

CURRICULUM MAP

SUBJECT: English Year 11

2016-2017

	TOPIC	AOs	LEVELS/GRADES	SMSC & BV	LITERACY	ASSESSMENTS
A U T U M N	<p>This half term sees the completion of the Macbeth (Shakespeare text)scheme of work from the Summer. This is part of Paper 1 and is worth 20% of the overall mark. Students will start Jekyll and Hyde (19th Century novel) the other part of paper 1 and also worth 20% of the overall mark. Intervoven with these texts is Language work based on Language Paper 1 Fiction paper which is work 50% of the overall language mark, and also named poems: The Charge of the Light Brigade, Exposure, Remains and ‘Ozymandias’ which link with the texts which are being studied from the Paper 2 Literature.</p>	<p>English Language: AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts AO2: 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 AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references</p>	<p>Grade 8 1.1 Critical reading and comprehension In relation to a range of texts, to achieve grade 8, candidates will be able to: •summarise and critically evaluate with detailed and perceptive understanding •understand and respond with insight to explicit and implicit meanings and viewpoints •analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure •substantiate their understanding and opinions with illuminating references to texts and contexts •make convincing and apt links and comparisons within and between texts</p>	<p>SMSC Main focuses are on understanding what drives individuals to put themselves at odds with society and on the consequences, both to those individuals and others, of such actions.</p> <p>British Values Democracy, Individual Liberty, The Rule of Law, Mutual Respect, Tolerance and respect for opinions and diversity</p>	<p>Key Words: Power, ambition, friendship, loyalty, the Individual, society, guilt, conscience, responsibility, consequences.</p> <p>Writing Styles: Descriptive writing, narrative writing, diary, monologues, persuasive writing.</p>	<p>Assessment1: Macbeth exam style question. Language paper 1 reading and writing questions</p>

		<p>A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>A07: Demonstrate presentation skills in a formal setting</p> <p>A08: Listen and respond appropriately to spoken language,</p>	<p>Writing</p> <p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> •communicate with impact and influence •produce ambitious, accomplished and effectively-structured texts •use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact •spell, punctuate and use grammar accurately so that writing is virtually error-free <p>Grade 5</p> <p>Critical reading and comprehension</p> <p>In relation to a range of texts, to achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> •summarise and evaluate with accuracy and clear understanding •understand and make valid responses to explicit and implicit meanings and viewpoints •analyse and evaluate relevant aspects of 			
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		<p>including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p> <p>English Literature:</p> <p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>language, grammar and structure</p> <ul style="list-style-type: none"> •support their understanding and opinions with apt references to texts, informed by their wider reading •make credible links and comparisons between texts <p>Writing</p> <p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> •communicate effectively, sustaining the reader’s interest •produce coherent, well-structured and purposeful texts •vary sentence types and structures and use vocabulary appropriate to purpose and effect •spell, punctuate and use grammar accurately with occasional errors <p>Grade 2</p> <p>Critical reading and comprehension</p> <p>In relation to a range of texts, to achieve grade 2, candidates will be able to:</p>			
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		<p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<ul style="list-style-type: none">•describe and summarise with some accuracy and understanding•respond in a straightforward way to most explicit information and viewpoints•make some relevant comments about language and structure•support their comments and opinions with some general references•make straightforward links between texts <p>Grade 2 Writing To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none">•communicate simply with some clarity for the reader•produce texts with basic structures and some awareness of purpose•show some control over sentence type and structure and use familiar vocabulary to some effect•spell, punctuate and use grammar with limited accuracy			
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			<p>English Literature Grade 8</p> <p>In relation to a range of texts, to achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none">•sustain a convincing, informed personal response to explicit and implicit meanings of texts•sustain a perceptive critical analysis of the ways in which writers use language, form and structure•use judicious and well-integrated textual references to develop personal responses•show perceptive understanding of how contexts shape texts and responses to texts•make illuminating comparisons between texts <p>Grade 5</p> <p>In relation to a range of texts, to achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none">•develop a generally coherent and engaged response to explicit and			
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			<p>implicit meanings of texts</p> <ul style="list-style-type: none">•develop a clear understanding of the ways in which writers use language, form and structure•use apt textual references to support responses•use understanding of contexts to inform responses to texts•make credible comparisons between texts <p>Grade 2</p> <p>In relation to a range of texts, to achieve grade 2, candidates will:</p> <ul style="list-style-type: none">•make straightforward comments about explicit meanings of texts•describe straightforward aspects of language, form or structure•make general references to obvious details of texts•show awareness that texts are related to contexts•make basic links between texts			
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	<p>The second half of the Autumn term continues with Jekyll and Hyde (19th Century novel Paper 1 Literature) and also DIRT tasks from Language paper in Autumn 1. Introduction of Speaking and Listening task.</p> <p>1.Evaluate the effect of the title and the door as a narrative and structural device – cross-reference with Wells’ story, The Door in the Wall and/ or a similarly titled chapter from The Secret Garden.</p> <p>2.Narrative writing task: The Door in the Wall</p> <p>3.Descriptive writing task: A Journey through Ruins – using pictorial stimuli</p> <p>1. List five things about the character of Utterson from the opening paragraph.</p> <p>2. Why start the novel with a focus on Utterson?</p> <p>3. How far do you agree with the view that Stevenson presents Utterson as a man constrained and thwarted in himself and the expression/ enjoyment of his desires?</p>	As Above	As Above	<p>How far should people feel guilt or shame for what they are? Do celebrities have a right to freedom?</p> <p>Is it right that there should be very rich and very poor people in the same society? How does society deal with mental illness?</p> <p>Students will focus on why war can impact a country and look at the moral issues around choosing not to fight and whether that makes a person less of a citizen of that country.</p> <p>British Values Democracy, Individual Liberty, The Rule of Law, Mutual</p>	<p>Friendship, loyalty, the Individual, society, guilt, shame, conscience, freedom, constraint, duality of man, Victorian Society, religion, science, revelations, evolution, nature v nurture, Christianity, reputation, respectability, secrets</p> <p>Writing Styles: Descriptive writing, narrative writing, persuasive writing, articles, reports, diaries, speeches</p>	<p>TRIAL EXAM Language Paper 1 Language Paper 2 Literature Paper 1</p>
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<p>And/ or “Utterson is a man who experiences his pleasures vicariously – he is drawn to ‘going-down men’ by more than his occupation or sense of loyalty”. How far do you agree?</p> <p>4. How does the writer use language to present contrasting settings on pp. 3/ 4?</p> <p>5. “It’s wrong that people should feel shame and guilt for who and what they are”. How far do you agree with this view?</p> <p>1. How does Stevenson use language to present the man and the reactions of the others, pp. 4/5, and 7?</p> <p>2.Design an opening title sequence for a film version – what do you show (or, more importantly, what don’t you show?, eg. the door opening up to other doors a la Spellbound and/or the faceless, featureless man)</p> <p>3. How has Stevenson structured the text in the opening chapter to interest you as a reader?</p> <p>4.Reflect upon the effect and importance of setting in</p>			<p>Respect, Tolerance and respect for opinions and diversity</p>		
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<p>the light of further details from Enfield (pp. 6)</p> <p>5. How far do you agree with the view that “the more it looks like Queer Street, the less I ask”?</p> <p>-</p> <p>1. What do you understand by the abstract nouns, freedom and constraint?</p> <p>2. Initiate discussion on the following issue: Do Celebrities Have a Right to Privacy?</p> <p>3. As an associated pursuit, link to the following big question: what should be the limit on individual freedom? Who should determine these limits?</p> <p>4. Use articles as source texts but also as basis for Language Paper 2 reading activities</p> <p>5. Persuasive writing – present your opinions on the question of ‘Do Celebrities Have a Right to Privacy?’</p> <p>1. How do we know that Enfield’s story leaves Utterson in a dark mood?</p>						
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<p>[eg. "Mr Utterson sighed deeply, but never said a word".]</p> <p>2. How might you present the character of Hyde at this point in the novel through a film version?</p> <p>3. How does Stevenson use language here to suggest Utterson's unsettled state of mind, pp. 7 – 9?</p> <p>4. Present Utterson's nightmare as film sequence – this could also be integrated with a revision of the opening title sequence (pp. 9/ 10)</p> <p>Ensure that the sentence effects are explored [The cinematic language of dreams in films, eg. X-Men]</p> <p>1. Pick out 10 details about the character of Hyde on pp. 10 – 12.</p> <p>2. Focus on the following description from the opening chapter, pp. 6 ["It seems scarcely a house..... it's hard to say where one ends and another begins."]</p> <p>Explore how this might reflect upon Jekyll, Hyde and their relationship (How</p>					
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<p>might it also reflect upon the viewpoint of others?)</p> <p>3. Contrast with the description of the “square of ancient, handsome houses” – what are the possible connotations of this description in relation to the situation of Henry Jekyll?</p> <p>4. How far do you agree with the view that there should be a “statute of limitations” for the wrongdoings of a person’s past? [See report on Auschwitz’s book-keeper] Or must redemption always come at a price?</p> <p>Up to pp. 16, how does Stevenson use structure to achieve a sense of suspense?</p> <p>2. How does Stevenson use language to suggest a sense of place in pp. 9/10 and pp. 17?</p> <p>3. How far do you agree with the view that Utterson contributes little to the novel other than as a means of weaving the strands of the novel together?</p> <p>4. Consider how fog is presented in Macbeth and</p>						
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	Jekyll and Hyde (eg. pp. 19). How does it contribute to narrative and thematic development?					
S P R I N G	Students will DIRT their Language exam papers from the trial exam in November in preparation for the trial exam in January. Poetry focus on themes and answering exam style questions and unseen poetry. Speaking and listening tasks.	As Above	As Above		Writing Styles: Descriptive writing, narrative writing, persuasive writing, articles, reports, diaries, speeches	English Lang Paper 1 English Lang Paper 2 Eng Lit Paper 2 Poetry
	Revision programme for the Literature texts and DIRT of Language papers from January in preparation for the trial exams in March.	As Above	As Above		Writing Styles: Descriptive writing, narrative writing, persuasive writing, articles, reports, diaries, speeches	English Lang Paper 1 English Lang Paper 2 English Lit Paper 1 English Lit Paper 2

S U M M E R	Intensive revision programme for English Language and the texts for English Literature.	As Above	As Above		<p>Writing Styles: Descriptive writing, narrative writing, persuasive writing, articles, reports, diaries, speeches</p>	<p>Regular Practice Exam Questions EXAMS: English Lit Paper 1 Mon 22/5/17 Paper 2 Fri 26/5/17</p> <p>English Lang Paper 1 Tues 6/6/17 Paper 2 Mon 12/6/17</p>
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