



GCSE English Language Curriculum Intent

Students study AQA English Language (8700). They are also assessed for the Spoken Language Endorsement accreditation (SLE).

Over the course of Year 10, students will complete studying all of the examined content for GCSE Language, and revise all examined units again in Year 11.

AQA's Language course offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimulus for writing tasks, providing students with a route through each paper. Each paper has a distinct identity. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time

English Language Overview: Year 10 & Year 11

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Paper 1: Explorations in Creative Reading - Section A	Paper 1: Explorations in Creative Writing, Section B	Paper 2: Viewpoints & Perspectives Sections A - Reading	Paper 2: Viewpoints & Perspectives Sections B - Writing	Spoken Language Endorsement
Key Question				
How does a writer evoke specific thoughts & feelings in their reader?	How can I write with creativity and accuracy to evoke specific effects?	How can I understand the viewpoints & perspectives of others?	How can I write persuasively to convey my viewpoint and perspective influentially?	How can I speak persuasively to convey my viewpoint and perspective influentially?
Key Vocabulary				
- Action - Antagonist - Description - Climax - Evaluate - Protagonist - Resolution - Structure - Suspense - Tension	- Atmosphere - Discourse marker - Figurative methods - Flashback - Flashforward - Linear structure - Narrative stance - Plot - Sensory details - Setting	- Compare - Contrast - Explicit - Implicit - Infer - Non-fiction - Perspective - Register - Summary - Viewpoint	- Argument - Audience - Convention - Counterpoint - Ethos - Form - Logos - Orator - Pathos - Rhetoric	- Articulate - Credibility - Debate - Fluency - Gesticulation - Paralinguistics - Relevancy - Rhetoric - Pitch - Tone

	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	Language Paper 1: Exploration in Creative Reading (Section A) 4 tiered questions in response to a fiction text. 1 hr exam time. - Q1: Retrieval of implicit and explicit information (4 marks). - Q2: Extract based language analysis (8 marks) (15 minutes). - Q3: Whole text structural analysis (8 marks) (15 minutes). - Q4: Evaluate Question (20 marks) (20-25 minutes)	- Reading fiction texts of varying genres from 19th, 20th, 21st centuries. - Selecting information and appropriately evidencing ideas. - Analysing how writers use language and structure to achieve effects - Accurately using subject terminology in language and structural analysis. - Evaluating critically how a reader might respond to a text. - Utilising appropriate analytical frameworks. - Undertaking timed practice in class, assessment and trial exams.	Reading for meaning is interwoven throughout Key Stage 3 and 4. KS3 study of texts such as <i>Beowulf</i>, <i>A Monster Calls</i> and <i>Trash</i> have underpinned exploration of writer's purpose, reader response and skills in language and structural analysis.
2	Language Paper 1: Exploration in Creative Writing (Section B) - Select <i>either</i> descriptive or narrative task. 45 minutes exam time. - Structural methods: paragraphing, DROP, ZOOM, SHIFT ECHO. - Coherent narrative stance: first, third person, discourse markers. - Punctuation: basic punctuation; colons; semi-colon; speech marks. - Grammar: accurate use of Standard English. - Sentence Range: simple, compound, complex, fronted adverbial.	- Forming creative texts, applying narrative and descriptive techniques. - Planning and writing structured, sustained, organised creative texts. - Using structural such as cyclical structures, flashbacks, flashforwards, - Embedding ambitious vocabulary, sentence type & punctuation for effect. - Undertaking timed practice in class, assessment and trial exams.	Narrative and descriptive writing opportunities have featured throughout Key Stage 3, through Original Writing Units that have built students' imaginative capacity, linguistic methods, structural approaches and written accuracy.
3	Language Paper 2: Viewpoints & Perspectives (Section A - Reading) 4 tiered questions in response to 2 non-fiction texts. 1 hr exam time. - Q1: True or False (4 marks). - Q2: Comparative Summary (8 marks) (15 minutes). - Q3: Language analysis (12 marks) (20 minutes). - Q4: Perspective Comparison (16 marks) (20-25 minutes)	- Reading paired non-fiction texts on various topics from 19th-21st centuries. - Understanding & comparing writers viewpoints and perspectives. - Analysing how writers use language and structure to influence readers. - Using relevant subject terminology and evidence to support ideas. - Undertaking timed practice in class, assessment and trial exams. - Utilising frameworks appropriately: What, How, Why & SQID SQID.	Reading non-fiction texts & significant topics has featured across Key Stage 3 writing units: students have explored how context impacts viewpoint and perspective, and formed their own opinions. Students have studied how writers used linguistic, structural and rhetorical methods to influence readers.
4	Language Paper 2: Viewpoints & Perspectives (Section B - Writing) - Respond to directed task: letter, article or speech. 45 minutes. - Conventional features of non-fiction forms and rhetorical methods. - Structural methods: paragraphing, DROP, ZOOM, SHIFT, ECHO. - Punctuation: basic punctuation; colons; semi-colon; speech marks. - Grammar: accurate use of Standard English. - Sentence range: simple, compound, complex, fronted adverbial.	- Planning and writing structured, transactional texts, practising the 3 forms. - Exploring how audience and purpose impact content, tone and register. - Engaging with significant topics to build independent ideas & perspectives. - Embedding ambitious vocabulary, sentence type and punctuation for effect. - Practising rhetorical methods to build ethos, logos and pathos. - Undertaking timed practice in class, assessment and trial exams.	Transactional writing has featured throughout Key Stage 3 as students have built confidence in letter, speech and article writing. Students have practised planning and structuring texts, considered purpose, writing for different audiences, and using register, tone and rhetorical techniques.
5	Spoken Language Endorsement (SLE) - Write and perform a speech for the audience of your class & teacher. - Respond to questions asked by your class & teacher. - Graded: distinction, merit, pass, unclassified. - Building argument, utilising ethos, logos and pathos. - Conventional features of speeches, including rhetorical methods. - Oracy, Standard English and presentational methods.	- Researching appropriate topics and writing a topic proposal. - Planning and writing a structured speech. - Exploring how audience and purpose impact content, tone and register. - Embedding ambitious vocabulary, sentence type and function for effect. - Practising rhetorical methods to build ethos, logos and pathos. - Considering counterpoints and audience's views to plan Q&A. - Performing a speech, and answering audience questions appropriately.	Across Key Stage 3, students have had the opportunity to read and write speeches, and develop confidence in their own oracy skills through reading drama, class discussion and Q&A.



GCSE Literature Curriculum Intent

Students study AQA English Literature (8702).

Over the course of Year 10, students study all examined content for GCSE Literature Paper 1. Students also begin to study content from Literature Paper 2, including a range of Power & Conflict Poems and Unseen Poems. In Year 11, students complete Literature Paper 2 studies, and all examined content and skills are revised.

AQA's Literature course offers the attraction of two papers which move students through an exploration of Literature in a linear way, developing students' ability to contextual Literature over time and to understand the changing face of Literature. Each paper has a distinct identity. Paper 1, Shakespeare and the 19th Century Novel, explores canonical writers so fundamental to English Literature. Paper 2, Modern Texts and Poetry, explores how drama and poetry respond to significant moments in history and shifts in social attitudes.

English Literature Overview: Year 10 & Year 11

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
GCSE Literature: Paper 1, <i>Macbeth</i>	GCSE Literature: Paper 1, <i>A Christmas Carol</i>	GCSE Literature: Paper 2, An Inspector Calls	GCSE Literature: Paper 2, Power & Conflict Poetry	GCSE Literature: Paper 2, Unseen Poetry
Key Question				
What qualities are intrinsic to good leadership?	Where does value truly lie?	What is the foundation for a fair and stable society?	How does conflict & the use of power affect our lives?	How does a poet evoke specific thoughts & feelings in their reader?
Key Vocabulary				
1. Ambition 2. Deceit 3. Emasculation 4. Hierarchy 5. Honour 6. Loyalty 7. Regicide 8. Transgression 9. Treason 10. Virtue	1. Altruism 2. Avarice 3. Benevolent 4. Commentary 5. Covetous 6. Irony 7. Misanthropy 8. Ominous 9. Philanthropy 10. Redemption	1. Accountability 2. Autocracy 3. Didactic 4. Exploitation 5. Hypocrisy 6. Ideologies 7. Morality 8. Objectification 9. Patriarchy 10. Socialism	1. Disillusionment 2. Exploitation 3. Hypermasculinity 4. Ideologies 5. Objectification 6. Patriotism 7. Sacrifice 8. Suppression 9. Trauma 10. Tyranny	1. Anticipated 2. Celebratory 3. Experienced 4. Familial 5. Generational 6. Nostalgic 7. Observed 8. Reflection 9. Regretful 10. Seasonal 11. Transformation

	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	Literature Paper 1: Macbeth (Section A) 45 minutes in exam. 30 marks for AO1, AO2, AO3; 4 marks for SPaG. 1 extract-based question provided, focused on theme or character. - A wide breadth of textual references to show understanding. - Contextually specific information: 11th century Scotland & Jacobean Era. - Terminology relevant to tragedy, context and themes. - Understanding of contemporaneous & modern audience response.	- Reading and annotating the Shakespearean tragedy <i>Macbeth</i>. - Studying plot, character, themes and settings. - Analysing language, form and structure, & stagecraft to comment on effect. - Applying relevant subject terminology where appropriate. - Evidencing understanding through textual references and quotation. - Exploring the relationship between text and social, historical contexts. - Enjoying and accessing performed versions & adaptations of the play.	Throughout KS3, students have read and watched plays, such as <i>A Midsummer Night's Dream</i>, <i>The Merchant of Venice</i> and <i>Journey's End</i>, exploring dramatic genres and stagecraft. Students have considered how context impacts a playwrights' purpose and an audience's response.
2	Literature Paper 1: A Christmas Carol (Section B) 45 minutes in exam. 30 marks for AO1, AO2, AO3. 1 extract-based question provided, focused on theme or character. - A wide breadth of textual references to show understanding. - Contextually specific information: Industrialisation & Victorian Era. - Terminology relevant to the ghost story, context and themes. - Understanding of contemporaneous & modern audience response.	- Reading and annotating Dickens' <i>A Christmas Carol</i>. - Studying plot, character, themes and settings. - Analysing language, form and structure to comment on effect. - Applying relevant subject terminology where appropriate. - Evidencing understanding through textual references and quotation. - Exploring the relationship between text and social, historical contexts. - Enjoying and accessing film adaptations of the text.	Throughout KS3, students have studied texts linked thematically to social change and inequality, such as Literature of the Industrial Revolution, extracts from Dickens' <i>Oliver Twist</i> and Mulligan's <i>Trash</i>. Students have considered texts in context and in relation to writer's purpose.
3	Literature Paper 2: An Inspector Calls (Section A) 45 minutes in exam. 30 marks for AO1, AO2, AO3; 4 marks for SPaG. - Choose 1 from a choice of 2 closed book questions focused on theme or character. - A wide breadth of textual references to show understanding. - Contexts: Edwardian Era, post-war England, socialism, classism. - Terminology relevant to the morality play, context and themes. - Understanding of contemporaneous & modern audience response.	- Reading and annotating Priestley's morality play, <i>A Inspector Calls</i>. - Studying plot, character, themes and settings. - Analysing language, form and structure, & stagecraft to comment on effect. - Applying relevant subject terminology where appropriate. - Evidencing understanding through textual references and quotation. - Exploring the relationship between text and social, historical contexts. - Enjoying and accessing performed versions & adaptations of the play.	Throughout KS3, students have studied texts linked thematically to social change and inequality, such as Literature of the Industrial Revolution. Having explored plays such as <i>The Merchant of Venice</i> and <i>Journey's End</i>, students have considered dramatic genres, stagecraft, and how context impacts a playwrights' purpose and an audience's response.
4	Literature Paper 2: Power & Conflict Poetry (Section B) 45 minutes in exam. 30 marks for AO1, AO2, AO3. - Comparative response based on 1 directed poems, and another of choice. 15 poems clustered around the themes of power & conflict. - Understanding of which poems to pair for comparison. - A wide breadth of textual references to show understanding. - Context: Crimean War, WW1, WW2, Iraqi War, PTSD, Colonialism & Identity. - Terminology relevant to poetic forms and structures. - Understanding of contemporaneous & modern audience response.	- Reading and annotating Power & Conflict Poems - Annotating and analysing a range of poems of regular and irregular forms. - Analysing structural features such as caesura, enjambement & end-stop lines. - Applying relevant subject terminology where appropriate. - Evidencing understanding through textual references and quotation. - Exploring relationship between paired texts' thematic & historical contexts. - Analysing poets use of figurative methods, including simile and metaphor. - Responding to analytical questions, using the What, How, Why frame.	Throughout Key Stage 3, students have studied poems annually, from Poetry of Creation (Y7), to poems from Literature of the Industrial Revolution (Y8), and poetry of WW1 (Y9), building confidence in analysing poetry. Students have studied regular and irregular poetic forms, structures and figurative language. Through studying such a breadth of poems, students have explored a range of themes such as the power of nature, conflicted identity, social constructs and power, providing a strong basis for studying poetry at GCSE.
5	Literature Paper 2: Unseen Poetry (Section C) 45 minutes in exam. - Question 1: analysis of 1 unseen poem (24 marks). - Question 2: comparison of the first and a second poem (8 marks). - Contextually specific understanding in relation to theme. - Terminology relevant to poetic form, structure and language.	- Reading and annotating a variety of unseen poems. - Developing approaches to accessing and writing about unseen poems. - Analysing structural features such as caesura, enjambement & end-stop lines. - Analysing poets use of figurative methods, including simile and metaphor. - Applying relevant subject terminology where appropriate. - Evidencing understanding through textual references and quotation. - Exploring relationship between paired texts' treatment of a topic. - Responding to analytical questions, using the What, How, Why frame.	