

English Language

Qualification obtained: GCSE

Specification: AQA

What will I study?

This course is relevant to today's challenges and allows students to investigate and analyse language and, to experiment and use language creatively.

Paper 1:

Explorations in Creative Reading and Writing

Section A: Reading

- One literature fiction text

Section B: Writing

- Descriptive or narrative writing

Paper 2:

Writers' Viewpoints and Perspectives

Section A: Reading

- One non-fiction text
- One literary non-fiction text

Section B: Writing

Writing to present a viewpoint

Non-examination Assessment:

Spoken Language

- Presenting
- Responding to questions and feedback
- Use of standard English

How will I be assessed?

Paper 1:

Explorations in Creative Reading and Writing

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

Paper 2:

Writers' Viewpoints and Perspectives

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

Non-examination Assessment:

Spoken Language

- Teacher set throughout course
- Marked by teacher
- Separate endorsement (0% weighting of GCSE)

Why do I study this subject?

Knowledge/ understanding – you will learn how to deconstruct a text and recognise language and structural features, and apply this knowledge to your own creative writing.

Skills – you will learn how to investigate and analyse language and how to use language creatively.

Progression/ Careers – All vocations and college courses require a GCSE in English language. GCSE English is highly valued by employers, and providers of Further and Higher Education. A strong grade in GCSE English offers excellent preparation for A level study. Specific careers linked to English include Journalism, Marketing, and Publishing. For further information, see www.prospects.ac.uk – Careers Advice section

Please note: Employers, training providers as well as further and higher education all now recognise that GCSE English and English Literature are equally weighted.

English Literature

Qualification obtained: GCSE

Specification: AQA

What will I study?

English Literature allows students to experience a range of literature with a wide variety of appeal drawn from contemporary and modern texts, texts from across the globe and texts which have had a significant influence on our English literary and cultural heritage.

Paper 1:

Shakespeare and the 19th-century novel

- Shakespeare
- The 19th-century novel

Paper 2: Modern texts and poetry

- Modern texts
- Poetry
- Unseen poetry

How will I be assessed?

Paper 1:

Shakespeare and the 19th-century novel

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

Paper 2: Modern texts and poetry

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

Why do I study this subject?

Knowledge/ understanding –

You will learn about the language devices employed by writers, the influence of the time in which the texts were written and the thoughts and feelings within each text.

Skills –

You will learn how to write analytical essays about the texts you have studied.

Progression/ Careers-

GCSE English is highly valued by employers, and providers of Further and Higher Education. A strong grade in GCSE English offers excellent preparation for A level study. Specific careers linked to English include Journalism, Marketing, and Publishing. For further information, see www.prospects.ac.uk – Careers Advice section

Please note: Employers, training providers as well as further and higher education all now recognise that GCSE English and English Literature are equally weighted.

Drama

Qualification obtained: GCSE

Specification: AQA

What will I study?

POSSIBLE SET PLAYS

The Crucible

Arthur Miller

Blood Brothers

Willy Russell

The 39 Steps

J. Buchan/P. Barlow

Hansel and Gretel

Carl Grose

Noughts and Crosses

M. Blackman/D. Cooke

A Midsummer Night's Dream

William Shakespeare

How will I be assessed?

A mixture of internally and externally assessed performances, plus a 1 hour 45-minute examination.

Why should I study this subject?

Knowledge/ Understanding –

Drama at GCSE aims to encourage students to be inspired, motivated and confident learners, and prepare them for learning beyond the school walls, where social interaction is fast becoming a required skill. It will give students a chance to study historical and contemporary texts, as well as perform a selection of plays as part of a group. Students will also be given the chance to expand their understanding of theatre with visits to live performances, as well as studying some of the world's most famous practitioners.

It will also help to develop students' spoken language, helping them to express themselves in a sophisticated and informative way. The course will teach them how to engage an audience and to respond in appropriate way.

Progression/ Careers –

Drama GCSE can lead to A level or BTEC

Skills-

Skills – Candidates studying GCSE drama will develop the ability to:

- use improvisation skills in a range of drama contexts;
- acquire reflective and evaluative skills in response to a range of dramatic texts;
- work collaboratively and creatively with others;
- have confidence in themselves and interact skilfully with other people;
- be able to listen and analyse the spoken word.

Y10	Themes / Key Questions	Knowledge	Skills	Academic Language
Autumn One	<i>An Inspector Calls</i> - J.B.Priestley Big Question: How does Priestley use his play to explore ideas the times in which it was set and written? Themes: Responsibility, Gender, Class, Age, Time, Cause and Effect, Morality, Social Duty	Priestley's life and times Edwardian Period Post-war Britain Socialism/Capitalism/Imperialism The Titanic Characters and plot 'Whodunnit' genre Context of theatre Thesis and essay structure. What/How/Why	Read, understand and respond to texts. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Evaluate texts critically. Communicate clearly and imaginatively Organise information and ideas coherently.	Allegory Dramatic Irony Construct Characterisation Stage Direction Analyse Evaluate Culpability Criticise Evoke Foreshadowing Archetype
	Language Paper One – linked themes and concepts.			Identify, analyse, evaluate, embed.
Autumn Two	<i>A Christmas Carol</i> - C. Dickens Big Question: How does Dickens use his novella to explore ideas about the times in which it was written and set? Themes:Redemption, poverty, class hierarchy, religion, inequality, greed, threat of time, repentance, Christmas, regret, family, grief, isolation.	Dickens' life and times. 19 th Century Britain. The Poor Law Class hierarchy Characters and plot The Supernatural Malthusian Theory Utilitarianism Christianity and morality in the 19 th Century. Conventions of the Gothic/Fairytale and Morality tale. Thesis and essay structure. What/How/Why		Allegory Construct Characterisation Analyse Evaluate Criticise Evoke Redemption Archetype Pathetic fallacy Motif
	Language Paper Two- linked themes and concepts.			

Y10	Themes / Key Questions	Knowledge	Skills	Academic Language
Spring One	<p>AQA anthology- Power and Conflict Poetry (<i>Ozymandias</i>, <i>London</i>, <i>Extract from the Prelude</i>, <i>My Last Duchess</i>, <i>The Charge of the Light Brigade</i>, <i>Exposure</i>, <i>Storm on the Island</i>, <i>Bayonet Charge</i>, <i>Remains</i>, <i>Poppies</i>, <i>War Photographer</i>, <i>Checking Out Me History</i>, <i>Kamikaze</i>).</p> <p>+ Unseen poetry</p> <p>Big question: How do the poets compare in their exploration of ideas about the times in which they were written and set?</p> <p>Themes: War, Conflict, Identity, Individual Experiences, Death, Power, Culture, Helplessness, Change, Honour, Shame, Pride, Arrogance, Social Responsibility, Patriotism</p>	<ul style="list-style-type: none"> Chronology of anthology Poets' life and times Thesis and essay structure. What/How/Why Key themes Language, form and structure. Conventions of poetry 	<ul style="list-style-type: none"> Read, understand and respond to texts. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Evaluate texts critically. Communicate clearly and imaginatively Organise information and ideas coherently. 	<p>Persona</p> <p>Poetic voice</p> <p>Stanzas</p> <p>Satire</p> <p>Epic</p> <p>Elegy</p> <p>Diction</p> <p>Semantic field</p> <p>Caesura</p> <p>Allegory</p> <p>Ballad</p> <p>Monologue</p> <p>Sonnet</p> <p>Rhyme</p> <p>Rhythm</p>
	<p>Language Paper One- linked themes and concepts.</p>			
Spring Two	<p><i>Macbeth</i>- W.Shakespeare</p> <p>Big Question: How does Shakespeare use his play to explore ideas about the times in which they were written and set?</p> <p>Themes: gender, the supernatural, ambition, kingship, loyalty, morality, fate and free will. Religion, guilt, tyranny</p>	<ul style="list-style-type: none"> Shakespeare's life and times. Jacobean monarchy The Gunpowder Plot The Machiavellian Demonologie Characters and plot Gender roles in the 1600s Witch Trials The Supernatural Divine Right of Kings. Thesis and essay structure. What/How/Why 		<p>Motif</p> <p>Equivocation</p> <p>Allusion</p> <p>Conscience</p> <p>Regicide</p> <p>Treason</p> <p>Antithesis</p> <p>Tragic hero</p> <p>Soliloquy</p> <p>Hubris</p> <p>Hamartia</p> <p>Euphemism</p> <p>Catharsis</p> <p>Iambic</p> <p>Pentameter</p>
	<p>Language Paper Two- linked themes and concepts.</p>			

Year 10	Themes / Key Questions	Knowledge	Skills	Academic Language
Summer One	<p>AQA anthology- Power and Conflict Poetry <i>(Ozymandias, London, Extract from the Prelude, My Last Duchess, The Charge of the Light Brigade, Exposure, Storm on the Island, Bayonet Charge, Remains, Poppies, War Photographer, Checking Out Me History, Kamikaze).</i> + Unseen poetry</p> <p>Big question: How do the poets compare in their exploration of ideas about the times in which they were written and set? Themes: War, Conflict, Identity, Individual Experiences, Death, Power, Culture, Helplessness, Change, Honour, Shame, Pride, Arrogance, Social Responsibility, Patriotism</p>	<ul style="list-style-type: none"> Chronology of anthology Poets' life and times Thesis and essay structure. What/How/Why Key themes Language, form and structure. Conventions of poetry 	<ul style="list-style-type: none"> Read, understand and respond to texts. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Evaluate texts critically. Communicate clearly and imaginatively Organise information and ideas coherently. 	<p>Persona</p> <p>Poetic voice</p> <p>Stanzas</p> <p>Satire</p> <p>Epic</p> <p>Elegy</p> <p>Diction</p> <p>Semantic field</p> <p>Caesura</p> <p>Allegory</p> <p>Ballad</p> <p>Monologue</p> <p>Sonnet</p> <p>Rhyme</p> <p>Rhythm</p>
	Language Paper One- targeted revision			
Summer Two	Literature targeted revision	As all above		As all above
	Language Paper Two- targeted revision			

Y11	Themes / Key Questions	Knowledge	Skills	Academic Language
Autumn One	<i>Macbeth</i> - W.Shakespeare Big Question: How does Shakespeare use his play to explore ideas about the times in which they were written and set? Themes: gender, the supernatural, ambition, kingship, loyalty, morality, fate and free will. Religion, guilt, tyranny	<ul style="list-style-type: none">Shakespeare’s life and times.Jacobean monarchyThe Gunpowder PlotThe MachiavellianDemonologieCharacters and plotGender roles in the 1600sWitch TrialsThe SupernaturalDivine Right of Kings.Thesis and essay structure.What/How/Why	<ul style="list-style-type: none">Read, understand and respond to texts.Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.Show understanding of the relationships between texts and the contexts in which they were written.Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.Evaluate texts critically.Communicate clearly and imaginativelyOrganise information and ideas coherently.	Motif Equivocation Allusion Conscience Regicide Treason Antithesis Tragic hero Soliloquy Hubris Hamartia Euphemism Catharsis Iambic Pentameter
	Language Paper Two- linked themes and concepts.			
Autumn Two	<i>A Christmas Carol</i> - C. Dickens Big Question: How does Dickens use his novella to explore ideas about the times in which it was written and set? Themes:Redemption, poverty, class hierarchy, religion, inequality, greed, threat of time, repentance, Christmas, regret, family, grief, isolation.	<ul style="list-style-type: none">Dickens’ life and times.19th Century Britain.The Poor LawClass hierarchyCharacters and plotThe SupernaturalMalthusian TheoryUtilitarianismChristianity and morality in the 19th Century.Conventions of the Gothic/Fairytale and Morality tale.Thesis and essay structure.What/How/Why		Allegory Construct Characterisation Analyse Evaluate Criticise Evoke Redemption Archetype Pathetic fallacy Motif
	Language Paper Two- linked themes and concepts.			

	Language Paper Two- linked themes and concepts.			
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Y11	Themes / Key Questions	Knowledge	Skills	Academic Language
Spring One	<p>AQA anthology- Power and Conflict Poetry (<i>Ozymandias</i>, <i>London</i>, <i>Extract from the Prelude</i>, <i>My Last Duchess</i>, <i>The Charge of the Light Brigade</i>, <i>Exposure</i>, <i>Storm on the Island</i>, <i>Bayonet Charge</i>, <i>Remains</i>, <i>Poppies</i>, <i>War Photographer</i>, <i>Checking Out Me History</i>, <i>Kamikaze</i>).</p> <p>+ Unseen poetry</p> <p>Big question: How do the poets compare in their exploration of ideas about the times in which they were written and set?</p> <p>Themes: War, Conflict, Identity, Individual Experiences, Death, Power, Culture, Helplessness, Change, Honour, Shame, Pride, Arrogance, Social Responsibility, Patriotism</p>	<ul style="list-style-type: none"> Chronology of anthology Poets' life and times Thesis and essay structure. What/How/Why Key themes Language, form and structure. Conventions of poetry 	<ul style="list-style-type: none"> Read, understand and respond to texts. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Evaluate texts critically. Communicate clearly and imaginatively Organise information and ideas coherently. 	<p>Persona</p> <p>Poetic voice</p> <p>Stanzas</p> <p>Satire</p> <p>Epic</p> <p>Elegy</p> <p>Diction</p> <p>Semantic field</p> <p>Caesura</p> <p>Allegory</p> <p>Ballad</p> <p>Monologue</p> <p>Sonnet</p> <p>Rhyme</p> <p>Rhythm</p>
	Language Paper One – Linked themes and concepts			<p>Allegory</p> <p>Dramatic Irony</p> <p>Construct</p> <p>Characterisation</p> <p>Stage Direction</p> <p>Analyse</p> <p>Evaluate</p> <p>Culpability</p> <p>Criticise</p> <p>Evoke</p> <p>Foreshadowing</p> <p>Archetype</p>
Spring Two	<p><i>An Inspector Calls</i>- J.B.Priestley</p> <p>Big Question:</p> <p>How does Priestley use his play to explore ideas the times in which it was set and written?</p> <p>Themes: Responsibility, Gender, Class, Age, Time, Cause and Effect, Morality, Social Duty</p>	<ul style="list-style-type: none"> Priestley's life and times Edwardian Period Post-war Britain Socialism/Capitalism/Imperialism The Titanic Characters and plot 'Whodunnit' genre Context of theatre Thesis and essay structure. What/How/Why 		

Year 11	Themes / Key Questions	Knowledge	Skills	Academic Language
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Summer One	Targeted revision	As all above	As all above	As all above
Summer Two				

Drama

	Term 1 - Double	Term 1 - Single	Term 2 - Double	Term 2 - Single	Term 3 - Double	Term 3 - Single	Term 4 - Double	Term 4 - Single	Term 5 - Double	Term 5 - Single	Term 6 - Double	Term 6 - Single
<u>YEAR 10</u>	Component 1,2,3:		Component 1&2:		Component 1 and 2:		Component 2:		Component 2:		Component 1 :	
	Performance and devising skills	Introduction to design skills, roles within the theatre.	Staging Set Text	Continue reading Set Text	Splendid Theatre - Watch 'Macbeth' & 'Metamorphosis' Review performances and identify techniques	Introduction to Bertolt Brecht	Introduce devising theatre - Review exemplar devised theatre, 'Poachers'	Devising, research and development	Devising Research, Rehearsal and Practical Performance	Devising log work and write ups	Live Theatre Performance	Devising Log Section 3 Write up
	Staging and movement on the stage	Introduction to Blood Brothers (Set Text)	Explore characters in the play, motivations and themes	Exam Practice Questions Section B	The Grimm Tales - Narrator Performance		Research into Devised Piece	Devising log work and write ups			Section C Practice Question	

		Reading Set Text			Blood Brothers catch up and exam practice						Work Experience for Year 10	
Key areas to be covered:	Key Stage terminology	Roles and responsibilities key terminology	Development of performance skills	Set text: Intro to question format	Viewing and exploring Live Theatre	Different types of theatre styles	What devised theatre is		Creating a piece of drama for examination	Completing NEA coursework	Watching more Live performances to analyse in Section C of exam.	Practise Section C for Exam
	Performance Skills	Different genres and styles	Applying knowledge of characters to performance	Set text: Overall plot	Recreating ideas from other practitioners	Exploring 'Splendid' ideas to devising	The practical elements of devising		Creating props and set for performance.			
	Building confidence in the group			Set text: Context		Examining Live Theatre Question (Section C)	Research into ideas and themes for piece					
	Feeding back to the performers using key language			Set text: Key themes								

				Set text: Key characters							
Performance opportunity:	Exploring short scenes and plays		Scenes from Set Text		Creating Scenes from the performances		Devised Practice		Devised Performance		

	Term 1 - Double	Term 1 - Single	Term 2 - Double	Term 2 - Single	Term 3 - Double	Term 3 - Single	Term 4 - Double	Term 4 - Single	Term 5 - Double	Term 5 - Single
<u>YEAR 11</u>	Component 3		Component 1&2:		Component 1 and 2:		Component 2:		Component 2:	
	Studying naturalist theatre	Recapping Stanislavski	Practicing Set Text Choice	Statement of Intent for C3	C3 Exam	Exam practice for C3	Set Text Practice - Blood Brothers Recap	Exam Questions Practice	Revision for Exam	
	Recapping Blood Brothers Reviewing staging and performin	Exploring Set text options	Creating C3 Exam Piece	Mindmapping and Role on the Wall	Live Theatre - National		Theatre Roles and Responsibilities	Section A Section B Section C		

	g from a script			for Character	Theatre 'Peter Pan'				
Key areas to be covered :	Performing a script Reading a script Naturalistic theatre Staging Creating a character		Staging and blocking of a play Rehearsal and line learning Performing and feeding back to the class		Performin g C3 Exam Viewing Live Theatre	Breaking down Section C responses Practicin g exam questions	Reviewing Set Text Reviewing R&R Practical performances for Set Text	Set Questions	Review all sections and examining past papers