

English

A Bit About Us

Students should enjoy and make progress in English and Media through a varied and exciting curriculum. Links will be made to the outside world as much as possible in order to provide a real life context for learning. English provides the ideal opportunity to explore sensitive issues of social and emotional development. Students should look forward to their English and Media lessons - an environment where they feel safe, supported, challenged and enthused by what they are learning. Our teachers are passionate about the subject we teach and are committed to helping all students succeed.

Where We Teach

The faculty is housed in a recently built block shared with the Maths Faculty. There are a total of nine English classrooms, each of which has a PC and a data projector. We also have an English Office and staffroom, a friendly and welcoming place which houses the English and Media Faculty during break and lunchtimes.

The Team –

Lead Practitioner

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Student Leaders

The department is supported by two student leaders from Year 11, who can often be found supporting enrichment activities, trips and clubs.

Curriculum –

Year 7 ICE Programme

An exciting new programme has been developed to provide excellent learning opportunities to pupils arriving in Year 7.

A mix of core curriculum content, extension and enrichment activities help to provide a solid foundation and appreciation for English Language and Literature.

Cross-curricular links are built through the use of common themes, and we develop our students' abilities as effective communicators.

Years 8 and 9

Pupils in Years 8 and 9 continue to develop literacy skills in preparation for Key Stage 4. The curriculum focuses on enhancing the pupils' ability to analyse language closely; to speak with confidence; to listen thoughtfully to the views of others; and to write accurately in a way that will be of interest to their reader. Pupils are encouraged to take advantage of the many extra-curricular activities available within the English Department such as the book group, which meets at lunchtime on the first Tuesday of each month in the Sixth Form library, and the BBC Young Reporters Scheme.

Years 10 and 11

All students follow the [AQA GCSE English Language](#) and the [AQA GCSE English Literature](#) courses for two years.

Students are helped to learn both the curriculum content and the exam technique necessary to gain marks in their final exams. Students are given additional support through the use of revision guides, revision websites, and the College MOODLE.

Y7 STRAND 1 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read Sharon Creech's *Love That Dog*, exploring how the main character's attitude to learning poetry develops.

Students will explore a range of poetry and learn how to respond to it

Assessed Tasks:

- PETAL paragraph(s) in response to Robert Frost's *Stopping By Woods on a Snowy Evening*
- PETAL response to Richard Kell's *Pigeons*



- PETAL response to the BIG question 'Explain how far you think Creech presents Jack as being a successful and supportive learner.'

SMSC & British Values:

Interpretation of poetry will enhance students' appreciation of the intangible.

Students will explore the consequences of the main characters attitude to learning.

Students will develop their understanding of the role in the school community.

Enrichment Ideas:

Watch performance poetry

Write a letter to a living poet you admire

Assessment Criteria:**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

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Teaching, publishing, writing.

Intervention Tasks:

No intervention tasks will be set in Strand One.

Year 7 Home Learning Expectations: English

| | |
|-----------------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y7 STRAND 2 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will study Michael Morpurgo's *Private Peaceful*, focusing on his use of language and structural devices. In addition they will read and respond to a range of war poetry.

Writing skills will be developed as students become familiar with the faculty approach to point of view writing. They will learn to structure their writing coherently, using ambitious vocabulary and varying sentence structures for effect.

Assessed Tasks:

- Point of view writing – write a letter persuading Grandma Wolf to be kinder to Big Jo
- Point of view writing – write a speech persuading Tommo not join the army
- Analysis of Owen's *Dulce Et Decorum Est*

SMSC & British Values:

Understanding the different experiences of young girls and boys in the past.

Developing empathy

Developing a readiness to challenge oppression.

Enrichment Ideas:

Go to the Imperial War Museum

Visit the American Cemetery in Madingley

Read some other war poetry

Read other Morpurgo World War I novels e.g. *The War Horse*



Assessment Criteria:**English Language****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.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature**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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

Students will be given one of the following tasks:

- Responding to a short piece of descriptive writing and using it to inspire their own description



•Worksheets to improve spelling, punctuation or grammar

Year 7 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will respond to a piece of literature and use it as a stimulus to improve their own creative writing Alternatively, students will be asked complete spelling, punctuation or grammar tasks to support their progress in English. |

Y7 STRAND 3 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read Deborah Ellis' *The Breadwinner*, the story of Parvana, a young girl growing up in Afghanistan under Taliban rule.

They will also study W.E. Henley's poem, *Invictus* and Sojourner Truth's speech, *Ain't I a Woman* as part of this unit on the ingenuity of individuals.

Students will develop non-fiction writing skills, revising the features of a speech and broadsheet article.

Assessed Tasks:

- Analysis of *Invictus*
- Speech: *If I ruled the World*
- Newspaper report – life for girls under Taliban rule

SMSC & British Values:

Understanding the different experiences of young girls and boys around the world.



Developing understanding of other cultures and societies.

Developing empathy

Developing a readiness to challenge oppression.

Enrichment Ideas:

Read newspapers

Learn more about the history of Afghanistan

Assessment Criteria:

English Language

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.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

Literacy/Numeracy:



Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Journalism, law, broadcasting, politics

Intervention Tasks:

No intervention tasks will be set in Strand 3

Year 7 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y7 STRAND 4 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will watch and study Shakespeare's *The Tempest*, exploring the importance of setting in literature and discussing issues surrounding colonialism.

Developing writing skills is a key feature of this unit: students will be introduced to the faculty approach to descriptive writing and will learn the key features of travel writing.

Assessed Tasks:

- Analysis of Grace Nichols' *Island Man*
- Descriptive writing: describing a tempest
- Persuasive writing: produce the text of a holiday brochure advertising Prospero's island

SMSC & British Values:

Develop an appreciation of the intangible: British literary and cultural history, truth, love, ambiguity.

Develop empathy.



Develop an understanding of the consequences of actions.

Develop an understanding of Shakespearean society and culture.

Enrichment Ideas:

Go to see a production of 'The Tempest'

Visit the Globe in London for a tour

Research Shakespeare

Watch the TED talk – Hip hop or Shakespeare?

Assessment Criteria:

English Language

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.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature

A01

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.

A02

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

A03

Show understanding of the relationships between texts and the contexts in which they were written.



Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

Students will be given one of the following tasks:

- Responding to a short piece of descriptive writing and using it to inspire their own description
- Worksheets to improve spelling, punctuation or grammar

Year 7 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will respond to a piece of literature and use it as a stimulus to improve their own creative writing Alternatively, students will be asked complete spelling, punctuation or grammar tasks to support their progress in English. |

Y7 STRAND 5 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read an abridged version of Dickens' *Oliver Twist*, developing their knowledge and understanding of the context in which he was writing. William Blake's *London* will also be studied to develop students' understanding of context.

Assessed Tasks:



- Descriptive writing: description of Victorian London
- How does Dickens present Oliver / Fagin in the novel?

SMSC & British Values:

Develop empathy for characters.

Develop an understanding of the consequences of actions.

Develop an understanding of Victorian society and culture.

Enrichment Ideas:

Read the unabridged *Oliver Twist*.

Watch the 1968 film version of the novel

Watch the musical – how different is the ending?

Visit the Museum of Childhood in London

Assessment Criteria:

English Language

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.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature

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.

AO2



Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Journalism, law, broadcasting, politics

Intervention Tasks:

No intervention tasks will be set in Strand five

Year 7 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y7 STRAND 6 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

This half-term will be spent revising for the end of year examination.

Students will read and respond to a range of poetry exploring different emotions. They will be asked to respond to one of these poems in their examination.

Students will also consolidate their understanding of what makes effective descriptive writing, focusing on vocabulary choices, sentence and whole-text structure.

Assessed Tasks:



- How does Auden present grief in *Funeral Blues*?
- Writing to describe as suggested by a picture
- End of year examination: response to poem (30 minutes) and writing to describe (45 minutes)

SMSC & British Values:

Develop an understanding of emotions

Developing empathy

Develop a set of values, principles and beliefs.

Develop tolerance and respect for other people's experiences

Enrichment Ideas:

Read widely – read as many different genres (using the reading journal map) as possible

Read poetry

Write your own stories and poems – see if you can copy someone's style too

Assessment Criteria:

English Language

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature

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.

AO2



Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

A03

Show understanding of the relationships between texts and the contexts in which they were written.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

No intervention tasks will be set in Strand 6

Year 7 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y8 STRAND 1 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read Shaun Tan's graphic novel, *The Arrival*. The main focus of this unit is narrative writing. Students will develop their use of imagery and effective vocabulary. They will revisit Freytag's pyramid to help them structure a narrative and will develop their understanding of using sentence structures for effect.

Assessed Tasks:

- Write first and last paragraphs of 'The Hoover', making clear links between beginning and ending
- Oral story telling
- Writing narrative of 'The Arrival'



SMSC & British Values:

An appreciation of the intangible: beauty, goodness, order.

Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.

Enrichment Ideas:

Discuss current affairs, particularly in relation to immigration

Explore more graphic novels

Assessment Criteria:

English Language

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

No intervention tasks will be set in Strand 1

Year 8 Home Learning Expectations: English

| | |
|---------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |

| | |
|-----------------------------------------------|------------------------------------------------------|
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |
|-----------------------------------------------|------------------------------------------------------|

Y8 STRAND 2 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read passages from Charlotte Brontë's *Jane Eyre*. They will develop an understanding of how Brontë uses language and structure to build tension and create character. Finally, they will apply this understanding in their own creative writing.

Assessed Tasks:

- How does Charlotte Brontë create tension in the following passage? (AO2)
- How does Charlotte Brontë present the character of Mr Brocklehurst? (AO2)
- Write a description of a character inspired by a picture

SMSC & British Values:

Developing empathy

Develop a set of values, principles and beliefs.

Develop an appreciation of the intangible: truths and beauty in English literature

Develop tolerance and respect for others.

Develop an understanding of 19th century English society and culture through explorations of poverty, women's roles and family.

Enrichment Ideas:

Visit the Brontë Parsonage Museum

Read all of *Jane Eyre*

Watch documentaries on the Brontës

Read other novels written by the Brontës

Assessment Criteria:

English Language

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Developing writing skills.

Careers Links(CAEIG)

Writing, journalism, law

Intervention Tasks:

Students will be given one of the following tasks:

- Responding to a short piece of descriptive writing and using it to inspire their own description
- Worksheets to improve spelling, punctuation or grammar

Year 8 Home Learning Expectations: English

| | |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will respond to a piece of literature and use it as a stimulus to improve their own creative writing Alternatively, students will be asked complete spelling, punctuation or grammar tasks to support their progress in English. |

Y8 STRAND 3 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:



Students will watch and study Shakespeare's *Twelfth Night*. The unit begins with an exploration of sonnet form and students will learn to compare two poems. They will go on to learn the conventions of dramatic comedy and evaluate how *Twelfth Night* fulfils these conventions.

Assessed Tasks:

- Comparison of Sonnets 118 and 130
- Speaking and Listening Assessment
- To what extent is *Twelfth Night* a comedy?

SMSC & British Values:

Explore ideas about love and identity

Develop an appreciation of the intangible: British literary and cultural history, truth, love, ambiguity.

Develop empathy.

Develop an understanding of the consequences of actions.

Develop an understanding of Shakespearean society and culture.

Enrichment Ideas:

Visit the Globe theatre

Learn a sonnet by heart

Experiment with writing sonnets

Research Shakespeare

Watch the TED talk – Hip hop or Shakespeare?

Assessment Criteria:

English Literature

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.

AO2



Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Teaching, law, marketing, media.

Intervention Tasks:

No Intervention tasks will be set in Strand 3

Year 8 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y8 STRAND 4 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read and study George Orwell's *Animal Farm*. The main focus of this strand is developing point of view writing. Students will develop their knowledge of persuasive techniques, studying speeches by the likes of Winston Churchill, Elizabeth I, Emmeline Pankhurst, John F. Kennedy and William Shakespeare.

Assessed Tasks:



- Persuasive Speech on a topic of students' own choosing.
- Propaganda leaflet promoting Animalism
- 'All animals are equal, but some animals are more equal than others.' Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

SMSC & British Values:

Communism vs. democracy

How do we convey our ideas effectively?

Enrichment Ideas:

Explore Stalin's Russia – find out which real historical figures Orwell based his characters on

Look at recent famous political speeches e.g. Barack Obama's *Yes We Can* speech – think why it is so effective

How would you organise your own society if you had the chance?

Assessment Criteria:

English Language

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.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

Students will be given one of the following tasks:

- Responding to a short piece of persuasive writing and using it to inspire their own persuasive speech
- Worksheets to improve spelling, punctuation or grammar



Year 8 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will respond to a persuasive writing and use it as a stimulus to improve their own writing Alternatively, students will be asked complete spelling, punctuation or grammar tasks to support their progress in English. |

Y8 STRAND 5 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

In this strand, students will study the conventions of gothic literature. They will read and study H.G. Wells' *The Red Room*, Edgar Allen Poe's *The Tell-tale Heart* and a range of gothic poetry.

Students will then apply their understanding of gothic fiction to their own creative writing.

Assessed Tasks:

- How does Wells create a chilling atmosphere in *The Red Room*?
- Narrative writing – ghost story

SMSC & British Values:

Explore beliefs about the supernatural

Explore what changing fears reveal about different historical periods

Enrichment Ideas:

Read more ghost stories

Enjoy a ghost tour of Cambridge...

Examine some of the gothic architecture around Cambridge



Assessment Criteria:

English Language

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.

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing. **Careers Links(CAEIG)**

Law, teaching, marketing, journalism, media.

Intervention Tasks:

No Intervention tasks will be set in Strand 5

Year 8 Home Learning Expectations: English

| | |
|-----------------------------------------------|--------------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y8 STRAND 6 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:



In this strand, students will revise the key skills they have learnt this year in preparation for their end of year examination.

Students will study a range of poetry with the theme of family, learning to respond to an unseen poem.

They will also revise the features of narrative writing.

Assessed Tasks:

- How does Nichols present the speaker's feelings about her mother in Praise Song for My Mother?
- Write the opening of a narrative
- Exam – Unseen poem (30 mins) and narrative writing (45 minutes)

SMSC & British Values:

Developing empathy

Develop a set of values, principles and beliefs.

Develop tolerance and respect for other people's experiences

Enrichment Ideas:

Read widely – read as many different genres (using the reading journal map) as possible

Read poetry

Write your own stories and poems – see if you can copy someone's style too

Assessment Criteria:

English Language

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature

AO2



Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

No Intervention tasks will be set in Strand 6

Year 8 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y9 STRAND 1 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

In this strand, students will study J.B. Priestley's *An Inspector Calls*. They will develop their understanding of the conventions of play scripts and explore Priestley's ideas. Students will be introduced to the critical evaluation question which forms a large part of the English Language GCSE

Assessed Tasks:

- Write the opening of a play (Teacher assessed)
- Speaking and Listening - courtroom drama
- Critical evaluation: 'We are all responsible for each other' (Inspector Act iii) Many critics believe this is the most important idea in the play. To what extent do you agree?

SMSC & British Values:

Explore the values, principles and beliefs which informed Priestley's writing

Develop an understanding of post-war British society.



Develop empathy, concern and compassion

Develop awareness and understanding of their own and others' beliefs.

Develop the ability to distinguish right from wrong.

Enrichment Ideas:

See a production of *An Inspector Calls*.

Watch detective programmes such as Poirot and Columbo

Read more detective fiction

Assessment Criteria:

English Language

AO4

Evaluate texts critically and support this with appropriate textual references

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

No Intervention tasks will be set in Strand 1

Year 9 Home Learning Expectations: English



| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y9 STRAND 2 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will watch and study Shakespeare's *Romeo and Juliet*, exploring plot characterisation and themes.

At the end of the unit, they will complete a GCSE style assessment on the play.

Assessed Tasks:

Writing to argue (AO5 and AO6):

'The Prince was too lenient with Montague and Capulet.' Write a letter to the Verona Gazette in which you argue for or against this statement.

Analysis of language in Act 2, Scene 2

GCSE literature question: Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as a good father.

SMSC & British Values:

Develop empathy, concern and compassion for characters

Develop awareness and understanding of their own and others' beliefs about familial relationships

Develop the ability to distinguish right from wrong and the impact of conflict

Enrichment Ideas:

Go to see a production of 'Romeo and Juliet' or watch West Side Story based on the play

Visit the Globe in London for a tour

Research Shakespeare



Watch the TED talk – Hip hop or Shakespeare?

Assessment Criteria:

English Language

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.



Intervention Tasks:

Students will be given one of the following tasks:

- Responding to a short piece of descriptive writing and using it to inspire their own description
- Worksheets to improve spelling, punctuation or grammar

Year 9 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will respond to a piece of literature and use it as a stimulus to improve their own creative writing Alternatively, students will be asked complete spelling, punctuation or grammar tasks to support their progress in English. |

Y9 STRAND 3 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read and study a range of literature with the thematic link, murder.

They will be introduced to the skills of critical evaluation, which is tested in GCSE English Language Paper One.

Assessed Tasks:

Critical Evaluation - A Year 9 student, having read 'Lamb to the Slaughter' said 'I can't decide whether Dahl presents Mary Maloney as a victim or a villain.' To what extent do you agree?

How is the extract from The Speckled Band structured to create tension?

Creative Response to Poetry

SMSC & British Values:



Distinguish right from wrong

Take responsibility for actions

Develop an appreciation of the intangible: truth, goodness, order

Understand the rule of law.

Enrichment Ideas:

Visit The Crime Museum

Read more of Roald Dahl's short stories.

Watch performance poetry

See a performance of 'The Mousetrap'

Read more detective fiction

Assessment Criteria:

English Language

A04

Evaluate texts critically and support this with appropriate textual references

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.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature

A01

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.



AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

- No Intervention tasks will be set in Strand 3

Year 9 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y9 STRAND 4 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read and study John Steinbeck's *Of Mice and Men*, exploring plot, characterisation, symbolism, themes and structure.

They will consolidate their understanding of descriptive writing, by studying Steinbeck's descriptions and will consciously use Steinbeck's vocabulary in their own writing.



Critical Evaluation will be revisited in this unit and at the end of the unit, student will complete a past GCSE question on the novella.

Assessed Tasks:

Description inspired by an image

Critical Evaluation: A Yr 9 student, having read this section of the text, said 'Steinbeck has really built suspense in this section. It made me really worried for Lennie'. To what extent do you agree?

Past GCSE literature question – Curley's wife

SMSC & British Values:

Develop empathy, concern and compassion for characters

Develop awareness and understanding of their own and others' beliefs about disability and the impact of racism

Develop the ability to explore the impact of migration on identity

Enrichment Ideas:

Examine Dorothea Lange's photographs taken during the Great Depression

See a production of *Of Mice and Men* if possible

Watch the film version of the novella with John Malkovich as Lennie

Assessment Criteria:

English Language

AO4

Evaluate texts critically and support this with appropriate textual references

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature



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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing.

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

Students will be given one of the following tasks:

- Responding to a short piece of descriptive writing and using it to inspire their own description

Worksheets to improve spelling, punctuation or grammar

Year 9 Home Learning Expectations: English

| | |
|---------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | <p>Students will respond to a piece of literature and use it as a stimulus to improve their own creative writing</p> <p>Alternatively, students will be asked complete spelling, punctuation or grammar tasks to support their progress in English.</p> |

Y9 STRAND 5 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

In this unit, students will read and study a range of short dystopian stories and extracts from dystopian novels. They will identify the key features of dystopian literature and use these to create their own short story. The faculty approach to narrative writing will be revisited in this unit.

Assessed Tasks:

Descriptive writing: opening of a dystopian story

Narrative writing: dystopian short story

SMSC & British Values:

Develop empathy, concern and compassion for characters

Develop awareness and understanding of their own and others' beliefs about how a healthy society should be governed

Develop the ability to question how power is enforced in society

Enrichment Ideas:

Read dystopian novels – follow the Dystrich Line in the Reading Journal

There are so many great films of dystopian fiction to watch: *The Maze Runner*, *The Hunger Games*, *Divergent*....

Assessment Criteria:

English Language

AO5



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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing. **Careers Links(CAEIG)**

Law, teaching, marketing, journalism, media.

Intervention Tasks:

- No Intervention tasks will be set in Strand 5

Year 9 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y9 STRAND 6 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will spend this unit preparing for the end of year exam – AQA English Language Paper One.

They will work through a sample paper, based on an extract from Suzanne Collins' *The Hunger Games*.

Assessed Tasks:

Language Paper One, Question 3 – How has the writer structured the text to interest you as a reader?



Language Paper One, Question 5 – descriptive or narrative writing

End of year examination

SMSC & British Values:

Develop empathy, concern and compassion for characters

Develop awareness and understanding of their own and others' beliefs about how a healthy society should be governed

Develop the ability to question how power is enforced in society

Enrichment Ideas:

Read dystopian novels – follow the Dystrict Line in the Reading Journal

There are so many great films of dystopian fiction to watch: *The Maze Runner*, *The Hunger Games*, *Divergent*....

Assessment Criteria:

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

AO5

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.



AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will develop their ability to communicate clearly in speech and writing

Careers Links(CAEIG)

Law, teaching, marketing, journalism, media.

Intervention Tasks:

- No Intervention tasks will be set in Strand 6

Year 9 Home Learning Expectations: English

| | |
|----------------------------------------|-------------------------------------------------------------------------------------|
| When/how will homework be set? | Students should complete 20 minutes of reading each day, recorded in their journal. |
| How long should each task take? | 20 minutes each day |
| Will this work be marked by a teacher? | Reading journals will be reviewed once a week |

Y10 STRAND 1 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read William Golding's *Lord of the Flies* and develop their understanding of plot, characters and themes.

Students will read a range of fiction texts, taken from sample English Language papers and consider writers' choices and their effects. They will apply this learning to their own creative writing.

Assessed Tasks:

- Description of setting as suggested by a picture
- Narrative writing – creating suspense
- Descriptive writing as suggested by a picture.

SMSC & British Values:



The rule of law and democracy.

Developing empathy

Challenging all that would constrain human spirit: aggression, greed, injustice, self-interest

Understanding the consequences of human behaviour.

Enrichment Ideas:

Read teenage dystopic fiction.

Watch teenage dystopic films

Read adventure stories such as *Coral Island*, *Robinson Crusoe*, *Swallows and Amazons*

Assessment Criteria:

English Language:

AO5

- 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.

AO6

- 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).

Literacy/Numeracy:

Developing vocabulary, sentence structure and clarity in creative writing. As well as improving accuracy of spelling and punctuation.

Careers Links(CAEIG)

Media, marketing, law, teaching.

Intervention Tasks:

Watch and make notes on revision videos on English Language Paper One, Section B:

https://www.youtube.com/watch?v=y26D_eBSuzU&t=0s&list=PLQE65hp6MwUq6099hTU4sGSHLVVKAcpdX&index=6

<https://www.youtube.com/watch?v=iaEJ-HVpl9g&t=0s&list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN&index=13>



https://www.youtube.com/watch?v=SfBYZZD_UzU&t=0s&list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN&index=14

<https://www.youtube.com/watch?v=9kNrgXdDhLc&t=0s&list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN&index=15>

Year 10 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Weekly revision of Lord of the Flies quiz on Quizlet |
| How long should each task take? | 45 minutes |
| Will this work be marked by a teacher? | No - teachers will track what revision has been completed on Quizlet |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will be asked to complete revision of English Language Paper 1 Section B skills using YouTube videos |

Y10 STRAND 2 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn to respond to literature questions about Lord of the Flies in preparation for an end of unit examination.

They will develop their understanding of characterisation, symbolism, (conch, glasses, the beast), the island, leadership, the beast, childhood innocence, civilisation and savagery, context – WW2 / Hiroshima / Cold War / biblical imagery / literary genre of children's adventure fiction / William Golding's life

Assessed Tasks:

- How does Golding present Piggy and ideas about common-sense in *Lord of the Flies*?
- In chapter 5 Jack states "Bollocks to the rules". How does Golding explore ideas of savagery and civilisation?
- Mock examination on *Lord of the Flies*

SMSC & British Values:

The rule of law and democracy.

Developing empathy

Challenging all that would constrain the human spirit: aggression, greed, injustice, self-interest



Consequences of human behaviour in history.

Enrichment Ideas:

Read teenage dystopic fiction.

Watch teenage dystopic films

Read adventure stories such as *Coral Island*, *Robinson Crusoe*, *Swallows and Amazons*

Assessment Criteria:

English Literature:

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will learn to express their ideas clearly and coherently. They will develop an understanding of symbolism and imagery.

Careers Links(CAEIG)

Media, advertising, law, teaching.

Intervention Tasks:

Watch and make notes on Mr. Bruff's YouTube videos on *Lord of the Flies*:

https://www.youtube.com/playlist?list=PLqGFsWf-P-cBluaxn4NS_hEJgrJrvXDT



Watch and make notes on Stacey Reay's YouTube videos on *Lord of the Flies*

<https://www.youtube.com/playlist?list=PLQE65hp6MwUqtVYp1DRMxUq6SFSNPJgJj>

Year 10 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Weekly revision of <i>Lord of the Flies</i> quiz on Quizlet |
| How long should each task take? | 45 minutes |
| Will this work be marked by a teacher? | No, but teachers will track what revision has been completed |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will be asked to complete extra revision on <i>Lord of the Flies</i> by watching YouTube videos about the novel |

Y10 STRAND 3 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will read a nineteenth century novel, either Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde* or Dickens' *A Christmas Carol*.

There will be a focus on point of view writing from across the nineteenth, twentieth and twenty-first centuries, identifying how writers use language and structural techniques to persuade. Students will then apply this learning in their own point of view writing. In addition, students will revise the features of a letter, speech and broadsheet newspaper article.

Assessed Tasks:

- A local newspaper commented: 'There are no facilities any more for local children to enjoy themselves and build happy memories: where are the parks, the pools, the playgrounds?' Write a letter to your local MP arguing that more should be done to improve facilities for children in your area
- 'Money cannot buy happiness'. Write a speech arguing for or against this statement.
- 'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.' Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

SMSC & British Values:

Through *The Strange Case of Dr. Jekyll and Mr. Hyde*, students will explore ideas of good and evil and the ethics of science.

Those studying *A Christmas Carol* will consider values of charity and generosity.



All students will consider the values and societal pressures of 19th century England.

Enrichment Ideas:

Jack the Ripper Walking Tour, London.

London Dungeons

Dickens Museum

Dickens Walking Tour

Foundling Museum

Assessment Criteria:

English Language:

AO5

- 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.

AO6

- 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).

Literacy/Numeracy:

Developing vocabulary, sentence structure and clarity in creative writing. Improving accuracy of spelling and punctuation.

Careers Links(CAEIG)

Media, marketing, law, teaching.

Intervention Tasks:

Revise point of view writing by watching and making notes on YouTube videos:

<https://www.youtube.com/watch?v=UEBXRnTCFs&t=0s&list=PLQE65hp6MwUp5mWyl94yUPkeIK-x3eydM&index=7>

<https://www.youtube.com/watch?v=8bhpgRzrs64&t=0s&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&index=14>



https://www.youtube.com/watch?v=aFVO7j_hV28&index=15&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&t=0s

<https://www.youtube.com/watch?v=AFbOEeHvKUs&index=16&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&t=0s>

<https://www.youtube.com/watch?v=sQDAS5saju8&index=18&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&t=0s>

<https://www.youtube.com/watch?v=mplU0ae9M0o&index=19&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&t=0s>

<https://www.youtube.com/watch?v=sPi5uawj2Ns&index=20&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&t=0s>

<https://www.youtube.com/watch?v=ZgWRnjq9kLo&index=21&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&t=0s>

<https://www.youtube.com/watch?v=mR3MobCnETo&index=22&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVq&t=0s>

Year 10 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Weekly revision of nineteenth century text and <i>Lord of the Flies</i> quizzes on Quizlet |
| How long should each task take? | 45 minutes |
| Will this work be marked by a teacher? | No - teachers will track what revision has been completed on Quizlet |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will be asked to complete revision of English Language Paper 1 Section B skills using YouTube videos |

Y10 STRAND 4 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will learn to respond to literature questions about the nineteenth century novel. in preparation for an end of unit examination.

They will develop their understanding of characterisation, symbolism, setting, narrative structure, context of nineteenth century England and writers' viewpoints.

Assessed Tasks:



Response to two GCSE style tasks, analysing an extract and considering how characters or themes are presented in the whole text.

Mock examination on the nineteenth century novel.

SMSC & British Values:

Through *The Strange Case of Dr. Jekyll and Mr. Hyde*, students will explore ideas of good and evil and the ethics of science.

Those studying *A Christmas Carol* will consider values of charity and generosity.

All students will learn about the values and societal pressures of 19th century England and how these shaped behaviour.

Enrichment Ideas:

Jack the Ripper Walking Tour, London.

London Dungeons

Dickens Museum

Dickens Walking Tour

Foundling Museum

Assessment Criteria:

English Literature:

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4



Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will learn to express their ideas clearly and coherently.

Careers Links(CAEIG)

Media, advertising, law, teaching.

Intervention Tasks:

Revise the nineteenth century novel by watching and making notes on these videos:

A Christmas Carol:

<https://www.youtube.com/playlist?list=PLQE65hp6MwUq0EXoFvoqI1LgkqEZn57IU>

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh>

<https://www.youtube.com/watch?v=W2sb4BUiFBs>

The Strange Case of Dr Jekyll and Mr Hyde:

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cD6Q25r3wSEIHP6JIU8UK-f>

<https://www.youtube.com/playlist?list=PLQE65hp6MwUrGHYD4beVIRr-AqLouL0Qz>

Year 10 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Weekly revision of nineteenth century novel and <i>Lord of the Flies</i> quizzes on Quizlet |
| How long should each task take? | 45 minutes |
| Will this work be marked by a teacher? | No, but teachers will track what revision has been completed |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will be asked to complete extra revision on <i>Lord of the Flies</i> by watching YouTube videos about the novel |

Y10 STRAND 5 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will watch and study Shakespeare's *Macbeth*, developing their understanding of characterisation, plot, imagery, themes, context and the significance of verse or prose.

Students will also work through English Language Paper 1 Section A in preparation for their end of year examination.

Assessed Tasks:

- Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.
- To what extent does Shakespeare present the witches as being to blame for the evil actions of Macbeth?
- How does Shakespeare present ideas about kingship in the play?

SMSC & British Values:

Students will explore ideas about ambition and leadership.

Students will understand how ideas of leadership have evolved since Tudor times.

Students will understand how ideas about gender have changed

Students will explore the culture and social hierarchy of Jacobean England

Enrichment Ideas:

Visit the Globe

Watch an outdoor Shakespeare production.

Watch a Shakespeare film.

Visit the Tower of London.

Assessment Criteria:

English Literature:

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.



AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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

Literacy/Numeracy:

Developing reading and comprehension skills.

Careers Links(CAIG)

Media, marketing, law, teaching.

Intervention Tasks:

Revise Macbeth by watching and making notes on the following videos:

https://www.youtube.com/playlist?list=PLuCC5NXU2PWayWHw-nWN_-EbPs7Sv_iU1

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cMpq89C0yaU5scvuYiIKuL>



<https://www.youtube.com/watch?v=OJAVOrS7Sec&list=PLQE65hp6MwUow497ZCodoHZ-12m51jGLr>

Year 10 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Weekly revision of <i>Macbeth</i> , nineteenth century novel and <i>Lord of the Flies</i> quizzes on Quizlet |
| How long should each task take? | 45 minutes |
| Will this work be marked by a teacher? | No - teachers will track what revision has been completed on Quizlet |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will be asked to complete revision of <i>Macbeth</i> using YouTube videos |

Y10 STRAND 6 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will revise *Macbeth* and *Lord of the Flies* in preparation for the end of year examination.

Students will revise the skills tested in English Language Paper One.

Students will also prepare for and complete the spoken language component of the GCSE course. **Assessed Tasks:**

- End of Year examination – English Language Paper One
- End of Year examination – English Literature (*Macbeth* and *Lord of the Flies*)
- Spoken Language Assessment present ideas about kingship in the play?

SMSC & British Values:

The rule of law and democracy. Ideas of good and evil, guilt and consequences of crimes.

Students will explore ideas about ambition and leadership.

Students will understand how ideas of leadership have evolved since Tudor times.

Students will understand how ideas about gender have changed

Enrichment Ideas:

Visit the Globe



Watch an outdoor Shakespeare production.

Watch a Shakespeare film.

Visit the Tower of London.

Assessment Criteria:

English Literature:

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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.



A04

Evaluate texts critically and support this with appropriate textual references

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.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literacy/Numeracy:

Students will learn to express their ideas clearly and coherently. They will develop an understanding of symbolism and imagery.

Careers Links(CAEIG)

Media, advertising, law, teaching.

Intervention Tasks:

Watch and make notes on Mr Bruff and Stacey Reay's revision videos on You Tube.

Use revision guides and workbooks to support revision.

Year 10 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Completion of Literature Revision pack over half term and in the weeks preceding the end of year examination |
| How long should each task take? | 1 hour |
| Will this work be marked by a teacher? | No. Teachers will review students' revision work which will be used to inform lessons after half-term. |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students additional revision will support them to prepare for the end of year examinations. |

Y11 STRAND 1 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will consolidate understanding of English Language Paper One, Section A

They will study eight of the fifteen poems from the AQA Power and Conflict anthology.

Assessed Tasks:

- Compare the ways poets present ideas about the effects of war in 'Poppies' and one other poem from 'Power and Conflict'.
- Compare the ways poets present the power of nature in 'Storm on the Island' and one other poem from 'Power and Conflict'.
- English Language Paper One, Section A

SMSC & British Values:

Develop personal responses to poetry. Explore writers' perspectives and inspiration

Deepen understanding of the effects of conflict and war and experience of conflict and war across history. Explore poetry from other cultures.

Enrichment Ideas:

Watch performance poetry on You Tube or at the Junction.

Read poetry for pleasure.

Watch documentaries about the poets on You Tube

Visit The Orchard and find out more about WW1 poets

Assessment Criteria:

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

English Literature:

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literacy/Numeracy:

Developing clarity of expression and breadth of vocabulary.

Careers Links(CAEIG)

Media, marketing, law, teaching.

Intervention Tasks:

Complete activities from the Poetry Menu

Year 11 Home Learning Expectations: English

| | |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>When/how will homework be set?</p> | <p>Weekly interleaved revision of poetry, <i>Lord of the Flies</i>, <i>nineteenth century novel</i> and <i>Macbeth</i> on Quizlet. Over half-term, students will work through a revision pack in preparation for their mock literature exam.</p> |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>How long should each task take?</p> | <p>45 minutes – Quizlet 1 hour – revision pack</p> |
| <p>Will this work be marked by a teacher?</p> | <p>No. Teachers will review students’ progress on Quizlet</p> |
| <p>How will Home Learning/ intervention tasks be used if a student is underachieving ?</p> | <p>Students will develop their knowledge and understanding of the poems studied in this unit.</p> |

Y11 STRAND 2 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Students will consolidate their knowledge and understanding of English Language Paper One and revise Macbeth and the nineteenth century novel, in preparation for their mock examinations.

After the mocks, students will study the remaining seven poems from ‘Power and Conflict’.

Assessed Tasks:

- English Language Paper One mock examination
- English Literature Paper One mock examination

SMSC & British Values:

Develop personal responses to poetry. Explore writers’ perspectives.

Deepen understanding of the effects of conflict and war and experience of conflict and war across history.

Enrichment Ideas:

Watch performance poetry on You Tube or at the Junction.

Read poetry for pleasure.

Visit The Orchard and find out more about WW1 poets



Go to The Imperial War Museum.

Visit Bletchley Park.

Assessment Criteria:

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

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature:

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.



AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literacy/Numeracy:

Developing clarity of expression and breadth of vocabulary. Developing understanding of writers' choices.

Careers Links(CAEIG)

Media, marketing, law, teaching.

Intervention Tasks:

Complete activities from the Poetry Menu

Year 11 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Weekly interleaved revision of poetry, <i>Lord of the Flies</i> , nineteenth century novel and <i>Macbeth</i> on Quizlet. |
| How long should each task take? | 45 minutes |
| Will this work be marked by a teacher? | No. Teachers will review students' progress on Quizlet |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will develop their knowledge and understanding of the poems studied in this unit. |

Y11 STRAND 3 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:



Revision of English Literature Paper Two – *Lord of the Flies* and Poetry.

Revision of English Language Paper Two skills – responding to non-fiction texts and point of view writing.

Assessed Tasks:

- English Language Paper Two, June 2017, Section A
- English Language Paper Two, June 2017, Section B
- Compare how poets present conflict in *Checking Out My History* and one other poem from Power and Conflict

SMSC & British Values:

Develop personal responses to poetry. Explore writers' perspectives. The rule of law and democracy. Poetry from other cultures.

Enrichment Ideas:

Read newspapers.

Read fiction and non-fiction.

Watch Macbeth

Assessment Criteria:

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

AO5



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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature:

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literacy/Numeracy:

Developing clarity of expression and breadth of vocabulary. Developing understanding of writers' choices.

Careers Links(CAEIG)

Media, marketing, law, teaching.

Intervention Tasks:

Use the IVC English website to revise for your upcoming mock examinations on English Language Paper Two

<https://ivcgceenglish.wordpress.com/english-language-paper-2/>



Complete activities from the Take-Away Menus for *Macbeth*, *Jekyll and Hyde*, *A Christmas Carol* and *Poetry of Power and Conflict*.

Year 11 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Weeks 1 and 2 – students will work through English Language paper two – AQA specimen – Mining. Weeks 3 – 6 – students will work through revision packs. |
| How long should each task take? | 1 hour |
| Will this work be marked by a teacher? | No. Teachers will review students' progress in class. |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will develop their knowledge and understanding of the <i>Lord of the flies</i> , poetry and English Language Paper Two. |

Y11 STRAND 4 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Interleaved revision of *Macbeth*, the nineteenth-century novel, *Lord of the Flies*, poetry and English Language skills.

Assessed Tasks:

- Mock examination – English Language Paper Two
- Mock examination – English Literature Paper Two

SMSC & British Values:

Develop personal responses to poetry. Explore writers' perspectives. The rule of law and democracy. Poetry from other cultures

Enrichment Ideas:

Read newspapers.

Read fiction and non-fiction.

Watch *Macbeth*.

Assessment Criteria:



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

AO5

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.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature:

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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.



A03

Show understanding of the relationships between texts and the contexts in which they were written.

A04

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literacy/Numeracy:

Developing clarity of expression and breadth of vocabulary. Developing understanding of writers' choices.

Careers Links(CAEIG)

Media, marketing, law, teaching.

Intervention Tasks:

Use the resources on the IVC English website to support your revision:

<https://ivcgceenglish.wordpress.com/>

Year 11 Home Learning Expectations: English

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| When/how will homework be set? | Revision pack followed by English Language Paper 2 |
| How long should each task take? | 1 hour |
| Will this work be marked by a teacher? | No. Teachers will review students' progress in class. |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will develop their knowledge and understanding of all aspects of the GCSE examinations. |

Y11 STRAND 5 IVC ENGLISH CURRICULUM OVERVIEW

Key Content/Topics:

Interleaved revision of Macbeth, the nineteenth-century novel, Lord of the Flies, poetry and English Language skills.



Assessed Tasks:

- Starting with this moment in the play, explore how Shakespeare presents the marriage between Macbeth and Lady Macbeth.
- What does Golding have to say about civilisation and savagery in *Lord of the Flies*
- Comparison of *Woman Work* and *Overheard in County Sligo*

SMSC & British Values:

Develop personal responses to poetry. Explore writers' perspectives. The rule of law and democracy. Poetry from other cultures.

Enrichment Ideas:

Read newspapers.

Read fiction and non-fiction.

Watch Macbeth.

Assessment Criteria:**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

AO5

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.



AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Literature:**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.

AO2

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

Show understanding of the relationships between texts and the contexts in which they were written.

AO4

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literacy/Numeracy:

Developing clarity of expression and breadth of vocabulary. Developing understanding of writers' choices.

Careers Links(CAEIG)

Media, marketing, law, teaching.

Intervention Tasks:

Use the resources on the IVC English website to support your revision:

<https://ivcgceenglish.wordpress.com/>

Year 11 Home Learning Expectations: English

| | |
|---------------------------------------|----------------------|
| When/how will homework be set? | Revision pack |
|---------------------------------------|----------------------|

| | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| How long should each task take? | 1 hour |
| Will this work be marked by a teacher? | No. Teachers will review students' progress in class. |
| How will Home Learning/ intervention tasks be used if a student is underachieving? | Students will develop their knowledge and understanding of all aspects of the GCSE examinations. |