

Curriculum intent

At The Ecclesbourne School we follow the OCR English Language and Literature courses. The OCR English Language specification is designed to help students explore communication, culture and creativity, to develop independent and critical thinking and to engage with the richness of our language and literary heritage. Students will develop the skills to read fluently and write effectively. They are encouraged to engage with a wide variety of high-quality texts both literary and non-fiction, across a range of genres. Students will develop the skills to analyse critically and synthesise and evaluate ideas and information across unseen texts. Students will be given the opportunity to experiment in their writing across a range of contexts and styles. Students will use knowledge gained from wider reading to inform their written work, as such this course, although largely skills based, also allows for the accumulation of cultural capital. We want to encourage students to be able to write grammatically correct sentences, with accurate spelling and punctuation and utilise a range of structural devices. Students will also develop a confident control of spoken Standard English and demonstrate the ability to use spoken language appropriately in formal settings.

The OCR English Literature specification is designed to encourage students to engage critically with and explore a variety of texts across the major genres including modern texts as well as classic literature. Underpinned by a skills-based approach, the emphasis is on building students' confidence in developing and articulating a fresh, individual response to texts that is supported and justified. Our belief is that this specification allows us to bring the subject to life and inspire students to achieve highly. The course is characterised by a skills-based approach where the emphasis is on building students' confidence in developing and articulating a fresh, individual response to texts.

We believe that both courses provide students with an appropriately solid grounding for studying A Level English Literature or indeed for going on to Further Education, Higher Education or the workplace.

Curriculum implementation

Year 10			
	Content	Assessments	Building on prior learning
Autumn 1	Romeo and Juliet Our overriding aim is that students reflect critically and evaluatively on their reading of the play. Students are expected to respond to the following: <ul style="list-style-type: none"> • themes, ideas and issues • atmosphere and emotion • plot development • characters and relationships 	R&J assessments x 3 Non-Fiction writing x 1	Students have been introduced to Shakespeare in Year 7 A Midsummer Night's Dream (links to comedy in Romeo and Juliet with the Nurse, Peter, Mercutio) Year 9 Macbeth – context gender roles, expectations of women, religious and spiritual beliefs. Skills of application of

	<ul style="list-style-type: none"> • language • dramatic effects • relevant social, historical or cultural contexts as demonstrated in the play. • pay attention to the details of a text: understanding the significance of a word, phrase or sentence in context • demonstrate the ability to read at a literal level and also explore deeper implications • explain motivation, sequence of events and the relationship between actions or events. <p>identify and interpret key themes</p> <ul style="list-style-type: none"> • make an informed personal response, justifying a point of view by referring closely to evidence in the text • reflect critically and evaluatively on a text, using an understanding of context to inform reading • recognise and evaluate the possibility of different valid responses to a text. <p>explain and illustrate how choice of language shapes meaning</p> <ul style="list-style-type: none"> • analyse how the writer uses language, form and structure to create effects and impact • use relevant subject terminology accurately to support their views. • produce clear and coherent pieces of extended writing • select and emphasise key points and ideas for a particular purpose • develop and maintain a consistent viewpoint • use textual references and quotations effectively to support views • use accurate Standard English and spelling, punctuation and grammar. 		<p>context, language analysis, identifying opportunities to make effective use of SST. Knowledge of the conventions of a Shakespearean tragedy.</p>
Autumn 2	<p>Romeo and Juliet continued</p> <p>Non-fiction writing (article Give Shakespeare a Go! and own choice piece of writing)</p> <p>In preparing students for the writing section of Paper 1 we focus on providing students with the opportunity to:</p> <ul style="list-style-type: none"> • organise ideas and information clearly and coherently • select and emphasise key ideas and information to influence readers • maintain a consistent viewpoint, and consider alternative viewpoints, within a non-fiction piece of writing 		<p>Students have worked on persuasive writing in Year 7 Animals unit and the Art of Rhetoric unit, and Changing Hearts and Minds in Year 9.</p>

	<ul style="list-style-type: none"> • make considered choices of vocabulary and grammar to reflect particular audiences, purposes and contexts • adapt tone, style and register as appropriate • use the knowledge gained from wider reading of non-fiction to inform language choices and techniques • make appropriate use of information provided by others to write in different forms • cite evidence and quotation effectively to support views • write to create emotional impact • use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling 		
Spring 1	<p>Strange Case of Dr Jekyll and Mr Hyde</p> <p>Our overriding aim is that students reflect critically and evaluatively on their reading of the novel. Students are expected to respond the following:</p> <ul style="list-style-type: none"> • themes, ideas and issues • atmosphere and emotion • plot development • characters and relationships • language • relevant social, historical or cultural contexts, or literary contexts such as genre. • pay attention to the details of a text: understanding the significance of a word, phrase or sentence in context • demonstrate the ability to read at a literal level and also explore deeper implications • explain motivation, sequence of events and the relationship between actions or events. <p>identify and interpret key themes</p> <ul style="list-style-type: none"> • make an informed personal response, justifying a point of view by referring closely to evidence in the text • reflect critically and evaluatively on a text, using an understanding of context to inform reading • recognise and evaluate the possibility of different valid responses to a text. <p>explain and illustrate how choice of language shapes meaning</p>	<p>J&H x 3</p> <p>Fiction writing x 1</p>	<p>Students have looked at a range of extracts from and established common features of Gothic writing in Year 8. Conceptually, moral dilemmas in novels in Year 8 The Boy at the Top of the Mountain and in Year 9 Of Mice and Men. Students have looked at a range of pre-twentieth century fiction writing in Years 7, 8 and 9.</p>

	<ul style="list-style-type: none"> • analyse how the writer uses language, form and structure to create effects and impact • use relevant subject terminology accurately to support their views. • produce clear and coherent pieces of extended writing • select and emphasise key points and ideas for a particular purpose • develop and maintain a consistent viewpoint • use textual references and quotations effectively to support views • use accurate Standard English and spelling, punctuation and grammar. 		
Spring 2	<p>Strange Case of Dr Jekyll and Mr Hyde continued</p> <p>Fiction writing</p> <p>In preparing students for the writing section of Paper 2 we focus on providing students with the opportunity to:</p> <ul style="list-style-type: none"> • organise and structure ideas in narrative writing to create deliberate effects • maintain a consistent viewpoint across a piece of writing, making conscious decisions, for example, about narrative point of view • make considered choices of vocabulary and grammar to create deliberate effects • use the knowledge gained from wide reading of prose fiction and literary nonfiction to inform language choices and techniques • use language creatively and imaginatively • adapt tone, style and register as appropriate • select and emphasise key ideas to create meaning and influence readers • use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling. 		Students have completed a range of fiction writing tasks in Year 7 novel unit, Year 8 Gothic and in Year 9
Summer 1	<p>Poetry – conflict cluster</p> <p>Our overriding aim is that students reflect critically and evaluatively on their reading of a range of poems. Students are expected to respond the following:</p> <ul style="list-style-type: none"> • themes, ideas and issues • atmosphere, tone and attitude 		Students have been introduced to a range of poetic forms, devices and perspectives in Year 7, studied a selection of war/conflict poetry in Year 8, World poetry in Year 9.

	<ul style="list-style-type: none"> • appeal to the senses • language • imagery • form and structure. • pay attention to the details of a text: understanding the significance of a word, phrase or sentence in context • demonstrate the ability to read at a literal level and also explore deeper implications • identify and interpret key themes • make an informed personal response, justifying a point of view by referring closely to evidence in the text • recognise and evaluate the possibility of different valid responses to a text. • explain and illustrate how vocabulary choices and structural features shape meaning • analyse how the writer uses language (including figurative language), form and structure to create effects and impact • use relevant subject terminology accurately to support their views. <p>in order to enhance their understanding of themes, settings and literary styles, learners make connections and contrasts between poems, comparing features and qualities.</p> <ul style="list-style-type: none"> • select and emphasise key points and ideas for a particular purpose • develop and maintain a consistent viewpoint • use textual references and quotations effectively to support views • use accurate Standard English and spelling, punctuation and grammar. 		
Summer 2	<p>Non-fiction writing (speech) & Spoken Language</p> <p>In preparing students for the writing section of Paper 1 we focus on providing students with the opportunity to:</p> <ul style="list-style-type: none"> • organise ideas and information clearly and coherently • select and emphasise key ideas and information to influence readers • maintain a consistent viewpoint, and consider alternative viewpoints, within a non-fiction piece of writing • make considered choices of vocabulary and grammar to reflect particular audiences, purposes and contexts • adapt tone, style and register as appropriate 		<p>Students have worked on speech writing in Year 7 The Art of Rhetoric, Year 8 travel writing, Year 9 Changing Hearts and Minds</p>

	<ul style="list-style-type: none"> • use the knowledge gained from wider reading of non-fiction to inform language choices and techniques • make appropriate use of information provided by others to write in different forms • cite evidence and quotation effectively to support views • write to create emotional impact • use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling 		
Year 11			
Autumn 1	<p>Language 1 & revision of poetry plus coverage of part a) questions (comparing a studied poem with an unseen)</p> <p>Our primary aim in the delivery of English Language Paper 1 is that is that students can identify and interpret key ideas and information from texts as well as:</p> <ul style="list-style-type: none"> • comment on writers' choices of vocabulary, form and grammatical features, paying attention to detail • explore the effects of writing for particular audiences and purposes • summarise ideas and information from a single text and synthesise from more than one text • draw inferences and justify points of view by referring closely to evidence from the text • use appropriate linguistic terminology to support their analysis • evaluate the usefulness of a text by identifying bias and misuse of evidence • use a broad understanding of the text's context to inform their reading. Contexts could include, for example, the given historical setting, the mode or genre • explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them. 	<p>Q2 comparison x 3 Q3 language and structure x 2 Q4 evaluation and comparison x 2 Writing section: article based on same model as used in Year 10 free choice x1 Poetry a x1</p>	<p>Students have worked on a range of non-fiction writing extracts in Year 7 animals unit, Year 7 other worlds unit, Year 8 travel writing, Year 9 Language skills Language skills for Q3 language and structure and Q4 evaluation covered in Year 9 Language skills unit Revisiting non-fiction writing skills from GSAG and speech writing in Year 10</p>
Autumn 2	<p>Language 2 & coverage of remaining poems</p> <p>Our primary aim in the delivery of English Language Paper 2 is that is that students can identify and interpret key ideas and information from texts as well as:</p> <ul style="list-style-type: none"> • comment on writers' choices of vocabulary, form and grammatical features and how these create meaning 	<p>Poetry a x1 Q2 and 3 language and structure x 3 Q4 x 3 Writing section: fiction writing x1</p>	<p>Students have looked at a range of unseen fiction extracts in Year 7, Year 8 and Year 9. Revisit skills from Year 10 fiction writing</p>

	<ul style="list-style-type: none"> analyse and compare writers' use of language, paying attention to detail draw inferences and justify points of view by referring closely to evidence from the text interpret writers' meanings and effects in single texts and across two texts identify the main themes and ideas in texts use appropriate linguistic and literary terminology to support their analysis. evaluate how form and structure contribute to the effectiveness and impact of a text use a broad understanding of the text's context to inform their reading. explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them. 		
Spring 1	<p>Animal Farm (R&J revision)</p> <p>We encourage students to reflect critically and evaluatively on their reading. Students are expected to respond to the following:</p> <ul style="list-style-type: none"> themes, ideas and issues characters and relationships language social and/or cultural contextual factors. pay attention to the details of a text: understanding the significance of a word, phrase or sentence in context demonstrate the ability to read at a literal level and also explore deeper implications explain motivation, sequence of events and the relationship between actions or events. <p>identify and interpret key themes</p> <ul style="list-style-type: none"> make an informed personal response, justifying a point of view by referring closely to evidence in the text reflect critically and evaluatively on a text, using an understanding of context to inform reading <p>explain and illustrate how choice of language shapes meaning</p>	<p>Writing section either fiction or non-fiction</p> <p>AF part b questions x2</p> <p>R&J question x 2</p>	<p>Concept of the allegory covered in Year 9???</p> <p>Satire in Year 7 poetry and use of propaganda in Year 8 poetry.</p>

	<ul style="list-style-type: none"> • analyse how the writer uses language, form and structure to create effects and impact • use relevant subject terminology accurately to support their views. <p>In the part a) questions students have the opportunity to enhance their understanding of themes, characters, settings, contexts (where known) and literary styles, through making connections and contrasts between texts, comparing features and qualities.</p> <p>We expect students to produce clear and coherent pieces of extended writing</p> <ul style="list-style-type: none"> • select and emphasise key points and ideas for a particular purpose • develop and maintain a consistent viewpoint • use textual references and quotations effectively to support views • use accurate Standard English and spelling, punctuation and grammar. 		
Spring 2	Animal farm examination prep and revision of J&H	AF part a questions x 3 Writing section either fiction or non-fiction J&H x 2	Exam prep involves comparing an extract from AF with an unseen – skills in this have been developed in Language work in the earlier part of the Year 11 course.
Summer 1			

Structure of the course

In structuring the two-year course in this way, we have largely integrated the teaching of Language and Literature with a heavier Literature focus in Year 10 to enable students to revisit these, more challenging, texts in Year 11. We have chosen to finish the course with Animal Farm, arguably the most accessible of the Literature texts. Our belief is that as students approach the examinations it is important that they end with a text where students can feel a high level of success in their understanding and with a high level of engagement. Focussing on Literature texts in Year 10 also enables teachers to lay the foundations for the demands of the language papers in terms of language analysis, understanding of structure as well as evaluating and comparing texts. We believe that in both fiction and non-fiction writing students write best when they have a very clear structure to their work, as such in Year 10 we use exemplar structures to enhance students' writing – these are revisited in Year 11. In Year 11 we feel it is important that we devote a significant amount of time to acquiring and practising the skills students need to be successful in the English Language papers – this is partially facilitated by weekly assessments that focus on specific aspects of each paper alongside revisiting and practising essay writing skills for the Literature texts. We are committed to ensuring that students are able to bring a fresh and thoughtful approach to texts in the examination as well as having had a high level of exposure to examination practice assessments.

Students have 3 lessons of English a week in Year 10 and assessments roughly every three weeks. In Year 11 students have 4 lessons of English each week and complete a weekly assessment. We see the assessment programme as something that gathers momentum over the two years and which equips students with the skills, knowledge and resilience required to sit 8 hours of English examinations across the two subjects.

Assessment

English Language

Communicating information and ideas Paper 1

2 hour examination

80 marks: 40 marks for Section A and 40 marks for Section B. Learners answer all the questions in Section A. Students read and respond to two unseen authentic non-fiction texts. One text is from the 19th century; the other is from either the 20th or 21st century. There are four reading questions – two lower tariff and two higher tariff questions. (40 marks, 25% of total GCSE) Students answer one of two extended writing tasks in Section B. The writing tasks will have a clear audience and purpose and be written in a non-fiction form. There will be links between the theme or idea in the reading texts and the writing task. (40 marks, 25% of total GCSE)

Exploring effects and impact Paper 2

2 hour examination

80 marks: 40 marks for Section A and 40 marks for Section B. Learners answer all the questions in Section A. Learners read and respond to two unseen authentic prose fiction texts or a prose fiction and literary non-fiction text. Both texts will be either 20th or 21st century prose. There are four reading questions – two lower tariff and two higher tariff questions. (40 marks, 25% of total GCSE (9–1)). Learners answer one of two extended writing tasks in Section B. The focus is on creative writing. There will be links between the theme or idea in the reading texts and the writing task. (40 marks, 25% of total GCSE)

English Literature

Examinations are closed text therefore students are required to learn quotations across all four texts.

Paper 1

2 hour examination

80 marks: 40 marks for Section A and 40 marks for Section B.

Section A: Modern prose Animal Farm by George Orwell (25% of total GCSE) Students respond to one extended response-style question on their studied text, which is split into two parts: a) A comparison of an extract from the studied text with a modern, same-genre unseen extract AND b) A related question on the same studied text.

Section B: 19th century prose The Strange Case of Dr Jekyll and Mr Hyde (25% of total GCSE (9–1) Students respond to one extended response-style question on their studied text, from a choice of two: An extract-based question, making links to the whole text OR A discursive question.

Paper 2

2 hour examination

80 marks: 40 marks for Section A and 40 marks for Section B.

Section A: Poetry across time (25% of total GCSE) Students study the Conflict themed poetry cluster from the OCR Poetry Anthology. Students respond to one extended response-style question from the Conflict cluster, which is split into two parts: a) A comparison of a named poem with an unseen poem AND b) A related question on a different poem (own choice) from the collection.

Section B: Shakespeare (25% of total GCSE) Students study Romeo and Juliet. Students respond to one extended response-style question on the play, from a choice of two: An extract-based question, making links to the whole text OR A discursive question