

**KWA AQA English Language 8700 & AQA English Literature 8702 – Linear Examination Two Year Course Examination 2018**

**EXAM Components 100% of total GCSE between two papers**

<p><b>LANGUAGE</b>  <b>Paper 1</b> – Explorations in Creative Reading and Writing, <b>1hr 45 minutes</b>.                  80 marks.  <b>Paper 2</b> – Writers’ Viewpoints and Perspectives, <b>1hr 45 minutes</b>.                  80 marks</p>	<p><b>Paper 1</b> – <u>Reading</u> one fiction text. (40 marks).  <u>Writing</u> – descriptive or narrative writing (40 marks).  <b>Paper 2</b> – <u>Reading</u> of two linked non-fiction texts (one 19<sup>th</sup> Century). (40 marks).  <u>Writing</u> – writing to present a view point (40 marks).</p>
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<p><b>LITERATURE</b>  <b>Paper 1</b> - Shakespeare and 19<sup>th</sup> Century Novel (R&amp;J and A Christmas Carol).  <b>Paper 2</b> – Modern Texts, Poetry and Unseen Poetry (Inspector calls and Conflict poetry AQA Anthology).</p>	<p><b>Paper 1</b> – 1hr 45 minutes, 64 marks = 40% of GCSE. <b>Section A</b> – Macbeth. Extract question plus wider text analysis. <b>Section B</b> – A Christmas Carol. Extract question plus wider text analysis.  <b>Paper 2</b> – 2hr 15 minutes, 96 marks = 60% of GCSE. <b>Section A</b> – Blood Brothers one question from a choice of two. <b>Section B</b> – AQA Conflict poems – comparison question, one named poem. <b>Section C</b> – unseen poetry comparisons x 2 poems.</p>
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**Essential skills focus for GCSE Literature Essential skills for GCSE English Language**

<b>Paper 1</b>				<b>Paper 1</b>			
<b>Q1</b>	R&J	Read the following extract...analysis of character, theme and language here and <i>in the play as a whole</i> .	30 marks	<b>Q1</b>	Finding information: <i>List 4 things about...</i>		
<b>Q2</b>	A Christmas Carol	Read the following extract...analysis of character, theme and language here and <i>in the play as a whole</i> .	30 marks	<b>Q2</b>	Analysing language: <i>How does the writer use language to...</i>		
<b>Paper 2</b>				<b>Q3</b>	Analysing the whole text: <i>How has the writer structured the opening, ending, scene...</i>		
<b>Q1</b>	Inspector Calls	Choice of two questions. Analysis of character, theme and language.	30 marks	<b>Q4</b>	Analysing your response to the text: <i>How has the writer presented characters, themes, ideas...</i>		
<b>Q2</b>	Poetry: Love or Conflict	<i>Compare how poets present attitudes in....and one other poem.</i>	30 marks	<b>Q5</b>	Extended writing: <i>Write a description...or write an opening to a story...</i>		
<b>Q3</b>	Poetry: Unseen texts	Read the two poems below: <ul style="list-style-type: none"> <li>In poem A, how does the speaker present....</li> <li>In poem B, how does the speaker present...</li> <li>Compare the main similarities and differences between the poems. Write about the ideas and How writers present these ideas</li> </ul>	30 marks	<b>Paper 2</b>			
				<b>Q1</b>	Finding information: <i>Choose four of 8 statements which are true...</i>		
				<b>Q2</b>	Write a summary: <i>Write a summary of key differences...</i>		
				<b>Q3</b>	Analysing language: <i>How is language used to...</i>		
				<b>Q4</b>	Comparing the presentation of ideas: <i>Compare the two writers’ attitudes to...</i>		
				<b>Q5</b>	Extended writing: <i>Explain your point of view on...</i>		
				Every half-termly module will incorporate these key skills.			
				<b>SPOKEN LANGUAGE - NON- ASSESSMENT</b>			
				<ul style="list-style-type: none"> <li><b>Demonstrate presentation skills in a formal setting</b></li> </ul>			

- 4 marks for SPAG are available for each question. Each half-termly module will incorporate the relevant skills.

- Listen and respond appropriately to spoken language, including questions
- Use spoken Standard English effectively in speeches and presentations

Week 1 5 <sup>th</sup> – 9 <sup>th</sup> Sept	LITERACY AUDIT: SPaG <b>Introduction to course – Context of 19th Century Literature</b> <b>USE KS3 INTRO TO LIT MATERIALS</b> <i>1. Baseline Assess</i> <i>2. Course Intro &amp; POS</i> <i>3. Literacy</i> <i>4. DIRT</i>	Week 5 28 <sup>th</sup> – 2 <sup>nd</sup> Dec	<b>A Christmas Carol</b> – exam overview – sample question prep – importance of family. Extract from ch 3 on Cratchit family Christmas.
Week 2 12 <sup>th</sup> – 16 <sup>th</sup>	<b>Dickensian context</b> – informal reading assessment of extract. -writing to describe. <i>Paper 1 and 2 extended questions.</i> <i>1 Context -Life and times</i> <i>2. Dickens: Background, Life &amp; Work</i> <i>3. Socialist, Work House , Prisons and Poverty</i> <i>4. Reading</i> <i>5. Stave 1 descriptions of scrooge</i>	Week 6 5 <sup>th</sup> – 9 <sup>th</sup> Dec	<b>A Christmas Carol</b> –theme/character <b>EXAM – EXTRACT INTO ESSAY Mark</b> <a href="http://scheme.pdf/">Schemehttp://scheme.pdf/</a>
Week 3 19 <sup>th</sup> – 23 <sup>rd</sup>	<b>Dickensian language</b> – understanding language features – pathetic fallacy, metaphor, simile, imagery. <i>Paper 2 Q1-3 style links.</i> <i>1.Thoughts and feelings surrounding Scrooge/allegory</i> <i>2.Pathetic Fallacy in Stave 1/ Reading/Marley</i> <i>3 Introduce PEEZAR Loneliness /Reading/</i> <i>4 Other literary devices used in stave 1/Reading/ Scrooge’s</i> <i>5 Imagery/Language contrast between two gentleman, Scrooge and nephew</i> <i>Home learning: Synopsis of Stave 1</i>	Week 7 12 <sup>th</sup> – 16 <sup>th</sup> Dec	<b>A Christmas Carol</b> –theme/character <b>EXAM – EXTRACT INTO ESSAY Mark</b> <a href="http://scheme.pdf/">Schemehttp://scheme.pdf/</a>
		Week 8 19 <sup>th</sup> – 22 <sup>nd</sup>	<b>Dirt Task</b>
<b>Christmas Holiday Fri 23<sup>rd</sup> Dec - Mon 9<sup>th</sup> January 2017</b>			
Week 4 26 <sup>th</sup> – 30 <sup>th</sup>	<b>Dickensian language</b> – explore how writers create effect. Paper 2 Q1-3 style links. Recreational writing – use these features in your own writing: <i>Paper 1 and 2 extended questions.</i> <i>1.Stave 2 Reading,/ Ghost of C.P./</i> <i>2. Links to fire/ Meagre food rations/relationship with Fan and his father/ juxtaposition.</i> <i>3. Fezziwig and Scrooge’s apprenticeship</i> <i>4. Dickens’ contrasting portrayal of Scrooge between stave 1&amp;2</i> <i>5. PEEZAR paragraphs on the week’s coverage of lessons.</i> <i>Home learning: Synopsis of Stave 2</i>	Week 1 10 <sup>th</sup> – 13 <sup>th</sup> Jan	<b>Mon &amp; Tues Lit Paper Inspector Calls</b> <b>Wed, Thurs Fri Lang Paper1</b> <i>Mon: Intro to context and class system &amp; reading</i> <i>Tues: Intro to context and class system &amp; reading</i> <i>Wed: Lang Paper 1 – Q1 – List 4 things</i> <i>Thurs: Starter Q1 Main Q2</i> <i>Fri: Starter Q1 Main Q2</i> <i>Home learning: Create a Q1 passage and questions</i>
Week 5 3 <sup>rd</sup> – 7 <sup>th</sup> Oct	<b>A Christmas Carol</b> – Literature paper links. Use of narrative to create analytical writing. Use of PEAZR structure. <b>1. Extended reading of text. Context study.</b>	Week 2 16 <sup>th</sup> – 20 <sup>th</sup>	<b>Inspector Calls &amp; Lang Paper 1</b> <i>Mon: character work and contrasts – Mr Birling v Sheila &amp; reading</i> <i>Tues: character work and contrasts – Mr Birling v Sheila &amp; reading</i> <i>Wed: Q3</i> <i>Thurs: Q3</i> <i>Fri: Q3</i> <i>Home learning: Q2</i>
Week 6 10 <sup>th</sup> – 14 <sup>th</sup>	<b>A Christmas Carol</b> – Embedding quotations. PEAZR paragraphs. <b>Character mapping.</b>	Week 3 23 <sup>rd</sup> – 27 <sup>th</sup> <b>Data Coll 3</b>	<b>Inspector Calls &amp; Lang Paper 1</b> <i>Mon: Description of set incl. characters and social class &amp; reading</i> <i>Tues: Descriptive writing skills</i> <i>Wed: Descriptive writing skills</i>

			<p><i>Thurs: Assessment task Lang Q5 based on Lit image</i>  <i>Fri: DIRT &amp; peer assessment</i>  <i>Home learning: Q3</i></p>
<p>Week 7 12<sup>th</sup> – 16<sup>th</sup></p>	<p><b>A Christmas Carol</b> – Formal writing skills – QWC – technical expression and use of high level punctuation. <a href="#">Exploring language – settings/descriptions.</a></p>	<p>Week 4 30<sup>th</sup> – 3<sup>rd</sup> Feb</p>	<p><b>Inspector Calls &amp; Lang Paper 1</b>  <i>Mon: Themes &amp; reading</i>  <i>Tues: Themes &amp; reading</i>  <i>Wed: Q4</i>  <i>Thurs: Q4</i>  <i>Fri: Q4</i>  <i>Home learning: Q4</i></p>
<p>Week 8 17<sup>th</sup> – 21<sup>st</sup></p>	<p><b>A Christmas Carol</b> – Use of narrative to create analytical writing..  <a href="#">Explore the differences in the ghosts – symbolism.</a> <b>EXAM – ANALYSIS OF CHARACTER - SCROOGE</b></p>	<p>Week 5 6<sup>th</sup> – 10<sup>th</sup></p>	<p><b>Inspector Calls &amp; Lang Paper 1</b>  <i>Mon: Themes &amp; reading</i>  <i>Tues: Themes &amp; reading</i>  <i>Wed: Q4</i>  <i>Thurs: Q4</i>  <i>Fri: Q4</i>  <i>Home learning: Q4</i></p>
<p><b>Half Term – 24<sup>th</sup> October – 28<sup>th</sup> October 2016</b></p>			<p>Week 6 13<sup>th</sup> - 17<sup>th</sup></p>
<p>Week 1 31<sup>st</sup> – 4<sup>th</sup> Nov</p>	<p><b>A Christmas Carol</b> – exploring written style. <i>Paper 2 Q1-3 links from 19<sup>th</sup> Century.</i> Analyse effect of language/form.</p>	<p><b>Summative Assessment</b></p>	<p><b>Inspector Calls &amp; Lang Paper 1</b>  <i>Mon: Revision and timings for Paper 1 Section A &amp; B</i>  <i>Tues: Exam Language Paper 1 Section A &amp; B in hall</i>  <i>Wed: Literature exam Insp. Calls Question only in class</i>  <i>Thurs: Revision of Plot &amp; Characters</i>  <i>Fri: Revision of characters &amp; themes</i>  Mark <a href="http://rock.pdf/">schemehttp://rock.pdf/</a></p>
<p>Week 2 7<sup>th</sup> – 11<sup>th</sup></p>	<p><b>A Christmas Carol</b> – Explore morality and the effect on reader – social context. <i>Compare with other 20<sup>th</sup> Century examples.</i>  Theme: <b>POVERTY</b></p>	<p><b>Half Term – 20<sup>th</sup> – 24<sup>th</sup> Feb 2017</b></p>	
<p>Week 3 14<sup>th</sup> – 18<sup>th</sup></p>	<p><b>A Christmas Carol</b> – importance of family.  THEME: <b>FAMILY</b></p>	<p>Week 1 27<sup>th</sup> – 3<sup>rd</sup> March</p>	<p><b>LANGUAGE Paper 2 READING SECTION A</b>  <b>Writers' Viewpoints Preparation for PPE Dalmatian text</b>  <i>Mon T/F Q1 Dalmatian text</i>  <i>Tues Q3 Language of pre1914 text Carriage Dogs text</i>  <i>Wed Q3 Language of pre1914 text Carriage Dogs text</i>  <i>Thurs Q2 Summary of D &amp; CD texts</i>  <i>Fri Q2 Summary of D &amp; CD texts</i></p>
<p>Week 4 21<sup>st</sup> – 25<sup>th</sup></p>	<p><b>A Christmas Carol</b> – selecting key words and phrases. <a href="#">Key quotes for characters – PEAZR.</a></p>	<p>Week 2 6<sup>th</sup> – 10<sup>th</sup></p>	<p><b>LANGUAGE Paper 2 READING SECTION A</b>  <b>Writers' Viewpoints Preparation for PPE</b>  <i>Mon Q4 Comparison D &amp; CD texts</i>  <i>Tues Q4 Comparison D &amp; CD texts</i>  <i>Wed Q4 Comparison D &amp; CD texts</i></p>

			<i>Thurs Test Section A only – Reading Q1-4</i> <i>Fri Peer/Self Assess/DIRT</i>
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Week 3 13 <sup>th</sup> – 17 <sup>th</sup>	<b>Paper 2 Section B - Transactional Writing</b> <i>Mon Article    Tues Article    Wed Article    Thurs Article    Fri Report</i>
Week 4 20 <sup>th</sup> – 24 <sup>th</sup>	<i>Mon Report    Tues Report    Wed Report    Thurs Test – Section B Article &amp; Report    Fri DIRT</i> <b>DATA COLLECTION 4</b>
Week 5 27 <sup>th</sup> – 31 <sup>st</sup> t	<i>Mon Lang – Blog    Tues Lang – Email    Wed Lit R&amp;J Context&amp; Prologue (Fate)    Thurs LIT R&amp;J Reading Act1    Fri LIT introduction of: Mono/dialogue and soliloquy &amp; Reading</i>

**Easter Break – Monday 3<sup>rd</sup> April - Monday 17<sup>th</sup> May 2017**

Week 1 18 <sup>th</sup> – 21 <sup>st</sup> April	<b>Mon</b> Lang – Speech <b>Tues</b> Lang – Speech <b>Wed</b> Lit Introduce Themes Loyalty & Family <b>Thurs</b> LIT R&J <b>Fri</b> LIT R&J
Week 2 24 <sup>th</sup> – 28 <sup>th</sup>	<b>Mon</b> Lang – Leaflet <b>Tues</b> Lang – Leaflet <b>Wed</b> Lit R&J Act 2 Character contrasts (Mercutio, Benvolio & Romeo) <b>Thurs</b> LIT R&J Character contrasts <b>Fri</b> LI TR&J Act 2 Sc 2 Romeo & Juliet Compare language & Theme of Love
Week 3 2 <sup>nd</sup> – 5 <sup>th</sup> May	<b>Mon</b> Lang – Formal letter <b>Tues</b> Lang – Formal letter <b>Wed</b> Lit R&J Act 3 <b>Thurs</b> LIT Act 3 Sc 1 Fight Scene <b>Fri</b> LIT Act 3 Sc 5 Relationship: Capulet and Juliet
Week 4 8 <sup>th</sup> – 12 <sup>th</sup>	<b>Mon</b> Lang – Section B Test Formal Letter <b>Tues</b> Peer Assessment/DIRT <b>Wed</b> Lit PEEZAR skills <b>Thurs</b> LIT R&J PEEZAR skills <b>Fri</b> R&J Play in Hall
Week 5 15 <sup>th</sup> – 19 <sup>th</sup>	<b>Mon</b> Lang – Review & <b>Tues</b> Lang – DIRT <b>Wed</b> Lit Act 4 Sc1 The role of Friar Lawrence <b>Thurs</b> LIT Read remainder of Act 4 <b>Fri</b> LIT Assessment
Week 6 22 <sup>rd</sup> 26 <sup>th</sup>	<b>Mon</b> DIRT <b>Tues</b> Lit Act 5 Sc 1&2 <b>Wed</b> Lit Act 5 Sc3 <b>Thurs</b> LIT R&J Film, Plot, & Character quiz <b>Fri</b> LIT Film & Themes quiz

**Half Term – 29<sup>th</sup> May – 3<sup>rd</sup> June**

Week 1 5 <sup>th</sup> - 9 <sup>th</sup> June	Poetry – love or conflict – Introduction to poetry – Monday – Intro to anthology and success criteria
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	Tues – Power and conflict theme Wed - Strategies Thurs – Titles and meanings Fri – intro to SMILE Structure
Week 2 12 <sup>th</sup> – 16 <sup>th</sup>	Monday – Bayonet Charge Tuesday – Bayonet Charge Consolidation of skills Wednesday – Kamakazi Thursday - Kamakazi Consolidation of skills Friday - Ozymandias
Week 3 19 <sup>th</sup> – 23 <sup>rd</sup>	Monday – My last Duchess Tuesday – London Wednesday – Charge of the Light Brigade Thursday – Exposure Friday – Storm on the Island
Week 4 26 – 30 <sup>th</sup>	Monday - Remains Tuesday – Poppies Wednesday – War Photographer Thursday – Tissue Friday – The Emigree
Week 5 3 <sup>rd</sup> – 7 <sup>th</sup> July	Monday – Checking out me History Tuesday – Linking Poems Wednesday – Comparison essay writing prep Thursday – Assessment Preparation Friday – Assessment Preparation
Week 6 10 <sup>th</sup> – 14 <sup>th</sup>	<b>EXAM PAPER</b> Self/Peer Assessment
Week 7 17 <sup>th</sup> – 21 <sup>st</sup>	Dirt Task

**Autumn 1 - 7 weeks - 34 lessons**

**Autumn 2 - 8 weeks - 39 lessons**

**Spring 1 - 6 weeks - 29 lessons**

**Spring 2 - 5 weeks - 25 lessons**

**Summer 1- 6 weeks - 28 lessons**

**Summer 2 – 7 weeks - 35 lessons**

