



**St. Wilfrid's**  
R.C. College

# English Curriculum

*Excellentia per fidem,  
per scientiam, per adiuvatum*

Excellence through faith, learning and support

**Cycle 1**  
**Exploring Characters**

Main Text: *The Prince of Mist* Zafon

Students are introduced to key conventions of Gothic texts. Through close examination of classic literary characters, students develop their own creative skills in order to create their own character descriptions. Students consider the way authors use language to create effects. We introduce additional reading skills to those embedded in KS2 by considering how to effectively analyse the language and structure of texts.

**Cycle 2**  
**Shakespeare, love and conflict**

Main Text: *Romeo and Juliet*  
Shakespeare

Key Elizabethan context is introduced through the close study of one of Shakespeare's most popular tragedies. Students develop their writing skills primarily focussing on article writing. Through analysis of Shakespeare's work and a range of articles, students begin to connect context to authorial intent and their own ideas about texts.

**Cycle 3**  
**Relationship Poetry**

Main Text: *Selected poems*

Students study a range of poetry exploring different relationships from a range of time periods, cultures and perspectives. Writing skills focus on the art of letter writing.

**Cycle 1**  
**Leadership and Revolution**

Main Text: *Animal Farm* Orwell

Through critical study of Orwell's classic text, students consider different leadership qualities and the significance of allegory. Writing will focus on rhetoric with students examining a range of speeches from different leaders in order to produce their own persuasive speeches. Students are also given the opportunity to perform their speeches through a spoken language focus in this cycle.

**Cycle 2**  
**Morality and Social Responsibility**

Main Text: *All My Sons* Miller

Morality and responsibility are the main themes students consider when studying this modern play. As well as considering the way the play is staged, students will analyse the way characters are brought to life in productions. Students will also look at poems exploring war and the consequences of our actions.

**Cycle 3**  
**Travellers' Tales**

Main Text: Selected travel Writing

This cycle aims to reflect the diverse nature of our local and wider community allowing our students to hear different perspectives and voices through the mode of travel writing. Our main writing aim throughout the module is to enable students to write with a clear sense of voice, utilising features of the travel genre, whilst drawing on their knowledge of descriptive and narrative writing. The main reading aim is to develop an understanding of writer's viewpoints and perspectives, exploring how different writers may present a place similarly or differently.

**Cycle 1**  
**Young Adult Fiction and the Modern Novel**

Main Text: *Noughts and Crosses*  
Blackman

In this cycle, students explore novels from a range of different voices and perspectives in order to develop their understanding of key moments from British and American history. We specifically study key moments of black British history and the American civil rights movement. Students analyse and then consolidate their understanding of effective creative writing by producing their own narratives using a range of YA Fiction extracts as style models.

**Cycle 2**  
**Shakespeare and Comedy**

Main Text: *A Midsummer Night's Dream* Shakespeare

Shakespeare's *A Midsummer Night's Dream* introduces students to the structure and conventions of Shakespeare's comedies. Through close study of this play, students explore elements of the pastoral, different presentations of love, patriarchal duty and how performance can affect an audience's reaction to plays. Students practise analysing the language, structure and dramatic devices that Shakespeare employs in order to prepare them for their Shakespeare studies at GCSE level.

**Cycle 3**  
**Conan Doyle and 19th Century**

Main Text: Extracts from Conan Doyle's Sherlock Holmes novels

In order to develop students' understanding of literature from the early nineteenth century, we explore the key characters from the Sherlock Holmes series. Students will study key social factors that influenced authors as well as analysing key extracts of texts. This cycle forms the bridge for our students to GCSE Literature for in order to support them with their study of the Nineteenth Century novel. Students evaluate fiction and non-fiction texts as well as considering viewpoints and perspectives.

## English Language

| Year 10 | <b>Cycle 1</b><br><i>Introduction to English Language</i>  | <b>Cycle 2</b><br><i>English Language Paper 1 and 2</i>   | <b>Cycle 3</b><br><i>Spoken Language</i>  |
|---------|--|---|---|
|         | <p>Students explore a range of fiction extracts in order to develop their appreciation and understanding of:</p> <ul style="list-style-type: none"> <li>• How texts are crafted through different narrative styles and structures</li> <li>• Why authors employ different linguistic devices and how authors can manipulate a reader's response to a text</li> <li>• How to develop a personal response to a text</li> <li>• How to produce their own fiction texts</li> </ul> | <p>Students explore a range of literary non-fiction extracts in order to develop their appreciation and understanding of:</p> <ul style="list-style-type: none"> <li>• How authors express their viewpoints and perspectives in a text</li> <li>• How to compare texts based on the different presentations of activities, events or locations</li> <li>• How to produce their own non-fiction texts</li> </ul> | <p>An essential component of AQA's English Language GCSE specification requires students to present to an audience. In this cycle, students work on their fiction and non-fiction writing as well as working towards their spoken language presentations.</p> |

## English Literature

| Year 10 | <b>Cycle 1</b><br><i>The Strange Case of Dr Jekyll and Mr Hyde- Stevenson</i>  | <b>Cycle 2</b><br><i>Much Ado About Nothing- Shakespeare</i>  | <b>Cycle 3</b><br><i>Power and Conflict Poetry- AQA Poetry Anthology</i>                                |
|---------|--|---|---|
|         | <p>Students begin their Literature studies with their 19<sup>th</sup> Century text for Literature Paper 1.</p> <p>We examine the context of 19<sup>th</sup> Century Britain and Stevenson's authorial intent. Students use the skills developed throughout KS3 to examine the way that Stevenson uses language and structure throughout his novel.</p> | <p>In Cycle 2, we focus on Shakespeare's <i>Much Ado About Nothing</i>.</p> <p>We consider the presentation of key relationships within the play, the significance of the play's Elizabethan context and analyse the effect of Shakespeare's language and dramatic devices.</p> | <p>We end Year 10 studying the poems from the Power and Conflict section of AQA's Poetry Anthology.</p> |

## English Language

|                | <b>Cycle 1</b><br><i>Revision of Paper 1- Explorations of creative reading and writing</i>   | <b>Cycle 2</b><br><i>Revision of Paper 2- Writers' viewpoints and perspectives</i>  | <b>Cycle 3</b><br><i>Revision and External Examinations</i>          |
|----------------|--|---|--|
| <b>Year 11</b> | <p>Students revise the skills required to effectively analyse and produce fiction texts. Through interleaved revision, our studies take on a more exam-based focus in order to prepare for the summative external assessments at the end of this year. Mock examinations focus on Paper 1.</p> | <p>In this cycle, we revisit the skills required to effectively analyse and produce non-fiction texts. In this cycle students will undertake mock Paper 2 examinations in order to prepare them for their external assessments.</p> | <p>Students complete their external examinations in this module.</p> |

## English Literature

|                | <b>Cycle 1</b><br><i>Comparative and Unseen Poetry</i>   | <b>Cycle 2</b><br><i>An Inspector Calls- Priestley</i>  | <b>Cycle 3</b><br><i>Revision and External Examinations</i>          |
|----------------|--|---|--|
| <b>Year 11</b> | <p>We finish studying the Power and Conflict anthology poems in this cycle and practice analysing unseen poems. We also begin to compare unseen poems in order to prepare for Paper 2: Modern Texts and Poetry.</p> <p>Mock examinations will focus on Poetry.</p> <p>We also introduce Priestley's <i>An Inspector Calls</i> in this cycle.</p> | <p>We examine the play <i>An Inspector Calls</i> in this cycle. Students consider the context, audience's reaction and authorial intent behind Priestley's play. This play is our modern text for Literature Paper 2.</p> <p>Mock examinations will focus on <i>Much Ado</i> and <i>An Inspector Calls</i>.</p> | <p>Students complete their external examinations in this module.</p> |

# A-Level English Literature A (AQA): Course Overview 2022-2023 (Year 12)

Paper 1: Love through the ages (40%)

Paper 2: Modern times (40%)

NEA (20%)

| Module 1: Unseen poetry (Paper 1) |                      | Module 2: Othello (Paper 1)  |                      | Module 3: Streetcar (Paper 2, continued in Year 13)  |                      |  |
|-----------------------------------|----------------------|--|----------------------|--|----------------------|--|
| Teacher A                         | Key content          | - Chronological analysis of love poetry across the ages: understanding of historicist appreciation and exam expectations of comparing two unseen poems<br>- Exploration of different movements in love poetry across time, including: Renaissance, Restoration, Romanticism, Victorian, Fin de siècle, Imagism, Modernism, the Movement etc. | Key content          | - Chronological analysis of the key scenes and character development, focusing on aspects of love and relationships within the play Othello.<br>- Watch production of the play and analyse stagecraft, dramatic devices and uses of props within tragic conventions.<br>- Connect to Jacobean context and tragedy. | Key content          | - Chronological analysis of the key scenes and character development, focusing on identity, society and relationships within the play ( <b>up to/including scene 4</b> )<br>- Watch production of the play and analyse stagecraft, dramatic devices and uses of props<br>- Situate within its context of the American South, New Orleans |
|                                   | Exam Q               | - <b>Paper One, Section B:</b> comparison of two unseen love poems connected by a theme (25 marks, 1 hour)   | Exam Q               | - <b>Paper One, Section A:</b> essay on love in Othello, extract given but closed book (25 marks, 1 hour)  | Exam Q               | - <b>Paper Two: Section A:</b> essay on Streetcar, open book. Choice of two: character or theme. (25 marks, 50 mins)   |
|                                   | Independent learning | - Anthology of poems given, with pairs of unseen poems not covered in lessons for independent analysis.<br>- Context research: timeline of eras.   | Independent learning | - Independent reading of literary criticism surrounding the play (booklet). Learning of quotations.<br>- Watch further productions of play to compare  | Independent learning | - Accompanying critical reading of Streetcar – independent reading of literary criticism surrounding the play<br>- Watch further productions of play to compare  |

| Module 1: Pre-1900 Poetry Anthology (W Heights) (Paper 1) |                      | Module 2: Wuthering Heights (comparing back to Anthology) (Paper 1)   |                      | Module 3: NEA (continued in Year 13)   |                      |  |
|---|----------------------|---|----------------------|--|----------------------|--|
| Teacher B   | Key content          | - Analysis of the AQA Pre-1900 Poetry Anthology, historicist appreciation and exam expectations<br>- Chronological analysis of the poems within the pre-1900 section of the anthology, making connections to learning from the unseen appreciation of wider love poetry of the ages | Key content          | - Chronological analysis of the key scenes and character development, focusing on aspects of love and relationships within the play Othello.<br>- Watch production of the play and analyse stagecraft, dramatic devices and uses of props within tragic conventions.<br>- Connect to Jacobean context and tragedy. | Key content          | - Students select two texts (one must be pre-1900) and decide a question/theme to compare between them<br>- Students will be advised and guided to make suitable text choices, shared examples of previous NEAs and suggested planning structure |
|   | Exam Q               | - <b>Paper One, Section C:</b> comparison of at least two poems in the anthology (25 marks, 1 hour)   | Exam Q               | - <b>Paper One, Section C:</b> comparison of Wuthering Heights to at least two poems in the anthology (25 marks, 1 hour)   | NEA                  | - <b>NEA:</b> 2500 word comparison of two thematically linked texts (50 marks)   |
|   | Independent learning | - Students to be reading Wuthering Heights independently in preparation for comparison to the poetry.   | Independent learning | - Independent reading of literary criticism surrounding the novel (booklet). Learning of quotations.   | Independent learning | - Independent reading of the two texts of choice. NEA will be largely written independently outside of lessons, with guidance given.   |

# A-Level English Literature A (AQA): Course Overview 2022-2023 (Year 13)

Paper 1: Love through the ages (40%)

Paper 2: Modern times (40%)

NEA (20%)

| Module 1: Streetcar (Paper 2) |                      | Module 2: Unseen prose (Paper 2)  |                      | Module 3: Revision (Paper 1)   |                      |  |
|-------------------------------|----------------------|---|----------------------|--|----------------------|--|
| Teacher A                     | Key content          | <ul style="list-style-type: none"> <li>- Chronological analysis of the key scenes and character development, focusing on identity, society and relationships within the play (<b>from scene 4</b>)</li> <li>- Watch production of the play and analyse stagecraft, dramatic devices and uses of props</li> <li>- Situate within its context of the American South, New Orleans</li> </ul> | Key content          | <ul style="list-style-type: none"> <li>- Analysis of a range of unseen extracts from literature from modern times, focusing on the key prose methods of characterisation, narration, setting, structure, language and figurative methods.</li> <li>- Draw connections between literature across this period and their wider contexts/themes</li> </ul> | Key content          | Revision of all key content and skills, especially: <ul style="list-style-type: none"> <li>- Othello key quotations, stagecraft and critics</li> <li>- Unseen poetry key movements, poets and genres of poetry, as well as comparative skills</li> <li>- Wuthering Heights characterisation, themes, key moments and motifs, as well as comparison to the anthology poems</li> </ul> |
|                               | Exam Q               | <ul style="list-style-type: none"> <li>- <b>Paper Two, Section A:</b> essay on Streetcar, open book. Choice of two: character or theme. (25 marks, 50 mins)</li> </ul>  | Exam Q               | <ul style="list-style-type: none"> <li>- <b>Paper Two, Section B:</b> essay on unseen prose extract (25 marks, 50 mins)</li> </ul>   | Exam Q               | <ul style="list-style-type: none"> <li>- <b>Paper One:</b> all sections</li> </ul>   |
|                               | Independent learning | <ul style="list-style-type: none"> <li>- Paper One revision alongside new Paper Two content</li> <li>- Weekly revision tasks set on Paper One</li> </ul>  | Independent learning | <ul style="list-style-type: none"> <li>- Paper One revision alongside new Paper Two content</li> <li>- Weekly revision tasks set on Paper One</li> </ul>   | Independent learning | <ul style="list-style-type: none"> <li>- Independent revision of Paper One, as guided by teacher</li> </ul>  |

| Module 1: Handmaid's Tale (Paper 2) |                      | Module 2: Feminine Gospels (compare to H's Tale) (Paper 2)   |                      | Module 3: Revision (Paper 2)  |                      |  |
|-------------------------------------|----------------------|--|----------------------|---|----------------------|--|
| Teacher B                           | Key content          | <ul style="list-style-type: none"> <li>- Chronological analysis of the key chapters and character development, focusing on the narrator Offred, the commanders, the handmaid's, the aunts, as well as dystopian conventions</li> <li>- Situate the text within its contexts, including: aids epidemic, post-feminist revolution, abortion rights, movement, civil rights movement, cold war, religion</li> </ul> | Key content          | <ul style="list-style-type: none"> <li>- Analysis of the key poems from the collection that compare to The Handmaid's Tale, grouped by theme</li> <li>- Key ideas of identity, gender, inequality, oppression etc.</li> <li>- Constant drawing of connections back to the Handmaid's Tale, focus on developing a comparative essay style</li> </ul> | Key content          | Revision of all key content and skills, especially: <ul style="list-style-type: none"> <li>- Streetcar key quotations, interpretations, staging and context</li> <li>- Unseen prose, methods, structure, key context of modern times literature, tropes and symbols</li> <li>- The Handmaid's Tale key quotes, characters and context, comparisons to poems from Feminine Gospels</li> </ul> |
|                                     | Exam Q               | <ul style="list-style-type: none"> <li>- <b>Paper Two, Section C:</b> comparison of The Handmaid's Tale to at least two poems from Feminine Gospels (25 marks, 1 hour)</li> </ul>  | Exam Q               | <ul style="list-style-type: none"> <li>- <b>Paper Two, Section C:</b> comparison of The Handmaid's Tale to at least two poems from Feminine Gospels (25 marks, 1 hour)</li> </ul>   | Exam Q               | <ul style="list-style-type: none"> <li>- <b>Paper Two:</b> all sections</li> </ul>   |
|                                     | Independent learning | <ul style="list-style-type: none"> <li>- Continued work on the NEA, drafting and working upon advice given</li> </ul>  | Independent learning | <ul style="list-style-type: none"> <li>- Continued work on the NEA, drafting and working upon advice given</li> </ul>   | Independent learning | <ul style="list-style-type: none"> <li>- Independent revision of Paper One, as guided by teacher</li> </ul>  |

# A-Level English Language (AQA): Course Overview 2022-2023 (Year 12)

Paper 1 (40%)

Paper 2 (40%)

NEA: Investigation (10%)

NEA: Creative (10%)

| Module 1: Language levels, written representations (Paper 1) |  | Module 2: Language and gender (Paper 2) |   | Module 3: NEA Creative/commentary (continued in Year 13) |   |
|--|--|---|---|--|---|
| <b>Key content</b>   | <ul style="list-style-type: none"> <li>- Understanding of the language levels and how they are used to create meanings in texts</li> <li>- Analysis of context (genre, audience, purpose, time) and how this influences the production and reception of texts</li> <li>- Interpretations of representations in texts, focusing on representations of writer, reader, subject and social group</li> </ul> | <b>Key content</b>                      | <ul style="list-style-type: none"> <li>- Understanding of the stereotypes and assumptions of how men and women use language, as well as how they are represented through language</li> <li>- Four key areas of language and gender theory (deficit, dominance, difference and diversity). Evaluate each theory and relate to the context of the periods.</li> </ul> | <b>Key content</b>                                       | <ul style="list-style-type: none"> <li>- Understanding of genre, purpose and audience of different creative text types.</li> <li>- Selecting and annotating of style model</li> <li>- Planning, writing and drafting of own creative piece</li> <li>- Understanding of commentary writing – drafting of commentary</li> </ul> |
| <b>Exam Q</b>  | <ul style="list-style-type: none"> <li>- <b>Paper One, Section A:</b> Q1/Q2 analysis of the meanings and representations in a text (25 marks, 25 mins) Q3 comparison of the two texts (20 marks, 20 mins)</li> </ul>   | <b>Exam Q</b>                           | <ul style="list-style-type: none"> <li>- <b>Paper Two, Section A:</b> evaluative essay (30 marks, 45 mins)</li> <li>- <b>Paper Two, Section C:</b> writing an essay on a language issue (30 marks, 45 minutes)</li> </ul>   | <b>NEA</b>   | <ul style="list-style-type: none"> <li>- <b>Creative:</b> 750 word piece of creative writing (25 marks)</li> <li>- <b>Commentary:</b> 750 word commentary on creative (25 marks)</li> <li>- <b>Style model:</b> annotated style model</li> </ul>  |
| <b>Independent learning</b>                                  | <ul style="list-style-type: none"> <li>- Independent analysis of texts in order to support identification of language levels and representations.</li> <li>- Independent revision of language levels</li> </ul>  | <b>Independent learning</b>             | <ul style="list-style-type: none"> <li>- Independent reading of further theory and pack of linked texts.</li> <li>- Independent work on AO1 and AO2, constant quizzing and self-quizzing</li> </ul>   | <b>Independent learning</b>                              | <ul style="list-style-type: none"> <li>- Skills taught in class and examples shared, modelled annotations, but NEA work is independent, so mostly done outside of lesson</li> </ul>   |

| Module 1: Spoken language, multi-modal reps, region (Paper 1/2) |  | Module 2: Occupation, power, social groups (Paper 2) |   | Module 3: NEA Investigation (continued in Year 13) |  |
|---|--|--|---|--|--|
| <b>Key content</b>  | <ul style="list-style-type: none"> <li>- Understanding of language levels/frameworks and how they are used to create meanings in both spoken and multi-modal texts found online</li> <li>- Connect spoken language of Paper 1 to regional language in Paper 2 – how is your speech affected by where you come from/live</li> </ul> | <b>Key content</b>                                   | <ul style="list-style-type: none"> <li>- Understanding how occupational groups such as occupation affect language use. Examine key occupations (medicine, teaching, legal profession).</li> <li>- Examine key theories and research into language in the workplace. Evaluate each theory and relate to the time period of the research and audience.</li> </ul> | <b>Key content</b>                                 | <ul style="list-style-type: none"> <li>- Understanding of the key components of an investigation, especially data collection and analysis, including sample selection and ethics of recording and surveying.</li> <li>- Students guided through secondary reading, forming aims and hypothesis, writing methodology, analysis and evaluation.</li> </ul> |
| <b>Exam Q</b>   | <ul style="list-style-type: none"> <li>- <b>Paper One, Section A:</b> Q1/Q2 analysis of the meanings and representations in a text (25 marks, 25 mins)</li> <li>- <b>Paper Two, Section A:</b> evaluative essay (30 marks, 45 mins)</li> </ul>   | <b>Exam Q</b>  | <ul style="list-style-type: none"> <li>- <b>Paper Two, Section A:</b> evaluative essay (30 marks, 45 mins)</li> <li>- <b>Paper Two, Section C:</b> writing an essay on a language issue (30 marks, 45 minutes)</li> </ul>   | <b>NEA</b>   | <ul style="list-style-type: none"> <li>- <b>NEA:</b> Investigation of 2000 words (50 marks): AO1 (15), AO2 (15), AO3 (20)</li> </ul>   |
| <b>Independent learning</b>                                     | <ul style="list-style-type: none"> <li>- Independent reading of further theory and pack of linked texts.</li> <li>- Independent work on AO1 and AO2, constant quizzing and self-quizzing</li> </ul>  | <b>Independent learning</b>                          | <ul style="list-style-type: none"> <li>- Independent reading of further theory and pack of linked texts.</li> <li>- Independent work on AO1 and AO2, constant quizzing and self-quizzing</li> </ul>   | <b>Independent learning</b>                        | <ul style="list-style-type: none"> <li>- Skills taught in class and examples shared, modelled annotations, but NEA work is independent, so mostly done outside of lesson</li> </ul>  |

# A-Level English Language (AQA): Course Overview 2022-2023 (Year 13)

Paper 1 (40%)

Paper 2 (40%)

NEA: Investigation (10%)

NEA: Creative (10%)

| Module 1: Child Language Acquisition (Paper 1) |  | Module 2: Language Change and World Englishes (Paper 2) |   | Module 3: Revision (Paper 1 and Paper 2) |   |
|--|--|---|---|--|---|
| <b>Key content</b>                             | <ul style="list-style-type: none"> <li>- Developing understanding of how children learn to speak, read and write, engaging with various theories and research regarding their development</li> <li>- Identification of key features of speech, reading and writing within data sets and transcripts, applying the key theories and research to the data</li> <li>- Evaluating the theory and the limitations of their application</li> </ul> | <b>Key content</b>                                      | <ul style="list-style-type: none"> <li>- Chronological understanding of the history of the English language, beginning with the origins of the English language.</li> <li>- Examine key factors through time that affect language and influence it to change, especially migration, power, standardisation, education, technology, social groups and culture.</li> <li>- Explore World Englishes, e.g. Canada, Singapore, Kenya, to explain change</li> </ul> | <b>Key content</b>                       | Revision of all key content and skills, especially: <ul style="list-style-type: none"> <li>- Language discourses for the other areas of diversity (gender, occupation, region, social group)</li> <li>- Writing articles for all areas of diversity (change, gender, occupation, region, social group)</li> <li>- Evaluation questions that may include change with an area of diversity, such as change is caused by social groups.</li> </ul> |
| <b>Exam Q</b>                                  | <ul style="list-style-type: none"> <li>- <b>Paper One, Section B:</b> Evaluation of statement and data set of child language. (30 marks, 50 mins)</li> </ul>   | <b>Exam Q</b>   | <ul style="list-style-type: none"> <li>- <b>Paper Two, Section A:</b> evaluative essay (30 marks, 45 mins)</li> <li>- <b>Paper Two, Section B:</b> discourse analysis (40 marks, 45 mins)</li> <li>- <b>Paper Two, Section C:</b> writing an essay on a language issue (30 marks, 45 minutes)</li> </ul>  | <b>Exam Q</b>                            | All exam questions for <b>Paper One</b> and <b>Paper Two</b>  |
| <b>Independent learning</b>                    | <ul style="list-style-type: none"> <li>- Independent analysis of packs of data in order to support student application of terminology and theory to data sets.</li> <li>- Independent work on the NEA.</li> </ul>  | <b>Independent learning</b>                             | <ul style="list-style-type: none"> <li>- Independent reading of articles, research and case studies to support wider knowledge of the topic.</li> <li>- Independent work on the NEA.</li> </ul>   | <b>Independent learning</b>              | <ul style="list-style-type: none"> <li>- Use of AQA approved Oxford workbook (all students have a copy provided by the school)</li> <li>- Key AO1 and AO2 booklets</li> <li>- Independent revision as suited to students</li> </ul>   |
|  | Paper One revision (one lesson per week or fortnight): Meanings and representations  |   | Paper Two revision (one lesson per week or fortnight): Gender/occupation/social group   |  |   |
|  | NEA (one lesson per week or fortnight): creative and commentary  |   | NEA (one lesson per week or fortnight): investigation   |  |   |



# KS3 and KS4 Learning Journey



## Course: AQA English Literature

### English Literature

#### **Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel**

Written exam: 1 hour 45 minutes

64 marks

40% of GCSE

**Section A Shakespeare:** students will answer one question on *Much Ado about Nothing*-*Shakespeare*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19<sup>th</sup>-century novel:** students will answer one question on *The Strange Case of Dr Jekyll and Mr Hyde*-*Stephenson*. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### **Paper 2: Modern texts and poetry**

Written exam: 2 hour 15 minutes

96 marks

60% of GCSE

**Section A Modern texts:** students will answer one essay question from a choice of two on *An Inspector Calls*-*JB Priestley*.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from the power and Conflict anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Course: AQA English Language

### English Language

#### **Paper 1: Explorations in Creative Reading and Writing**

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

**Section A Reading** (40 marks) (25%)– one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

**Section B Writing** (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### **Paper 2: Writers' Viewpoints and Perspectives**

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

**Reading** (40 marks) (25%) – two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

**Writing** (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### **Non Exam Assessment: Spoken Language Presentation**

Teacher assessed

0% Weighting towards GCSE

Separate Qualification but essential to course completion

Students are assessed on their ability to:

- present
- respond to questions and feedback
- use Standard English

**Course: AQA (Specification A)****English Literature Exam Overview****Paper 1: Love through the ages**

- 40% of A Level (3 essay questions, totalling 75 marks, addressing all AOs)
- 3 hour exam (1 hour per section/question)
- Closed book for Section A, open book for Section C

**Section A – Shakespeare**

One passage-based question with linked essay on *Othello* (25 marks)

**Section B – Unseen Poetry**

Essay question comparing two unseen poems on love. (25 marks)

**Section C – Comparing Texts**

One essay question (from a choice of two) linking *Wuthering Heights* and at least two poems from the Pre-1900 AQA Anthology. (25 marks)

**Paper 2: Texts in shared contexts (Modern times)**

- 40% of A Level (3 essay questions, totalling 75 marks, addressing all AOs)
- 2 hour 30min exam (50 minutes per section/question)
- Open book for all sections

**Section A – Set Text**

One essay question on set text (*A Streetcar Named Desire*), from a choice of two questions. (25 marks)

**Section B (Q1) – Contextual Linking**

One compulsory question on an unseen prose extract on a theme explored within the literature of modern times. (25 marks)

**Section B (Q2) – Contextual Linking**

One essay question linking two set texts, *The Handmaid's Tale* and *Feminine Gospels* (25 marks)

**NEA: Independent critical study: texts across time**

- 20% of A Level
- Coursework essay (2500 words)
- 50 marks (addressing all AOs)

Comparative critical study of two texts, one that is a pre-1900 text (own choice).

Extended essay and bibliography.

**Course: AQA****English Language Exam Overview****Paper 1: Language, individual and society**

- 40% of A Level (4 essay questions, totalling 100 marks)
- 2 hour 30 mins exam

**Section A - Textual Variations and Representations**

- Two unseen texts, linked by topic or theme, from different time periods
- One question analysing first text: Analyse how Text A uses language to create meanings and representations. (25 marks, AO1: 10, AO3:15)
- One question analysing second text: Analyse how Text B uses language to create meanings and representations. (25 marks, AO1: 10, AO3: 15)
- One question comparing the two texts: Explore the similarities and differences in the ways that Text A and Text B use language. (20 marks, AO4: 20)

**Section B – Children’s Language Development**

- A discursive essay on children's language, with a choice of two questions including data (30 marks, AO1: 10, AO2: 30)

**Paper 2: Change and diversity**

- 40% of A Level (2 essay questions, 1 article, totalling 100 marks)
- 2 hour 30 mins exam (50 minutes per section/question)

**Section A – Diversity and Change**

- One question from a choice of two. Evaluative essay on either language diversity (gender, occupation, region, social groups) or language change, including world Englishes (30 marks, AO1: 10, AO2: 20)

**Section B (Part One) – Language Discourses**

- Two texts about a diversity or change topic. One question requiring comparative analysis of both texts and how they present the language issue. (40 marks, AO1: 10, AO3: 15, AO4: 15)

**Section B (Part Two) – Language Discourses**

- An article writing task linked to the same topic and the ideas in the texts (30 marks, AO2: 20, AO5: 10)

**NEA: Language in action**

- 20% of A Level
- Three pieces of coursework (totalling 100 marks)

**Investigation (10%)**

A language investigation into a topic of own choice (2000 words excluding data) 50 marks (AO1: 15, AO2: 15, AO3: 20)

**Creative and commentary (10%)**

- Annotated style model
- A piece of original writing (750 words) that either fits the purpose of persuasion, information or storytelling (25 marks, AO5)
- Accompanying commentary analysing the style model and creative piece (750 words, excluding quotations) (25 marks, AO1,2,3,4)