

## A Guide to the Curriculum at Key Stage 4 (Years 10 & 11)

### GCSE English Language and GCSE English Literature

**The GCSE courses** aim to advance skills which students have developed in KS3. A variety of fiction and non-fiction texts, plays and poems will be explored with a focus on considering the ways in which writers have used language and structure, while writing will continue to focus on creating materials for a variety of purposes, ensuring that accuracy is enhanced through precise usage of spelling, punctuation and grammar. Speaking and Listening skills will continue to explore debating strategies and the use of drama techniques in order to develop critical thinking skills. The focus, however, will be on presentation skills, encouraging students to explore a particular issue in depth.

#### Year 10 and 11 Units

##### **Unit 1: 'The Curious Incident of The Dog in the Night Time' (Play script)**

Students will study this text for the GCSE English Literature examination, using a range of drama techniques, discussion and independent research, in order to investigate themes including the struggle to become independent, frustration and loss. These themes and skills will be tested in the GCSE English Literature examination.

##### **Unit 2: 'A Christmas Carol'**

Students will study Dickens' 'A Christmas Carol' for the GCSE English Literature examination. Exploring ideas about the family, humanity and religion, through the use of a range of written and dramatic techniques, working as a whole class, in groups and independently.

##### **Unit 3: Poetry Anthology**

Students will explore a range of poetry on a particular theme, developing their skills in understanding how poets present ideas. Strategies for explaining how linguistic and structural features have been used, will be developed. A focus on comparing the ways in which ideas have been presented, will enable students to enhance their analytical skills when searching for similarities and differences, skills which will be tested in the GCSE English Literature examination.

##### **Unit 4: Non-Fiction Texts**

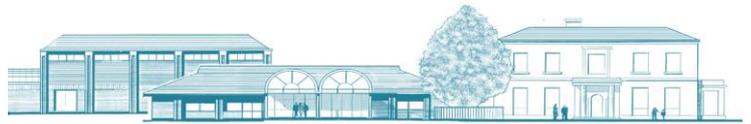
Students will study a range of non-fiction texts from the nineteenth, twentieth and twenty-first centuries, including travel accounts, (auto)biographies, newspaper reports and diaries, developing their skills in understanding how writers' purposes have been achieved. They will learn strategies in order to draw meaningful comparisons, a skill which will be tested in the GCSE English Language examination

##### **Unit 5: 'Macbeth'**

Students will study Shakespeare's play, 'Macbeth' for the GCSE English Literature examination. Exploring ideas about the dangers of power, desire, guilt and greed, through the use of a range of dramatic techniques, working as a whole class, in groups and independently.

##### **Unit 6: Persuasion and Argument**

A unit of work which will develop students' skills in the planning and preparation of various examples of persuasive and argumentative writing, using a variety of forms including speeches,



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letters and newspaper articles. Students will hone their skills in shaping material, while using a range of sentence structures, including simple, complex subordinate and participle clauses. All tasks will be given a real purpose and audience on which to focus, with practice questions for the GCSE English Language examination.

### **Unit 7: Description and Narrative**

A unit of work which will develop students' skills in the planning and preparation of various examples of descriptive and narrative writing, using a variety of forms including travelogues, biographies, descriptions and stories. Students will hone their skills in shaping material while using a range of vocabulary choices, including mature examples of figurative language. All tasks will be given a real purpose and audience on which to focus, with practice questions for the GCSE English Language examination.

### **Unit 8: Presentation Skills**

Students will study a range of speakers from the world of politics, television and radio in order to explore how material can be successfully directed towards a particular audience. They will present (and record) their presentation, which will form part of their Speaking and Listening certificate.

### **Grouping**

Students are taught in mixed ability classes.

### **Assessment**

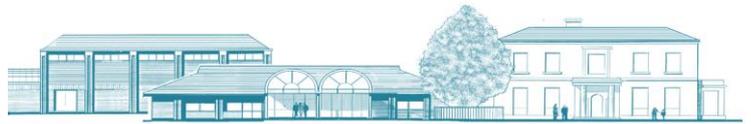
Formative assessment is an on-going process within the department and includes teacher comments as well as peer and self-assessment. Dialogue marking encourages formal responses between students and teachers, providing opportunities for very detailed targets/suggestions for improvement. At the end of each unit, students attempt an examination question, receiving summative feedback, which includes a detailed analysis of progress made and targets to carry forward. Students are assessed using a combination of grades and the new points system 1-9 (where 1 is the lowest grade and 9 the highest). GCSE English Language and English Literature are tested through 100% examination.

### **Independent Reading**

Students will have regular access to The Library enabling, them to read good quality fiction/non-fiction of their choice, supporting the reading programme in KS3 and encouraging them to read for pleasure.

### **Support, Strategies and Interventions for students (SEN, Most Able, Students not making Expected Progress)**

- Students are taught and encouraged to use the thesauruses and dictionaries readily available in the classroom and are encouraged to purchase a pocket dictionary for their own use outside the classroom.
- All Year 10 students are provided with a glossary of terms that they will use in lessons.
- When books are marked, errors are highlighted and questions asked to stretch students' thinking. Time is then provided for students to make these corrections/improvements.



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- After an initial assessment, students not making expected progress are mentored and given additional strategies, in order to encourage further progress

### Useful Resources for Home

- BBC KS4 Bitesize website provides speaking and listening, reading and writing tips and support <http://www.bbc.co.uk/education/levels/z4kw2hv>
- It would be helpful for all students to have access to a dictionary/thesaurus to support homework and revision.

### How to help your child in Year 10

- Encourage independent reading, including fiction and non-fiction (good quality newspapers and informative websites)
- Share ideas about themes considered in the selected texts and explore how ideas are appropriate to the modern world
- Encourage them to prepare thoroughly for all practice examination questions.

### Glossary of terms

Students are provided with the glossary table below.

<b>Alliteration</b>	A series of words beginning with similar sounds. (Devastating, devilish delights)
<b>Assonance</b>	An incomplete rhyme (Swan + stone)
<b>Adjectival phrase</b>	An adjectival phrase starts with an adjective e.g. Cold hands wrapped themselves around me.
<b>Adverbial phrase</b>	A phrase that starts with an adverb e.g. Quickly, the man ran across the road.
<b>Metaphor</b>	A direct comparison. (Life is a Pandora's box of tricks.)
<b>Multi clause</b>	A sentence with more than one clause
<b>Noun phrase</b>	A phrase with a noun as its head, e.g. some foxes, foxes with bushy tails.
<b>Pathetic Fallacy</b>	A description of the weather which foreshadows the mood to come. ( The rain set in early tonight = leads to death)
<b>Participle clause</b>	A clause beginning with a participle. (Having witnessed the dreadful game, ...)
<b>Personification</b>	A comparison which gives life to an inanimate object. (As the windows glared at him, ...)
<b>Onomatopoeia</b>	A word which mirrors the sound which it describes. (whisper)
<b>Simile</b>	A comparison which uses 'like' or 'as'. (Tears fell like a waterfall.)
<b>Subordinate clause</b>	A less important part of a sentence which doesn't make sense on its own, e.g. While I was out, he slept. 'While I was out' is the subordinate clause