



## English

### Key Stage 4 Framework for Learning

#### Year 11 2017-2018: I am Creative, Successful and Happy

**Syllabus:**

AQA English Literature 8702

AQA English Language 8700

### Autumn 1

<p><b>Knowledge</b></p>	<p><b>Anthology Poetry and Unseen Poetry</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 question on TWO of the poems that the students will study as part of the AQA cluster LOVE AND RELATIONSHIPS which consists of 15 poems in total. 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, thinking carefully about what the question is. 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>In addition to this, students will also have to answer an essay based question on UNSEEN poetry – they will be expected to showcase the same skills as for anthology poetry, but there will not be the same need for comparison for this particular question.</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 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>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 essay on the anthology poetry.</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> <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>Marking Point 1:</b> <b>ESSAY</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>Marking Point 2:</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> <p><b>Marking Point 3:</b> <b>PARAGRAPH</b></p>



	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.
<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 style="text-align: center;"></div> <p>QoS – Optimism</p> <p><b>Optimism:</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>

## Autumn 2

<b>Knowledge</b>	<p><b><u>Language Paper 1 and 2 revision</u></b></p> <p>This unit will give students an opportunity to revise for both Language exam papers – both the reading AND the writing sections of both papers which they will sit in 2018.</p> <p>See Year 10 section for full breakdowns for both of these Language exams.</p>
<b>Skills</b>	<p>With this unit having a <b>LANGUAGE PAPER 1 &amp; 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>*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> <li>*Compare texts together by looking specifically at writers’ viewpoints and perspectives</li> </ul> <p><b><u>WRITING</u></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>*Respond to a discursive 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><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> </ul>
<b>Assessment</b>	<p><b><u>Marking Point 1:</u></b> <b>ESSAY</b></p> <p>Students will be given the opportunity to respond in exam conditions to questions 1 and 2 from Language Paper 1. Question 1 focuses on information retrieval and question 2 focuses on language analysis.</p> <p><b><u>Marking Point 2:</u></b> <b>COLLEGE ENTRY EXAM</b></p> <p>Students will be given the opportunity to respond in exam conditions to Q3, 4 and 5 from Language Paper 1. Question 3 focuses on the analysis of structure and Question 4 focuses on the students expressing their opinion through essay form. This together with marking point 1, will give a reflection of the students’ ability across the full paper (LP1)</p>



	<p><b>Marking Point 3:</b> <b>PARAGRAPH</b> Students will be given the opportunity to respond in exam conditions to questions 1 and 2 from Language Paper 2. Question 1 focuses on true or false statements and question 2 focuses on summarising.</p> <p><b>Marking Point 4:</b> <b>PEER ASSESSED</b> <b>ESSAY</b> Students will be given the opportunity to respond in exam conditions to question 4 from Language Paper 2. Question 4 focuses on comparing the sources.</p>
<b>Cultural enrichment</b>	<p>Enrichment opportunities for this will come from students being given 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> <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 style="text-align: center;">  <p>Empathy</p> </div> <p>QoS – Empathy</p> <p><b>Empathy:</b> Students should practice their empathy skills through each of the sources they read – relating to and empathizing with the writers and characters – depending on whether it is a fiction text for LP1 or a non-fiction text for LP2. Students should explore the issues raised and how they have affected those involved.</p>

## Spring 1

<b>Knowledge</b>	<p><b>Literature Paper 1 revision</b> <b>Jekyll and Hyde PLUS Macbeth</b> This unit will give students an opportunity to revisit Jekyll and Hyde which they won't have studied since Year 9. They will also have an opportunity to revisit Macbeth, which they studied towards the end of Y10. Both of these texts 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) and a 19<sup>th</sup> century novel (we have chosen Jekyll and Hyde as a school). Students will be presented with an extract from the play Macbeth and a question related to the extract and the same again for Jekyll and Hyde. Students will be expected to craft an essay based response to each of these questions in 1 hour 45 minutes. This will be a CLOSED BOOK exam and so students will not have a copy of either of the texts in the exam. Referencing and paraphrasing is fine in terms of supporting ideas.</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></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 – 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><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 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><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>
<b>Assessment</b>	<p><b><u>Marking Point 1:</u></b> <b>ESSAY</b> Students will be given the opportunity to respond in exam conditions to a question based on Jekyll and Hyde. The question will mirror what the students can expect in the real exam in that they will be presented with an extract from the novella and expected to write an essay which focuses on the question and the extract but that also refers to and analyses the wider text.</p> <p><b><u>Marking Point 2:</u></b> <b>PARAGRAPH</b> Students will be given the opportunity to respond in exam conditions to a question based on Macbeth. The question will mirror what the students can expect in the real exam in that they will be presented with an extract from the play and expected to write an essay which focuses on the question and the extract but that also refers to and analyses the wider text.</p> <p><b><u>Marking Point 3:</u></b> <b>ESSAY</b> Students will sit a full mock Literature Paper 1.</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 the texts and their 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>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Creativity &amp; Curiosity</p> <p><b><u>Creativity:</u></b> Students will be encouraged to develop their ability to be creative when analysing the language used in Macbeth and Jekyll and Hyde in terms of what it could suggest. The more creative the inference, the better!</p> <p><b><u>Curiosity:</u></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 and Stevenson included certain aspects.</p>
<b>Spring 2</b>	
<b>Knowledge</b>	<p><b><u>Language Paper 1 and 2 revision</u></b> This unit will give students an opportunity to revise for both Language papers – both the reading AND the writing sections of both papers which they will sit in 2018.</p> <p>See Year 10 section for full breakdowns for both of these Language exams.</p>
<b>Skills</b>	<p>With this unit having a <b>LANGUAGE PAPER 1 &amp; 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>*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> <li>*Compare texts together by looking specifically at writers’ viewpoints and perspectives</li> </ul> <p><b><u>WRITING</u></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>*Respond to a discursive writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices</li> </ul>



	<p>*Use a range of language and structural devices to create specific effects</p> <p>*Create engaging pieces of writing that contain relevant and imaginative ideas</p> <p>*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.</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>
<b>Assessment</b>	<p><b>Marking Point 1</b> <b>ESSAY</b></p> <p>Students will be given the opportunity to respond in exam conditions question 4 from Language Paper 1. Question 4 focuses on the students expressing their opinion through essay form.</p> <p><b>Marking Point 2:</b> <b>PARAGRAPH</b></p> <p>Students will be given a task which will require them to showcase their discursive writing skills. There will be a controversial statement given as a form of stimulus and the task will require students to express their views in relation to the statement in a particular form. This links to the writing section for Language Paper 2.</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> <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 style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Responsibility &amp; Reflection</p> <p><b>Responsibility:</b> Students will engage with literature that explores a number of texts that express a number of differing viewpoints. Students should respond to these topics with maturity.</p> <p><b>Reflection:</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>
<b>Summer 1</b>	
<b>Knowledge</b>	<p><b>Literature Paper 2 revision</b> <b>Lord of the Flies and ALL poetry</b> <b>PLUS, FINAL LANG REVISION!</b></p> <p>This unit will give students an opportunity to revisit Lord of the Flies which they studied last year. They will also have an opportunity to revisit the poetry anthology which they will have studied earlier this year along with unseen poetry – all of which feature on Literature Paper 2 which they will sit in 2018.</p> <p><b>Literature Paper 2 consists of:</b> Q1 – essay based question on Lord of the Flies (choice of two – no extracts given) Q2 – essay based comparative response to two of the poems from the anthology LOVE AND RELATIONSHIPS Q3 – essay based response to an unseen poem Q4 – summary comparative response to two unseen poems (one of which from Q3 and another)</p> <p><b>Language</b> In addition to this, students will also have the opportunity for some FINAL Language paper revision in the lead up to their exams.</p>
<b>Skills</b>	<p>With this unit having a <b>LANGUAGE PAPER 1 &amp; 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> *Study the effects language and structure have on a text. *Read for meaning *Plan essays successfully</p>



	<ul style="list-style-type: none"> <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> <li>*Compare texts together by looking specifically at writers' viewpoints and perspectives</li> </ul> <p><b><u>WRITING</u></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>*Respond to a discursive 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><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> </ul>
<b>Assessment</b>	<p><b><u>Progress Check 1:</u></b> <b>ESSAY</b> Students will be given the opportunity to respond in exam conditions to a question based on Lord of the Flies.</p> <p><b><u>Progress Check 2:</u></b> <b>ESSAY</b> Students will be given the opportunity to respond in exam conditions to a question based on the anthology poetry.</p> <p><b><u>Progress Check 3:</u></b> <b>PARAGRAPH</b> Students will be given the opportunity to respond in exam conditions to a question based on an unseen poem.</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 the texts and their background.</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 – Practice &amp; Resiliency</p> <p><b><u>Practice:</u></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><u>Resiliency:</u></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 exams. There is a lot to revise and resiliency will be key to ensuring students do well.</p>