



**Sample course plan: GCSE English Language and GCSE English Literature
Year 10**

Autumn 1	Spring 1	Summer 1
<p>Begin Language Unit 1: English Today</p> <p>Focus on Reading Skills:</p> <ul style="list-style-type: none"> Identifying key points Audience and purpose Images and presentational devices Language Selecting details and comparing <p>Focus on Writing Skills:</p> <ul style="list-style-type: none"> Audience, register and purpose Structure and form Ideas and planning Crafting language for purpose and audience: connectives, topic sentences, paragraphing, cohesive devices, tone <p>Preparation for Language Unit 2 and Literature Unit 1: Begin reading of Different Cultures Text</p> <p>Communicating & Adapting Language <i>(formal S&L assessment)</i></p>	<p>Controlled Assessment (Jan): Unit 1: English Today <i>(UNTIERED: may be screen- or paper-based)</i></p> <ul style="list-style-type: none"> Task 1 – Reading (10%) Up to 2 hours <i>Comment on two texts from the chosen theme. Identify HOW writers communicate ideas.</i> Task 2 – Writing (10%) Up to 2 hours <i>Complete ONE task from two given.</i> <hr/> <p>Begin Language Unit 2: The Writer's Voice</p> <p><i>(possible crossover with part of Literature Unit 1: Understanding Prose)</i></p> <p>Focus on Different Cultures Prose text</p> <ul style="list-style-type: none"> Close study of Different Cultures text read earlier Identify differences and similarities with own culture Identify social and historical background of author/text Use a variety of sources to stimulate and engage students, e.g. original text/film Pupils build up own notes and resources on the text 	<p>Continue: Language Unit 2: The Writer's Voice Literature Unit 1: Understanding Prose</p> <p>Focus on Language Unit 2 Section B – Writing skills Identify features of writing:</p> <ul style="list-style-type: none"> Different forms e.g. newspaper, report, article Audience and purpose, vocabulary and register, rhetoric Structure and organisation, including planning, open/ close, sentences and connectives, paragraphing and cohesive devices <p>Focus on Literature Unit 1 Literary Heritage</p> <ul style="list-style-type: none"> Close study of text read earlier Revise format and scope of structured Literature questions Practise examination techniques: <ul style="list-style-type: none"> essay questions structured questions <p>Interim Total Mark for S&L <i>Identify areas for further improvement</i></p>
Autumn 2	Spring 2	Summer 2
<p>Applying Reading & Writing Skills to chosen texts</p> <p>Focus on pre-released non-fiction texts:</p> <ul style="list-style-type: none"> Read and study texts Identify and compare features Explore how writers use images, presentation and language to communicate ideas and perspectives Pupils (with staff guidance) select 2 texts on which to be assessed <p>Focus on using Writing skills:</p> <ul style="list-style-type: none"> Practise different styles of writing Make choices that are appropriate to audience and purpose <p>Prepare the Controlled Assessment tasks <i>(may be screen-based or paper-based)</i></p> <p>Preparation for Language Unit 2 and Literature Unit 1:</p> <ul style="list-style-type: none"> Complete reading of Different Cultures Text <p>Interacting & Responding <i>(formal S&L assessment)</i></p>	<p>Receive Unit 1 Results (March)</p> <ul style="list-style-type: none"> Decide who will benefit from resit <hr/> <p>Continue study of Different Cultures Prose text</p> <ul style="list-style-type: none"> Clarify format and scope of Language question Practise answers within time constraints Clarify format and scope of structured Literature questions Practise examination techniques: <ul style="list-style-type: none"> essay questions structured questions <p>Preparation for Literature Unit 1: Begin reading of Literary Heritage Prose Text</p> <p>Creating & Sustaining roles <i>(formal S&L assessment)</i></p>	<p>Complete: Language Unit 2: The Writer's Voice Literature Unit 1: Understanding Prose</p> <p>External Examinations (June):</p> <hr/> <p>Literature Unit 1: Understanding Prose 1hr 45m</p> <ul style="list-style-type: none"> Section A – Literary Heritage (25%) <i>ONE 4-part question</i> Section B – Different Cultures (25%) <i>ONE essay question from a choice of two</i> <hr/> <p>Language Unit 2: The Writer's Voice 1hr 45m</p> <ul style="list-style-type: none"> Section A – Studying Written Language (25%) <i>ONE question on EITHER Different Cultures text or a non-fiction text</i> Section B – Writing (15%) <i>ONE question from choice of two</i> <hr/> <p>RESIT OPPORTUNITY (same tasks and texts) Controlled Assessment Unit 1: English Today</p>



**Sample course plan: GCSE English Language and GCSE English Literature
Year 11**

Autumn 1	Spring 1	Summer 1
<p>Begin Literature Unit 3: Shakespeare & Contemporary Drama</p> <p>Focus on Shakespeare play</p> <ul style="list-style-type: none"> Identify social and historical background of author/text Study text Identify key characters, themes, dramatic impact, staging possibilities, etc Select linked text, e.g. original text/film Consider TWO interpretations Evaluate different approaches and impact on audience <p>Creating and Sustaining Roles (formal S&L assessment)</p>	<p><i>RESIT OPPORTUNITY (Jan)</i> Literature Unit 1: Understanding Prose</p> <p><i>RESIT OPPORTUNITY (Jan)</i> Language Unit 2: The Writer's Voice</p> <p>Begin Literature Unit 2: Understanding Poetry</p> <p>Focus on Anthology</p> <ul style="list-style-type: none"> Study ONE collection of 15 poems from 4 choices Encourage pupils to develop a personal response to the themes, ideas, attitudes, feelings and linguistic features of the poems they study. Identify and compare aspects of language use, theme, viewpoint and tone in poems studied Interpret writers' ideas, attitudes and feelings. Read poems with insight and engagement 	<p>Begin Language Unit 3: Writing for Spoken Voice</p> <p>Focus on Imaginative and Creative Writing</p> <ul style="list-style-type: none"> Story and script genres and features Structure: open/close, paragraphs, topic sentences, connectives, stage directions Powerful language – verbs, adverbs, adjectives, etc Setting and atmosphere Character Dialogue and how to present it <p>Mock Controlled Assessment</p> <ul style="list-style-type: none"> Practise assessments for Language Unit 3 Revise Literature Unit 2 and Unit 3 assessment <p>Draw Up Total Mark for S&L</p>
Autumn 2	Spring 2	Summer 2
<p>Focus on contemporary drama</p> <ul style="list-style-type: none"> Complete study of whole text Identify key characters, themes, dramatic impact, staging possibilities, etc Use a variety of sources to stimulate and engage students e.g. original text/film Evaluate impact of text on audience <p>Mock Controlled Assessment</p> <ul style="list-style-type: none"> Practise timed writing under controlled conditions <p>Interacting & Responding (formal S&L assessment)</p>	<p>Focus on unseen poems</p> <ul style="list-style-type: none"> Develop and practise independent response to: <ul style="list-style-type: none"> Voice, tone and mood Imagery Language choice Rhyme and rhythm Form and structure <p>Mock Controlled Assessment</p> <ul style="list-style-type: none"> Practise timed writing under controlled conditions <p>Begin Language Unit 3: Spoken Language Study</p> <ul style="list-style-type: none"> Pupils research spoken language from various sources such as YouTube, TV or radio phone-ins, sound archives, sample CD-ROM Pupils evaluate, analyse and compare: form, purpose, formality, influence, contribution, etc Pupils compile own resource bank with at least TWO examples for use in Controlled Assessment <p>Communicating & Adapting Language (formal S&L assessment)</p>	<p>Controlled Assessment Language Unit 3: The Spoken Language</p> <ul style="list-style-type: none"> Submit S&L (20%) <i>Final mark based on tasks completed throughout course</i> Study of Spoken Language (10%) Up to 2 hrs <i>ONE task from 2 given, based on own research</i> Writing for the Spoken Voice (10%) Up to 2 hrs <i>ONE task from a choice of 3</i> <hr/> <p>Literature Unit 3: Shakespeare & Contemporary Drama</p> <ul style="list-style-type: none"> Task 1: Shakespeare (15%) Up to 2 hrs/ 800 words Comment on 2 interpretations of a play <i>ONE question from a choice of 4</i> Task 2: Contemporary Drama (10%) Up to 2 hrs <i>ONE question from a choice of 4</i> <hr/> <p>External Examinations (June): Literature Unit 2: Understanding Poetry 1hr 45</p> <ul style="list-style-type: none"> Section A – Unseen Poetry (10%) <i>ONE question only</i> Section B – Anthology (15%) <i>EITHER structured questions OR essay</i>