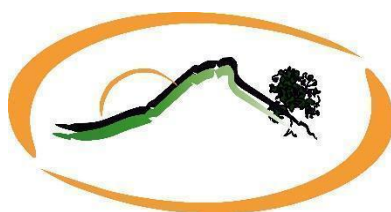


**BEING THE**

**BEST WE**

**CAN BE**



**Stokesley School  
& Sixth Form College**

Being the best we can be

## English

### English exams overview

#### Language Paper 1

- Section A: 20<sup>th</sup> century prose (unseen text) with 4 questions.
- Question 1 = AO1 4 marks, Question 2 = AO2 8 marks, Question 3 = AO2 8 marks, Question 4 AO4 20 marks (TOTAL 40 MARKS)
- Section B: Descriptive or narrative writing. AO5 = 24 marks, AO6 = 16 marks (TOTAL 40 MARKS)

#### Language Paper 2

- Section A: Non-fiction text and literary non-fiction text (one 21<sup>st</sup> century, one 19<sup>th</sup> century) with 4 questions
- Question 1 = AO1 4 marks, Question 2 = AO2 8 marks, Question 3 = AO2 12 marks, Question 4 = AO3 16 marks (TOTAL 40 MARKS)
- Section B: Writing to present a viewpoint (essentially always discursive in nature) AO5 = 24 marks, AO6 = 16 marks (TOTAL 40 MARKS)

#### Literature paper 1

- Macbeth extract and whole play (30 marks plus 4 for SPG)
- A Christmas Carol and whole play (30 marks)

#### Literature Paper 2

- Whole text question on An Inspector Calls- one from choice of 2 (30 marks plus 4 for SPG)
- One question compare two power and conflict poems (one is named/printed) (30 marks)
- Unseen poem A – question (24 marks)
- Unseen poem B – question comparing A and B (8 marks)

### ENGLISH LANGUAGE ASSESSMENT OBJECTIVES

#### **AO1**

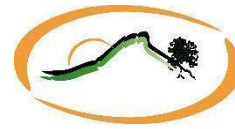
- Identify and interpret explicit and implicit information and ideas
- Synthesise information
- Perceptive, judicious, discriminating

#### **AO2**

- Explain, comment on and analyse how writers use language/devices and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- Perceptive, analytical, judicious focus on writers' choices and effects
- Sophisticated and accurate use of subject terminology

#### **AO3**

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Perceptive
- Linking methods to ideas/perspective

**AO4**

- Evaluate texts critically and support this with appropriate textual references

**AO5**

- Imaginative, clear writing adapting tone, style and register for different forms, purposes and audiences
- Use structural and grammatical features for cohesion
- Ambitious vocabulary
- Compelling, inventive, complex
- Fluently linked paragraphs
- Conscious crafting through words and linguistic devices

**AO6**

- Range of vocabulary and sentence structures for clarity, purpose and effect
- Accuracy in spelling and punctuation
- Extensive vocabulary

## **ENGLISH LITERATURE ASSESSMENT OBJECTIVES**

**AO1**

- Maintain a critical style and develop an informed personal response
- Use ref/quotation for support
- Weighing up alternate interpretations/different perspectives
- Embedding quotes
- Apt references/discriminating quotes

**AO2**

- Analyse writer's use of language, form and structure for meaning and effect
- Use key subject terminology

**AO3**

- Show understanding of the relationship between texts and contexts in which they were written

**AO4**

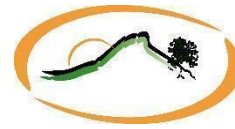
- Use a range of vocabulary and sentence structures for clarity, purpose and effect
- Accuracy on SPG

## **SPOKEN LANGUAGE STUDY ASSESSMENT OBJECTIVES**

**AO7** – Demonstrate presentation skills in a formal setting

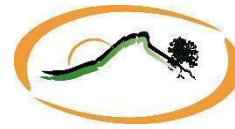
**AO8** – Listen and respond appropriately to spoken language, including questions and feedback to presentations

**AO9** – Use spoken Standard English effectively in speeches and presentations



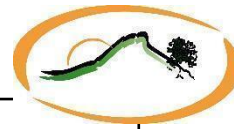
## **What we want from year 11 students**

- (a) **Choose appropriate information** (references and quotes) to support points being made. Quotes will be apt, chosen judiciously to perfectly support points. Quotes will be short, and fluently embedded into answers and arguments. There will be an ability to connect quotes from different parts of texts (through semantic fields, aesthetic value, style, tone, etc)
- (b) **Understand the writer's methods: language.** There will be an understanding of why writers choose words for meaning and for effect. There will be an ability to looking at subtleties and nuances in language and evaluate the effectiveness of the writer's choices. There will be an ability – where appropriate – to use subject terminology when discussing words (and it will be integrated fluently into the answer/argument). Pupils will be able to see the crossover relationship between language, form and structure.
- (c) **Understand the writer's methods: form.** Students will understand a range of different forms of writing and the characteristics and techniques associated with those forms. Students will understand choice of narrative voice as a deliberate choice for deliberate effects and will be able to analyse and evaluate this. There will be an understanding of why writers choose particular forms and particular devices associated with those forms (for meaning and for effect). There will be an ability to evaluate the effectiveness of the writer's choices. There will be an ability – where appropriate – to use subject terminology when discussing form (and it will be integrated fluently into the answer/argument). Pupils will be able to see the crossover relationship between language, form and structure.
- (d) **Understand the writer's methods: structure.** There will be an understanding of why writers make structural choices (about order, turning points, changes, etc) and sentence/punctuation choices. There will be an ability to looking at subtleties and nuances in structural devices and evaluate the effectiveness of the writer's choices. There will be an ability – where appropriate – to use subject terminology when discussing sentence types and punctuation (and it will be integrated fluently into the answer/argument). Pupils will be able to see the crossover relationship between language, form and structure.
- (e) **Audience and purpose.** Pupils can recognise that pieces of writing have an audience and purpose. They will be able to connect the writer's methods to audience and purpose. They will be able to evaluate the effectiveness of the writer in relation to audience and purpose.
- (f) **Ideas and perspectives.** Pupils will be able to identify and explore explicit and implicit ideas within texts. They will be able to identify and explore nuanced bias, points of view, perspectives and how writers' choices can be open to suggesting varying perspectives. There will be an ability to evaluate the writer's perspective, uncovering inconsistencies where appropriate. Pupils will be able to debate/weigh up different interpretations.
- (g) **Context.** Pupils will understand not only the social and historical times in which texts were written but also how those times influenced the writing. Students will be able to explore how writers sought to change society/the world at the time of writing. Students will also understand

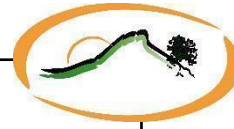


literary movements (and their characteristics) and literary contexts and how these influenced the writer/text being discussed. Contexts will be integrated fluently into essays and answers.

- (h) **Writing.** Pupils will be able to adapt their language, tone, style, form to suit different audiences and different purposes. They will be able to use complex vocabulary and a range of words, sentence structures and punctuation for deliberate effect. Paragraphing will not only create fluency and coherence, but will also be used for deliberate effect. For **creative writing**, there will be evidence of conscious crafting for effect. Pupils will be able to be subtle, to hint and suggest meaning through symbols, nuanced language and motifs. Pupils will be able to use literary devices inventively and appropriately and avoid clichés. Pupils will be able to use structure to tease and draw the reader in, setting up a clever, surprising ending. For **non-fiction writing**, students will understand the conventions of various forms and be inventive in adapting these to suit task. They will be able to use rhetorical devices judiciously and appropriately. Pupils will be confident in writing **academic essays structured around a line of argument**, employing a formal, detached style with an authoritative, judicious tone/style.
- (i) **Speaking.** Students will be able to structure speeches for deliberate effect. Delivery will be confident, will adapt tone for audience and purpose and will employ non-verbal features for deliberate effect. Students will listen respectfully to other students and be able to respond, build on and debate.
- (j) **Personal.** Our students are confident, well-prepared and eager to do well. They are confident because they have thorough knowledge, they have been reflective and they know their strengths. They are resilient. They know how to approach exams and how to manage time. They are judicious, engage with the subject and have knowledge that is broad and deep.



<p><b>Day 1</b> Google a plot summary of <i>Macbeth</i>. Read it, and note down key plot moments. Which do you think is the most important moment in each of the play's 5 acts?</p>	<p><b>Day 2</b> Write a paragraph about your least favourite <i>An Inspector Calls</i> character. Explain in detail. What is it that you dislike about them? Try to make comparisons to other characters if you can.</p>	<p><b>Day 3</b> Revise all of the notes on <i>My Last Duchess</i>. Get a blank copy of the poem and rewrite your notes.</p>	<p><b>Day 4</b> Check your understanding of A01 (language). Work out where this is assessed across the two language papers and make notes on what you are required to do for each of these questions.</p>	<p><b>Day 5</b> Test yourself on remembering 5 quotes from <i>Macbeth</i>, <i>An Inspector Calls</i></p>	<p><b>Day 6</b> Write out a list of 10 negative and 10 positive bits of vocabulary that will impress your English Language examiner. Make a poster of these words and put them somewhere that you will see them often.</p>	<p><b>Day 7</b> Which of the characters in <i>Macbeth</i> is the most powerful? Give reasons for your answer.</p>
<p><b>Day 8</b> Who is your favourite character in <i>Macbeth</i>? Why? Try to explain your answer in as much detail as possible.</p>	<p><b>Day 9</b> Brainstorm the theme of social class in <i>An Inspector Calls</i>. To add challenge, make an essay plan for the question 'How does Priestley explore the theme of social class in <i>An Inspector Calls</i>?'.</p>	<p><b>Day 10</b> Use your notes to make flash cards for the key moments in the literature texts.</p>	<p><b>Day 11</b> Test your memory of 4 quotes from 4 different poems.</p>	<p><b>Day 12</b> Look at 3 online news stories and write a short summary of what they are about.</p>	<p><b>Day 13</b> What are all of the literary devices that you could use in a piece of imaginative writing. Brainstorm, and write examples for each.</p>	<p><b>Day 14</b> Make a list of all the plot hooks in <i>Macbeth</i>.</p>
<p><b>Day 15</b> What is the most interesting thing about the play <i>Macbeth</i>? Explain your answer to someone and then note down the key points. Write down your response in a paragraph if you can.</p>	<p><b>Day 16</b> Write an essay plan for the question 'How does the character of Sheila Birling change over the course of the play?'. Ensure that you link your ideas to the context of the play.</p>	<p><b>Day 17</b> Revise all of your notes on <i>Extract from The Prelude</i>. Get a blank copy of the poem and rewrite your notes.</p>	<p><b>Day 18</b> Remind yourself of the assessment objectives for the Language paper. Test yourself on how well you remember them.</p>	<p><b>Day 19</b> Go to google classroom and ask 5 questions about areas of English you find difficult.</p>	<p><b>Day 20</b> Go online to do spelling, punctuation and grammar exercises.</p>	<p><b>Day 21</b> What are the key themes in <i>Macbeth</i>? List as many as you can and then think about which characters from the novel link to each theme?</p>



<p><b>Day 22</b> Re-read the <i>Macbeth</i> scenes in which the witches are present. How do we know that they are different to other characters in the play? What contextual points are linked to these three characters?</p>	<p><b>Day 23</b> What do you know about the Inspector? Brainstorm his character and link all of the points that you make to the context of the play. Write a paragraph which begins 'The inspector is a fascinating character...'</p>	<p><b>Day 24</b> Revise all of your notes on <i>Kamikaze</i>. Get a blank copy of the poem and rewrite your notes.</p>	<p><b>Day 25</b> When you're writing about structure, there are lots of different devices that you might find in a text. Make a list/brainstorm of these in your exercise book. Look back through your exercise book if you're struggling to think of these.</p>	<p><b>Day 26</b> Look at past exam questions and make paragraph plans for answers.</p>	<p><b>Day 27</b> Write a detailed description of a beautiful place. Use a range of literary devices and be sure to include some of the high level vocabulary that you have been learning.</p>	<p><b>Day 28</b> Which character in <i>Macbeth</i> do you find the most interesting? Write a paragraph in your book. Draw together points from across the play rather than just one particular moment.</p>
<p><b>Day 29</b> Focus on the character of Macbeth. Why is he included in the play? What's his role? What themes does he represent? How does he change? What contextual points can you link to his character?</p>	<p><b>Day 30</b> YouTube the context of <i>An Inspector Calls</i>. Watch a video of your choice and make notes as you're watching if you find this to be a useful revision technique.</p>	<p><b>Day 31</b> Revise all of your notes on <i>War Photographer</i>. Get a blank copy of the poem and rewrite your notes.</p>	<p><b>Day 32</b> Find a sample exam paper 1 and complete section A.</p>	<p><b>Day 33</b> Read a couple of newspaper articles in a real paper or on an application on your phone. Look for the way in which the writer is trying to engage the reader. Make a short list of techniques used by each writer.</p>	<p><b>Day 34</b> Use SSLLS (short, short, long, long, short sentence) to describe a picture that you have chosen from the Google images search 'fear'.</p>	<p><b>Day 35</b> What are the typical features of the narrative in <i>Macbeth</i>? Make a list of the methods Shakespeare uses.</p>

**Day 36**

Focus on the character of Banquo. Why is he included in the play? What's his role? What themes does he represent? How does he change? What contextual points can you link to his character?

**Day 37**

Get someone to time you. You have 5 minutes to tell a friend or family member everything that you can about *An Inspector Calls*. Try to use phrases in your speech that demonstrate that you are interested in the play

**Day 38**

Revise all of your notes on *Tissue*. Get a blank copy of the poem and rewrite your notes.

**Day 39**

Search poems online, ones that you haven't seen before and see how many notes you can make about language and ideas.

**Day 40**

Test yourself on how many key moments you can remember from the Literature texts

**Day 41**

Use SSLLS (short, short, long, long, short) to describe a picture that you have chosen from the google images search 'landscape'

**Day 42**

Why are the 1912 and 1946 dates relevant to *An Inspector Calls*? How does this help to communicate Priestley's message?