



GCSE English Language

Course code: AQA 8700

Aims:

- To engage students in a creative text and inspire them to write creatively themselves.
- To develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.
- To promote oracy as a vital life-skill.

Content:

Students will begin the year by developing their reading skills through focusing on a piece of fiction writing, exploring how writers manipulate language, sentence structure, rhetoric and narrative to engage their readers. We will then use these to develop creative writing, allowing students to respond to a stimulus and use the attributes of established writers within their own work. They will then analyse a range literary non-fiction texts from the 19th, 20th and 21st centuries from a variety of contexts and perspectives before going on to develop their non-fiction writing skills. This will involve students producing speeches, letters, leaflets, newspaper and magazine articles about a range of subjects. In addition, the students will also complete a spoken language assessment, which indicates their ability to communicate complex ideas and engage an audience on a topic of their choice.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p>English Language Paper 1 – Descriptive or narrative writing.</p> <p>English Language Paper 2 – Reading and writing to present a writer viewpoint or perspective.</p> <p>Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. GCSE English Language will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.</p> <p>Also, within Year 10 students will explore Spoken Language. This will involve presenting, selecting, organising information and ideas effectively and persuasively for prepared spoken presentations.</p>	<p>Exam practice for both papers</p> <p>Mock exam (June)</p> <p>Speaking Presentation</p>
Year 11	<p>Year 11 will build on learning to ensure that students are well prepared for:</p> <ul style="list-style-type: none">• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism• read and evaluate texts critically and make comparisons between texts• summarise and synthesise information or ideas from texts• use knowledge gained from wide reading to inform and improve their own writing• write effectively and coherently using Standard English appropriately• use grammar correctly and punctuate and spell accurately• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language• listen to and understand spoken language and use spoken Standard English effectively.	<p>Mock exam (Nov)</p> <p>Mock exam (March)</p> <p>Further in-class assessments throughout the year.</p>



Assessment:

Paper 1: Explorations in Creative Reading and Writing - 50% of GCSE (1 hour 45 minutes)

Paper 2: Writers' Viewpoints and Perspectives – 50% of GCSE (1 hour 45 minutes)

Spoken Language: This will be marked by the teacher as a separate endorsement

The following gives an overview of the assessment objectives-

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

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

Extended Learning:

Students will be given a range of exam questions to complete at home, as well as retrieval quizzes and skills tests to complete. We also actively encourage independent reading and provide a list of challenging reading material to develop vocabulary.

Connection to the JTFS Approach

Whole School Theme	How does English Language support this?
STRIPE	Innovate and create- Students produce their own fiction and non-fiction piece. Enquiry- Close analysis of written texts.
STEAM	We will study a range of fiction and non-fiction texts covering topics related to the world around us. Students will consider how writers show flair within their writing.
Literacy	Reading, writing and speaking skills assessed throughout. Students will write extended responses to both fiction and non-fiction texts, analysing writers use of language and structure before producing their own examples.
Numeracy	Tension graphs and use of statistics to support arguments. Students need to be able to identify patterns across texts and be able to compare writers us of language and structure.
SMSC, British Values and Citizenship	We will study a range of fiction and non-fiction texts covering topics related to the world around us. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.