

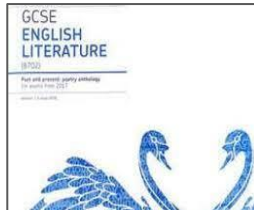
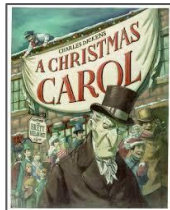
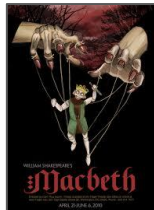
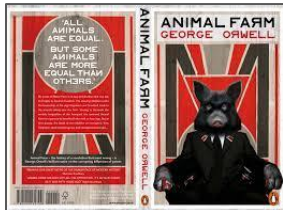
# Year 10 Curriculum Journey

Year 10 builds on and develops the learning completed so far in KS3, with a particular emphasis on the examined literature texts until the Summer term when we return to specific language exam paper practice.

'Do It Now' sections of the lesson revise previous topics (knowledge and skills) to keep all the key learning fresh in students' minds. Students are required to revise using their knowledge organisers, revision booklets and resources found on the Student Support Drives. Re-reading of literature exam texts is essential.

## Year 10 Curriculum

<b>Autumn 1</b>	- Fable, allegory and satire: Orwell's <i>Animal Farm</i>
<b>Autumn 2</b>	- Shakespeare's tragedy <i>Macbeth</i>
<b>Spring 1</b>	- Embedding Dickens' <i>A Christmas Carol</i>
<b>Spring 2</b>	- <i>Power and Conflict</i> poetry
<b>Summer 1</b>	- Relationships: revising Language P1 and P 2 A & B
<b>Summer 2</b>	- Teacher structured revision for mocks



## How to Revise for English

- try to find a quiet place and dedicate time for revision - have a revision goal for each week
- make sure you have the right resources, materials and equipment before you start
- print out a blank copy of a poem or extract and practise your skills of analysis
- read poems out loud to understand tone, rhythm and rhyme: which words do you find yourself emphasising?
- read alternative and critical opinions about your set texts - do you agree? Why? Why not?
- create a study group or group chat - support each other and share ideas
- create quote cards for literature: quote on the front, summary/analysis on the back
- blu-tac revision cards or key words around your room where you will see them every day
- create character profiles or main plot points; draw a timeline for your literature texts
- practise planning for the writing sections of your language papers
- use the advice on your key assessments to improve your writing and analysis - really think about STAR time
- know your strengths and weaknesses - aim for outstanding

## Assessment objectives: English Language (AOA)

The exams will measure how well students have achieved the following assessment objectives which are the same across all exam boards:

**AO1: Identify and interpret** explicit and implicit information and ideas; **Select and synthesise** evidence from different texts

**AO2: Explain, comment on and analyse** how writers use language and structure to achieve effects and influence readers, using **relevant subject terminology** to support their views

**AO3: Compare** writers' ideas and perspectives, as well as how these are **conveyed**, across two or more texts

**AO4: Evaluate** texts **critically** and support this with appropriate textual references

**AO5: Communicate clearly, effectively and imaginatively**, selecting and adapting tone, style and register for different forms, purposes and audiences. **Organise** information and ideas, using structural and grammatical features to support **coherence and cohesion** of texts

**AO6:** Candidates must use a **range** of vocabulary and sentence structures for **clarity, purpose and effect**, with **accurate** spelling and punctuation.

In addition there is a Spoken Language endorsement which is not weighted, but students will receive a certificate with their pass grade on

## Assessment objectives: Literature (AOA)

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

**AO1: Read, understand and respond** to texts. Students should be able to:

- **maintain** a critical style and **develop** an informed personal response
- use **textual references**, including quotations, to support and illustrate interpretations.

**AO2: Analyse** the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**AO3: Show understanding** of the relationships between texts and the **contexts** in which they were written.

**AO4: Use a range** of vocabulary and sentence structures for **clarity, purpose and effect**, with **accurate** spelling and punctuation.

## Assessment Objectives