



English: Year 10

Scheme of Learning	Assessments
<p>Half Term One: Language Unit – Reading</p> <p>Fiction/Creative Writing</p> <p>The Overarching Inquiry:</p> <ul style="list-style-type: none">• First 3 weeks - How do writers use a range of devices to engage their target audience and suggest possible meanings?• Second 3 weeks - How can I effectively use language and structure to form a successful narrative or description? <p>Year 10 – Paper 1, Section A, Section B Focus</p> <ul style="list-style-type: none">• First 3 weeks – Reading Section• Second 3 weeks – Writing• Selection of Fiction extracts including an AQA Paper 1, Section A Reading Booklet <p>Key concepts:</p> <p>AO1 - To identify and interpret explicit and implicit information and ideas and to select and synthesise evidence from a range of texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO4 - Evaluate texts critically and support with evidence</p> <p>AO5 - Communicate clearly, effectively and imaginatively</p> <p>AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and</p>	<p>Assessment One:</p> <p>Reading assessment using GCSE question stem to be peer marked and self-marked, teacher marked for numbers and grade descriptors.</p> <p>Sample Paper 1 – Questions 1, 2, 3, 4 (AO1, AO2, AO4) (timed assessment – PPE style task)</p> <p>Assessment Two:</p> <p>Piece of description or narrative to be formally assessed using GCSE criteria and grade descriptors.</p> <p>(AO5, AO6) Timed assessment</p>

<p>effect, with accurate spelling and punctuation.</p>	
<p>Half Term Two: Literature Unit – Literacy</p> <p>Perspectives Over Time</p> <p>The Overarching Inquiry:</p> <ul style="list-style-type: none"> • How does language and structure inform meaning? • How does historical context and tradition affect literary form and content? <p>Year 10 – English Literature, Paper 1</p> <ul style="list-style-type: none"> • A Christmas Carol <p>Key Concepts</p> <p>AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Assessment One:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does the writer present...? (focus on character)</p> <p>Sample Paper 1 – Question 1 (AO1, AO2, AO3) (timed assessment – PPE style task)</p> <p>Assessment Two:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does the writer present...? (focus on theme) (AO1, AO2, AO3) (timed assessment – PPE style task)</p>
<p>Half Term Three: Literature Unit - Shakespeare</p> <p>Year 10 – English Literature, Paper 1 Macbeth</p> <p>The Overarching Inquiry:</p> <ul style="list-style-type: none"> • How does Shakespeare use the conventions of the tragedy genre to convey meaning? <p>Key Concepts</p> <p>AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate</p>	<p>Assessment One:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does the writer present...? (focus on character)</p> <p>Sample Paper 1 – Question 1 (AO1, AO2, AO3) (timed assessment – PPE style task)</p> <p>Assessment Two:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does</p>

<p>and support interpretations.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>the writer present...? (focus on theme) (AO1, AO2, AO3) (timed assessment - PPE style task)</p>
<p>Half Term Four: Literature Unit</p> <p>First 3 weeks - To complete study of Macbeth</p> <ul style="list-style-type: none"> • Second 3 weeks - To begin studying for Language Paper 2 Writing <p>The Overarching Inquiry:</p> <ul style="list-style-type: none"> • How can we construct effective non-fiction texts? <p>Key Concepts</p> <p>AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>How does Shakespeare use the conventions of the tragedy genre to convey meaning?</p> <p>AO5 - Communicate clearly, effectively and imaginatively</p> <p>AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Assessment One:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does the writer present...? (focus on character)</p> <p>Sample Paper 1 - Question 1 (AO1, AO2, AO3) (timed assessment)</p> <p>Assessment Two:</p> <p>Written assessment using GCSE stem: Write an article/letter/speech/essay...on a relevant theme from Macbeth. (AO5, AO6) (timed assessment)</p>
<p>Half Term Five: Literature Unit - Modern Texts</p>	<p>Assessment One:</p>

<p>Year 10 – English Literature, Paper 2</p> <ul style="list-style-type: none"> • An Inspector Calls <p>The Overarching Inquiry:</p> <ul style="list-style-type: none"> • How do modern writers use a range of devices in order to offer possible meanings/interpretations? <p>Key Concepts</p> <p>AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 – Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Written assessment using GCSE stem: How does the writer present...? (focus on character)</p> <p>Sample Paper 2 – Question 1 (AO1, AO2, AO3) (timed assessment – PPE style task)</p> <p>Assessment Two: Written assessment using GCSE stem: How does the writer present...? (focus on theme) (AO1, AO2, AO3) (timed assessment – PPE style task)</p>
<p>Half Term Six: Speaking and Listening/Poetry</p> <ul style="list-style-type: none"> • First 3 weeks – To prepare and deliver a speaking and listening presentation. • Second 3 weeks – To begin studying the power and conflict poetry cluster. <p>The Overarching Inquiry:</p> <ul style="list-style-type: none"> • How can we use a range of spoken devices to communicate effectively with an audience? <p>Key Concepts</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations</p>	<p>Assessment One:</p> <p>Spoken assessment using GCSE stem: To present a speech to an audience of your peers on a given topic.</p> <p>(AO7, AO8) (timed assessment – PPE style task)</p> <p>Assessment Two:</p> <p>Written assessment using GCSE stem: Compare how the poems present ideas on... (AO1, AO2, AO3) (timed assessment – PPE style task)</p>

The Overarching Inquiry:

- How can we use a range of spoken devices to communicate effectively with an audience?
- How do the poets convey ideas about power and conflict?

AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate and support interpretations.

AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology

AO3 - Show understanding of the relationships between texts and the contexts in which they were written.