

Year 11 Big Picture – English

<i>Autumn 01 Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02 Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01 Weeks 16 - 21 (6 weeks)</i>
<p>Lit Paper 2 – Jekyll & Hyde / A Christmas Carol Section A – 19th-century novel: students will work towards the completion of a two-part question.</p> <ul style="list-style-type: none"> Part 1 is focussed on a close language analysis of an extract of approximately 400 words. Part 2 questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, setting(s), character(s), theme(s). <p>Students should be able to:</p> <ul style="list-style-type: none"> Read, understand and respond to texts maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <p>Section B – Poetry since 1789:</p> <ul style="list-style-type: none"> Part 1: students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poems and the contexts in which the poems were written The poems to be studied this HT are: War Photographer & Catrin. <p>Language Paper 2 Reading Section A: Reading – Students will work towards the completion of short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts.</p> <p>Students will study and analyse a wide range of prose fiction and literary non-fiction, such as novels, autobiographies, biographies, memoirs, letters, speeches and travel writing.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> read and understand a wide range of 20th- and 21st-century prose fiction and literary non-fiction, including unseen texts. identify and interpret themes, ideas and information in a range of literature and other high-quality writing read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text; 	<p>(Pre Mock) Section B – Poetry since 1789:</p> <ul style="list-style-type: none"> Part 1: students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poems and the contexts in which the poems were written The poems to be studied this HT are: Poppies and What Were They Like <p>Language Paper 2 Writing Section B: Writing – Students will explore and develop imaginative writing skills in preparation for their imaginative writing assessment question.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> produce clear and coherent text write accurately and effectively for different purposes and audiences describe, narrate, explain, instruct, give and respond to information, and argue select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context use language imaginatively and creatively use information provided by others to write in different forms maintain a consistent point of view maintain coherence and consistency across a text. write for impact select, organise and emphasise facts, ideas and key points create emotional impact use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis). <p>Students will use what they have learned about the writer’s craft in their reading of fiction to inspire and influence their own imaginative writing. They will develop a range of creative writing techniques and planning and proofreading skills and develop extended response writing skills.</p> <p>(Post Mock) Lit Paper 1 – Macbeth Section A – 19th-century novel: Students will work towards a two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</p> <p>Students will study Macbeth and develop skills to analyse how the language, form, structure and context of the text can</p>	<p>Lit Paper 1 – Refugee Boy Section B – Post-1914 British play or novel: Students will work towards the completion of ONE essay question from a choice of two on the 1945 play An Inspector Calls. Each question will be preceded by a short quotation from the text, to provide a stimulus for the response. Questions will focus on one or more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context. Marks will also be given for accurate use of spelling, punctuation and grammar.</p> <p>Teaching will focus on the study of the whole text, developing students’ comprehension, critical reading and analytical skills, and their ability to write with clarity and coherence using accurate Standard English.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Read, understand and respond to texts maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations Show understanding of the relationships between texts and the contexts in which they were written Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <p>Language Paper 1 – Section A Reading: 19th Century Non Fiction extracts. Section A: Reading – Students will work towards the completion of short and open-response questions on two thematically linked, unseen nonfiction extracts.</p> <p>Students will study and analyse a wide range of functional 19th-century non-fiction, such as newspaper and magazine articles and reviews, instructional texts, speeches, journals and reference book extracts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts. critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes draw inferences and justify these with evidence

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<ul style="list-style-type: none"> reflect critically and evaluatively on text use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text. identify the main theme or themes; summarise ideas and information from a single text synthesise from more than one text. compare two or more texts critically with respect to the above. 	<p>create meanings and effects. They will also develop skills to maintain a critical style and informed personal response.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> Read, understand and respond to texts maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate show understanding of the relationships between texts and the contexts in which they were written 	<ul style="list-style-type: none"> support a point of view by referring to evidence within the text identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading recognise the possibility of different responses to a text. summary: identifying the main theme or themes summarising ideas and information from a single text. evaluation of a writer's choice of vocabulary, form, grammatical and structural features explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail <p>analyse and evaluate how form and structure contribute to the effectiveness and impact of a text</p>
<p>Lit Paper 2 – Jekyll & Hyde/ A Christmas Carol Assessment Objectives covered are AO1 and AO2.</p> <p>Lit Paper 2 – Poetry Assessment Objectives covered are AO1, AO2, AO3</p>	<p>Language Paper 2 Reading Assessment Objectives covered are AO1, AO2, AO3</p> <p>Language Paper 2 – Writing Assessment Objectives covered are AO5 and AO6</p> <p>Lit Paper 1 – Macbeth Assessment Objectives covered are AO1, AO2 and AO3</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test:</p> <p>AO1: Read, understand and respond to texts Students should be able to</p> <ul style="list-style-type: none"> Maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation</p>
<p>Big Test – Yr 11</p>	<p>Big Test – Yr. 11 =</p>	<p>Big Test – Yr. 11 =</p>

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<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Pre Mock Language Paper 1 Writing Lit Paper 1 Macbeth</p>	<p>Content GCSE REVISION.</p>	<p>GCSE exam season and revision if term is extended for Year 11. Focus on language skills at this point.</p>
<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: AO1: Read, understand and respond to texts Students should be able to . Maintain a critical style and develop an informed personal response . use textual references, including quotations, to support and illustrate interpretations AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test in Autumn 01 next year (where applicable). AO1: Read, understand and respond to texts Students should be able to . Maintain a critical style and develop an informed personal response . use textual references, including quotations, to support and illustrate interpretations AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. <u>READING</u> 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. AO4 – Evaluate texts critically and support this with appropriate textual references. <u>WRITING</u> 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.</p>	
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