

## Queen Katharine Academy English Department KS5 Curriculum Overview 2023-24

	<u>Autumn term (1-14 weeks)</u>	<u>Spring term (Weeks 14-26)</u>	<u>Summer term (Weeks 27-39)</u>
<b>Year 12</b> <b>Lang AS</b> <b>Level</b>	<p><b>Theme: Textual Variations and Representations</b></p> <p><b>Autumn 1 (7 weeks)</b>  <b>Language:</b> Grammar, modes, lexis and semantics as well as genre  <b>Knowledge:</b> Audience and purpose – the importance of context; words and meaning; introduction to grammar analysis  <b>Skills:</b> Direction of texts – discourse structures; hidden meanings: pragmatics.  <b>Assessment:</b> Weekly analysis of textual extracts chosen independently by the students themselves. Methods of language analysis are integrated into the activities.</p> <p><b>Autumn 2 (7 weeks)</b>  <b>Language:</b> How does language link to representation?  <b>Knowledge:</b> Terrorism in the media; politicians in the media; telling stories – historical moments through language; the language of sexuality; the language of Apple and elite brands  <b>Skills:</b> Analysis of representation in language via a variety of texts; Paper 1 practice  <b>Assessment:</b> Written mock exam 1hour 30 mins – Paper 1 – two texts, linked by topic or theme. ‘Language and the Individual’  Q1 – A question requiring analysis of one text (25 marks)  Q2 – A question requiring analysis of a second text (25 marks)  Q3 – A question requiring comparison of the two texts (20 marks)</p>	<p><b>Theme: Language diversity</b></p> <p><b>Spring 1 (6 weeks)</b>  <b>Language:</b> The link between language and diversity  <b>Knowledge:</b> Accents of the British Isles – attitudes to variation and formal variation; introduction to language and social groups; introduction to language and gender; introduction to language and occupation  <b>Skills:</b> Putting into practice analysis of language variations and diversity  <b>Assessment:</b> Weekly analysis of textual extracts and transcriptions chosen independently by the students themselves.</p> <p><b>Spring 2 (6 weeks)</b>  <b>Language:</b> Continuing the link between language and diversity  <b>Knowledge:</b> Moving on – language and social groups; moving on – language and gender; moving on – language and occupation  <b>Skills:</b> Continue to develop skills in analysis from Autumn as well as Spring 1  <b>Assessment:</b> Directed writing week – models, personal styles and GAP (Genre, Audience, Purpose)  <b>Final mock exam: Paper 1 as detailed in Autumn 2 and Paper 2 as follows:</b>  ‘Language varieties’ – 1 hour 30 mins  Section A – Language diversity – A discursive essay on language diversity, with a choice of two topics (30 marks)  Section B – Language discourses – A directed writing task on attitudes to language (40 marks)  <b>REAL LIFE:</b> Fulfilment of PTI objective whereby KS5 group are enriched by FE experience be it a trip, visit or online immersive experience</p>	<p><b>Theme: Revision, Reflection and Target Setting</b></p> <p><b>Summer 1 (6 weeks)</b>  <b>Language:</b> Revision of all aspects  <b>Knowledge:</b> Frameworks; representation; diversity; analysing data; directed writing  <b>Skills:</b> as above  <b>Assessment:</b> External AQA GCE AS Level 7701</p> <p><b>Summer 2 (6 weeks)</b>  <b>Language: NEA (worth 20% of A level)</b>  <b>Knowledge:</b> Structure and content required of the NEA  <b>Skills:</b> Original writing; commentary; investigative piece; methods of language analysis are integrated into the activities  <b>Assessment:</b> Weekly review of student data analysis and original writing by the teachers responsible for each piece of coursework  100 marks  3,500 words total  Investigative piece 2,000 words excluding data  Original writing and commentary 1,500 words  Assessed by teachers and moderated by AQA</p>

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<p><b>Year 13</b></p> <p><b>Lang A level</b></p>	<p><b>Theme: Language development of children; language Change and Attitudes to Language Change</b></p> <p><b>Autumn 1 (7 weeks)</b>  <b>Language:</b> Why do we speak?  <b>Knowledge:</b> Acquiring the sounds of a language (phonology); words and meanings (lexis and semantics); social meaning and structure (discourse and pragmatics);  <b>Skills:</b> Analysing data – social meaning and structure, as well as written language; learning to read  <b>Theories:</b> Theoretical approaches to child language and handwriting  <b>Assessment:</b> Mock exam question – Child Language Acquisition            Section B of Paper 1 – a discursive essay on children’s language development with a choice of two questions where the data provided will focus upon spoken, written or multimodal language (30 marks)</p> <p><b>Autumn 2 (7 weeks)</b>  <b>Language:</b> Introduction – Why does language change?  <b>Knowledge:</b> Attitudes to language change; the origins of English; lexical and semantic change  <b>Skills:</b> Standardisation and grammatical change; orthographical change  <b>Theories:</b> Theoretical approaches to language change  <b>Assessment:</b> Mock exam question – language change            Section A of Paper 2            An evaluative essay on language change (30 marks)</p>	<p><b>Theme: Language Change and Attitudes to Language Change continued; International Varieties of English</b></p> <p><b>Spring 1 (6 weeks)</b>  <b>Language:</b> Whose language is it anyway? English around the world  <b>Knowledge:</b> English but not English – Pidgin and Creole  <b>Skills:</b> Identifying attitudes to varieties of English around the world; identifying actual varieties of English from around the world  <b>Theories:</b> How may we theorise about English around the world?  <b>Assessment:</b> Mock exam question – Global English</p> <p><b>SUBMISSION OF NEA COURSEWORK – IN READINESS FOR ONLINE MARKS ENTRY AND MAY DEADLINE</b></p> <p><b>Spring 2 (6 weeks)</b>  <b>Language:</b> Revision of all aspects of AQA A2 7702 A level GCE English Language  <b>Knowledge:</b> As stated  <b>Skills:</b> Exam practice  <b>Theories:</b> As stated  <b>Assessment:</b> Paper 1 and Paper 2 practice marked weekly with feedback given in readiness for the external examinations</p> <p><b>REAL LIFE:</b> Students to experience an immersive FE event in order to fulfil PTI objective</p>	<p><b>Theme: REVISION</b>  <b>Summer (12 weeks)</b>            Revision and examination skills practice up until the external examinations  <b>Paper 1:</b> Language, the individual and society  <b>What’s assessed:</b></p> <ul style="list-style-type: none"> <li>• Textual variations and representations</li> <li>• Children’s language development (0 -11 years)</li> <li>• Methods of language analysis are integrated into the activities</li> </ul> <p><b>Assessment</b>            Written exam – 2hrs 30 mins; 100 marks (40%)            Questions:  <b>Section A</b> Textual Variations and Representations – 2 texts, one contemporary and one older text linked by topic or theme            3 questions, requiring analysis of each text plus comparison of the two (25 marks x2, 20 x1)  <b>Section B</b> – CLD discursive essay (30 marks)</p> <p><b>Paper 2: Language diversity and change</b>            What’s assessed: Language diversity and change, Language discourses, Writing skills and Methods of language analysis incorporated  <b>Section A</b> – Diversity and change            One question from a choice of two – either an evaluative essay on language diversity (30 marks) OR an evaluative essay on language change (30 marks)  <b>Section B</b> – Two texts about a topic linked to the study of diversity and change</p> <ul style="list-style-type: none"> <li>• Analysis of textual language use (40 marks)</li> <li>• Directed writing task (30 marks)</li> </ul> <p><b>Assessment:</b> Written exam – 2hrs 30 mins; 100 marks; 40% of A level</p>
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<p><b>Yr 12</b> <b>Lit</b> <b>Teacher</b> <b>A –</b> <b>Drama</b></p> <p><b>Mrs</b> <b>Stratton</b></p>	<p><b>Theme: The Comedy Genre &amp; Shakespeare</b></p> <p><b>Autumn 1 (7 weeks) &amp; Autumn 2 (7 weeks)</b> <b>Literature:</b> Taming of the Shrew <b>Knowledge:</b> Introduction to genre. Contextual factors; different interpretations; imagery; importance of genre <b>Skills:</b> Common features of genre and aspects of representation; contextual/social/gender. Analysis of text for dramatic structure, stagecraft, language, speech, and characterisation <b>Theories:</b> Key theorists researched; discuss merits/disadvantages <b>Assessment:</b> AQA 7716, Paper 1B, Section A: The Taming of the Shrew question.</p>	<p><b>Theme: The Comedy Genre in Drama - Shakespeare &amp; Wilde.</b></p> <p><b>Spring 1 (6 weeks)</b> – Continue and finish The Taming of the Shrew.</p> <p><b>Spring 2 (6 weeks)</b> <b>Literature:</b> The Importance of Being Ernest <b>Knowledge:</b> Introduction to genre, Analyse set text for subject matter; voice; attitudes and ideas; dramatic structure; imagery. <b>Skills:</b> Common features of genre and aspects of representation; contextual/social/gender – connect with representation of elements in secondary reading. Confident participation in discussion and debate in this area; coherent written expression. <b>Theories:</b> Applying theories and ideas to critiques; consider critical views of the set text to engage with possible other interpretations <b>Assessment:</b> AQA 7716, Paper 1B, Section B: The Importance of Being Ernest.</p>	<p><b>Theme: The Comedy of Wilde &amp; Theory and Independence</b></p> <p><b>Summer 1 (6 weeks)</b> - Continue &amp; finish The Importance of Being Ernest.</p> <p><b>Summer 2 (6 weeks)</b> <b>Focus:</b> Exploration of theories in Prose. <b>Knowledge:</b> Authorial methods; contextual factors; different interpretations; appropriate choices <b>Skills:</b> Links and differences; elements of chosen genre; address AOs and model answers <b>Theories:</b> Relevant theorists; secondary reading <b>Assessment:</b> Annotation of exemplar scripts; paired writing of responses before individual responses written</p>
<p><b>Yr 12</b> <b>Lit</b> <b>Teacher</b> <b>B –</b> <b>Prose</b></p> <p><b>Mrs</b> <b>Howard</b></p>	<p><b>Theme: Pre- 1900 Prose &amp; Theory application</b></p> <p><b>Autumn 1 (7 weeks) &amp; Autumn 2 (7 weeks)</b> <b>Literature:</b> Emma <b>Knowledge:</b> Introduction to genre; authorial methods; Contextual factors; different interpretations; imagery; importance of genre <b>Skills:</b> Analysis of text for structure; language; characterisation. Analysis of text for prose structure, manners, language, speech, and characterisation <b>Theories:</b> Research of key theorists; consider critical views. TV/film adaptations considered alongside critical theorists <b>Assessment:</b> AQA 7716, Paper 2B, Section B: Emma</p>	<p><b>Theme: Pre-1900 Prose &amp; Theory application</b></p> <p><b>Spring 1 (6 weeks) &amp; Spring 2 (6 weeks).</b> <b>Literature:</b> Emma <b>Knowledge:</b> Introduction to genre; authorial methods; Contextual factors; different interpretations; imagery; importance of genre <b>Skills:</b> Analysis of text for structure; language; characterisation. Analysis of text for prose structure, manners, language, speech, and characterisation <b>Theories:</b> Research of key theorists; consider critical views. TV/film adaptations considered alongside critical theorists <b>Assessment:</b> AQA 7716, Paper 2B, Section B: Emma</p>	<p><b>Theme: Pre 1900 Prose &amp; Theory and independence</b></p> <p><b>Summer 1 (6 weeks)</b> – Continue and finish Emma</p> <p><b>Summer 2 (6 weeks)</b> <b>Focus:</b> Exploration of theories in Prose. <b>Knowledge:</b> Authorial methods; contextual factors; different interpretations; appropriate choices <b>Skills:</b> Links and differences; elements of chosen genre; address AOs and model answers <b>Theories:</b> Relevant theorists; secondary reading <b>Assessment:</b> Annotation of exemplar scripts; paired writing of responses before individual responses written</p>
<p><b>Yr 12</b> <b>Lit</b> <b>Teacher</b> <b>B –</b> <b>Poetry</b></p> <p><b>Mr</b> <b>Perry</b></p>	<p><b>Theme: Comedy Anthology Poetry &amp; Theory application</b></p> <p><b>Autumn 1 (7 weeks) &amp; Autumn 2 (7 weeks)</b> <b>Literature:</b> Comedy Anthology Poetry <b>Knowledge:</b> Introduction to genre; authorial methods; Contextual factors; different interpretations; imagery; importance of genre, linking poems. <b>Skills:</b> Analysis of text for structure; language and form. Analysis of poems for structure, language, voice, and form. Comparison analysis skills/ <b>Theories:</b> Research of key theorists; consider critical views. <b>Assessment:</b> AQA 7716, Paper 2B, Section A: Anthology Poetry</p>	<p><b>Theme: Comedy Anthology Poetry &amp; Pre-1900 Poetry.</b></p> <p><b>Spring 1 (6 weeks)</b> – Continue Comedy Anthology Poetry <b>Spring 2 (6 weeks)</b> <b>Literature:</b> Songs of Innocence and Experience. <b>Knowledge:</b> Introduction to genre; authorial methods; Contextual factors; different interpretations; imagery; importance of genre, linking poems. <b>Skills:</b> Analysis of text for structure; language and form. Analysis of poems for structure, language, voice, and form. Comparison analysis skills/ <b>Theories:</b> Research of key theorists; consider critical views. <b>Assessment:</b> AQA 7716, Paper 2B, Section A: Anthology Poetry</p>	<p><b>Theme: Pre-1900 Poetry &amp; Theory and independence</b></p> <p><b>Summer 1 (6 weeks)</b> – Songs of Innocence &amp; Experience. <b>Summer 2 (6 weeks)</b> <b>Focus:</b> Exploration of theories in Poetry <b>Knowledge:</b> Authorial methods; contextual factors; different interpretations; appropriate choices, imagery; importance of genre, linking poems <b>Skills:</b> Links and differences; elements of chosen genre; address AOs and model answers <b>Theories:</b> Relevant theorists; secondary reading <b>Assessment:</b> Annotation of exemplar scripts; paired writing of responses before individual responses written</p>

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<p><b>Yr 13</b> <b>Lit</b> <b>Teacher</b> <b>A – 4L</b></p> <p><b>Mrs</b> <b>Stratton</b></p>	<p><b>Theme: Social &amp; Political writing &amp; Prose NEA</b></p> <p><b>Autumn 1 (7 weeks) &amp; Autumn 2 (7 weeks)</b>  <b>Literature:</b> The Handmaids Tale  <b>Knowledge:</b> Introduction to genre; authorial methods; Contextual factors; different interpretations; imagery; importance of genre  <b>Skills:</b> Analysis of text for structure; language; characterisation. Analysis of text for prose structure, manners, language, speech, and characterisation  <b>Theories:</b> Research of key theorists; consider critical views. TV/film adaptations considered alongside critical theorists</p> <p><b>Assessments:</b> Each term complete a year 12 content assessment &amp; a year 13 content assessment.</p> <p><b>Yr12:</b> AQA 7717, Paper 1B, Section C: Compare Emma &amp; The Importance of Being Ernest</p> <p><b>Yr13:</b> AQA 7717, Paper 2B: Section B: The Handmaid's Tale</p>	<p><b>Theme: Social &amp; Political &amp; Pre-1900 Poetry</b></p> <p><b>Spring 1 (6 weeks)</b> – Continue &amp; finish The Handmaids Tale.</p> <p><b>Spring 2 (6 weeks).</b>  <b>Literature:</b> Songs of Innocence and Experience.  <b>Knowledge:</b> Introduction to genre; authorial methods; Contextual factors; different interpretations; imagery; importance of genre, linking poems.  <b>Skills:</b> Analysis of text for structure; language and form. Analysis of poems for structure, language, voice, and form. Comparison analysis skills/  <b>Theories:</b> Research of key theorists; consider critical views.</p> <p><b>Assessments:</b> Each term complete a year 12 content assessment &amp; a year 13 content assessment.</p> <p><b>Yr12:</b> AQA 7717, Paper 1B, Section C: Compare Emma &amp; The Importance of Being Ernest</p> <p><b>Yr13:</b> AQA 7717, Paper 2B: Section B: Songs of Innocence &amp; Experience &amp; Section C: The Handmaid's Tale &amp; The Kite Runner.</p>	<p><b>Theme: Pre-1900 Poetry &amp; Exam Revision.</b></p> <p><b>Summer 1 (6 weeks)</b> – Continue with Songs of Innocence &amp; Experience.</p> <p><b>Summer 2 (6 weeks)</b></p> <p>Revise all texts studied and focus on developing the quality of student responses. Ensure all students know how to answer each question and which texts to apply to the questions.</p> <ul style="list-style-type: none"> <li>- Emma</li> <li>- The Importance of Being Ernest</li> <li>- The Handmaid's Tale.</li> <li>- Songs of Innocence &amp; Experience.</li> </ul> <p><b>Assessment:</b> In class responses to assist progress and External exams in Summer 2.</p>
<p><b>Yr 13</b> <b>Lit</b> <b>Teacher</b> <b>B – 2L</b></p> <p><b>Ms</b> <b>Newland</b></p>	<p><b>Theme: Social &amp; Political Prose &amp; Poetry NEA</b></p> <p><b>Autumn 1 (7 weeks) &amp; Autumn 2 (7 weeks)</b>  <b>Literature:</b> The Kite Runner  <b>Knowledge:</b> Introduction to genre; authorial methods; Contextual factors; different interpretations; imagery; importance of genre  <b>Skills:</b> Analysis of text for structure; language; characterisation. Analysis of text for prose structure, manners, language, speech, and characterisation  <b>Theories:</b> Research of key theorists; consider critical views. TV/film adaptations considered alongside critical theorists</p> <p><b>Assessments:</b> Each term complete a year 12 content assessment &amp; a year 13 content assessment.</p> <p><b>Yr12:</b> AQA 7717, Paper 1B, Section A &amp; B: Twelfth Night.</p> <p><b>Yr13:</b> AQA 7717, Paper 2B: Section B: The Kite Runner</p>	<p><b>Theme: Social &amp; Political Prose &amp; Unseen Extracts.</b></p> <p><b>Spring 1 (6 weeks)</b> – Continue and finish The Kite Runner  <b>Spring 2 (6 weeks).</b>  <b>Literature:</b> Social and Political Unseen extracts/Anthology  <b>Knowledge:</b> Analysis and authorial methods; Contextual factors; different interpretations; imagery; genre importance, linking.  <b>Skills:</b> Analysis of text for structure; language and form. Analysis of unseen extracts for structure, language, voice, and form. Comparison analysis skills/  <b>Theories:</b> Research of key theorists; consider critical views.</p> <p><b>Assessments:</b> Each term complete a year 12 content assessment &amp; a year 13 content assessment.</p> <p><b>Yr12:</b> AQA 7717, Paper 1B, Section A &amp; B: Twelfth Night  <b>Yr13:</b> AQA 7717, Paper 2B: Section A: Unseen.</p>	<p><b>Theme: Pre-1900 Poetry &amp; Exam Revision.</b></p> <p><b>Summer 1 (6 weeks) &amp; Summer 2 (6 weeks)</b></p> <p>Revise all texts studied and focus on developing the quality of student responses. Ensure all students know how to answer each question and which texts to apply to the questions.</p> <ul style="list-style-type: none"> <li>- Twelfth Night</li> <li>- The Kite Runner</li> <li>- Unseen Extracts</li> </ul> <p><b>Assessment:</b> In class responses to assist progress and External exams in Summer 2.</p>

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<b>Yr13</b> <b>Lang &amp; Lit</b> <b>Teacher A</b>	<p><b>Theme: Exploring conflict – ideas of conflict in society</b></p> <p><b>Autumn 1 (7 weeks)</b>  <b>Focus/text:</b> The Great Gatsby  <b>Knowledge:</b> Writing about society, methods of language analysis (five language levels); narrative drive; different modes of interaction.  <b>Skills:</b> Analysis of character and structure; adaptation and shaping of original material; re-shaping of meaning to change opinion, genre, context, audience or mode  <b>Theories:</b> Nature of monologue and dialogue; Sapir-Whorf hypothesis; research of key theorists  <b>Assessment:</b> Each term students complete a year 13 content assessment.</p> <p><b>Year 13:</b> AQA 7707 paper 2B The Great Gatsby</p> <p><b>Autumn 2 (7 weeks)</b>  <b>Focus/text:</b> Critical commentary  <b>Knowledge:</b> Evaluation of writing, language choices and intentions  <b>Skills:</b> Explanation of what/how/why of new text construction; conceptual understanding of choices made and effects created  <b>Theories:</b> Structuralism and deconstruction  <b>Assessment:</b> As above  <b>Year 13:</b> AQA 7707 paper 2B The Great Gatsby</p>	<p><b>Theme: Making Connections and Imagined Worlds</b></p> <p><b>Spring 1 (6 weeks)</b>  <b>Focus/text:</b> Coursework – Analysis and Investigation  <b>Knowledge:</b> Methods of language analysis; investigation of chosen topic  <b>Skills:</b> Phonetics, lexis, grammar, pragmatics, discourse  <b>Theories:</b> Theories of genre, mode and discourse  <b>Assessment:</b> Submission of independent coursework (20%) by end of Spring 1 to allow time for marking.</p> <p><b>Spring 2 (6 weeks)</b>  <b>Focus/text:</b> The Handmaid's Tale  <b>Knowledge:</b> Methods of language analysis  <b>Skills:</b> Phonology, phonetics and prosodics; lexis and semantics; grammar; pragmatics; discourse  <b>Theories:</b> Close language theory and practice  <b>Assessment:</b> Each term students complete a year 13 content assessment.  <b>Year 13:</b> AQA 7706 paper 1B The Handmaid's Tale</p>	<p><b>Theme: Imagined Worlds, Poetic Voices and Writing about Society</b></p> <p><b>Summer 1 (6 weeks) and Summer 2 (6 weeks)</b></p> <p>Revise all texts studied and focus on developing the quality of student responses. Ensure all students know how to answer each question and which texts to apply to the questions.</p> <ul style="list-style-type: none"> <li>- The Handmaid's Tale</li> <li>- Carol Ann Duffy's Mean Time</li> <li>- The Great Gatsby</li> </ul> <p><b>Assessment:</b> In class responses to assist progress and External exams in Summer 2.</p>
<b>Yr13</b> <b>Lang &amp; Lit</b> <b>Teacher B</b>	<p><b>Theme: Exploring conflict – dramatic encounters</b></p> <p><b>Autumn 1 (7 weeks)</b>  <b>Focus/text:</b> A Streetcar Named Desire  <b>Knowledge:</b> Drama and dramatic discourse; playwright technique  <b>Skills:</b> Inference of meaning from language use; contextual reasons for conflict  <b>Theories:</b> Conflict vs dramatic narrative; the three unities (Aristotle/Sidney)  <b>Assessment:</b> Each term students complete a year 13 content assessment  <b>Year 13:</b> AQA 7707 paper 2B A Streetcar Named Desire</p> <p><b>Autumn 2 (7 weeks)</b>  <b>Focus/text:</b> A Streetcar Named Desire  <b>Knowledge:</b> Power and position; characterisation; dynamic narrative  <b>Skills:</b> Plays as representations of speech/stagecraft/nature of conflict  <b>Theories:</b> Definition of tragedy and the tragic hero  <b>Assessment:</b> As above  <b>Year 13:</b> AQA 7707 paper 2B A Streetcar Named Desire</p>	<p><b>Theme: Remembered Places</b></p> <p><b>Spring 1 (6 weeks)</b>  <b>Focus/text:</b> Paris anthology  <b>Knowledge:</b> Speech and other genres  <b>Skills:</b> Systematic study of representation of place; exploration of narrative  <b>Theories:</b> Media theory; race, social, gender and class theories  <b>Assessment:</b> Each term students complete a year 13 content assessment  <b>Year 13:</b> AQA 7706 paper 1B Paris anthology</p> <p><b>Spring 2 (6 weeks)</b>  <b>Focus/text:</b> Paris anthology  <b>Knowledge:</b> Generic conventions and communication purposes  <b>Skills:</b> Realisation of people and relationships through points of view, attitudes, specific registers, thought.  <b>Theories:</b> Contextual theory in conjunction with media theory  <b>Assessment:</b> Each term students complete a year 13 content assessment.  <b>Year 13:</b> AQA 7706 paper 1B Paris anthology</p>	<p><b>Theme: Remembered Places and Dramatic Encounters</b></p> <p><b>Summer 1 (6 weeks) and Summer 2 (6 weeks)</b></p> <p>Revise the texts studied and focus on developing the quality of student responses. Ensure all students know how to answer each question and which texts apply to each section/question.</p> <ul style="list-style-type: none"> <li>- Paris anthology</li> <li>- A Streetcar Named Desire</li> </ul> <p><b>Assessment:</b> In class responses to assist progress and External exams in Summer 2.</p>

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<b>KS5</b> <b>GSCE</b> <b>Lang</b>	<p><b><u>Autumn 1 (7 weeks)</u></b>  <b>Focus:</b> Paper 1 section A  <b>Knowledge:</b> Questions 1, 2, 3 &amp; 4 (section A)  <b>Skills:</b> Terminology &amp; features analysis; presentation skills as introduction to spoken language; critical evaluation  <b>Assessment:</b> Paper 1 section A</p> <p><b><u>Autumn 2 (7 weeks)</u></b>  <b>Focus:</b> Paper 1 section B  <b>Knowledge:</b> Question 5 (section B)  <b>Skills:</b> Writing; descriptive techniques; narrative techniques  <b>Assessment:</b> PPE Paper 1</p>	<p><b><u>Spring 1 (6 weeks)</u></b>  <b>Focus:</b> Diagnostic of Autumn term – skill development; then paper 2 section A  <b>Knowledge:</b> Feedback for paper 1; paper 2 questions 1, 2, 3 &amp; 4 (section A)  <b>Skills:</b> Reading (true/false); summary comparison; language analysis; comparison of ideas and perspectives  <b>Assessment:</b> Paper 2 section A</p> <p><b><u>Spring 2 (6 weeks)</u></b>  <b>Focus:</b> Paper 2 section B; spoken language  <b>Knowledge:</b> Feedback for paper 2 section A; paper 2 question 5 (section B)  <b>Skills:</b> Writing; viewpoints; techniques; SPAG targets  <b>Assessment:</b> PPE papers 1&amp;2 (full)</p>	<p><b><u>Summer 1 (6 weeks)</u></b>  <b>Focus:</b> Diagnostic of Spring term – skills development  <b>Knowledge:</b> Consolidation and revision of each paper  <b>Skills:</b> Exam technique; planning; timings; checking full understanding of requirements for each question  <b>Assessment:</b> Sample papers 1&amp;2; personalised targets</p> <p><b><u>Summer 2 (6 weeks) – EXTERNAL EXAMS</u></b></p>
<b>KS5</b> <b>Functional Skills</b>	<p><b><u>Autumn 1 (7 weeks)</u></b>  <b>Focus:</b> Reading  <b>Knowledge:</b> Question styles and dictionary use  <b>Skills:</b> Construction of responses to a wide range of question styles, including multiple choice and short answer response  <b>Assessment:</b> Paper 1 (30 marks level 2)</p> <p><b><u>Autumn 2 (7 weeks)</u></b>  <b>Focus:</b> Writing  <b>Knowledge:</b> Independent writing styles and SPAG  <b>Skills:</b> Two writing tasks  <b>Assessment:</b> Paper 2 (30 marks level 2 – 12 marks for SPAG)</p>	<p><b><u>Spring 1 (6 weeks)</u></b>  <b>Focus:</b> Diagnostic of Autumn term – skill development; spoken language skills  <b>Knowledge:</b> Specific concentration upon targeted areas; SPAG  <b>Skills:</b> Discussion and presentation skills; identification of different textual styles (instructive, descriptive, explanatory and persuasive)  <b>Assessment:</b> In class – question-based dependent on need.</p> <p><b><u>Spring 2 (6 weeks)</u></b>  <b>Focus:</b> Reading and writing skills  <b>Knowledge:</b> Identification of technical and non-technical topics  <b>Skills:</b> Task based skills in readiness for PPEs  <b>Assessment:</b> PPE for papers 1&amp;2 reading and writing; spoken language presentations assessed by centre; moderated by board (pass/fail)</p>	<p><b><u>Summer 1 (6 weeks)</u></b>  <b>Focus:</b> Diagnostic of Spring term – skill development.  <b>Knowledge:</b> Consolidation of exam techniques; responses to questions; question styles; use of dictionaries  <b>Skills:</b> Exam planning; timings; full understanding checked  <b>Assessment:</b> Sample papers 1&amp;2; personalised targets/areas of weakness</p> <p><b><u>Summer 2 (6 weeks) – EXTERNAL EXAMS</u></b></p>