



English Key Stage 4 Curriculum Overview

Key Stage 4 English Curriculum Overview

Y10	<div> <div>←</div> <div>Week 1</div> <div>→</div> <div>Week 39</div> </div>					
Topic	<i>Blood Brothers and Transactional writing</i>	<i>A Christmas Carol and Component 1 Section A (reading)</i>	<i>Narrative Writing and War Poetry</i>	<i>Component 1 Section A and Love Poetry</i>	<i>Macbeth (students absent for 1 week due to work experience)</i>	<i>Transactional Writing (spoken language within this) and Nature Poetry</i>
Key Knowledge, Skills & Understanding	<p><u>Blood Brothers and A Christmas Carol</u></p> <p>*Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</p> <ul style="list-style-type: none"> • Accurate Standard English: accurate spelling, punctuation and grammar. • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text 		<p><u>Narrative Writing</u></p> <p>*Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text.</p> <p><u>Component 1 Section A Reading</u></p> <p>*Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different</p>		<p><u>Macbeth</u></p> <p>*Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</p> <ul style="list-style-type: none"> • Accurate Standard English: accurate spelling, punctuation and grammar. • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text 	

Transactional Writing

*Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text

*Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)

Component 1 Section A Reading

*Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text

* Summary and synthesis: identifying the main theme or themes; summarising ideas and

responses to a text

* Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text

*Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

War and Love Poetry

literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events

• critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text

• evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)

Transactional Writing

*Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text

*Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)

Spoken Language

*Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches

*Respond to spoken language: listening to and responding appropriately to any questions and feedback

* Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

Nature Poetry

*literal and inferential comprehension: understanding a word, phrase or sentence in


	<p>information from a single text; synthesising from more than one text</p> <p>*Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text</p>	<ul style="list-style-type: none">• comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above. <p>Writing</p> <ul style="list-style-type: none">• producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references• accurate Standard English: accurate spelling, punctuation and grammar.	<p>context; exploring aspects of plot, characterisation, events and settings;</p> <p>distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events</p> <ul style="list-style-type: none">• critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text• evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)• comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above. <p>Writing</p> <ul style="list-style-type: none">• producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and
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						<p>emphasising key points; using relevant quotation and using detailed textual references</p> <ul style="list-style-type: none"> • accurate Standard English: accurate spelling, punctuation and grammar.
Prior Knowledge	<p>The specification builds on subject content which is taught at key stage 3 (see KS3 curriculum overviews) and provides a suitable foundation for the study of English literature and English language at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>					
Links to the WJEC EDUQAS specification Language/ literature	<p><u>Transactional writing</u> COMP 2 Section B (30%) – Writing (40 marks) This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of</p>	<p><u>A Christmas Carol</u> Section B (20%) 19th Century Prose (40 marks) This assessment will test, through a source based response, knowledge and understanding of the 19th century prose novel. Learners will be expected to comment upon the context of the prose text, the language,</p>	<p><u>Narrative Writing</u> Section B (20%) – Prose Writing (40 marks) This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This</p>	<p><u>Component 1 Section A Reading</u> Section A (30%) – Reading (40 marks) This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include,</p>	<p><u>Macbeth</u> Section A (20%) Shakespeare This assessment will test, through one extract-based question and one essay question on the text as a whole, knowledge and understanding of a Shakespeare text. Learners will be expected to comment on Shakespeare’s use of</p>	<p><u>Transactional writing</u> COMP 2 Section B (30%) – Writing (40 marks) This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of</p>

	<p>audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc. This section assesses AO5 and AO6.</p> <p><u>Blood Brothers</u> Section A (20%) Post 1914 Prose/Drama (40 marks) This assessment will test, through a source based response, knowledge and understanding of the post-1914 prose/drama text. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar</p>	<p>structure and form of the text and key themes, characters and ideas within the text. Section B assesses AO1, AO2 and AO3.</p> <p><u>Component 1 Section A (reading)</u> Section A (30%) – Reading (40 marks) This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4.</p>	<p>response should be a narrative / recount. Candidates who write purely descriptively, or use a form other than that specified, such as poetry or drama, will not be able to access the full mark range as shown in the assessment criteria. This section assesses AO5 and AO6.</p> <p><u>War Poetry</u> Section B (20%) Poetry 1789 to the present day (40 marks) This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of</p>	<p>but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4</p> <p><u>Love Poetry</u> Section B (20%) Poetry 1789 to the present day (40 marks) This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of</p>	<p>language, structure and form and show an understanding of key themes, characters and ideas within the text. This section will also test learners' spelling, punctuation and grammar. Section A assesses AO1, AO2 and AO4.</p>	<p>audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc. This section assesses AO5 and AO6.</p> <p><u>Nature Poetry</u> Section B (20%) Poetry 1789 to the present day (40 marks) This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of each poem, its content and</p>
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			<p>each poem, its content and key ideas, and the poets' use of language, structure and form. Learners must study all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed to introduce learners to the rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways. Section B assesses AO1, AO2 and AO3.</p>	<p>each poem, its content and key ideas, and the poets' use of language, structure and form. Learners must study all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed to introduce learners to the rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways. Section B assesses AO1, AO2 and AO3.</p>		<p>key ideas, and the poets' use of language, structure and form. Learners must study all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed to introduce learners to the rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways. Section B assesses AO1, AO2 and AO3.</p> <p><u>Spoken Language</u></p> <p>Candidates will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech. Standard English should be a feature of all parts of the candidates' work in this component. This</p>
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						<p>component assesses AO7, AO8 and AO9. Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.</p>
<p>Assessments</p>	<p>Component assessment- Blood Brothers: How is the character of Mickey presented at the beginning of the play? Composite- Full exploding essay on character.</p>	<p>Component assessment: A Christmas Carol: How is the character of Scrooge presented at the beginning of the play? Composite: Full exploding essay on character</p>	<p>Composite: opening paragraphs of the narrative Component : Full narrative</p>	<p>Component : 10 mark answer Composite: Full component 1 section A paper</p>	<p>Component : Extract question Composite: Essay question</p>	<p>Component 1: Speech Composite: Spoken language assessment Poetry assessment – end of year literature exam</p>

Y11	Week 1  Week 39			
Topic	<i>Component 2 Section A and Section B (transactional writing)</i> <i>Blood Brothers</i>	<i>A Christmas Carol</i> <i>Narrative Writing</i>	<i>Component 1 Section A</i> <i>Transactional Writing</i> <i>Unseen Poetry</i> <i>Macbeth</i>	<i>Poetry Anthology</i> <i>A Christmas Carol</i> <i>Blood Brothers</i> <i>Component 1 Section A</i> <i>Narrative Writing</i> <i>'Lesson by Lesson'</i> <i>All elements of language and literature revisited during Summer 1</i>
Key Knowledge, Skills & Understanding	<p><u>Blood Brothers and A Christmas Carol</u></p> <p>*Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</p> <ul style="list-style-type: none"> • Accurate Standard English: accurate spelling, punctuation and grammar. • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of 		<p><u>Narrative Writing</u></p> <p>*Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text.</p> <p><u>Component 1 Section A Reading</u></p> <p>*Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text</p> <p>* Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text</p> <p>*Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar</p>	

writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text

Transactional Writing

*Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text

*Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)

Component 2 Section A Reading

*Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different

contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

Unseen Poetry/Poetry Anthology

literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events

- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features:

analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)

- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

Writing

- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- accurate Standard English: accurate spelling, punctuation and grammar.

Blood Brothers, A Christmas Carol and Macbeth

*Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references

- Accurate Standard English: accurate spelling, punctuation and grammar.

	<p>responses to a text</p> <ul style="list-style-type: none"> * Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text * Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text * Comparing texts: comparing two or more texts critically with respect to the above. <p><u>Narrative Writing</u></p> <ul style="list-style-type: none"> * Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text. 	<ul style="list-style-type: none"> • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text <p><u>Transactional Writing</u></p> <ul style="list-style-type: none"> * Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text * Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)
Prior Knowledge	<p>The specification builds on subject content which is taught at key stage 3 (see KS3 curriculum overviews) and provides a suitable foundation for the study of English literature and English language at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>	

<p>Links to the WJEC EDUQAS specification Language/ literature</p>	<p><u>Transactional writing</u> COMP 2 Section B (30%) – Writing (40 marks) This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc. This section assesses AO5 and AO6.</p> <p><u>Blood Brothers</u> Section A (20%) Post 1914 Prose/Drama (40 marks) This assessment will test, through a source based response, knowledge and understanding of the post-1914 prose/drama text. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar</p> <p><u>A Christmas Carol</u> Section B (20%) 19th Century Prose (40 marks) This assessment will test, through a source based response, knowledge and understanding of the 19th century prose novel. Learners will be expected to comment upon the context of the prose text, the language, structure and form of the text and key themes, characters and ideas within the text. Section B assesses AO1, AO2 and AO3.</p> <p><u>Component 1 Section A (reading)</u> Section A (30%) – Reading (40 marks) This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4.</p> <p><u>Narrative Writing</u> Section B (20%) – Prose Writing (40 marks) This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response should be a narrative / recount. Candidates who write purely descriptively, or use a form other than that specified, such as poetry or drama, will not be able to access the full mark range as shown in the assessment</p>
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criteria. This section assesses AO5 and AO6.

Poetry Anthology

Section B (20%) Poetry 1789 to the present day (40 marks)

This assessment will test knowledge and understanding of poetry from 1789 to the present day.

Learners will be assessed on two poems from the WJEC Eduqas Poetry

Anthology. In the first question, learners will be asked to write about a specified poem.

In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first.

Learners will be expected to consider the context of each poem, its content and key ideas, and the poets' use of language, structure and form.

Learners must study all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poetry and is designed

to introduce learners to the rich heritage of poetry across centuries as well as illustrating how poets explore similar themes in different ways.

Section B assesses AO1, AO2 and AO3.

Unseen Poetry

Section C (20%) Unseen Poetry (40 marks)

This assessment will ask learners to consider two unseen poems from the 20th and/or 21st centuries. In the first question, learners will be asked to write about a previously unseen poem. In the second question, learners will be asked to write about a second previously unseen poem, and compare it to the first.

Learners will be expected to consider the content and key ideas of each poem, and the poets' use of language, structure and form.

Section C assesses AO1 and AO2.

Component 1 Section A Reading

Section A (30%) – Reading (40 marks)

This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4

Macbeth

Section A (20%) Shakespeare

This assessment will test, through one extract-based question and one essay question

	<p>on the text as a whole, knowledge and understanding of a Shakespeare text. Learners will be expected to comment on Shakespeare’s use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This section will also test learners' spelling, punctuation and grammar. Section A assesses AO1, AO2 and AO4.</p> <p><u>Component 2 Section A Reading</u> Section A (30%) – Reading (40 marks) This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4.</p>				
Assessments	<p>Autumn 1 Component assessment- Q5 and Q6 reading paper</p> <p>Composite assessment: Transactional writing task/ live mark Blood Brothers essay</p>	<p>Autumn 2 MOCK EXAM Language: Component 2 Section A and Section B</p> <p>Literature: Blood Brothers Exploding Essay</p>	<p>Spring 1 Component assessment: Comp 1 Section A 10 mark question Composite Full Comp 1 Section A reading paper</p>	<p>Spring 2 MOCK EXAMS: Language : Component 1 Section A and Section B Literature: Macbeth and Poetry anthology</p>	<p>Summer 1 Composite: Transactional writing x2 in one hour /A Christmas Carol essay paragraphs</p> <p>Component: Narrative /A Christmas Carol full essay</p> <p>*Minimum- teachers will mark more than above during summer 1 – this is dependent on the class targets</p>