



Key Stage 4: Curriculum Map

Year 10: Cycle of topics

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| 1. Short stories & Non-Fiction Reading: Chinese Cinderella | 2. Imaginative Writing NEA Assignment B | 3. Imaginative Writing NEA Assignment B & Section A of the exam (Reading non-fiction) | 4. Transactional Writing: preparing for Section B of the exam. | 5. Language Endorsement and Spoken exam. Internal exam | 6. Reading for pleasure and meaning: full text |
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Year 10 Overview

In Year 10, Pupils are introduced to the iGCSE English Language specification. The curriculum is designed to cover the objectives, content and assessment methods of the course whilst ensuring that pupils are fully prepared for public examination.

Pupils will read and study a range of high-quality texts – both fiction and non-fiction extracts from a range of genres and cultures. Pupils will also learn about the writer's craft through their reading and use this to influence their own imaginative writing.

Pupils will be encouraged to write and read independently for pleasure and to read around the subject, conducting their own research to help them fully explore writers' skills as well as contexts relevant to the theme and texts. These skills will help them with the one of the two Non Exam Assessments which make up 40% of the iGCE course.

The Unit 1 exam makes up 60% of the course and focuses on the reading of non-fiction and literary non-fiction texts, and the creation of transactional writing.

Opportunities to develop spoken language skills are integrated into the teaching of the themes and texts and are explicitly taught and assessed in HT6.

The specification is available in full at <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-english-language-a-2016.html>



Key Stage 4: Curriculum Map

Half-Termly Overview		Assessment Objectives	Key Assessments
HT1	Introduction to iGCSE Key Texts: Three short stories: The Whole Town's Sleeping, The Landlady and Lamb to the Slaughter. Non-Fiction Reading Skills: Anthology text Key Texts: Chinese Cinderella: Pearson Edexcel International GCSE English Anthology Begin to write short passages of imaginative writing to prepare for the following half-term's creative writing piece.	By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: <ul style="list-style-type: none"> • AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives • AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects • AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. • AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences • AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. 	Assessment using Edexcel iGCSE exemplar exam questions: "How does the writer use language and structure to engage and interest the reader in The Landlady?" & "How does the writer use language and structure to engage and interest the reader in Chinese Cinderella?"
	NEA Assignment B: Imaginative writing coursework. Practising the skills required for the NEA: <ul style="list-style-type: none"> • Planning longer assignments, • Writing at length, • Writing imaginatively – range of sentence styles and using literary techniques • Checking and editing Non-Fiction Reading Skills: Anthology text Key Text: Young and Dyslexic: Pearson Edexcel iGCSE English Anthology	By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: <ul style="list-style-type: none"> • AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences • AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. • AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives • AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects 	Initial assessment: describing a shopping centre at Christmas time. NEA assignment: Writing imaginatively based on a prompt or stimulus provided by the teacher. & "How does the writer use language and structure to engage and interest the reader in Young and Dyslexic?"



Key Stage 4: Curriculum Map

HT3	<p>NEA Assignment B</p> <p>Non-Fiction Reading Skills: Anthology texts, preparing for Section A of Paper 1:</p> <p>Key Texts: Pearson Edexcel iGCSE English Anthology</p> <ul style="list-style-type: none"> • A Passage to Africa • The Danger of a Single Story • Explorers or Boys Messing About? • Journey to Bhutan 	<p>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives • AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects • AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. • AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences • AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. 	<p>NEA Assessment: Complete writing imaginatively based on a prompt or stimulus provided by the teacher.</p> <p>Pupils will practise completing Section A from past papers based on the 6 non-fiction texts they have studied so far.</p> <p style="text-align: center;">&</p> <p>Mini-mock paper Q1-5 in timed conditions</p>
HT4	<p>Non-Fiction Writing Skills, preparing for Section B of Paper 1: Pupils will practice writing in variety of forms.</p> <ul style="list-style-type: none"> • Letter • Article • Review • Guide • Leaflet • Speech 	<p>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences • AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. 	<p>Mini assessments on writing skills followed by one, or more, completed under exam conditions</p>
HT5	<p>Unit 1 exam practice</p> <p>Spoken Language Endorsement</p>	<p>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <p>AO6 Speaking and listening skills:</p>	<p>Mock exam – full English Language Paper 1</p> <p>Pupils will prepare for their Spoken Language Assessment and then give</p>



Key Stage 4: Curriculum Map

		<ul style="list-style-type: none">• demonstrate presentation skills in a formal setting• listen and respond appropriately to spoken language, including to questions and feedback to presentations• use spoken Standard English effectively in speeches and presentations	their speeches in class to an audience of their peers. These will be recorded.
HT6	Reading for pleasure and meaning Class will read either <i>An Inspector Calls</i> or <i>Of Mice and Men</i>	By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: <ul style="list-style-type: none">• AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives• AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects• AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	An analytical response will be written on the language and structure used in a section of the chosen text.



Year 11: Cycle of topics

1. Poetry and Prose coursework: NEA assignment A	2. Poetry and Prose coursework. Exam preparation	3. Exam preparation Non-Fiction texts	4. Exam Revision	5. Exam Revision	6. Exam
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Year 11 Overview

The year begins with pupils completing their second piece of NEA , the poetry and prose essay. Pupils will have read two poems and one short story and write analytically about them producing a piece of coursework of approximately 1200 words. The continued study of non-fiction and literary non-fiction texts in Year 11 will prepare pupils for section A of the Unit 1 exam. Pupils will also explore and practise different types of transactional writing in preparation for section B of the Unit 1 exam.

The specification is available in full at <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-language-a-2016.html>

Half-Termly Overview		Assessment objectives	Key Assessments
HT1	NEA Assignment A Poetry and Prose coursework <ul style="list-style-type: none"> An Unknown Girl Disabled The Story of an Hour 	By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: <ul style="list-style-type: none"> AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. 	Mini essays on each of the texts studied
HT2	Revise non-fiction texts from last year Revise transactional writing Mock exams week Poetry and prose coursework completed.	By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: <ul style="list-style-type: none"> AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. 	Mock exam – full paper English Language Completed Reading coursework



HT3	<p>Exam preparation: Non-Fiction Reading Skills study 4 non-fiction texts:</p> <ul style="list-style-type: none"> • H is for Hawk • Game of Polo with a headless goat • I27 Hours • The Explorer's Daughter <p>Exam preparation: revising transactional writing</p>	<p>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives • AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects • AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. • AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences • AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. 	<p>Year 11 Mock Examination: IGCSE English Language Unit 1</p>
HT4	<p>Revision: Unit 1 Sections A and B</p> <ul style="list-style-type: none"> • Revision and practice papers 	<p>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • AO1 read and understand a variety of texts, selecting and interpreting information, ideas and perspectives • AO2 understand and analyse how writers use linguistic and structural devices to achieve their effects • AO3 explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. • AO4 communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences • AO5 write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. 	<p>Edexcel IGCSE exemplar exam questions</p>
HT5	<p>Revision: Unit 1 Sections A and B</p> <ul style="list-style-type: none"> • Revision and practice papers 	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Revised all parts of Unit 1 in depth • Had the opportunity to complete a range of exam-style questions and receive feedback from their teachers. The foci for revision will be determined by teachers' analysis of pupils' mock examination results. 	<p>Edexcel IGCSE exemplar exam questions</p>



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

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HT6		Public Examination	
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