



Key Stage 4 Framework for Learning

Year 11 2018-2019: I am Creative, Successful, Happy

Curriculum Area:

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	AQA English Literature 8702 (Literature Paper 1)	AQA English Language 8700 (Language Papers 1 & 2)	AQA English Literature 8702 (Literature Paper 2)	AQA English Language 8700 (Language Papers 1 & 2)	AQA English Language 8700 AQA English Literature 8702 (Language Papers 1 & 2) (Literature Paper 2)
Knowledge	<p><u>Literature Paper 1 revision</u> <u>Jekyll and Hyde PLUS</u> <u>Macbeth</u></p> <p>This unit will give students an opportunity to revisit Jekyll and Hyde. 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 2019.</p> <p>As part of Literature Paper 1 (Shakespeare and the 19th Century Novel), students will have to answer an essay based question on a Shakespeare play (we have chosen Macbeth as a school) and a 19th 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</p>	<p><u>Language Paper 1 and 2 revision</u></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 2019. Students have already covered the skills and so this half term is revision based.</p>	<p><u>Lord of the Flies, Anthology Poetry and Unseen Poetry</u></p> <p>This unit will prepare students for Literature paper 2 which they will sit in 2019. Students have already covered the content for these texts, so this half term is revision based.</p> <p>As part of Literature Paper 2 (Modern Texts and Poetry), Students will have to answer an essay question non the text Lord of the Flies. Students will also 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.</p> <p>Students will be presented with one of the poems from this</p>	<p><u>Language Paper 1 and 2 revision</u></p> <p>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 2019.</p>	<p><u>Literature Paper 2 revision PLUS, FINAL LANG REVISION!</u></p> <p>This unit will give students an opportunity to revisit all elements of Literature Paper 2 ahead of the exams.</p> <p><u>Language</u></p> <p>In addition to this, students will also have the opportunity for some FINAL Language paper revision in the lead up to their exams.</p>

ELE – 1 Day:



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	<p>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>		<p>cluster on the exam paper and they will have to decide which other 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.</p> <p>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>Skills</p>	<p>With this unit having a LITERATURE PAPER 1 FOCUS, 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><u>READING:</u> *Show an awareness of the writer's methods and what EFFECTS they have on texts</p>	<p>With this unit having a LANGUAGE PAPER 1 & 2 FOCUS, 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><u>READING</u> *Study the effects language and structure</p>	<p>With this unit having a LITERATURE PAPER 2 FOCUS, 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><u>READING:</u> *Show an awareness of the writer's methods and</p>	<p>With this unit having a LANGUAGE PAPER 1 & 2 FOCUS, 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><u>READING</u> *Study the effects language and structure</p>	<p>With this unit having a LITERATURE PAPER 2 and LANGUAGE PAPER 1 & 2 FOCUS, 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><u>READING</u> *Study the effects language and structure have on a text.</p>



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	<p>*Embed subject terminology confidently when analysing and writing responses – including DRAMATIC techniques given that this text is a play. *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay that develops ideas carefully *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the perceptions and ideas of the text *Embed a range of references to support their ideas *Link extracts to other events in the play</p> <p><u>WRITING</u></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used *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</p>	<p>have on a text. *Read for meaning *Plan essays successfully *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Identify writers' methods and comment on/analyse the effects of these choices *Form a convincing opinion on a text and justify it in essay form *Compare texts together by looking specifically at writers' viewpoints and perspectives</p> <p><u>WRITING</u></p> <p>*Respond to a creative writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices *Respond to a discursive writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices *Use a range of language and structural devices to create specific effects *Create engaging pieces of writing that contain relevant and imaginative ideas *QWC will be assessed on each assessment. The Quality of</p>	<p>what EFFECTS they have on the poems *Embed subject terminology confidently when analysing and writing responses – thinking specifically about poetic devices *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay that develops ideas carefully *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the perceptions and ideas of the text *Embed a range of references to support their ideas *Make links between the poems *Craft a coherent and sophisticated comparative essay</p> <p><u>WRITING</u></p> <p>*Ensure that the writing of an essay demonstrates a clear awareness of how the novel is being used * The Quality of 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</p>	<p>have on a text. *Read for meaning *Plan essays successfully *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Identify writers' methods and comment on/analyse the effects of these choices *Form a convincing opinion on a text and justify it in essay form *Compare texts together by looking specifically at writers' viewpoints and perspectives</p> <p><u>WRITING</u></p> <p>*Respond to a creative writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices *Respond to a discursive writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices *Use a range of language and structural devices to create specific effects *Create engaging pieces of writing that contain relevant and imaginative ideas *QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to learners</p>	<p>*Read for meaning *Plan essays successfully *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Identify writers' methods and comment on/analyse the effects of these choices *Form a convincing opinion on a text and justify it in essay form *Compare texts together by looking specifically at writers' viewpoints and perspectives</p> <p><u>WRITING</u></p> <p>*Respond to a creative writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices *Respond to a discursive writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices *Use a range of language and structural devices to create specific effects *Create engaging pieces of writing that contain relevant and imaginative ideas *QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to learners writing legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with</p>
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	<p>for their use of SPAG (spelling, punctuation and grammar).</p> <p><u>COMMUNICATION</u> *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. * Students will use their communication skills when debating on the key themes and ideas and contextual references that are relevant to this text.</p>	<p>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><u>COMMUNICATION</u> *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>	<p>and sophisticated essay on the anthology poetry.</p> <p><u>COMMUNICATION</u> *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. * 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.</p>	<p>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><u>COMMUNICATION</u> *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>	<p>appropriate vocabulary choices will also be assessed.</p> <p><u>COMMUNICATION</u> *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>
Assessment	<p><u>Marking Point 1:</u> 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><u>Marking Point 2:</u> 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</p>	<p><u>Marking Point 1:</u> 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><u>Marking Point 2:</u> <u>COLLEGE ENTRY EXAM</u> Students will sit TWO LANGUAGE PAPERS – Language Paper 1 and Language Paper 2 as part of the PiXL Wave.</p> <p><u>Marking Point 3:</u> Students will be given the opportunity to respond in exam conditions to questions 1 and 2 from Language</p>	<p><u>Marking Point 1:</u> Students will be given the opportunity to 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><u>Marking Point 2:</u> Students will be given the opportunity to respond to a question that mirrors the Lord of the Flies part of this exam.</p> <p><u>Marking Point 3:</u> <u>MOCK EXAM</u> Students will sit a full Literature Paper 2 mock exam.</p>	<p><u>Marking Point 1</u> <u>SECOND PART OF PIXL EXAMS</u> Students will sit TWO LANGUAGE PAPERS – Language Paper 1 and Language Paper 2 as part of the PiXL Wave.</p> <p><u>Marking Point 2:</u> 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> <p><u>Marking Point 3:</u></p>	<p><u>Progress Check 1:</u> Students will be given the opportunity to respond in exam conditions to a question based on Lord of the Flies.</p> <p><u>Progress Check 2:</u> Students will be given the opportunity to respond in exam conditions to a question based on the anthology poetry.</p> <p><u>Progress Check 3:</u> Students will be given the opportunity to respond in exam conditions to a question based on an unseen poem.</p>



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	<p>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>Marking Point 3: Students will sit a full mock Literature Paper 1.</p>	<p>Paper 2. Question 1 focuses on true or false statements and question 2 focuses on summarising.</p> <p>Marking Point 4: 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>		<p>A reading question from one of the Language papers based on teacher understanding of student need for development.</p>	
<p>Cultural Enrichment</p>	<p>READ Re-reading the texts from cover to cover will help students have the solid overall knowledge of the texts that they need in order to be successful in the exams. Enrichment opportunities for this will come from students being given the chance to study/read some additional texts/articles to broaden their understanding of the texts and their background. Students will engage with the background of this text and explore the cultural significance.</p> <p>WATCH 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>VISIT Pupils could take a historical tour of Manchester and explore what life was like for the</p>	<p>READ Enrichment opportunities for this will come from students being given the chance to study/read a range of fiction from the 20/21stth century. They will explore the cultural significance of these texts and the background ideas.</p> <p>WATCH There are various podcasts available on GCSE Pod that students will be encouraged to watch in order to help prepare them for the Language exams, specifically focusing on how to secure the most marks possible for each of the questions.</p>	<p>READ Enrichment opportunities for this will come from students being given the chance to study/read a range of poetry. They will explore the cultural significance of the poems and the background ideas.</p> <p>WATCH Students will be engaged in cinema screening of the film version of Lord of the Flies. This will serve to offer an extra dimension to the novel.</p> <p>VISIT Imperial War Museum to gain an appreciation of World War 2 and the Cold War. Students could look at soldiers' uniforms to draw parallels between them and Jack's face paint.</p>	<p>READ Enrichment opportunities for this will come from students being given the chance to study/read a range of fiction from the 20/21stth century. They will explore the cultural significance of these texts and the background ideas.</p> <p>WATCH There are various podcasts available on GCSE Pod that students will be encouraged to watch in order to help prepare them for the Language exams, specifically focusing on how to secure the most marks possible for each of the questions.</p>	<p>READ Enrichment opportunities for this will come from students being given the chance to study/read some additional texts/articles to broaden their understanding of the texts and their background. Students will engage with the background of this text and explore the cultural significance.</p> <p>WATCH There are various podcasts available on GCSE Pod that students will be encouraged to watch in order to help prepare them for the Language exams, specifically focusing on how to secure the most marks possible for each of the questions.</p> <p>VISIT Portico/John Rylands library to be exposed to a wider range of poetry and to research the poets in the anthology.</p>



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	<p>poor in Manchester during the Victorian ages. Even though this would be an exploration of a city other than that in the book, it would still bring to life the ideas about the split nature of cities:</p> <p>http://www.walkmanchester.com/our-tours/historical_manchester/victorian-city-hard-times/</p> <p>Pupils could visit John Ryland's library as an example of a gothic building.</p>				
<p>Character</p>	<p> QoS – Optimism</p> <p>Optimism: 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>	<p> QoS – Empathy</p> <p>Empathy: Students should practice their empathy skills through each of the sources they read – relating to and empathising 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>	<p>  QoS – Creativity & Curiosity</p> <p>Creativity: Students will be encouraged to develop their ability to be creative when analysing the language used in the poetry and LOTF in terms of what it could suggest. The more creative the inference, the better!</p> <p>Curiosity: 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/poems, but also WHY writers included certain aspects which will allow students to reflect on the impact on the</p>	<p>  QoS – Responsibility & Reflection</p> <p>Responsibility: Students will engage with extracts that explore a number of texts that express a number of differing viewpoints. Students should respond to these topics with maturity.</p> <p>Reflection: 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>	<p>  QoS – Practice & Resiliency</p> <p>Practice: 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>Resiliency: 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>



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