

**Bishop Wordsworth's School
English Department**

GCSE LITERATURE PAPER 1A: SHAKESPEARE

**AO1 : Reading, understanding
and responding to texts;
maintaining a critical style,
using textual references**

**AO2: Analysing language,
form and structure using
relevant subject terminology**

**AO3: Understanding the
relationship between texts
and contexts**

**AO4: Using a range of
vocabulary and sentence
structures; accuracy of
spelling and punctuation**

**Extract to Whole Text
34 marks**



Bishop Wordsworth's School
English Department



GCSE LITERATURE PAPER 1A: SHAKESPEARE

THE LOWDOWN

Year 9 Term3: Understanding, Applying and Analysing

Students are introduced to Shakespeare's epic tragedy, 'Macbeth', its political and religious context, and the concept of the tragic hero. The focus is on the eponymous hero.

Year 10 Term2: Remembering, Analysing and Evaluating

Students are shown different interpretations of the play. They learn about alternative techniques of analysing the text in greater detail whilst exploring Shakespeare's development of Lady Macbeth's and Banquo's characters.

Year 11 Term 3: Evaluating and Creating

Students study the impact of the play on Jacobean and modern audiences and are given structured advice on developing more creative 'conceptualised' responses to tasks.

THE TASK

The exam board's set task is an essay question that begins with a short extract from any point in the play. Students respond to the extract then widen their exploration of the specified theme or character, or to the play as a whole.

**Bishop Wordsworth's School
English Department**

GCSE LITERATURE PAPER 1B: C19TH NOVEL

**AO1 : Reading, understanding
and responding to texts;
maintaining a critical style,
using textual references**

**AO2: Analysing language,
form and structure using
relevant subject terminology**

**AO3: Understanding the
relationship between texts
and contexts**

**Extract to Whole Text
30 marks**



Bishop Wordsworth's School
English Department



GCSE LITERATURE PAPER 1B: C19TH NOVEL

THE LOWDOWN

Year 9 Term 3: Understanding, Applying and Analysing
Students are introduced to Stevenson's gothic masterpiece, 'The Strange Case of Dr Jekyll and Mr Hyde'. They familiarise themselves with the intricate plot and its place in the Gothic genre.

Year 10 Term 4: Remembering, Analysing and Evaluating
Students focus in on key extracts from the novella. Lessons highlight Stevenson's masterful use of symbolic detail and imagery to reflect psychological and moral ideas of his day.

Year 11 Term 1: Evaluating and Creating
Students look at the impact of novella on contemporary and modern readers. They consider alternative readings and use them to shape their own conceptualised responses.

THE TASK

The exam board's set task is an essay question that begins with a short extract from any point in the novella. Students respond to the extract then widen their exploration of the specified theme or character to the text as a whole.

**Bishop Wordsworth's School
English Department**

**New for
Year 9
from 2004!**

GCSE LITERATURE PAPER 2A: MODERN TEXTS

**AO1 : Reading, understanding
and responding to texts;
maintaining a critical style,
using textual references**

**AO2: Analysing language,
form and structure using
relevant subject terminology**

**AO3: Understanding the
relationship between texts
and contexts**

**AO4: Using a range of
vocabulary and sentence
structures; accuracy of
spelling and punctuation**

Essay Response

34 marks



**Bishop Wordsworth's School
English Department**

**New for
Year 9
from 2004!**



GCSE LITERATURE PAPER 2A: MODERN TEXTS

THE LOWDOWN

Year 9 Term 2: Understanding, Applying and Analysing

Students are introduced to William Golding's seminal 'Lord of the Flies'. They read the novel, watch the film version and a documentary (partly filmed at Bishops) , and discover its contextual significance with a focus on the theme of 'responsibility'

Year 10 Term 3: Remembering, Analysing and Evaluating

Through analysing Golding's characters and thematic concerns in greater detail, students learn how the play reflects twentieth-century and modern societal values.

Year 11 Term 2: Evaluating and Creating

Students consider alternative readings and representations of the text, and use these to develop their own conceptualised ideas about Golding's wider purposes as a writer.

THE TASK

Students choose from one of two tasks, focusing their response on either a theme or a character.

**Bishop Wordsworth's School
English Department**

GCSE LITERATURE PAPER 2A: MODERN TEXTS

**AO1 : Reading, understanding
and responding to texts;
maintaining a critical style,
using textual references**

**AO2: Analysing language,
form and structure using
relevant subject terminology**

**AO3: Understanding the
relationship between texts
and contexts**

**AO4: Using a range of
vocabulary and sentence
structures; accuracy of
spelling and punctuation**

Essay Response

34 marks



**Bishop Wordsworth's School
English Department**



GCSE LITERATURE PAPER 2A: MODERN TEXTS

THE LOWDOWN

Year 9 Term 2: Understanding, Applying and Analysing

Students are introduced to J B Priestley's ground-breaking drama, 'An Inspector Calls'. They watch and read the play, and discover its contextual significance with a focus on the theme of 'responsibility'

Year 10 Term 3: Remembering, Analysing and Evaluating

Through analysing Priestley's characters and thematic concerns in greater detail, students learn how the play reflects twentieth-century and modern societal values.

Year 11 Term 2: Evaluating and Creating

Students consider alternative readings and representations of the play, and use these to develop their own conceptualised ideas about Priestley's wider purposes as a writer.

THE TASK

Students choose from one of two tasks, focusing their response on either a theme or a character.

**Bishop Wordsworth's School
English Department**

GCSE LITERATURE

PAPER 2B: POETRY ANTHOLOGY

**AO1 : Reading, understanding
and responding to texts;
maintaining a critical style,
using textual references**

**AO2: Analysing language,
form and structure using
relevant subject terminology**

**AO3: Understanding the
relationship between texts
and contexts**

**Comparative Essay
30 marks**



Bishop Wordsworth's School
English Department



GCSE LITERATURE

PAPER 2B: POETRY ANTHOLOGY

THE LOWDOWN

Year 9 Term 4: Understanding, Applying and Analysing
Students study six war poems from AQA's 'Power and Conflict' anthology. They are introduced to key aspects of poetic form, structure and language; they learn how to apply these to their essays.

Year 10 Term 1: Remembering, Analysing and Evaluating
Students study the remaining poems from the collection and learn how to compare texts through linking them back to poetry studied in the previous year. The focus is also on poetry as social commentary.

Year 11 Term 4: Evaluating and Creating
Students revise all poems in greater depth and develop their own creative responses to each, finding ways to link them conceptually.

THE TASK

In each of the three year groups, Students are given one of the set poems in full, and asked to compare an aspect with a second poem of their own choosing

**Bishop Wordsworth's School
English Department**

GCSE LITERATURE

PAPER 2C: UNSEEN POETRY

**AO1 : Reading, understanding
and responding to texts;
maintaining a critical style,
using textual references**

**AO2: Analysing language,
form and structure using
relevant subject terminology**

**A: Unseen Poetry
Response (24 marks)**

**B: Comparison
(8 marks)**

Total: 32 marks



**Bishop Wordsworth's School
English Department**



GCSE LITERATURE

PAPER 2B: UNSEEN POETRY

THE LOWDOWN

Year 10 Term 5: Analysing, Evaluating and Creating

Students revisit the concept of responding to unseen poems from Year 8, and develop analytical and evaluative techniques, including personal response. The thematic focus is on 'family' and 'memories'.

Year 11 Term 3: Evaluating and Creating

Students revise techniques of response and essay structure, and learn how to develop an informed, personal style when responding to poetry.

THE TASKS

Students are given two tasks. In the longer, they give a structured response to an unseen poem; in the shorter, they compare the poem to a second unseen.

**Bishop Wordsworth's School
English Department**

GCSE LANGUAGE

PAPER 1A: FICTION READING

AO1 - Synthesising information

AO2 - Analysing language and structure

**AO4 - Evaluating texts critically and supporting
with textual references**

**Language Paper 1
Reading Section
Total: 40 marks**



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English Department



GCSE LANGUAGE

PAPER 1A: FICTION READING

THE LOWDOWN

Year 9 Term 1, weeks 1-3: 'Spies'

Students are introduced to Paper 1 and explore a series of texts connected by the motif of 'Spies'.

Year 10 Term 4, weeks 1-3: 'My Polish Teacher's Tie'

Students explore two short stories and build upon work in Year 9 by learning about the appreciation of good literature.

Year 11 Term 1, single lessons: revision

Students use a series of GCSE 'toolkits' to bolster skills they have learned previously; they learn how to develop a more creative approach to Question 4.

THE TASKS

In each section of the course, students will complete a full Language Paper 1 Reading section (1 hour)

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GCSE LANGUAGE

PAPER 1B: FICTION WRITING

**AO5 - Communicating clearly,
effectively and imaginatively;
organising ideas**

**AO6 - Using a range of vocabulary
and sentence structures; spelling
and punctuating with accuracy**

**Communication of
Ideas (24 marks)
Expression and
accuracy (16 marks)
Total: 40 marks**



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English Department



GCSE LANGAUGE

PAPER 1B: FICTION WRITING

THE LOWDOWN

Year 9 Term 1, weeks 4-6: 'Spy Story'

Students learn how to plan and craft narrative writing based on the extracts they were studying earlier in the term. Over the weeks, they plan and craft a piece for assessment.

Year 10 Term 2 (single lessons): 'Crafting Sentences'

This series of lessons teaches students how to manipulate sentence structure and vocabulary for effect.

Year 10 Term 4, weeks 4-6: 'Description'

Following the study of descriptive extracts, students learn how to craft their own evocative descriptions, culminating in a timed piece.

Year 11 Term 2 (single lessons)

Revision of key writing techniques and timed essay practice.

THE TASKS

Tasks through the course reflect a structured approach from planning, crafting and refining; through to exam technique.

**Bishop Wordsworth's School
English Department**

GCSE LANGUAGE

PAPER 2A: NON FICTION READING

**AO1 - Synthesising information
AO2 - Analysing language and
structure
AO3 - Comparing writers'
perspectives across two or more
texts**

**Language Paper 2
Reading Section
Total: 40 marks**



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English Department



GCSE LANGAUGE

PAPER 2A: NON FICTION READING

THE LOWDOWN

Year 9 Term 5, weeks 1-3: 'War'

Students study three non-fiction extracts from larger texts set during different wars. They are introduced to pre C20th non-fiction writing and how to compare non-fiction texts.

Year 10 Term 6, weeks 1-3: 'Wanderlust'

Following on from Year 9, students study a range of mind-expanding extracts about outdoor adventure, and develop skills of analysis and comparison.

Year 11 Term 3 (single lessons)

Students revise and refine skills using bespoke toolkits tailored to each question-type.

THE TASKS

Students move from being introduced to the paper to sitting practice papers that are diagnostically assessed. During each year, they will complete a full Reading Paper, setting personalised targets between each.

**Bishop Wordsworth's School
English Department**

GCSE LANGUAGE

PAPER 2B: NON FICTION WRITING

**AO5 - Communicating clearly,
effectively and imaginatively;
organising ideas**

**AO6 - Using a range of vocabulary
and sentence structures; spelling
and punctuating with accuracy**

**Communication of
Ideas (24 marks)
Expression and
Accuracy (16 marks)
Total: 40 marks**



Bishop Wordsworth's School
English Department



GCSE LANGAUGE

PAPER 2B: NON FICTION WRITING

THE LOWDOWN

Year 9 Term 5, weeks 4-6: 'Conflict'

Students learn how to plan and craft a written argument and find out about rhetorical devices. Over the weeks, they plan and craft a piece for assessment. The material can also be used for their NEA - The Individual Presentation (see later)

Year 10 Term 6, weeks 4-6: Exam Preparation

Students adapt skills learnt in Year 9 to use in exam conditions.

Year 11 Term 3/5 (single lessons)

Students revise the key skills need for non-fiction writing using bespoke toolkits. There are further opportunities to sit practice tasks in Term 5.

THE TASKS

Tasks through the course reflect a structured approach from planning, crafting and refining; through to exam technique.

**Bishop Wordsworth's School
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GCSE LANGUAGE

**NON-EXAMINED ASSESSMENT:
INDIVIDUAL PRESENTATION**

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

**AO8 - Listen and respond to
spoken language with
questions and feedback**

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

**Final grade on GCSE
Language certificate:
Pass / Merit /
Distinction**



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GCSE LANGAUGE

NON-EXAMINED ASSESSMENT: INDIVIDUAL PRESENTATION

THE LOWDOWN

Year 9 Term 5: planning

Students can use material for crafted non-fiction writing as a planning basis for their individual presentation on the theme of 'conflict'.

Year 10 Term 5 (single lessons): developing and crafting

Students continue writing and refining presentations, ready for presenting them the next term.

THE TASKS

Year 10 Term 6 (single lessons)

Individual presentations take place in lessons. Other students prepare questions in advance, and performances are filmed by the class teacher!