

English Faculty

YEAR 11 ENGLISH CURRICULUM MAP

2021-22



Term	NC Topics	NC Links	Assessment
<p>AUTUMN TERM 1 and 2</p>	<p><u>Pre- 19th Century Text:</u> <u>Frankenstein:</u> <u>AQA English Literature</u> <u>Paper 1 Section B</u></p> <p>Aims: This unit will give pupils the opportunity to revisit their skills associated with their class readers and independent reading in KS3. They will continue to develop their reading and analytical skills through pre-1914 Literature genre ('Frankenstein' by Mary Shelley). They will extend their prior knowledge of setting, plot, characterisation and symbolism from Class Readers and Creative Writing. Pupils will have the opportunity to read and critically evaluate the texts through a variety of ways and analyse key chapters and key quotations in preparation for their GCSE English Literature exam. In addition, teachers can use the</p>	<p>Reading: read and appreciate the depth and power of the English literary heritage through:</p> <ul style="list-style-type: none"> • Works from the 19th Century. <p>Reading: Understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> • Identifying and interpreting themes, ideas and information. • Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects. • Seeking evidence in the text to support a point of view, including justifying inferences with evidence. • Analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. • Making critical comparisons, referring to the contexts, themes, 	<p>Assessment:</p> <p>Pupils will complete a GCSE style question, asking how Shelley presents a key character and/or theme throughout the novel.</p> <p>-They will be given a key extract from the novel involving this character/and or theme, and have to write about how the character/theme is presented in this extract and in the rest of the novel.</p> <p>Assessment Criteria:</p> <div style="border: 1px solid black; padding: 5px;"> <p>1. Refer to the key word/phrase in the question consistently – link every point/interpretation back to this</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>2. Refer to the writer throughout your response e.g. Shelley ...</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>3. Correct spelling – especially the writer's name!</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>4. Use evidence/quotations from the text (integrate, if possible)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>5. Use subject terminology correctly e.g. 'Shelley uses a simile/the adjective "___" ...'</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>6. Analyse individual words /phrases within the quote – meaning/association – why Shelley has chosen this</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>7. Give alternative interpretations when analysing language (explaining how/why/in what way)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>8. Embed context to a word or phrase in a quote during analysis, (not as an 'add on')</p> </div>

novel to explore SMSC issues such as science, religion and morality.

Key skills/topics covered:

1. The social context of Mary Shelley.
2. The plot, themes and characters within 'Frankenstein'.
3. How to analyse language and for what effect.

Key skills: Reading: Inference and Analysis.

1. To explore the idea of a 'Monster' and learn why the 'creature' in Frankenstein may be considered as one.
2. To learn how the context of the 1800's/19th century is relevant to the storyline of Frankenstein.
3. To respond to a question on the novel Frankenstein in a pre-assessment.
How does Shelley present the dangers of science:
4. To learn the content of letters 1-4 of Frankenstein.

characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading.

Writing: Revise, edit and proof-read through:

- write accurately, fluently, effectively and at length for pleasure and information through:
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- make notes, draft and write

9. Focus on the effect – what the word suggests / effect on the reader / atmosphere

10. Comment on the effect of language – Shelley's intention/purpose

11. Stage direction / structural techniques – Can comment on their effect

12. Correct use of high level punctuation (;! ,)

13. High level vocabulary

1. Refer to the extract and the novel as a whole

What can I revise to prepare for this assessment?

Learn and analyse the following key quotes:

1. Frankenstein about his parents 'I was **their plaything** and **their** idol' Chapter 2
2. Elizabeth is described by Frankenstein as 'beautiful' and Justine as 'extremely pretty'
3. Frankenstein blames the Professor and fate for his actions 'the words of fate, enounced to destroy me.' Chapter 3
4. "Chemistry became nearly my sole occupation" (F) Chapter 4
5. Pour...light into our dark world Chapter 4
6. "A new species would bless me as its creator" (F) Chapter 4
7. 'breathless horror and disgust filled my heart.'" Chapter 5
8. "Beautiful! Great God!" (F) Chapter 5
9. Justine 'God knows...how entirely I am innocent.' Chapter 8
10. Monster to Frankenstein 'Do your duty towards me' Chapter 10
11. "some fled, some attacked me" (M) Chapter 11

	<p>5. To learn the content of letters 1-4 of Frankenstein.</p> <p>6. To learn the events in chapters 1-4 of Frankenstein.</p> <p>7. To explore Frankenstein's reaction to creating the monster.</p> <p>8. To learn the events in chapters 6-9 and consider the rights and wrongs of capital punishment.</p> <p>9. To analyse the monster's view point in chapter 10 and evaluate our feelings towards him.</p> <p>10. <u>Timed Essay: Ch. 10- Write about how the author presents ideas about duty. ???</u></p> <p>11. To learn of the judgements made towards appearance in the 1800's and make links to events in chapter 11.</p> <p>12. To investigate how Shelley creates sympathy for the monster in chapters 12-15.</p> <p>13. To learn how Shelley presents the monster in chapter 16.</p> <p>14. To learn how language can effectively</p>	<p>revise, edit and proof-read</p> <ul style="list-style-type: none"> reflecting on whether their draft achieves the intended impact restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness paying attention to the accuracy and effectiveness of grammar, punctuation and spellin <p>Grammar and vocabulary:</p> <ul style="list-style-type: none"> studying their effectiveness and impact in the texts they read 	<p>12. Safie is described by the monster as being of 'angelic beauty' Chapter 13</p> <p>13. "I am an abortion" (M) Chapter 24</p> <p>14. "I was the slave, not the master (M) Chapter 24</p> <p>15. Victor "William, Justine, and Henry-they all died by my hands." Chapter 22</p> <p>16. My heart was...susceptible of love and sympathy Chapter 24</p> <p>17. Walton say 'I have lost my hopes of...glory.'" at the end.</p> <p>Create mind maps/other revision activities for all of the major characters (especially Frankenstein and the Monster)</p> <p>Create mind maps/other revision activities for all of the major themes in the novel, including:</p> <p>Responsibility</p> <p>Love</p> <p>Power</p> <p>Science</p> <p>The supernatural</p> <p>Complete past paper questions on Frankenstein, using the assessment criteria in your responses</p> <p><u>You can also visit the following websites/online videos:</u></p> <p>Mr Bruff Frankenstein:</p> <p>https://www.youtube.com/watch?v=mAyRrA5ORmM</p> <p>GCSE Pod- AQA Literature –Frankenstein</p> <p>Thug Notes You Tube: Frankenstein:</p> <p>https://www.youtube.com/watch?v=hcApm_xETqI</p> <p>BBC Bitesize Frankenstein:</p> <p>https://www.bbc.co.uk/bitesize/guides/z8w7mp3/revision/1</p>
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- persuade.
(Chapter 17)
15. To learn the thought process behind Frankenstein's choice to destroy the new creation and re-evaluate our opinion of the monster in chapters 18-20.
 16. To learn the consequences of Frankenstein's actions in creating the monster in chapters 21-23.
 17. To evaluate the feelings created towards the monster and Frankenstein in chapter 24 and the final letters.
 18. To self assess my work in order to know how to improve next time.
 19. Starting with this extract, write about how Shelley presents the importance of love and acceptance to society.
 20. FILM: To learn to deepen my understanding of the themes and plot in Mary Shelley's Frankenstein.
Revision
Techniques /
Flash Cards.

York Notes and CPG revision guides: AQA English
Literature/Grade 1-9 course: Frankenstein

<p>Spring Term 1</p>	<p>English Language: AQA Paper 1 Q2 and Paper 2 Q3 – language analysis</p> <p>In this unit of work, pupils will revisit the skill of language analysis covered earlier in the GCSE course, and will apply what they learn to be able to successfully answer questions on both Language exams, as well as transferring this skill to the Literature exams, where they have to analyse language within their essays on various texts</p>	<p>National Curriculum Links:</p> <p>Reading works from the 19th, 20th and 21st centuries understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> • summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation • identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects • seeking evidence in the text to support a point of view, including justifying inferences with evidence • analysing a writer’s choice of vocabulary, 	<p>Assessment:</p> <p>Language Paper 1 and 2 Language Analysis questions: analyse how a writer uses word choices and language techniques to describe a: character/person/place/event, etc</p> <p>Paper 1 Section A Question 2 (8 marks)</p> <p>Paper 2 Section A Question 3 (12 marks)</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> • Focused on the question- how language describes ...(key word from question) • Starts with an umbrella statement explaining how the writer presents ...(key word from question) • Gives 3 examples • Uses short quotations • Identifies methods used by writer (names techniques) • Explains the effect of descriptions in detail • Uses evidence from correct lines or text-(these are specified in the exam paper) <p>What can I revise to prepare for this assessment?</p> <p>Use literature texts to practice writing paragraphs analysing how writers use language to describe: characters/themes/events/settings, using the assessment criteria in your responses:</p> <p>Frankenstein</p> <p>Macbeth</p> <p>An Inspector Calls</p> <p>Love and Relationship poetry</p> <p>Unseen Poetry</p>
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		form, grammatical and structural features, and evaluating their effectiveness and impact	<p>You can also visit the following websites/ online videos to revise how to analyse language:</p> <p>Mr Bruff Language Paper 1 Question 2: https://www.youtube.com/watch?v=L1ZEBeVdh8U</p> <p>Mr Bruff Language PAPER 2 Question 3: https://www.youtube.com/watch?v=RUWxpg_EmeM</p> <p>BBC Bitesize AQA Language Analysis: https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</p>
		<u>National Curriculum Links:</u>	<p><u>Assessment:</u></p> <p><u>Assessment Criteria:</u></p> <p><u>What can I revise to prepare for this assessment?</u></p>

Spring term 2	<p><u>English Literature Paper 2 Section C: Unseen Poetry</u></p> <p><u>Aims:</u></p> <p>This unit will explore poetry across British History, from the Romantic Era to modern day. Section C: Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second</p>	<p><u>National Curriculum Links:</u></p> <p><u>Reading: Read and appreciate the depth and power of the English literary heritage through:</u></p> <ul style="list-style-type: none"> English literature- poetry since 1789, including representative Romantic poetry. <p><u>Reading: Understand and</u></p>	<p>Pupils will complete a GCSE style question: Analysing an 'Unseen' Poem (24 marks) and then Comparing Two Unseen poems comparing the similarities and differences (8 marks).</p> <p><u>Assessment Criteria:</u></p> <p><u>Unseen (24 marks):</u></p> <ol style="list-style-type: none"> Answer the question briefly-give an overview. What is interesting about the title? <ol style="list-style-type: none"> Analyse language and explore meanings from title, linking to the question focus. Can you spot interesting language techniques, words or phrases which link to question focus? <ol style="list-style-type: none"> Identify some examples and explore meaning, linking to the question focus Can you spot anything interesting about the structure, which links to the question focus? <ol style="list-style-type: none"> Identify the structural feature and explore meaning, linking to question focus. A short summary of what you think the poet's intention were- explain the effect the poem had on you, giving a personal response
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	<p>unseen poem. Pupils will be given the opportunity to experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. The scheme will allow pupils to analyse and compare key features, such as their content, theme, structure and use of language. It will allow pupils to explore ideas and develop personal interpretations and connections to the poems.</p> <p>Key skills:</p> <p>Reading: Inference, Analysis and comparison of texts.</p> <p>Writing: Selecting and organising evidence effectively to reflect audience, purpose and context.</p>	<p><u>critically evaluate texts through:</u></p> <ul style="list-style-type: none"> • Drawing on the knowledge of the purpose, audience for and context of writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation. • Identifying and interpreting themes, ideas and information. • Seeking evidence in the text to support a point of view, including justifying inferences with evidence. • Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. • Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading. 	<p>(TIP: Use short, integrated quotations throughout, just like in Section B!)</p> <p><u>Comparing ‘Unseen’ Poems (8 marks):</u></p> <ol style="list-style-type: none"> 1. Focus on how techniques are used in each poem. 2. Range of comparative connectives used. 3. Short quotations. 4. Language and structural terminology used correctly. 5. Well developed, exploratory analysis of examples selected- effect on reader, meaning and feelings of the poet, and a personal response. <p><u>Sentence starters for comparison question/Unseen Poetry Q2</u></p> <ol style="list-style-type: none"> 1. Both poems ___ and ___ present... However, the poet of ___ presents ___ to be... whereas the poet of ___ presents ___ as... 2. In (first poem), the poet uses... (Identify a technique, word or phrase) to show... 3. This is similar/different to (second poem) where the poet uses... (Identify a technique, word or phrase) to show... 4. Repeat, if time <p>Tip: For full marks, aim to comment on a comparison of language and structural technique in each poem.</p> <p><u>You can also visit the following websites/online videos</u></p> <p>GCSE Pod: https://www.gcsepod.com/</p> <p>PiXL Independence: Link: https://students.pixl.org.uk PiXL School Number: 902735 Password: Indep179</p> <p>BBC Bitesize – Unseen Poetry: https://www.bbc.co.uk/bitesize/guides/z3gfg82/revision/</p> <p>Mr Bruff – Unseen Poetry: https://www.youtube.com/watch?v=oKY_RRM-Wg</p> <p>Unseen Poetry, Planning and Revision: https://www.youtube.com/watch?v=1fjJW-j1cBA</p>
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Writing: Write accurately, fluently, effectively and at length for pleasure and information:

- Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.
- Selecting, and using judiciously, vocabulary, grammar, form and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate.

Revise, edit and proof-read through:

- Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarify and overall effectiveness.

**Spoken English –
confidently and
effectively
through:**

- Using Standard English when the context and audience require it.
- Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.
- Improvising, rehearsing and performing poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

**Grammar and
Vocabulary:**

- Study their effectiveness and impacts in the text they read.
- Drawing on new vocabulary and grammatical constructions from their reading and listening, and

		using these consciously in their writing to achieve particular effects.	
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Summer term 1	<p><u>Revision and exam preparation for Language and Literature Exams (dates TBC)</u></p> <p>Aims: This term pupils will revise all areas of the Language and Literature courses, with a focus in lessons on examination technique: completing practice papers, proof reading and editing their writing and working collaboratively to plan responses to a range of exam questions. Pupils will be encouraged to apply the revision and learning strategies introduced throughout the GCSE course in their own time: mind mapping/use of cue cards/interleaving/spaced learning/chunking/memory tasks etc. The topics they need to cover are:</p> <p>Language Paper 1 Section A: Reading fiction – analysing an extract from a short story or novel (unseen)</p> <p>Language Paper 1 Section B: Creative writing- write a story or description based on an image or written prompt</p> <p>Language Paper 2 Section A: Reading Non-fiction texts/Writers’ viewpoints and Perspectives- analysing and comparing 2 non-fiction texts</p> <p>Language Paper 2 Section B: Opinion writing- writing to</p>	<p><u>National Curriculum Links</u></p> <p>Pupils will revisit all NC links during their revision this term</p>	<p><u>Assessment</u></p> <p>Pupils will complete exam questions on all areas of the Language and Literature exams which have been identified as areas for development by PPEs and teacher assessment, and use mark schemes and assessment criteria to self and peer assess their work in preparation for their exams</p>
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persuade/inform/argue/advise or explain on a topic. Pupils expected to write: a letter, article, speech, leaflet or formal essay.

**Literature Paper 1 Section A:
Shakespeare- Macbeth**

**Literature Paper 1 Section B-
Pre 19th Century Text-
Frankenstein**

**Literature Paper 2- Section A-
Modern Text- An Inspector
Calls**

**Literature Paper 2 Section B-
Love and Relationship
Anthology Poetry Cluster**

**Literature Paper 2 Section C-
Unseen Poetry**

**GCSE LITERATURE EXAM (Date
TBC)**

**GCSE LANGUAGE EXAM (Date
TBC)**