

English iGCSE Curriculum Map 2015/16 – Year 11

	TOPIC	LEVELS/GRADES	SMSC	LITERACY	ASSESSMENTS
A U T U M N	<p>Narrative & Informative writing. Narrative coursework for their IGCSE portfolio – a story which is created and then edited and re-edited to achieve the top mark possible for the candidate. Students will be creating their second piece of coursework which will focus on information writing.</p>	<p>W1 articulate experience and express what is thought, felt and imagined W2 sequence facts, ideas and opinions W3 use a range of appropriate vocabulary W4 use register appropriate to audience and context W5 make accurate use of spelling, punctuation and grammar.</p>	<p>Is it morally right to use child soldiers? Do children have the right to a childhood?</p>	<p>Cross cutting, Flash-back, Imagery, Framing, Showing & Telling</p> <p>Writing Styles: <i>Explanation, Description, Narration, and Evaluation.</i></p>	<p>Mid-Point Assessment: None as coursework is being created.</p> <p>End of Unit: Paper 2 Reading Assessment using a specimen question paper and mark scheme IGCSE mock</p>
	<p>Informative/Analytical writing, and response to a text. Students will carry on improving the narrative, and informative pieces of coursework. Students will also start their Response to a text piece of coursework and will aim to have all three pieces of coursework finished completely to their best ability by the end of the Autumn term</p>	<p>W1 articulate experience and express what is thought, felt and imagined W2 sequence facts, ideas and opinions W3 use a range of appropriate vocabulary W4 use register appropriate to audience and context W5 make accurate use of spelling, punctuation and grammar. SL1 articulate experience and express what is thought, felt and imagined SL2 present facts, ideas and opinions in a sustained, cohesive order SL3 communicate clearly, fluently and purposefully</p>	<p>Is the death penalty appropriate now? Should women have the same rights as men?</p>	<p>Personal response, Precise understanding, Synthesise, Summary.</p> <p>Writing Styles: <i>Explanation, Description, Narration, and Evaluation.</i></p>	<p>Mid-Point Assessment: Literature Assessment final marking of the Narrative coursework.</p> <p>Formal speaking and listening task (practice assessment) focusing on the topic they will be using for their speaking and listening coursework.</p> <p>End of Unit: Paper 2 Reading Assessment using a specimen question paper and mark scheme.</p>

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		<p>as an individual and in dialogue with other speakers</p> <p>SL4 use register appropriate to audience and context</p> <p>SL5 listen to and respond appropriately to the contributions of others.</p>			
<p>S P R I N G</p>	<p>Exam practice</p> <p>Students to be explicitly taught how to answer the questions that will come up on the reading paper.</p> <p>Students will need to perform their speaking and listening coursework.</p> <p>Students will intersperse exam practice with learning the poetry in the guide and how to analyse poetry.</p> <p>Students will intersperse the reading skills with literature texts – An Inspector Calls and Of Mice and Men.</p>	<p>R1 demonstrate understanding of explicit meanings</p> <p>R2 demonstrate understanding of implicit meanings and attitudes</p> <p>R3 analyse, evaluate and develop facts, ideas and opinions.</p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 sequence facts, ideas and opinions</p> <p>W3 use a range of appropriate vocabulary</p> <p>W4 use register appropriate to audience and context.</p> <p>SL1 articulate experience and express what is thought, felt and imagined</p> <p>SL2 present facts, ideas and opinions in a sustained, cohesive order</p>	<p>Should society be responsible for the vulnerable of our culture?</p> <p>Slave labour is it acceptable?</p>	<p>Ambiguity, Ambivalence, Society, Syntax, Imagery, Viewpoint, Consolidation, Sense of place, Connotations.</p> <p>Writing Styles: <i>Analytical, Comparative, Evaluation,</i></p>	<p>Mid-Point Assessment: Paper 2 Reading Assessment using a specimen question paper and mark scheme.</p> <p>End of Unit: Formal speaking and listening assessment focusing on the topic they have been practicing for their speaking and listening coursework.</p>

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		<p>SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers</p> <p>SL4 use register appropriate to audience and context</p> <p>SL5 listen to and respond appropriately to the contributions of others.</p>			
	<p>Exam practice Students to be explicitly taught how to answer the questions that will come up on the reading paper. Students will intersperse exam practice with learning the poetry in the guide and how to analyse poetry. Students will intersperse the reading skills with literature texts – An Inspector Calls and Of Mice and Men.</p>	<p>R1 demonstrate understanding of explicit meanings</p> <p>R2 demonstrate understanding of implicit meanings and attitudes</p> <p>R3 analyse, evaluate and develop facts, ideas and opinions.</p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 sequence facts, ideas and opinions</p> <p>W3 use a range of appropriate vocabulary</p> <p>W4 use register appropriate to audience and context.</p>	<p>Is sexism still in our society today? Is society inclusive for disabled people today?</p>	<p>Ambiguity, Articulate, Sequence, Implicit, Explicit, Suggestions</p> <p>Writing Styles: <i>Analytical, Comparative, Evaluation.</i></p>	<p>Mid-Point Assessment: Literature assessment focusing on An Inspector Calls and Of Mice and Men</p> <p>End of Unit: Paper 2 Reading Assessment using a specimen question paper and mark scheme.</p>
S U M M	<p>Exam practice Students to be explicitly taught how to answer the questions that will come up on the reading paper.</p>	<p>R1 demonstrate understanding of explicit meanings</p>	<p>Are qualifications important anymore?</p>	<p>Individual, Society, Audience, Context, Register.</p>	<p>Mid-Point Assessment: Paper 2 Reading Assessment using a specimen question paper and mark scheme.</p>

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<p>E R</p>	<p>Students will intersperse exam practice with learning the poetry in the guide and how to analyse poetry. Students will intersperse the reading skills with literature texts – An Inspector Calls and Of Mice and Men.</p>	<p>R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions. W1 articulate experience and express what is thought, felt and imagined W2 sequence facts, ideas and opinions W3 use a range of appropriate vocabulary W4 use register appropriate to audience and context.</p>		<p><u>Writing Styles:</u> Analytical, Comparative, Evaluation.</p>	<p><u>End of Unit:</u> N/A</p>
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