

Subject:

English Language and English Literature.

Teachers:

Mr Postle, Mrs Capaldi and Miss Tomkinson

Exam Board:

AQA

NEWPORT GIRLS' HIGH SCHOOL**KS4 Curriculum Overview****Curriculum Intent & Organisation**

The AQA courses are the most popular GCSE English courses in England, as they provide an excellent balance of breadth and depth. Students are currently taught in their mixed ability X/Y/Z groups. The department take a holistic approach to both courses, as many of the skills crossover. Rather than teaching the subject concurrently, students focus intensively on one section of each exam, and this is organised so that the key skills are layered as the course progresses. The most challenging texts from the literary heritage, Shakespeare and the 19th century novel, are delivered in Year 10 and Year 11, to ensure students have both the maturity and skills to engage with these thought-provoking and rewarding canonical texts.

Examination Information

All students at NGHS take both GCSE qualifications in English Literature and English Language. The courses are assessed through four examinations at the end of Year 11. As part of the English Language course, students will deliver a formal speech to the class and this is known as the 'Spoken Language Endorsement'. This has a weighting of 0% and is assessed as either a pass, merit or distinction.

EBACC?

Yes

P8 Bucket

English

Impact of Prior Learning from KS3

The key stage three English course at NGHS aims to achieve a balance of breadth and depth, focusing on developing students as critical thinkers and writers, whilst also ensuring that they read and think widely, in order to develop cultural capital. Skills in creative writing and non-fiction writing are covered at Key Stage 3, providing strong foundations for the writing sections of the GCSE English Language examination. At Key Stage 3, there is also a focus on essay construction and academic writing skills, as both of these elements are fundamental to the GCSE courses.

Equipment Required for this course

- Everyday equipment, as required by the school policy, such as pens, pencils etc.
- For the set GCSE texts, we encourage students to purchase their own copies. These can be second-hand or ones that have been used by older relatives. This allows students to make additional notes in the margins of their texts.
- We recommend that students have a membership of their local library, in order to encourage them to read as widely as possible.

Curriculum Implementation – Areas of Focus Year 9**Autumn Term**

- Studying a novel at GCSE: *To Kill a Mockingbird* by Harper Lee.
 - Studying a Shakespeare play at GCSE: *Romeo and Juliet* by William Shakespeare.
- (Please note that these texts are not set texts for the GCSE course. The focus of this term is on GCSE skills, but students study these additional literary texts in order to ensure the English curriculum at Key Stage 4 offers breadth beyond the set texts)*

Spring Term

- Narrative and Descriptive Writing (English Language Paper 1)
- Explorations in Creative Reading (English Language Paper 2)
- Set wider reading (student will be issued with a novel for each half-term)

Summer Term

- *An Inspector Calls* by J.B. Priestley (English Literature Paper 2)
- Set wider reading (student will be issued with a novel for each half-term)

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Curriculum Implementation – Areas of Focus Year 10		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Writing to Express a Viewpoint (English Language Paper 2) • Speaking and Listening Endorsement • Writers' Viewpoints and Perspectives (English Language Paper 2) 	<ul style="list-style-type: none"> • <i>Macbeth</i> by William Shakespeare (English Literature Paper 1) 	<ul style="list-style-type: none"> • AQA <i>Power and Conflict</i> poetry anthology (English Literature Paper 2)

Curriculum Implementation – Areas of Focus Year 11		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • <i>The Strange Case Of Dr. Jekyll And Mr. Hyde</i> by Robert Louis Stevenson (English Literature Paper 1) • Unseen Poetry (English Literature Paper 2) 	<ul style="list-style-type: none"> • Consolidation and examination preparation for GCSE English Language and Literature. 	<ul style="list-style-type: none"> • Consolidation and examination preparation for GCSE English Language and Literature.

Impact / Outcomes

Learning will be assessed throughout the course by:

- Low stakes testing of core knowledge (e.g. plot tests and terminology tests)
- Practice essay style paragraphs
- Mock examinations within the classroom
- Formal mock examinations during assessment weeks and mock examination weeks
- Assessment of the quality of class notes and homework notes
- Assessment of speaking and listening activities.

Homework

Students are set two homework tasks each week. This will include: learning information on examination knowledge organisers; pre-reading task; post-reading tasks; learning quotations by heart; examination style questions; research into context and authors.

Ways to support learning

There is an excellent set of revision material on the student shared area, the O-Drive. Students can access these in school or via the cloud from home.

Specification	Language: http://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF Literature: http://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF
Past and Sample Papers	Language: http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources Literature: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources
Key Revision Materials	BBC Bitesize- Language and Literature; Mr Bruff's YouTube channel; http://www.englishbiz.co.uk/ Technical accuracy: http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/

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Ten Strategies for Approaching Examination Preparation

- 1.) Re-reading all of the set literature texts to ensure a detailed and comprehensive knowledge of the plays, novella and poems.
- 2.) Learning key quotations off by heart through knowledge retrieval practice.
- 3.) Learning the content of the one-page guides off by heart, including sentence stems, through knowledge retrieval practice.
- 4.) Planning responses to sample questions under timed conditions.
- 5.) Re-reading model answers and using them when completing timed answers.
- 6.) Completing timed answers.
- 7.) Wider reading using resources listed and those that are on the O-Drive,
- 8.) Reading broadsheet newspaper articles.
- 9.) Revisiting notes from throughout the course on skills; themes; ideas and characters.
- 10.) Using good quality revision material in revision guides and online.

Field Work / Extension / Enrichment Opportunities

- We always aim to organise theatre trips to see performances of the set texts whenever this is possible. In recent years, students have been to see performances of *Macbeth* (including at the Royal Shakespeare Company in Stratford-Upon-Avon) and *An Inspector Calls*.
- The school currently has membership of the RSC and there is usually an annual optional evening trip to see a Shakespeare play in Stratford-Upon-Avon, which is open to Year 10.
- The department currently run a number of extra-curricular activities including: the NGHS Literary Society; the NGHS Performing Arts Society; the NGHS Film Society.
- As part of the annual house drama competition, students have the opportunity to participate in the preparation and performance of an original short play.

Next Steps

The GCSE courses offer excellent preparation for English Literature at A-Level. As a department, we operate on the assumption that all students could progress to the subject at A-Level. This means that they are well-prepared for the style of academic writing that they will need to master at this level.

For more information, please contact the Head of English, Mr Postle, via schooloffice@nghs.org.uk