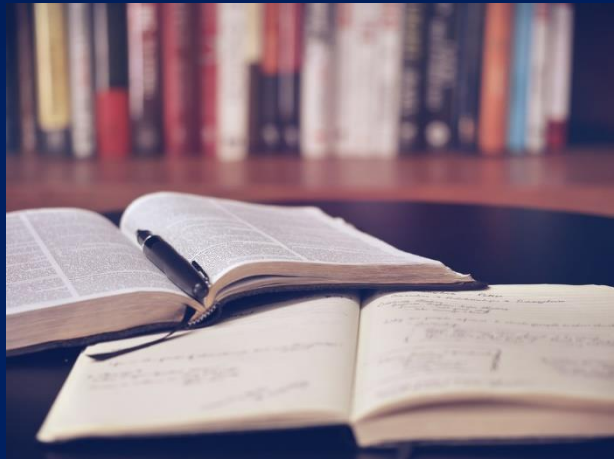


# Welcome to GCSE English Language and English Literature



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# Specification Information – you will study for 2 GCSEs in English

## AQA GCSE English Language

- Reading unseen fiction
- Writing imaginatively – description and narrative
- Reading and comparing unseen non-fiction
- Writing non-fiction – argument writing

## AQA GCSE English Literature

- Shakespeare play: *Macbeth*
- C19 novel: Dickens *A Christmas Carol*
- C20 play: JB Priestley *An Inspector Calls*
- Poetry on power and conflict
- Unseen poetry



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# What you will learn and when



## West Hill School English KS4 Curriculum Map

| Year 10   | Term 1   |   | Term 2                                  |   | Term 3                          |                                   |
|---|--|---|---|---|---------------------------------|-----------------------------------|
| <p>In year 10, we begin our study of AQA English Literature and AQA English Language GCSEs. We study the bulk of the literature texts this year, building on the analytical skills and contextual knowledge developed over KS3. The curriculum is carefully sequenced to enable students to study the language and literature papers as cohesive wholes, whilst also allowing us to make links between the different units. We also make use of interleaving and regular recap lessons to ensure learning is committed to long-term memory. By the end of the year, students will have sat a full Language Paper 1 mock exam and a full Literature Paper 1 mock exam.</p>   | <p>Literature Paper 1: <i>A Christmas Carol</i></p> <ul style="list-style-type: none"> <li>Dickens: <i>A Christmas Carol</i></li> <li>Victorian context: poverty, class divisions, religion, Christmas traditions</li> </ul> | <p>Literature Paper 1: <i>Macbeth</i></p> <ul style="list-style-type: none"> <li>Shakespeare: <i>Macbeth</i></li> <li>Context: tragic hero, feudalism, James I</li> </ul>   |   | <p>Literature Paper 2: Anthology Poetry</p> <ul style="list-style-type: none"> <li>Introduction to poetry</li> <li>Anthology Poetry: 15 poems on the themes of Power and Conflict</li> <li>Comparison skills</li> </ul>   |                                 |                                   |
|   | <p>Language Paper 1 Reading</p> <ul style="list-style-type: none"> <li>Unseen C20/21 fiction extracts: language, structure, evaluation</li> </ul>  | <p>Language Paper 1 Writing</p> <ul style="list-style-type: none"> <li>Descriptive and imaginative writing</li> </ul>   |   |   |                                 |                                   |
|   | <p>Interleaving</p> <ul style="list-style-type: none"> <li>Poetry: <i>London</i></li> </ul>  | <p>Interleaving</p> <ul style="list-style-type: none"> <li><i>A Christmas Carol</i> feedback and improvement</li> <li>Lang Paper 1 Reading feedback and improvement</li> </ul>  |   | <p>Interleaving</p> <ul style="list-style-type: none"> <li><i>A Christmas Carol</i> and <i>Macbeth</i> revision</li> <li>Language Paper 1 revision</li> <li>Spoken language presentations</li> </ul>  |                                 |                                   |
| <p><b>Assessment</b></p>  | Language Paper 1 Reading question  | A Christmas Carol exam question   | Language Paper 1 writing task           | Macbeth exam question   | LANGUAGE PAPER 1 FULL MOCK EXAM | LITERATURE PAPER 1 FULL MOCK EXAM |
| Year 11   | Term 1   |   | Term 2                                  |   | Term 3                          |                                   |
| <p>In year 11, we complete our study of the content for both GCSEs by studying Language Paper 2 and "An Inspector Calls" for Literature Paper 2. Both these papers require more advanced comparison skills, so studying them together in Year 11 helps students acquire and consolidate these skills more efficiently. In the new year, we revisit all previous units and we focus more closely on exam preparation, giving students plenty of practice assessment experience – indeed, students will sit mock examinations of all 4 GCSE papers. We continue to make links between the units and use interleaving and recap lessons. This intensifies after the Christmas break, when we cycle more rapidly through the units and adapt teaching schedules to the needs or gaps identified through assessment.</p> | <p>Literature Paper 2: <i>An Inspector Calls</i></p> <ul style="list-style-type: none"> <li>JB Priestley: <i>An Inspector Calls</i></li> <li>Literary &amp; historical contexts</li> </ul>                                   | <p>January mock exams</p> <ul style="list-style-type: none"> <li>Literature Paper 2</li> <li>Language Paper 2</li> </ul>  |   | <p>Revision: all units<br/>Interleaved study of all units:</p> <ul style="list-style-type: none"> <li><i>Macbeth</i></li> <li><i>A Christmas Carol</i></li> <li><i>An Inspector Calls</i></li> <li>Anthology and Unseen poetry</li> <li>Language Paper 1</li> <li>Language Paper 2</li> </ul> |                                 |                                   |
|   | <p>Language Paper 2 Reading and Writing</p> <ul style="list-style-type: none"> <li>Unseen C19/20/21 non-fiction extracts: inference, language, comparison</li> <li>Opinion writing</li> </ul>                                | <p>Revision: all units<br/>Interleaved study of all units:</p> <ul style="list-style-type: none"> <li><i>Macbeth</i></li> <li><i>A Christmas Carol</i></li> <li><i>An Inspector Calls</i></li> <li>Anthology and Unseen poetry</li> <li>Language Paper 1</li> <li>Language Paper 2</li> </ul> |   |   |                                 |                                   |
|   | <p>Interleaving</p> <ul style="list-style-type: none"> <li>Literature Paper 1 feedback and improvement</li> <li>Language Paper 1 feedback and improvement</li> </ul>   | <p>At this stage classes can be reorganised based around student needs.</p>   |   | <p>At this stage classes can be reorganised based around student needs.</p>   |                                 |                                   |
| <p><b>Assessment</b></p>  | LANGUAGE PAPER 2 FULL MOCK EXAM (Jan)  | LITERATURE PAPER 2 FULL MOCK EXAM (Jan)   | LANGUAGE PAPER 1 FULL MOCK EXAM (March) | LITERATURE PAPER 1 FULL MOCK EXAM (March)   | GCSE exams                      | GCSE exams                        |



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# How you will be assessed – 4 exams in May/June of Year 11

## AQA Language Paper 1

1hr 45

- Reading questions on unseen fiction
- Imaginative writing task

## AQA Literature Paper 1

1hr 45

- **Macbeth** essay
- **A Christmas Carol** essay

## AQA Language Paper 2

1hr 45

- Reading questions on 2 non-fiction pieces
- Non-fiction writing task

## AQA Literature Paper 2

2hrs 15

- **An Inspector Calls** essay
- Essay comparing 2 of **15 poems**
- Essay on **2 unseen poems**



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# Exams require extended written responses

## Example Language questions

Source A

Source A is taken from the beginning of a short story written by Joanne Harris, Mr Fisher, a teacher of English for forty years, works at St Oswald's Grammar School for Boys.

- Mr Fisher lived alone in a small terraced house in the centre of town. He did not own a car, and therefore preferred to do as much as he could of his weekend marking in the form room after school. Even so, there were usually two or three stacks of books and papers to take home on the bus.
- It had been a disappointing term at St Oswald's. For most of the boys in 3F, creative writing was on a par with country dancing and food technology. Oh, he'd tried to engage their interest. But books just didn't seem to kindle the same enthusiasm as they had in the old days.
- Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those heroic days, there were dragons and dinosaurs; there were space adventures, fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.
- Now everything was in black and white, and though Mr Fisher continued much devotion to duty as he had forty years before, he was secretly a had begun to lack conviction. To these boys, these sullen boys with their perfect teeth, everything was boring. Shakespeare was boring. Dickie There didn't seem to be a single story left in the world that they hadn't over the years, though he had tried to stop it, a terrible disillusionment over Fisher, who had once dreamed so fiercely of writing stories of his own the end of the seam, he understood. There were no more stories to be had run out.
- This was an uncharacteristically gloomy train of thought, and Mr Fisher Not all his boys lacked imagination. Alistair Tibbet, for instance, even obviously done part of his homework on the bus. An amiable boy, this brilliant scholar by any means, but there was a spark in him which des

Mr Fisher took a deep breath and looked down at Tibbet's notebook to

3

0 2 Look in detail at this extract, from lines 9 to 15 of the source:

Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those heroic days, there were dragons and dinosaurs; there were space adventures and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

How does the writer use language here to convey Mr Fisher's views on books and stories of the past?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

## Example Literature question

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

*Macbeth*

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH

Glamis thou art, and Cawdor, and shalt be  
What thou art promised; yet do I fear thy nature,  
It is too full o'th'milk of human kindness  
To catch the nearest way. Thou wouldst be great,  
Art not without ambition, but without  
The illness should attend it. What thou wouldst highly,  
That wouldst thou holily; wouldst not play false,  
And yet wouldst wrongly win. Thou'dst have, great Glamis,  
That which cries, 'Thus thou must do' if thou have it;  
And that which rather thou dost fear to do,  
Than wishest should be undone. Hie thee hither,  
That I may pour my spirits in thine ear  
And chastise with the valour of my tongue  
All that impedes thee from the golden round,  
Which fate and metaphysical aid doth seem  
To have thee crowned withal.

0 1

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

[30 marks]  
AO4 [4 marks]



# What and how to revise

## English Language

- Language and structure terms.
- The features of different types of writing.
- Reading challenging texts – fiction and newspapers
- Practice planning and writing exam answers under timed conditions

## English Literature

What?

- Plot, characters, key themes and ideas

How?

- Key quotations, language techniques, some analysis of writers' choices.

Why?

- How writers use the plot and characters to explore ideas and present ideas to their readers.



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# Skills developed

Empathy

Understanding

Reflection

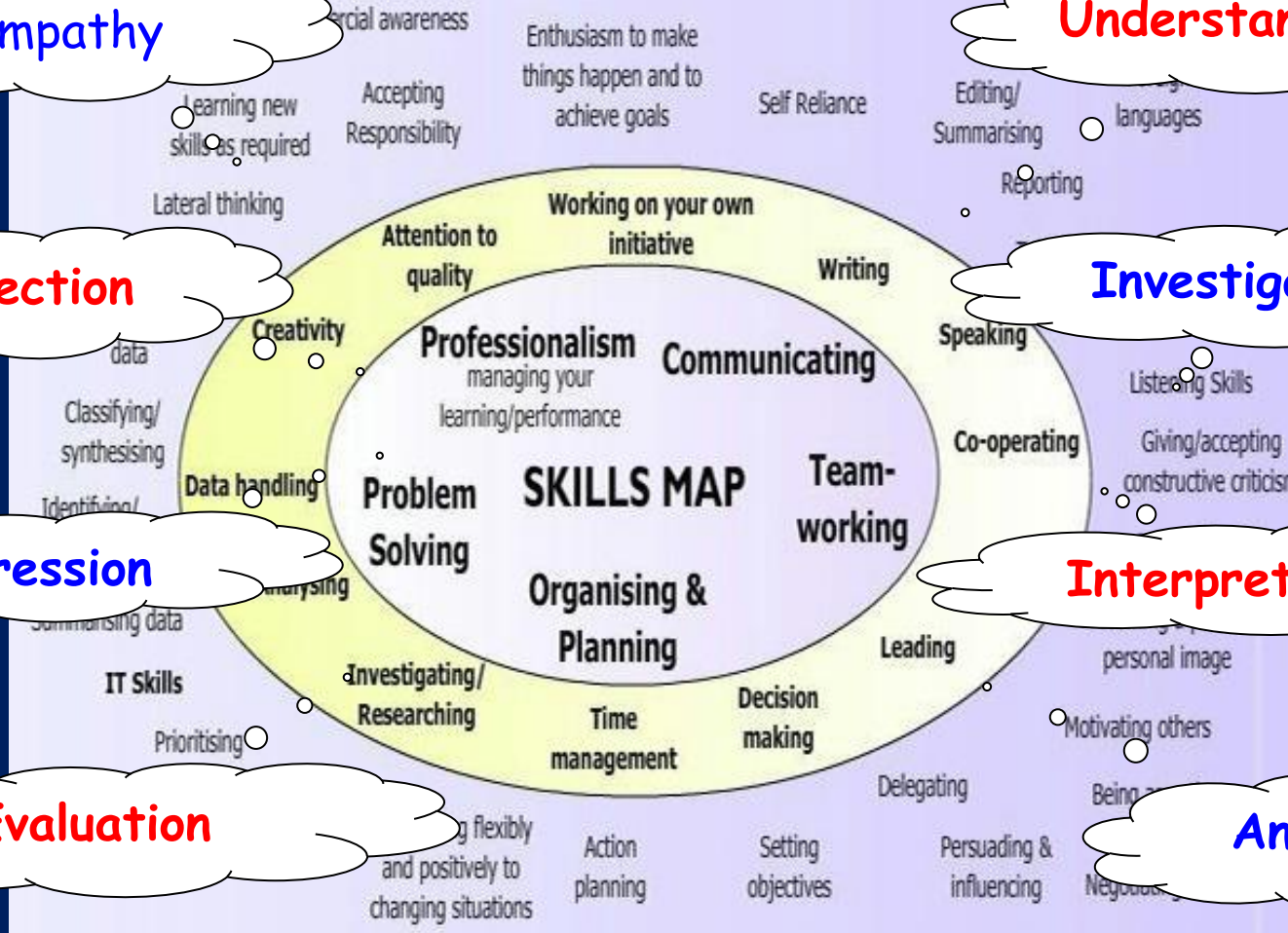
Investigation

Expression

Interpretation

Evaluation

Analysis



# Where can English take you?

- The skills you develop in English will help you in your other subjects and are required for most academic courses and jobs.
- That's why English is not an option subject – everybody takes it!
- If you go on to study English at college or university, your qualifications can lead to a huge variety of careers – see <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>
- English is especially useful for jobs that require creativity and communication skills!



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# Where can you find more information

GCSE exam board information:

- <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
- <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

English subject page on the website:

- <https://www.westhillschool.co.uk/page/?title=English&pid=107>

You can contact the Head of English, Mr Hazzelby-Owens, here:

- [hazzelby@westhillschool.co.uk](mailto:hazzelby@westhillschool.co.uk)



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