

Year 10	Skills, content, objectives	Teaching and learning resources, keywords	Assessment, homework	CEIAG Opportunities including roles and competencies
HT 1	<p>English Language Paper 2 Skills: Crime and Punishment Non-Fiction (19<sup>th</sup> Century/modern)</p> <ul style="list-style-type: none"> <li>• Explore writer's ideas/perspectives</li> <li>• Comparisons on how ideas are presented</li> <li>• Analysis of language</li> <li>• Read critically and infer and deduce information</li> <li>• Write to express a point of view</li> <li>• Use sentences for impact</li> <li>• Use vocabulary and punctuation for effect</li> </ul> <p><b>R1a, d. R2a, b, c, d, e, g, h</b></p> <p><b>W1b, c</b> <b>GV1a, c, d</b></p> <p><b>IT (i) (ii) Research</b></p>	<ul style="list-style-type: none"> <li>• Understanding of syntax and grammar of 19<sup>th</sup> century texts</li> <li>• Writers as social commentators advocating for change</li> <li>• Read a range of 19<sup>th</sup> century non-fiction identifying attitudes</li> <li>• <b>Inference and deduction</b></li> <li>• Exploring evidence</li> <li>• Writing to express a point of view</li> <li>• Planning</li> <li>• Paragraph construction including constructing counter-argument</li> <li>• Persuasive features/rhetoric</li> <li>• Use of varied sentences/sentence construction.</li> </ul> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Power and exploitation</li> <li>• Attitudes to punishment</li> </ul> <p>Vocabulary (NHTW) <b>macabre, abhorrence, reverence, solemn, callousness, compassion, humanity, dehumanised, confinement</b></p>	<p>Assessment: Paper 2 style responses on writer's view and perspectives. Comparing 19<sup>th</sup> and 21<sup>st</sup> century texts. Inference and retrieval</p> <p>Extended response: Writing to argue: capital punishment/prisons</p> <p>Homework: <b>Research on context of crime and punishment, individual authors.</b> Written paragraphs for arguing a point of view. Key vocabulary work. Research on key areas eg: death penalty</p>	<p><u>Competencies: aiming high and communication</u></p> <p><u>Career role/focus: Law and legal Public Relations</u></p>

<p><b>HT 1/2</b></p>	<p><b>Skills, content, objectives</b>  <b>19<sup>th</sup> Century Novel – A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>• AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> </li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> </ul> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>R1a, d. R2a, b, c, d, e, g, h</b></p> <p><b>W1b, c</b>  <b>GV1a, c, d</b></p> <p><b>IT (i) (ii) Research task</b></p>	<p><b>Teaching and learning resources, keywords</b></p> <p>Contextual information on: Industrial Revolution, Child Poverty/Education, Poor Law, Thomas Malthus, Dickens</p> <ul style="list-style-type: none"> <li>• Form: fairy tale, ghost story, <b>parable allegory, narrative perspective</b></li> <li>• Language and structural techniques – use of time, the supernatural, redemption, religious references, motifs of light/heat, character archetypes</li> <li>• Writer’s intentions</li> <li>• Analytical/academic writing, comparative essay writing skills</li> </ul> <p>Vocabulary: NHTW: <b>avarice, altruism, cynicism, empathy, humanitarianism, redemption, infernal, Benevolence, transformative, egalitarian</b></p>	<p><b>Assessment, homework</b></p> <p>Tests on key quotations. Knowledge recall and retrieval</p> <p>Analysis on key character: presentation of Scrooge.  Comparative analysis: Characters and their attitudes  Key analysis on theme throughout the novel  Descriptive writing using pathetic fallacy/writing in the style of Dickens</p> <p>Marked using GCSE lit mark scheme. Green pen response in exercise books; modelled teacher response to guide improvements</p> <p>Homework tasks: <b>Research on context,</b> learning of key quotations, independent writing tasks, independent analysis.</p>	<p><b>CEIAG Opportunities including roles and competencies</b></p> <p><b>Competencies: Creativity, literacy</b></p> <p><b>Career role focus Writing and Publishing</b></p>
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<p><b>HT 3</b></p>	<p><u>Skills, content, objectives</u></p> <p><b>Power and Conflict Poetry, Unseen poetry skills, descriptive writing</b></p> <ul style="list-style-type: none"> <li>• AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> </li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> </ul> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Make critical comparisons between poems</p> <p><b>R1a, d. R2a, b, c, d, e, g, h</b> <b>W1b, c</b> <b>GV1a, c, d</b></p>	<p><u>Teaching and learning resources, keywords</u></p> <p>Initial reading focus covers Power of Nature/Natural World (Storm, Exposure, Prelude, Ozymandias?)</p> <p>Contextual information on: Northern Ireland Troubles, First World War, Wordsworth</p> <ul style="list-style-type: none"> <li>• Form (sonnet, narrative, epic, dramatic monologue, impact of form)</li> <li>• Poetic techniques – sound (assonance, consonance, plosive, sibilance) rhythm, rhyme, metre (blank verse, iambic pentameter. Half-rhyme, para-rhyme, end-stopped) Figurative language/imagery. Structure (caesura, enjambment, volta, refrain.)</li> <li>• Romanticism/the sublime,</li> <li>• Writer’s intentions</li> <li>• Analytical/academic writing, comparative essay writing skills</li> </ul> <p>Vocabulary: NHTW for each poem,</p> <p>Prelude: maternal, feminised, celestial, arrogance, grace, mystical, disempowerment, ominously, indefinable, entity, vulnerability, mortality, oppress, overwhelm</p> <p>Storm: fortitude, turbulent, collective, uprising, epicentre, onslaught, isolation, impervious</p> <p>Exposure: inaction, impotent, compassion, potency, passive, futility, endured, interminable, indifference</p>	<p><u>Assessment, homework</u></p> <p>Tests on poetic terminology/quotations.</p> <p>Shorter Analysis of language and structure in individual poems first: e.g. How does Heaney use language to present the weather as a threat? E.g. How does Owen use structural features to show the hopelessness of the soldiers? e.g. Identify and explain the use of volta in extract from the Prelude</p> <p>Comparative analysis: How is the power of the natural world presented in...</p> <p>Marked using GCSE paper 2-mark scheme. Green pen response in exercise books; modelled teacher response to guide improvements</p> <p>Homework tasks: Annotation of dystopian extracts for features. Independent writing tasks building up to main assessments</p> <p>Assessment: Two descriptive pieces on two different aspects of nature ((a. the wonder and beauty, b destruction and dominance) One to be in prose, one as poem. Ensure opportunity for drafting and redrafting.</p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u> <b>Teamwork, problem-solving</b> <u>Career role focus:</u> <b>Public Relations, tourism</b></p>
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	<p><b>Creative writing using poetry as stimulus (running alongside poetry study)</b></p> <ul style="list-style-type: none"><li>• Write effectively for different purposes</li><li>• Select vocabulary grammar and form which is effective for audience</li><li>• Use language and form creatively and imaginatively</li><li>• Maintain coherence across a text</li></ul> <p><b>W1a, b, c. W3a, b, c</b> <b>GV1b,</b></p>	<p>Adapt and use imagery from the poems to write creatively about nature (a. the wonder and beauty, b destruction and dominance)</p> <ul style="list-style-type: none"><li>• Personifying elements of nature (verb choices)</li><li>• Use of motif</li><li>• Metaphor/extended metaphor</li><li>• Imagery</li><li>• Modelled paragraph structure (zoom in/out, cinematic structure)</li><li>• Sentence form/structures -</li></ul> <p>Explore/experiment with form – description into poetry</p>		
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<p>HT 3/4</p>	<p><b>Skills content objectives</b></p> <p><u>Return to Poetry: Power and Conflict</u></p> <ul style="list-style-type: none"> <li>• Explore social and historical context (R1,2a)</li> <li>• Explore and analyse range of poetic forms, language and structural techniques (R1a, R2c, d, g)</li> <li>• Make critical comparisons between poems and poems across time (R2h)</li> <li>• Continue to develop skills in academic writing centred around writer's intentions (W1a, b, c)</li> <li>• Use poetic form, language techniques, structural techniques in their own writing (W4, 5, GV1b, c)</li> </ul> <p>Develop skills for descriptive writing</p>	<p><b>Teaching/Learning Resources Keywords</b></p> <p>Reading focus to cover poems which deal with the effects and impact of war: COTLB, Bayonet Charge, remains (poems which deal with soldiers' experience) War Photographer, Kamikaze, Poppies (poems which deal with other indirect experiences of war.)</p> <p>Contextual information on Crimean War and war reporting – Times newspaper report which inspired Tennyson. Famous examples of war photographs. Exploration of samurai and Japanese culture. Effects of PTSD.</p> <p>Poetic form: ballad, free verse, regular stanzas, monologue</p> <p>Language and structural focus: violent imagery, patriotic imagery, aural imagery, plosives, alliteration, tactile imagery, Biblical allusion, personification, enjambment, caesura, verb choices, in media res, colloquial lang, contrast, consonance, volta, pararhyme, quatrain, couplet, cyclical, pronouns, irony, juxtaposition, flashback, iambic pentameter</p> <p>NHTW for each poem. Vocabulary for poems:</p> <p>COTLB: embody, unquestioning, inevitability, momentum, senseless, celebratory</p> <p>B.C: intrusion, disorientation, ideals, realisation</p> <p>Remains: trauma, transition, normalised, psyche, confessional, empathise</p> <p>Poppies: intangible, liberation, ominous,</p> <p>W.P: intimate, rationalise, realisation, disdain</p> <p>Kamikaze: indoctrination, defiance, condemnation, individualism</p>	<p><b>Assessment Homework</b></p> <p>Assessment: Short tests on, techniques, quotations.</p> <p>Analysis of individual poems and techniques, e.g.: How does Tennyson use rhythm and rhyme in COTLB</p> <p>E.g.: How does Armitage use structure and repetition to reflect the soldier's experiences in Remains.</p> <p>How does Weir use the sense of touch to illustrate the emotion of grief in Poppies?</p> <p>Comparative response: How are the effects of war presented in two poems.</p> <p>Green pen responses on reading tasks to be completed in books.</p> <p>Homework: independent research on poets/poetic forms. Revision of key quotations/poems. Critical essays from Art of Poetry book.</p>	<p><b>CEIAG Opportunities including roles and competencies</b></p> <p><u>Competencies:</u> <b>Presenting, creativity</b></p> <p><u>Career role focus:</u> <b>proof-reading, editing, publishing</b></p>
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<p>HT5</p>	<p><b>Skills, content, objectives</b>  <b>Speaking and Listening: NEA of GCSE</b></p> <p><i>presenting information and ideas:</i> selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches</p> <ul style="list-style-type: none"> <li>• <i>responding to spoken language:</i> listening to and responding appropriately to any questions and feedback, build on others contributions</li> <li>• <i>spoken Standard English:</i> expressing ideas using Standard English whenever and wherever appropriate.</li> </ul> <p><b>S1a, b, c, d, e,</b></p> <p>IT (i) (ii) (iii): Opportunities for research of their own topic areas which could include impact of social media on teens etc.</p>	<p><b>Teaching and learning resources, keywords</b></p> <p>Initial focus to build on unit in KS3. Pupils to research an area and devise a statement which can be argued for/against</p> <ul style="list-style-type: none"> <li>• Explore concept of Standard English and its importance</li> <li>• Explore vocal ideas of pitch, tone, pace, projection, emphasis</li> <li>• Explore visual ideas of eye contact, facial expression, posture, hand gestures, body language</li> <li>• Structure of speech and use of connectives for coherence</li> <li>• Sentence structures to: express/justify opinions, agree/disagree, compromise, challenge, clarify, persuade, counter-argue</li> <li>• Explore different questioning strategies: Consider different viewpoints, probe for evidence and reasons, consider consequences</li> <li>• Rhetorical/grammar features for persuasion including AFOREST features, modal verbs, pronoun choices</li> </ul> <p>Key words: rhetoric, pathos, ethos, logos, discourse, prosody, irony</p>	<p><b>Assessment, homework</b></p> <p>Assessment: short knowledge-based tests on techniques/ideas.</p> <p>Writing: Produce an engaging opening to a presentation which considers audience engagement and language techniques.</p> <p>Speaking and Listening: To play an active role in presentation to persuade audience</p> <p>Peer and self-assessment to be used to assess other groups and set targets.</p>	<p><b>CEIAG Opportunities</b></p> <p>Presenting, problem-solving</p> <p>Career focus: speech writer, politics</p>
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<p>HT5</p>	<p><b>Skills, content, objectives</b></p> <p><b>Return to Poetry: Power and Conflict</b></p> <ul style="list-style-type: none"> <li>• Explore social and historical context (R1,2a)</li> <li>• Explore and analyse range of poetic forms, language and structural techniques (R1a, R2c, d, g)</li> <li>• Make critical comparisons between poems and poems across time (R2h)</li> <li>• Continue to develop skills in academic writing centred around writer’s intentions (W1a, b, c)</li> <li>• Use poetic form, language techniques, structural techniques in their own writing (W4, 5, GV1b, c)</li> <li>• Develop skills for descriptive writing</li> </ul>	<p><b>Teaching and learning focus, keywords</b></p> <p>Reading focus to cover poems which deal with the identity, inequality and effects: London, My Last Duchess, Tissue, The Emigree, Checkin Out Me History</p> <p>Contextual information on: inequality in London and Blake’s views, history of black heroic figures, and views of poets</p> <p>Poetic form: ballad, free verse, regular stanzas, monologue</p> <p>Language and structural focus: violent imagery, patriotic imagery, aural imagery, plosives, alliteration, tactile imagery, Biblical allusion, personification, enjambment, caesura, verb choices, in media res, colloquial lang, contrast, consonance, volta, pararhyme, quatrain, couplet, cyclical, pronouns, irony, juxtaposition, flashback, iambic pentameter</p> <p>NHTW for each poem. Vocabulary for poems:  London: poignant, marginalised, oppressed, exploitation, injustice  COMH: colonial, dominance, celebratory, diatribe, defiance, enlighten</p> <p>Adapt and use ideas from poems to write descriptively and explore the form of the monologue. Remains and Poppies as potential examples.</p>	<p><b>Assessment/homework</b></p> <p>Assessment: Short tests on, techniques, quotations.</p> <p>Analysis of individual poems and techniques, e.g.: How does Blake use form and structure in London?</p> <p>E.g.: Why does Agard use non-standard English in COMH</p> <p>Comparative response: How are the effects of inequality presented in two poems.</p> <p>Green pen responses on reading tasks to be completed in books.</p> <p>Homework: independent research on poets/poetic forms. Revision of key quotations/poems. Critical essays from Art of Poetry book.</p>	<p><b>CEIAG opportunities:</b></p> <p>Aiming high, independence</p> <p>Career focus: researcher, archivist</p>
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<p>HT 5/6</p>	<p><b>Skills, content objectives</b>  <b>Shakespeare and Tragedy: Macbeth</b>          AO1: Read, understand and respond to texts.          Students should be able to:</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations</li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> </ul> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>R1a, d. R2a, b, c, d, e, g, h</b></p> <p><b>W1b, c</b>  <b>GV1a, c, d</b></p> <p><b>IT (i) (ii) Research task</b></p>	<p><b>Teaching and learning focus, keywords</b></p> <ul style="list-style-type: none"> <li>• Contextual information on: witchcraft, Kingship (James/Divine Right of Kings/Great Chain of Being/femininity)</li> <li>• Form/structure: 5 act tragedy, tragic hero, hamartia</li> <li>• Key themes: supernatural, masculinity, ambition, kingship, fate and free will, appearance and reality</li> <li>• Language and structural techniques (motifs- blood, hands, light and darkness, sickness and health, sleep) animal imagery, religious imagery, rhetoric, dramatic techniques: soliloquy, foreshadowing</li> <li>• Characters' symbolic roles</li> <li>• Writer's intentions</li> <li>• Critical academic writing skills</li> </ul> <p>Vocabulary: malevolence, paradoxical, regicide, hubris, equivocation, Machiavellian, duplicity, subversive, morality/immorality</p>	<p><b>Assessment, homework</b></p> <p>Assessment: Knowledge recall and retrieval while reading the text including quotation revision and multiple choice questioning on plot/character/techniques</p> <p>Analysis of: presentation of characters at key points e.g.: Macbeth in act 1, Lady Macbeth in act 1. Relationship between Macbeth and Lady Macbeth.          Thematic analysis: ambition, supernatural, gender,</p> <p>Language analysis on key scenes</p> <p>Exam style questions on: character, theme</p> <p>When feeding back, pupils to have good quality models to refer to. Green pen responses in exercise books independently.</p> <p><b>Homework: Research on context, author, critical reading British Library website, other critical writing pieces K. Organiser work</b></p>	<p><b>CEIAG Opportunities:</b>          Staying positive, leadership</p> <p><b>Career focus:</b>          Education, producer</p>
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Year 11	Skills, content, objectives	Teaching resources, keywords	Assessment, homework	CEIAG Opportunities including roles and competencies
HT 1	<p>English Language Paper 1:</p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts.</li> </ul> <p>AO2</p> <ul style="list-style-type: none"> <li>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.</li> <li>Evaluate texts critically and support this with appropriate textual references</li> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p>English Language Paper 1: Mock Exam preparation and revision. Reading section: See PPT materials on Alex Cold paper</p> <ul style="list-style-type: none"> <li>Analysis of language including aspects of analytical writing. Concepts of 'big ideas' in texts and relating language choices to this.</li> <li>Analysis of structure and structural features</li> <li>Evaluation of writers' methods</li> <li>Write accurately and fluently, adapting writing for a range of purposes</li> <li>Select vocabulary, grammar, form and structural features to reflect audience and purpose</li> <li>Re-draft and re-structure writing as appropriate.</li> <li>Identify effectiveness of grammar and vocabulary in texts then use in writing</li> </ul> <p>Keywords: incredulity, fragility, dominance, purity, potency, anguish, vulnerability</p>	<p>Assessment: Exam questions in class. Opportunities for green pen responses after each question.</p> <p><b>Full mock examination English language paper 1</b></p>	<p><u>Competencies:</u> <b>Creativity and communication</b></p> <p><u>Career role/focus:</u> <b>Civil service, politics</b></p> <p><b>Opportunity to complete Eton X online course through Eton school. Year 11 focus: essay writing.</b></p>

<p><b>HT 2</b></p>	<p><b><u>Skills, content, objectives</u></b></p> <p><b>English literature paper 1 Shakespeare and 19<sup>th</sup> Century novel.</b></p> <ul style="list-style-type: none"> <li>• Importance of writer’s message/intention</li> <li>• Analysis of writer’s craft: language, structure and dramatic techniques, characterisation</li> <li>• Track themes/analyse key ideas</li> <li>• Significance of social/historical context</li> <li>• Write critically in a suitably academic style maintaining a viewpoint</li> <li>• Significance of Shakespeare and literary heritage</li> </ul> <p><b>(Rn1c, R2a, c, d R3c, GV1b, d) (R2c, d, e, g, R3, W1b) (R2a, b, g. W1b, c. GV1a, d) (W1a, b, c.)</b></p> <p><b>IT (i) (ii) Independent research tasks homework.</b></p>	<p><b><u>Teaching and learning resources, keywords</u></b></p> <p>English literature Paper 1:</p> <p><b>Shakespeare Macbeth</b></p> <p>Revision of key themes/quotation/dramatic and structural conventions/characters and their functions/language techniques/writer’s intentions/social and historical context.</p> <p>Academic writing and quality of written expression for analysis (tentative language, quotation selection, embedding context and writer’s intentions.)</p> <p><b>19<sup>th</sup> Century novel- A Christmas Carol</b></p> <p>Revision of key themes/quotations/structure/function of character/language and narrative techniques/writer’s intentions/social and historical context.</p> <p>Academic writing and quality of written expression for analysis (tentative language, quotation selection, embedding context and writer’s intentions.)</p>	<p><b><u>Assessment, homework</u></b></p> <p>Tests on quotations and knowledge retrieval. Analysis of short extracts relating to key themes in the play to build up to exam style question.</p> <p>Share and model high quality answers and draw out key features of analysis, expression and how AOs are rewarded.</p> <p><b><u>Full mock examination English literature Paper 1 (1 hour 45)</u></b></p>	<p><b><u>CEIAG Opportunities including roles and competencies</u></b></p> <p><u>Competencies:</u> <b><u>Problem solving, literacy</u></b></p> <p><u>Career role focus:</u> <b><u>Film and Television</u></b></p>
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<p><b>HT 3/4</b></p>	<p><b>Skills, content, objectives</b>  <b>English language paper 2 Writer’s viewpoints and perspectives:</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information from texts</li> <li>• Select and synthesise information evidence from different texts</li> <li>• Analyse how writers use language and structure to achieve effects</li> <li>• Compare writers’ ideas and perspectives across two texts.</li> <li>• Evaluate texts critically</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> </ul> <p><b>English literature paper 1</b>  <b>(Rn1c, R2a,c, d R3, , c, GV1b, d)</b>  <b>(R2c, d, e, g, R3, W1b) (R2a, b, g. W1b, c. GV1a, d) (W1a, b, c.)</b></p>	<p><b>Teaching and learning resources, keywords</b>  First part of half term reflects on English lit mock exam and draw out key improvements using modelling and example answers, examiners report.</p> <p>English language paper 2 mock preparation and revision. Reading section: See PPT materials on Ben Fogle question paper</p> <ul style="list-style-type: none"> <li>• Inference and retrieval (reading strategies)</li> <li>• Comparison of writer’s perspectives</li> <li>• Analysis of language</li> <li>• Evaluation and comparison of writers’ ideas and perspectives.</li> <li>• Thesis statement planning in writing (because...but... so...)</li> <li>• Selection of vocabulary (rhetorical devices) construction of sentences for impact</li> </ul> <p><b>IT (iii)</b> Writing question on fame explores the rise of influencers/social media as a way to become famous etc</p>	<p><b>Assessment, homework</b>  Assessment: Green pen corrected work from lit paper 1 mock.</p> <p>Answers to individual questions in Paper 2, completed on exam booklet with green pen responses after marking.</p> <p><b>Full mock examination: English language paper 2 (1 hour 45)</b></p>	<p><b>CEIAG Opportunities including roles and competencies</b></p> <p><u>Competencies:</u>  <b>Independence and staying positive</b></p> <p><u>Career role focus:</u>  <b>law and legal</b></p>
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<p><b>HT 4 &amp; 5</b></p>	<p><b><u>Skills, content objectives:</u></b></p> <p><u>English literature paper 2 Modern text and Poetry.</u></p> <ul style="list-style-type: none"> <li>• Maintain a critical style and develop an informed personal response</li> <li>• Use textual references, including quotations, to support and illustrate interpretations.</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul>	<p><b><u>Teaching and learning resources, keywords:</u></b></p> <p>Revision of An Inspector Calls and Poetry</p> <p>An Inspector Calls: Revision of key themes/quotation/dramatic and structural conventions/characters and their functions/language techniques/writer’s intentions/social and historical context. Academic writing and quality of written expression for analysis (tentative language, quotation selection, embedding context and writer’s intentions.)</p> <p>Power and Conflict poetry: Revision of key themes/quotations/structure and form/language and poetic techniques/writer’s intentions/social and historical context/comparisons on theme and idea – abuse of power, power of nature, inequality, effects of conflict, loss, memory, guilt, identity. Comparative writing skills.</p> <p>Unseen poetry skills: looking to build analysis around a turning point.</p> <p><b>IT (iii) Unseen poetry exploring online safety eg: Mike Garry “<i>She Sings and She Swings.</i>”</b></p>	<p><b><u>Assessment, homework</u></b></p> <p>Assessment: short knowledge-based tests on techniques/ideas.</p> <p>Short shared extract analysis in class in build up to more extended essay writing</p> <p><b><u>Full mock examination English literature paper 2 (1 hour 45.)</u></b></p> <p>Green pen responses post-exam with carefully modelled examples of responses, highest mark examples shared</p>	<p><b><u>CEIAG Opportunities including roles and competencies</u></b></p> <p><u>Competencies:</u> <b>Teamwork, problem-solving</b></p> <p><u>Career role focus:</u> <b>Public Relations, tourism</b></p>
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