

Curriculum Area: Y10 English

2017/2018

Topics	Year Curriculum	How you can support learning at home, eg. books, websites, family learning through visits
<p>AP1:</p> <p>Y10 English – Paper 1</p> <p>Y10 Literature: The modern text</p>	<p>Y10 students will sit the AQA English Language and English Literature GCSE in the summer examination period at the end of Y11. During year 10 students will learn texts that they will then re-visit in Y11. Y10 is also a revision year, where students build on the skills they have learnt through their previous years in school in English lessons.</p> <p><u>English Language:</u></p> <p>In the English Language exam, students are expected to read fiction and non-fiction texts and answer a series of questions which will test their skills in information retrieval, drawing inference, analysis of language and presentational devices and comparing texts. Students will also be expected to write two high quality pieces of writing, which are appropriately matched to purpose and audience and which are carefully crafted to interest and engage the reader. During this first</p>	<p>Reading examples of good non-fiction are essential as these types of texts will feature in the exam. Information leaflets, persuasive articles, autobiographies, newspapers and magazines are all a good source of relevant reading material.</p> <p>Materials to help students revise for the writing section can be found at: http://www.bbc.co.uk/schools/gcsebitesize/english/writing/</p> <p>and for the reading section: http://www.bbc.co.uk/schools/gcsebitesize/english/reading/</p> <p>There are also useful tutorial videos which give step by step instructions and provide examples of how to answer each question in the exam at: https://www.youtube.com/watch?v=Ch-XgnluOf4 Scroll down the videos on the right hand side to find a tutorial on your desired question and tier.</p>

assessment period students will learn the skills they need to answer questions on Paper 1 of the exam.

Through the study of a wide range of fiction and non-fiction texts from the 19th Century to the present day, students will be taught to:

- Clearly identify implicit information and ideas
- Select increasingly relevant evidence from texts
- Make relevant comments on how writers use language and structure to achieve effects and influence readers, explaining clearly the effects of the writer's choice of language
- Make accurate use of subject terminology to support their views
- Compare ideas and perspectives in a clear and relevant way, showing clear understanding of the different ideas and perspectives in texts
- Evaluate the effect(s) on the reader, showing clear understanding of writers' methods
- Make a clear and relevant response to the focus of a given statement
- Use a register that is generally matched to audience and purpose, including vocabulary that is clearly chosen for effect, making appropriate linguistic devices
- Usually use structural features effectively, linking a range of connected ideas



- Usually use coherent paragraphs with a range of discourse markers
- Use a variety of sentence forms for effect, mostly using standard English appropriately with mostly controlled grammatical structures
- Spell accurately, including complete and irregular words

English Literature:

During Y10 students will read and learn about a variety of texts including a Shakespeare play, a 19th- century novel, a modern drama, a poetry anthology and unseen poems. The exam at the end of Y11 will test their understanding of these texts.

The start of the year will see students reading and understanding the of the modern drama, An Inspector Calls, students will be able to demonstrate:

- Clear, explained response to the task and whole text
- Effective use of references to support explanations
- Clear explanations of writers' methods with appropriate use of subject terminology
- Understanding of effects of writers' methods on the reader



	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
<p>AP2:</p> <p>Y10 English – Paper 2</p> <p>Y10 Literature: The 19th century novel</p>	<p><u>English Language:</u></p> <p>During this assessment period students will revise the skills they need for Paper 2 of the English Language exam. Through the study of a wide range of fiction and non-fiction texts from the 19th Century to the present day, students will be taught to:</p> <ul style="list-style-type: none"> • Clearly identify implicit information and ideas • Select increasingly relevant evidence from texts • Make relevant comments on how writers use language and structure to achieve effects and influence readers, explaining clearly the effects of the writer’s choice of language • Make accurate use of subject terminology to support their views • Compare ideas and perspectives in a clear and relevant way, showing clear understanding of the different ideas and perspectives in texts • Evaluate the effect(s) on the reader, showing clear understanding of writers’ methods • Make a clear and relevant response to the focus of a given statement 	<p>Reading examples of good non-fiction are essential as these types of texts will feature in the exam. Information leaflets, persuasive articles, autobiographies, newspapers and magazines are all a good source of relevant reading material.</p> <p>Materials to help students revise for the writing section can be found at: http://www.bbc.co.uk/schools/gcsebitesize/english/writing/</p> <p>and for the reading section: http://www.bbc.co.uk/schools/gcsebitesize/english/reading/</p> <p>There are also useful tutorial videos which give step by step instructions and provide examples of how to answer each question in the exam at: https://www.youtube.com/watch?v=Ch-XgnluOf4 Scroll down the videos on the right hand side to find a tutorial on your desired question and tier.</p> <p>For English Literature students can find revision at: http://www.sparknotes.com/lit/christmascarol/</p>

- Use a register that is generally matched to audience and purpose, including vocabulary that is clearly chosen for effect, making appropriate linguistic devices
- Usually use structural features effectively, linking a range of connected ideas
- Usually use coherent paragraphs with a range of discourse markers
- Use a variety of sentence forms for effect, mostly using standard English appropriately with mostly controlled grammatical structures
- Spell accurately, including complete and irregular words

English Literature:

Students will be introduced to the set texts for their GCSE English Literature exam. The chosen text of 'A Christmas Carol,' which is engaging and challenging. The text is intended to stretch students so that they become more confident in using the higher level reading skills required to succeed at GCSE level.

Creative opportunities for the exploration of the social and historical context of the novel are embedded into the scheme of learning to enable students to engage fully with the text.

. Through the study of this text students will be able to demonstrate:



	<ul style="list-style-type: none"> • Clear, explained response to the task and whole text • Effective use of references to support explanations • Clear explanations of writers' methods with appropriate use of subject terminology • Understanding of effects of writers' methods on the reader • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
<p>AP3-</p> <p>Y10 English – Paper 1</p> <p>Y10 Literature: The Shakespeare Play</p>	<p><u>English Language:</u></p> <p>During this assessment period students will revisit and revise the skills they need for paper 1 of the English Language exam.</p> <p>Through the study of a wide range of fiction and non-fiction texts from the 19th Century to the present day, students will be taught to:</p> <ul style="list-style-type: none"> • Clearly identify implicit information and ideas • Select increasingly relevant evidence from texts • Make relevant comments on how writers use language and structure to achieve effects and influence readers, explaining clearly the effects of the writer's choice of language • Make accurate use of subject terminology to support their views 	<p>Reading examples of good non-fiction are essential as these types of texts will feature in the exam. Information leaflets, persuasive articles, autobiographies, newspapers and magazines are all a good source of relevant reading material.</p> <p>Materials to help students revise for the writing section can be found at: http://www.bbc.co.uk/schools/gcsebitesize/english/writing/</p> <p>and for the reading section: http://www.bbc.co.uk/schools/gcsebitesize/english/reading/</p> <p>There are also useful tutorial videos which give step by step instructions and provide examples of how to answer each question in the exam at:</p>



- Compare ideas and perspectives in a clear and relevant way, showing clear understanding of the different ideas and perspectives in texts
- Evaluate the effect(s) on the reader, showing clear understanding of writers’ methods
- Make a clear and relevant response to the focus of a given statement
- Use a register that is generally matched to audience and purpose, including vocabulary that is clearly chosen for effect, making appropriate linguistic devices
- Usually use structural features effectively, linking a range of connected ideas
- Usually use coherent paragraphs with a range of discourse markers
- Use a variety of sentence forms for effect, mostly using standard English appropriately with mostly controlled grammatical structures
- Spell accurately, including complete and irregular words

English Literature:

In a similar way to the modules included in the KS3 curriculum, students will study a Shakespeare text in depth as part of the English Literature GCSE exam requirements.

<https://www.youtube.com/watch?v=Ch-XgnluOf4> Scroll down the videos on the right hand side to find a tutorial on your desired question and tier.

For English Literature students can use this useful link will take you to the complete plays of Shakespeare:

<http://www.bardweb.net/plays/index.html>

There are also specific revision resources for a range of Shakespeare plays, including Macbeth, on the BBC GCSE Bitesize website which can be accessed through the following link:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/

Scroll down to the ‘Drama’ section of the webpage for the specific links.

	<p>The learning in this module will prepare them for the English Literature GCSE exam.</p> <p>The chosen play of Macbeth is an engaging and challenging text which will stretch students and enable them to develop and practise the higher level skills in summary, analysis and interpretation required to succeed at GCSE level. Students will also study the social and historical context of the plays and consider the influence of this on the plot, themes and characterisation.</p> <p>Students will continue to revise the following skills in preparation for their GSCE:</p> <ul style="list-style-type: none"> • Clear, explained response to the task and whole text • Effective use of references to support explanations • Clear explanations of writers’ methods with appropriate use of subject terminology • Understanding of effects of writers’ methods on the reader • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
AP4-	<u>English Language:</u>	Reading examples of good non-fiction are essential as these types of texts will feature in the exam. Information leaflets, persuasive articles, autobiographies, newspapers and magazines are all a good source of relevant reading material.



<p>Y10 English – Paper 2</p> <p>Y10 Literature: The Shakespeare Play</p>	<p>During this assessment period students will revisit and revise the skills they need for Paper 2 of the English Language exam. Through the study of a wide range of fiction and non-fiction texts from the 19th Century to the present day, students will be taught to:</p> <ul style="list-style-type: none"> • Clearly identify implicit information and ideas • Select increasingly relevant evidence from texts • Make relevant comments on how writers use language and structure to achieve effects and influence readers, explaining clearly the effects of the writer’s choice of language • Make accurate use of subject terminology to support their views • Compare ideas and perspectives in a clear and relevant way, showing clear understanding of the different ideas and perspectives in texts • Evaluate the effect(s) on the reader, showing clear understanding of writers’ methods • Make a clear and relevant response to the focus of a given statement • Use a register that is generally matched to audience and purpose, including vocabulary that is clearly chosen for effect, making appropriate linguistic devices • Usually use structural features effectively, linking a range of connected ideas 	<p>Materials to help students revise for the writing section can be found at: http://www.bbc.co.uk/schools/gcsebitesize/english/writing/</p> <p>and for the reading section: http://www.bbc.co.uk/schools/gcsebitesize/english/reading/</p> <p>There are also useful tutorial videos which give step by step instructions and provide examples of how to answer each question in the exam at: https://www.youtube.com/watch?v=Ch-XgnluOf4 Scroll down the videos on the right hand side to find a tutorial on your desired question and tier.</p> <p>For English Literature students will be provided with the AQA GCSE Poetry Anthology.</p>
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- Usually use coherent paragraphs with a range of discourse markers
- Use a variety of sentence forms for effect, mostly using standard English appropriately with mostly controlled grammatical structures
- Spell accurately, including complete and irregular words

English Literature:

Students will study a range of poetry from the AQA GCSE Poetry Anthology in preparation for the English Literature exam which they will sit at the end of Y11.

Students will use and develop their existing skills in poetry analysis, and will use these skills to analyse poems from one section of the anthology (15 poems in total) in depth, exploring context, language, structure and form. They will consolidate existing knowledge of common poetic techniques and learn new, more complex terminology relating to linguistic, grammatical and structural choices made by the writer. Through this revision students will be able to demonstrate:

- Clear, explained response to the task and whole text
- Effective use of references to support explanations
- Clear explanations of writers' methods with appropriate use of subject terminology



	<ul style="list-style-type: none"> • Understanding of effects of writers' methods on the reader • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
<p>AP5-</p> <p>Y10 English – Paper 1 and 2</p> <p>Y10 Literature: The Shakespeare Play</p>	<p><u>English Language:</u></p> <p>During this assessment period students will revise the skills they need for both paper 1 and paper 2 of the English Language exam. They will focus mainly on the skills needed for writing. Through the study of a wide range of fiction and non-fiction texts from the 19th Century to the present day, students will be taught to:</p> <ul style="list-style-type: none"> • Clearly identify implicit information and ideas • Select increasingly relevant evidence from texts • Make relevant comments on how writers use language and structure to achieve effects and influence readers, explaining clearly the effects of the writer's choice of language • Make accurate use of subject terminology to support their views • Compare ideas and perspectives in a clear and relevant way, showing clear understanding of the different ideas and perspectives in texts 	<p>Reading examples of good non-fiction are essential as these types of texts will feature in the exam. Information leaflets, persuasive articles, autobiographies, newspapers and magazines are all a good source of relevant reading material.</p> <p>Materials to help students revise for the writing section can be found at: http://www.bbc.co.uk/schools/gcsebitesize/english/writing/</p> <p>and for the reading section: http://www.bbc.co.uk/schools/gcsebitesize/english/reading/</p> <p>There are also useful tutorial videos which give step by step instructions and provide examples of how to answer each question in the exam at: https://www.youtube.com/watch?v=Ch-XgnluOf4 Scroll down the videos on the right hand side to find a tutorial on your desired question and tier.</p>



- Evaluate the effect(s) on the reader, showing clear understanding of writers' methods
- Make a clear and relevant response to the focus of a given statement
- Use a register that is generally matched to audience and purpose, including vocabulary that is clearly chosen for effect, making appropriate linguistic devices
- Usually use structural features effectively, linking a range of connected ideas
- Usually use coherent paragraphs with a range of discourse markers
- Use a variety of sentence forms for effect, mostly using standard English appropriately with mostly controlled grammatical structures
- Spell accurately, including complete and irregular words

English Literature:

Students will revisit and complete their study of a range of poetry from the AQA GCSE Poetry Anthology in preparation for the English Literature exam which they will sit at the end of Y11.

Students will use and develop their existing skills in poetry analysis, and will use these skills to analyse poems from one section of the anthology (15 poems in total) in depth, exploring context, language, structure and form. They will



	<p>consolidate existing knowledge of common poetic techniques and learn new, more complex terminology relating to linguistic, grammatical and structural choices made by the writer. Students will continue to revise the following skills in preparation for their GSCE:</p> <ul style="list-style-type: none"> • Clear, explained response to the task and whole text • Effective use of references to support explanations • Clear explanations of writers' methods with appropriate use of subject terminology • Understanding of effects of writers' methods on the reader • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task. 	
<p>AP6</p> <p>Y10 English – Paper 1 and 2</p> <p>Y10 Literature: Unseen Poetry</p>	<p>During the final half term students will be revising the specific exam skills which will prepare them for the trial English Language exam at the end of Year 10 and the GCSE English Language exam at the end of Year 11. The English Language GCSE qualification is based 100% on the exam so it is crucial that students prepare as well as they can.</p> <p>In this exam, students are expected to read a range of fiction and non-fiction texts, including texts from the 19th and 20th Century and answer a series of questions which will test their skills in information retrieval, drawing inference, analysis of language and structural devices as well as comparing and evaluating texts. Students will also be expected to write two high quality pieces, one fiction and one non-fiction, which are</p>	



appropriately matched to purpose and audience and which are carefully crafted to interest and engage the reader. Students will begin with an introduction to the non-fiction genre and students will explore different types of non-fiction texts, drawing out differences in purpose, audience, language and form.

They will then move on to adapt their skills in interpretation and analysis to a range of texts, and will use sample exam papers and mark schemes to ensure that they fully understand how to produce quality responses to each of the questions.

Students will apply the techniques that they have identified and analysed in their preparation for the reading section to their own writing, making careful and skilful choices in language, structure and form to produce engaging, effective texts which match the purpose and audience precisely. Accurate spelling, punctuation and grammar are also important in the writing section of this exam and so these skills will be revisited and secured throughout the final half term.

