



# English

## Key Stage 4 Framework for Learning

### Year 10 2017-2018: Successful Foundations

**Syllabus:**

AQA English Language 8700

AQA English Literature 8702

## Autumn 1

<p><b>Knowledge</b></p>	<p><b>Lord of the Flies</b> This unit will give students their first opportunity to study this novel which will be on Literature paper 2 which they will sit in 2018.</p> <p>As part of Literature Paper 2 (Modern Texts and Poetry), students will have to answer an essay based question on a prose text – we have chosen Lord of the Flies for the text for this section at CHS because of its wide range of accessible themes and characters and enjoyable and engaging storyline. Students will get a choice of two questions in the exam and this will be a CLOSED BOOK exam which means they will not have a copy of the text in the exam with them. NOTE: Students don't need to use quotes in the same way as they used to – paraphrasing and referencing is accepted.</p>
<p><b>Skills</b></p>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods and what EFFECTS they have on texts</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used</li> <li>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed. For the Lord of the Flies question on this exam, students can gain an additional 4 marks which is for their use of SPAG (spelling, punctuation and grammar).</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</li> <li>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to this text.</li> </ul>
<p><b>Assessment</b></p>	<p><b>Marking Point 1:</b> <b>ESSAY</b> The question will focus on either a character or theme and will be based on a section of the text that has been covered in class. The style of the question will mirror what can be expected in the Literature exam – students will receive a choice of two questions (one character based, and one theme based) and be asked to choose and respond to ONE. An example of the type of questions is: <i>Do you think Piggy is an important character in Lord of the Flies?</i> <b>Write about:</b></p> <ul style="list-style-type: none"> <li>• <i>How Golding presents the character of Piggy</i></li> <li>• <i>How Golding uses Piggy to present ideas about people and society</i></li> </ul> <p><b>Marking Point 2:</b> <b>PARAGRAPH</b> The question will focus on either a character or theme and will be based on a section of the text that has been covered in class.</p> <p><b>Marking Point 3:</b> <b>ESSAY</b> The question will focus on either a character or theme and will be based on a section of the text that has been covered in class.</p>



<p><b>Cultural enrichment</b></p>	<p>Enrichment opportunities for this will come from students being give the chance to study/ read some additional texts/articles to broaden their understanding of the LOTF and the background.</p> <p>Students will be engaged in cinema screening of the film. This will serve to offer an extra dimension to the novel they are reading.</p> <p>Students will engage with the background of this text and explore the cultural significance.</p>
<p><b>Character</b></p>	<div style="text-align: center;">  <p>QofS – Optimism</p> </div> <p><b><u>Optimism:</u></b> Students should focus on beginning this year with an optimistic and focused mindset. They should reflect on the past year and think about how they can positively move forward to prepare themselves for their upcoming exams.</p>
<h2>Autumn 2</h2>	
<p><b>Knowledge</b></p>	<p><b><u>Anthology Poetry</u></b> This unit will prepare students for Literature paper 2 which they will sit in 2018.</p> <p>As part of Literature Paper 2 (Modern Texts and Poetry), students will have to answer one essay based questions on TWO of the poems that the students will study as part of the AQA LOVE AND RELATIONSHIPS poetry cluster.</p> <p>Students will be presented with one of the poems from this cluster on the exam paper and they will have to decide which other poem from the cluster links well to that one and then answer an essay based comparison question on the two. This is a closed book exam and so they will not have a copy of any of the other poems from the cluster apart from the one on the exam paper that has been selected by the board. Referencing and paraphrasing is fine in terms of supporting ideas from the students' chosen poem.</p>
<p><b>Skills</b></p>	<p>With this unit having a <b>LITERATURE PAPER 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods and what EFFECTS they have on the poems</li> <li>*Embed subject terminology confidently when analysing and writing responses – thinking specifically about poetic devices</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> <li>*Make links between the poems</li> <li>*Craft a coherent and sophisticated comparative essay</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used</li> <li>* The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. This is key when writing a coherent and sophisticated essay on the anthology poetry.</li> </ul> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</li> <li>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to each of the poems.</li> </ul>
<p><b>Assessment</b></p>	<p><b><u>Marking Point 1:</u></b> <b>PARAGRAPH</b> Students will be given the opportunity to respond in exam conditions a question which will focus on just one of the anthology poems.</p> <p><b><u>Marking Point 2</u></b> <b>PROGRESS TEST</b> Students will sit a <b>PROGRESS TEST</b> in exam conditions on <b>Anthology Poetry</b>. The paper will be set out exactly as it will in the real exam and the exam will be completed under strict exam conditions to prepare students for their GCSE in Literature at the end of this year. Students will be given one poem from the anthology and a</p>



	<p>question and be expected to write a comparative response using another poem they think links well to the one on the question paper.</p> <p><b>Marking Point 3:</b> <b>PARAGRAPH</b> Students will be given the opportunity respond to a question that mirrors the exam where they will be presented with ONE anthology poem and be expected to choose another one to create a comparative essay based response to a question focusing on a key theme.</p> <p><b>Marking Point 4:</b> <b>PEER ASSESSED</b> <b>ESSAY</b> Students will be given the opportunity respond to a question that mirrors the exam where they will be presented with ONE anthology poem and be expected to choose another one to create a comparative essay based response to a question focusing on a key theme.</p>
<b>Cultural enrichment</b>	<p>Enrichment opportunities for this will come from students being give the chance to study/ read a range of poetry. They will explore the cultural significance of the poems and the background ideas.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p>
<b>Character</b>	<div data-bbox="454 869 529 952" data-label="Image"></div> <p>QoS – Empathy</p> <p><b>Empathy:</b> Students should practice their empathy skills through each of the poems – relating to and empathizing with the speakers and other characters within the poems by exploring the issues raised and how they have affected those involved.</p>

## Spring 1

<b>Knowledge</b>	<p><b>Macbeth</b> This unit will give students their first opportunity to study this play which will be on Literature Paper 1 which they will sit in 2018.</p> <p>As part of Literature Paper 1 (Shakespeare and the 19<sup>th</sup> Century Novel), students will have to answer an essay based question on a Shakespeare play – we have chosen Macbeth as a school. Students will be presented with an extract from the play Macbeth and a question related to the extract. Students will be expected to craft an essay based response to this extract whilst also considering the wider play – meaning that they will have to make links to other events NOT featured in the extract. This will be a CLOSED BOOK exam. NOTE: Students don't need to use quotes in the same way as they used to – paraphrasing and referencing is accepted when talking about events not mentioned in the extract given.</p>
<b>Skills</b>	<p>With this unit having a <b>LITERATURE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING:</b>  <ul style="list-style-type: none"> <li>*Show an awareness of the writer's methods and what EFFECTS they have on texts</li> <li>*Embed subject terminology confidently when analysing and writing responses – including DRAMATIC techniques given that this text is a play.</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> <li>*Link extracts to other events in the play</li> </ul> </p> <p><b>WRITING</b>  <ul style="list-style-type: none"> <li>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used</li> <li>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed. For the Macbeth question on this exam, students can gain an additional 4 marks which is for their use of SPAG (spelling, punctuation and grammar).</li> </ul> </p> <p><b>COMMUNICATION</b></p>



	<p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to this text.</p>
<b>Assessment</b>	<p><b>Marking Point 1:</b> <b>ESSAY</b> Students will be given the opportunity to respond to a question that mirrors the exam. They will be given an extract from the play and a question. Students will be expected to write an essay which explores the extract but that also reflects on how the extract LINKS to the wider play.</p> <p><b>Marking Point 2:</b> <b>PARAGRAPH</b> Students will be given the opportunity to respond to a question that mirrors the exam. They will be given an extract from the play and a question. Students will be expected to write an essay which explores the extract but that also reflects on how the extract LINKS to the wider play.</p> <p><b>Marking Point 3:</b> <b>ESSAY</b> Students will be given the opportunity to respond to a question that mirrors the exam. They will be given an extract from the play and a question. Students will be expected to write an essay which explores the extract but that also reflects on how the extract LINKS to the wider play.</p>
<b>Cultural enrichment</b>	<p>Enrichment opportunities for this will come from students being give the chance to study/ read some additional texts/articles to broaden their understanding of Shakespeare and in particular, this play.</p> <p>Students will be engaged in cinema screening of the film. This will serve to offer an extra dimension to the play they are reading.</p> <p>Students will engage with the background of this text and explore the cultural significance.</p>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Creativity &amp; Curiosity</p> <p><b>Creativity:</b> Students will be encouraged to develop their ability to be creative when analysing the language used in Macbeth in terms of what it could suggest. The more creative the inference, the better!</p> <p><b>Curiosity:</b> In order to be successful within this unit, students will be encouraged to ask lots of questions to ensure they fully understand what is happening in the text, but also WHY Shakespeare included certain aspects.</p>
<h2>Spring 2</h2>	
<b>Knowledge</b>	<p><b>Jekyll and Hyde revision PLUS some extra time for poetry anthology.</b></p> <p>This unit will give students an opportunity to revisit Jekyll and Hyde which they won't have studied since the end of Year 9. This will be on Literature Paper 1 which they will sit in 2018.</p> <p>Students will also have an opportunity to revisit Poetry Anthology in this half term for a short time – this unit features on Literature Paper 2 which they will sit in 2018.</p> <p>As part of Literature Paper 1 (Shakespeare and the 19<sup>th</sup> Century Novel), students will have to answer two essay based questions - one on a Shakespeare play (Macbeth – studied in the half term prior to this one) and a <b>19<sup>th</sup> century novel – we have chosen Jekyll and Hyde</b>. Students will be presented with an extract from the novella Jekyll and Hyde – (just like the Macbeth question) and a question related to the extract. Students will be expected to craft an essay based response to this extract whilst also considering the wider novella – meaning that they will have to make links to other events NOT featured in the extract. This will be a CLOSED BOOK exam.</p> <p>Students will have an opportunity to re-visit the Poetry Anthology component of Literature Paper 2 in this half term also. It will be a great opportunity for students to refresh their memories on the poems and hopefully go into more depth with their analysis and develop their comparative essay writing skills. See Autumn 2 column for more information on this element of Literature Paper 2.</p>
<b>Skills</b>	<p>With this unit having a <b>LITERATURE PAPER 1 AND 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p>



	<p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer’s methods and what EFFECTS they have on texts</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> <li>*Link extracts to other events in the novella</li> <li>*Make links between the poems</li> <li>*Craft a coherent and sophisticated comparative essay</li> </ul> <p><b><u>WRITING</u></b></p> <ul style="list-style-type: none"> <li>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used</li> <li>* The Quality of</li> </ul> <p>Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. This is key when writing a coherent and sophisticated essays.</p> <p><b><u>COMMUNICATION</u></b></p> <ul style="list-style-type: none"> <li>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</li> <li>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to this text.</li> </ul>
<p><b>Assessment</b></p>	<p><b><u>Marking Point 1:</u></b> <b>PROGRESS TEST</b> Students will sit a PROGRESS TEST in exam conditions on Macbeth. The paper will be set out exactly as it will in the real exam and the exam will be completed under strict exam conditions to prepare students for their GCSE in Literature at the end of this year. Students will be given an extract from the play and a question. Students will be expected to write an essay which explores the extract but that also reflects on how the extract LINKS to the wider play.</p> <p><b><u>Marking Point 2:</u></b> <b>ESSAY</b> Students will be given the opportunity to respond in exam conditions to a question based on Anthology Poetry.</p>
<p><b>Cultural enrichment</b></p>	<p>Enrichment opportunities for this will come from students being give the chance to study/ read some additional texts/articles to broaden their understanding of the texts and their background.</p> <p>Students will engage with the background of this text and explore the cultural significance.</p>
<p><b>Character</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Responsibility &amp; Reflection</p> <p><b><u>Responsibility:</u></b> With the exams approaching, students will be reminded of the importance of taking responsibility of their independent revision which should be in full swing by this point in the year.</p> <p><b><u>Reflection:</u></b> Students will be encouraged to reflect on the skills they are doing well with and those which they consider to be areas for development. This reflection should feed into their independent revision and conversations with teachers about how to improve on certain skills.</p>
<h2>Summer 1</h2>	
<p><b>Knowledge</b></p>	<p><b><u>Unseen Poetry AND FINAL revision for BOTH Literature papers</u></b></p> <p><b><u>Unseen Poetry Prep</u></b> This start of this half term will focus on preparing students for the unseen poetry section of Literature Paper 2. This unit will give students an opportunity to explore a number of unseen poems. This is to prepare them for Literature Paper 2 which they will sit in 2018.</p>



	<p>As part of Literature Paper 2 (Modern Texts and Poetry), students will have to answer two essay based questions on UNSEEN poetry. Students will be presented with one unseen poem to start with which they will need to answer an essay based question on. They will then get a second unseen poem and be expected to compare the key ideas presented in the two.</p> <p><b>FINAL REVISION FOR LITERATURE</b> The remainder of this half term will offer students the opportunity to revise all of the components of both of the Literature exams: <i>Macbeth</i> <i>Jekyll and Hyde</i> <i>Lord of the Flies</i> <i>Poetry Anthology</i> <i>Unseen Poetry</i></p> <p>The exams are likely to fall towards the end of this half term and so this revision will be crucial for students. This should be supported with independent revision outside of the classroom due to the high volume of topics that students need to feel confident with for the exams.</p>
<p><b>Skills</b></p>	<p>With this unit having a <b>LITERATURE PAPER 1 AND 2 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING:</b></p> <ul style="list-style-type: none"> <li>*Show an awareness of the writer’s methods and what EFFECTS they have on texts</li> <li>*Embed subject terminology confidently when analysing and writing responses</li> <li>*Plan essays successfully to ensure that they are thoughtful and developed</li> <li>*Structure a coherent and sophisticated essay that develops ideas carefully</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Understand the context of a text and how that links with the perceptions and ideas of the text</li> <li>*Embed a range of references to support their ideas</li> <li>*Link extracts to other events in the novella</li> <li>*Make links between the poems</li> <li>*Craft a coherent and sophisticated comparative essay</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used</li> <li>* The Quality of</li> </ul> <p>Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. This is key when writing a coherent and sophisticated essays.</p> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</li> </ul> <p>* Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to this text.</p>
<p><b>Assessment</b></p>	<p><b>Marking Point 1:</b> <b>PARAGRAPH</b> Students will be given the opportunity to complete a timed, essay based response based on unseen poetry.</p> <p><b>Marking Point 2:</b> <b>ESSAY</b> Students will sit a full mock Literature Paper 2.</p> <p><b>Marking Point 3:</b> <b>ESSAY</b> Students will be given the opportunity to complete a timed essay response based on an element they need to improve on based on the Literature Paper 2 marks from marking point 2.</p>
<p><b>Cultural enrichment</b></p>	<p>Enrichment opportunities for this will come from students being give the chance to study/ read a range of poetry. They will explore the cultural significance of the poems and the background ideas.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p>
<p><b>Character</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div>



	<p>QoS – Practice &amp; Resiliency</p> <p><b>Practice:</b> Students should be reminded of the importance of practice when improving skills. Teachers will provide students with a wealth of example questions to work through in exam conditions both in the classroom, and for homework.</p> <p><b>Resiliency:</b> Students will be reminded of the need to be resilient at this stage in the year whilst they are doing the final preparations for their Literature exams. There is a lot to revise and resiliency will be key to ensuring students do well.</p>
<h2>Summer 2</h2>	
<b>Knowledge</b>	<p><b>Language Paper 1 Prep</b> This unit will prepare students for the Language exam they will sit in 2019.</p> <p>This exam paper (Paper 1) is called Explorations in Creative Reading and Writing. There are 5 questions on the paper in total: four of them making up the reading section and one making up the writing section. Students will have 1 hour 45 minutes to complete the paper.</p> <p>The paper will have one source which will be an UNSEEN FICTION extract which students will answer the reading section questions on and will also use as a stimulus for the writing section. The extract will come from either 20<sup>th</sup> or 21<sup>st</sup> century.</p> <p>The purpose of starting the study of English Language straight after the Literature exams will be to ensure students have a head start on what they will learn about in Year 11 – preparing them well for their English Language GCSE which they will sit at the end of Year 11.</p>
<b>Skills</b>	<p>With this unit having a <b>LANGUAGE PAPER 1 FOCUS</b>, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>*Study the effects language and structure have on a text.</li> <li>*Read for meaning</li> <li>*Plan essays successfully</li> <li>*Structure a coherent and sophisticated essay</li> <li>*Analyse the use of language and its impact on the reader</li> <li>*Identify writers’ methods and comment on/analyse the effects of these choices</li> <li>*Form a convincing opinion on a text and justify it in essay form</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>*Respond to a creative writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices</li> <li>*Use a range of language and structural devices to create specific effects</li> <li>*Create engaging pieces of writing that contain relevant and imaginative ideas</li> <li>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers learners writing legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</li> </ul>
<b>Assessment</b>	<p><b>Marking Point 1</b> <b>ESSAY</b> Students will be given the opportunity to respond in exam conditions to questions 1 and 2. Question 1 focuses on information retrieval and question 2 focuses on language analysis.</p> <p><b>Marking Point 2:</b> <b>ESSAY</b> Students will be given a choice of 2 writing questions. There will be an image given as a form of stimulus and the task options will be creative writing based.</p> <p><b>ONLY 2 DUE TO WORK EXPERIENCE</b></p>
<b>Cultural enrichment</b>	<p>Enrichment opportunities for this will come from students being give the chance to study/ read a range of fiction from the 20/21st<sup>th</sup> century. They will explore the cultural significance of these texts and the background ideas.</p>



	All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.
<b>Character</b>	 QoS – Motivation <b><u>Motivation:</u></b> Students, having sat their Literature exams, should use the motivation that prepared them for Literature to shift the focus onto Language. This motivation will provide them with an excellent foundation for when they enter Year 11.