



### Year 10: Cycle of Topics

1. Language Paper 2 (Section A)    2. Language Paper 2 (Section B)    1. Language Paper 1 (Section A)    2. Language Paper 1 (Section B)    5. Exam and Revision    6. Reading topic

### Year 10 Overview

Some pupils choose to study GCSE English Language over two years and this allows them time to focus upon developing the skills required for success in the core English GCSE. The two-year curriculum is designed to cover the objectives, content and assessment methods of the course whilst ensuring that pupils are fully prepared for public examination. In studying English Language, pupils continue to develop their skills of inference, analysis, evaluation and comparison through their study of a range of non-fiction and fictional prose texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. Pupils will also be encouraged to read a range of texts independently for pleasure. A significant amount of curriculum time will be designated to practising writing for different audiences and purposes. There will also be plenty of opportunity for pupils to become more adept at proof reading and editing their own work.

The English Language GCSE exam has two papers. Paper 1 is focused on fiction texts and requires pupils to respond to one fiction text and then produce a piece of creative writing. Paper 2 is focused on non-fiction texts and there are two texts on a linked theme for pupils to read, compare and respond to. Pupils also need to complete a piece of transactional writing. Each paper is 1 hour and 45 minutes in length.

During Year 10, pupils will also complete their Spoken Language Study. For this, they will give a presentation on a subject of their choice. This presentation will be recorded for moderation purposes and pupils will be awarded either a Pass, Merit or Distinction. Whilst the Spoken Language grade does not contribute to the overall English Language GCSE grade, it is a requirement of the course that it is completed.

The specification is available in full at <https://www.aqa.org.uk/>



Topic of Learning		Half-Termly Overview: Knowledge and Skills	Key Assessments
<b>HT1</b>	<p><b>Reading (Non-Fiction)</b></p> <ul style="list-style-type: none"> <li>Language, Paper 2: Section A (Reading)</li> </ul> <p>A range of non-fiction and literary non-fiction extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries will be used for teaching and these will be chosen by the teacher. Some of the extracts may be taken from <i>AQA Paper 2: Reading Support Booklet</i></p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li><b>AO1:</b> identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</li> <li><b>AO2:</b> 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</li> <li><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li> </ul>	<p>2 x Reading Assessments using exam questions produced by AQA</p>
<b>HT2</b>	<p><b>Writing (Transactional)</b></p> <ul style="list-style-type: none"> <li>Language, Paper 2: Section B (Writing)</li> </ul> <p>Teaching will be structured around a study of the five forms prescribed by AQA (Leaflet, Letter, Article, Speech and Letter) and the four purposes (Inform, Explain, Describe, Persuade). Pupils will also consider how to adapt their writing for a range of audiences.</p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li><b>AO5:</b> 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</li> <li><b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>	<p>2 x Writing Assessments using exam questions produced by AQA</p> <p>For example:</p> <p>'Cars are noisy, dirty, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace'</p> <p>Write a letter to the Minister for Transport arguing your point of view on this statement.</p>
<b>HT3</b>	<p><b>Reading (Fiction)</b></p> <ul style="list-style-type: none"> <li>Language, Paper 1: Section A (Reading)</li> </ul>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p>	<p>2 x Reading Assessments using exam questions produced by AQA</p>



	<p>A range of fictional extracts from the 20<sup>th</sup> and 21<sup>st</sup> centuries will be used for teaching and these will be chosen by the teacher. Some of the extracts may be taken from <i>AQA Paper 1: Reading Support Booklet</i></p>	<ul style="list-style-type: none"> <li>• <b>AO1:</b> identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</li> <li>• <b>AO2:</b> 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</li> <li>• <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li> </ul>	
<p><b>HT4</b></p>	<p><b>Spoken Language Study</b></p> <p>Pupils will watch a range of presentations to identify the success criteria for their own presentation. They will independently research a topic of their choice then plan, structure, write and deliver a presentation on this topic.</p> <p>Pupils will also revise in preparation for their Year 10 internal exam.</p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>AO7:</b> Demonstrate presentation skills in a formal setting</li> <li>• <b>AO8:</b> Listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>• <b>AO9:</b> Use spoken Standard English effectively in speeches and presentations</li> </ul>	<p>Spoken Language Study: Formally Assessed Presentation on a topic of the pupil's choice</p>
<p><b>HT5</b></p>	<p><b>Writing (Creative)</b></p> <ul style="list-style-type: none"> <li>• Language Paper 1: Section B (Writing)</li> </ul> <p>Teaching will be structured around descriptive and narrative writing, using visual and written prompts in line with the exam questions.</p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>AO5:</b> 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</li> <li>• <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>	<p>Internal Exam: <b>Reading:</b> Paper 1, Section A or Paper 2, Section A (AQA Exam Material) <b>Writing:</b> Paper 2, Section B (AQA Exam Material)</p>



<b>HT6</b>	<p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"><li>Focus on the GCSE close reading skills needed for Section A</li></ul> <p>Teaching will be structured around a longer set text or a series of shorter set texts of the teacher's choice. The focus will be on developing the close reading skills that pupils will need for success in Section A and on cultivating a love of reading and an engagement with literary fiction.</p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"><li><b>AO1:</b> Read, understand and respond to texts. Students should be able to:<ol style="list-style-type: none"><li>maintain a critical style and develop an informed personal response</li><li>use textual references, including quotations, to support and illustrate interpretations.</li></ol></li><li><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li><li><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</li><li><b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li></ul>	<p><i>Class discussion of texts studied.</i></p>



## Year 11: Cycle of Topics

1. Language Paper 2  
(Section A)

2. Language Paper 2  
(Section B)

1. Language Paper 1  
(Section A)

2. Language Paper 1  
(Section B)

## Year 11 Overview

In Year 11, teaching will revisit the Reading and Writing components of Paper 1 and Paper 2 to which pupils were introduced in Year 10. There will be an emphasis on revision and consolidation. The fiction, non-fiction and literacy non-fiction texts chosen to support teaching of key skills will increase in complexity (both in terms of language and structure) and there will be increased opportunities for pupils to complete work under timed conditions to prepare them for the demands of internal mock examination and external examination.

The specification is available in full at <https://www.aqa.org.uk/>

Topic of Learning		Half-Termly Overview: Knowledge and Skills	Key Assessments
<b>HT1</b>	<p><b>Reading (Non-Fiction)</b></p> <ul style="list-style-type: none"> <li>Language, Paper 2: Section A (Reading)</li> </ul> <p>A range of non-fiction and literary non-fiction extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries will be used for teaching and these will be chosen by the teacher. Some of the extracts may be taken from <i>AQA Paper 2: Reading Support Booklet</i></p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li><b>AO1:</b> identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</li> <li><b>AO2:</b> 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</li> <li><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li> </ul>	<p>2 x Reading Assessments using exam questions produced by AQA</p>



<p><b>HT2</b></p>	<p><b>Writing (Transactional)</b></p> <ul style="list-style-type: none"> <li>Language, Paper 2: Section B (Writing)</li> </ul> <p>Teaching will be structured around a study of the five forms prescribed by AQA (Leaflet, Letter, Article, Speech and Letter) and the four purposes (Inform, Explain, Describe, Persuade). Pupils will also consider how to adapt their writing for a range of audiences.</p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li><b>AO5:</b> 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</li> <li><b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li> </ul>	<p>2 x Writing Assessments using exam questions produced by AQA</p> <p>For example:</p> <p>'All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.'</p> <p>Write an article for a newspaper in which you explain your point of view on this statement.</p>
<p><b>HT3</b></p>	<p><b>Reading (Fiction)</b></p> <ul style="list-style-type: none"> <li>Language, Paper 1: Section A (Reading)</li> </ul> <p>A range of fictional extracts from the 20<sup>th</sup> and 21<sup>st</sup> centuries will be used for teaching and these will be chosen by the teacher. Some of the extracts may be taken from <i>AQA Paper 1: Reading Support Booklet</i></p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li><b>AO1:</b> identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts</li> <li><b>AO2:</b> 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</li> <li><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li> </ul>	<p>Mock Exam: <b>Paper 2</b> Section A and B (<i>AQA Exam Material</i>)</p>



<p><b>HT4</b></p>	<p><b>Writing (Creative)</b></p> <ul style="list-style-type: none"><li>• Language Paper 1: Section B (Writing)</li></ul> <p>Teaching will be structured around descriptive and narrative writing, using visual and written prompts in line with the exam questions.</p>	<p><b>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</b></p> <ul style="list-style-type: none"><li>• <b>AO5:</b> 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</li><li>• <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</li></ul>	<p>Mock Exam: <b>Paper 1</b> Section A and B (AQA Exam Material)</p>
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