show an understanding of the relationship between the text and the context in which it was written AO3

Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p>Produce a relevant response supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text AO1</p> <p>There will be identification of effects of deliberate choices made by writer with some reference to subject terminology AO2</p> <p>Awareness of some contextual factors will be shown AO3</p>	<p>Students will:-</p> <p>Produce a clear, sustained and consistent response to the full task which demonstrates clear understanding using a range of references effectively to illustrate and justify explanations AO1</p> <p>Present clear explanations of the effects of a range of writer's methods supported by appropriate use of subject terminology AO2</p> <p>Show clear understanding of ideas/perspectives/contextual factors. AO3</p>	<p>Students will:-</p> <p>Produce a critical, exploratory, well-structured argument taking a conceptualised approach to the full task supported by a range of judicious references AO1</p> <p>Present insightful analysis of language, form and structure supported by judicious use of subject terminology. AO2</p> <p>Explore convincingly of one or more ideas/perspectives/contextual factors/interpretations AO3</p>
<p><b>Assessment:</b> Students will produce a response to the novel they have studied, similar to the task in the exam They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. There will be 50 minutes for this writing task, the same length of time as they will have for Section B in GCSE English Literature Paper 1. Copies of the novel will not be allowed to help prepare students for the real exam.</p>		

**English PoS: Year 11 HT4 Grouping, Comparing & Revising Power & Conflict Poems for Literature Paper 2,**

**plus preparing for March Mock Exams: English Language Paper 2 and English Literature Paper 1**

Students will complete their study of poetry before preparing for their mock exams and immediately after the mocks. They will revise how poets communicate their ideas about the world, and how readers might respond to these ideas, developing critical understanding of the ways in which the poems are an exploration of the human condition. Students will appreciate how ideas and feelings are presented in poetry and will be encouraged to develop informed, critical responses to these ideas and how they are presented. This term the focus will be on making links between the poems to help group poems for exam questions.

Students will complete their study of the 15 poems and will prepare for Literature Paper 2 by focusing on revision of poetic themes, learning quotes and practising composing paragraphs demonstrating understanding of poets' methods for exam essays. These activities will enable them to link named poems with other poems from the cluster. Poems will be revised in groups relevant for exam answers, for example: Powerful Nature, Powerful People, Powerful Places, The Power of Society, The Experience of Conflict, The Effects of Conflict, etc.

Students will understand how to gain exam marks by demonstrating achievement of the listed AOs:-

- read, understand and respond to texts, develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations AO1
- analyse how poets use language, form, and structure to create meaning and use subject terminology appropriately AO2
- show understanding of the relationships between the poems and the contexts in which they were written AO3

**Students will also need to be directed to practise skills required for non-fiction reading & writing for Language Paper 2 and to revise set texts for Macbeth and the 19<sup>th</sup> century prose question for Literature Paper 1.**

Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p><b>Poetry Comparison</b> Produce a relevant answer supported by some explanation, including some focus on comparison with relevant comments AO1</p> <p>Use some supporting references from the text AO1</p> <p>Identify the effects of deliberate choices made by writer with some reference to subject terminology AO2</p> <p>Show awareness of some contextual factors AO3</p>	<p>Students will:-</p> <p><b>Poetry Comparison</b> Produce a sustained comparison of the poems demonstrating clear understanding of ideas and feelings AO1</p> <p>Use a range of references to effectively illustrate and justify explanations AO1</p> <p>Clear explain the poet's supported by an appropriate use of subject terminology AO2</p> <p>Show clear understanding of ideas, perspectives and contextual factors AO3</p>	<p>Students will:-</p> <p><b>Poetry Comparison</b> Produce a critical, exploratory, well-structured comparison adopting a conceptualised approach to the whole task AO1</p> <p>Use precise, judicious references to support interpretation(s) AO1</p> <p>Include insightful analysis of language, form and structure supported by judicious use of subject terminology AO2</p> <p>Explore of one or more ideas/perspectives/contextual factors/interpretations convincingly. AO3</p>
<p><b>Assessment:</b> March Mock Exams: English Language Paper 2 (Non-Fiction) and English Literature Paper 1 (Shakespeare-Macbeth &amp; 19<sup>th</sup> Century Prose)</p>		

**English PoS: Year 11 HT5 Revision for all 4 exams**

Students will be encouraged to review their assessment folders to identify the exam questions most in need of improvement before the final exams. They will be given opportunities to work independently to improve these weaker skills. Some lessons will be teacher-led and will focus upon revising set texts and testing students' ability to memorise useful quotes. Effective writing skills for AO5 & AO6 will also be a focus in lessons this term. HWK tasks will either be learning or producing an exam answer and should be seen as an integral part of the exam preparation process.

Grade 1-3

Grade 4-6

Grade 7-9

Students will:-

Produce **simple answers** to what they have read showing **some understanding** of writers' ideas & methods, *and* **simple, limited writing**

Students will:-

Produce **relevant answers showing clear understanding, and well organised writing with content chosen for effect**

Students will:-

Produce **perceptive and detailed responses** to reading, *and* **convincing, crafted writing**

**Assessment:** During this term students will be given a series of shorter exam questions to target specific exam skills, these will be based upon what they have been revising or on what they have been working on in class.