

Year 11

11x/En4

Mrs.Gatiss

Plan 3 - English Literature

13th March – 16th April inclusive

Classwork – Week 1 (13 th – 17 th March)	Classwork – Week 2 (20 th – 24 th March)	Classwork – Week 3 (27 th – 31 st March)
<p>Your lessons this week are taken over by your mocks. Please attend all lessons that are running during this time to make sure you are prepared for your remaining exam (Literature Paper Two)</p>	<p>In these lessons, you will be completing a review of Language Paper Two Section B (Q5). You will also use this as your Spoken Language grade. This is a separate score to your other GCSE grades for which you will awarded a Pass, Merit or Distinction.</p> <p>Lesson One: What do I already know about Lang P2Q5? What is the purpose? How does it work?</p> <p>Lesson Two: Use examples to support your writing of your own P2Q5. This will be used as your mock mark for this question.</p> <p>Lesson Three: How does this translate into spoken language?</p> <p>Lesson Four: Performance of Spoken Language alongside your Q5.</p>	<p>This week, your lessons will involve the completion of a walking-talking version of Language Paper Two Section A. You are sitting this in class rather than as a full mock as you sat this paper most recently, and it is one that you can self-assess your progress on in lesson.</p> <p>Lesson One: Working with the sources to identify information. Knowing the exact requirements of the exam. Question one and two covered.</p> <p>Lesson Two: Question two self-assessment against exam criteria. Question three walkthrough and completion.</p> <p>Lesson Three: Question three self-assessment against exam criteria. Question four walkthrough and completion (may be partial based on time)</p> <p>Lesson Four: Question four completion and self-assessment. Reflection on LP2 scores and revision priorities. Set revision goals based on this for Easter revision.</p>

Homework – Week 1	Homework – week 2	Homework – week 3
<p>Do you need anymore flashcards? I gave you some last week so please ask if you need any more.</p> <p>Use the resources from your previous revision plan to support your independent revision.</p>	<p>You will be using this time to review your Language knowledge. Use the Revision Guide for Language (in resources section) to support you in reviewing your knowledge of Language Paper Two Depending on your level of need, either complete:</p> <ul style="list-style-type: none"> • A full practice paper that you complete to time • A timed essay plan for practice Q5's, taking no more than 10 minutes to complete the outlines of the plan • <p>Flashcards of the key elements for this paper, such as key question skills, such as language or structural analysis</p>	<p>Create a bank of quotation flashcards. You need to select 2-3 quotations per the themes specified below. For each quote you need to write the method and the impact of method. An example is included below:</p> <p><i>An Inspector Calls</i> – Responsibility, Generations, Socialism, Capitalism, Social Class and Gender</p> <p><i>A Christmas Carol</i> – Redemption, Family, Poverty, Social Class, Religion, Christmas and Charity</p> <p><i>Macbeth</i> – Power, Gender, Appearance vs. reality, Religion, Loyalty and betrayal and supernatural</p> <p><i>Power and Conflict</i> – Power, conflict, nature, war, identity, loss and memory.</p> <p>Use these flashcards to practice spaced retrieval on your priorities for revision. You should select the areas that you found most difficult in your recent mocks. Be self-reflective: you are the person best placed to target your revision so take time to plan this out carefully.</p>

RESOURCES

[Literature English Revision Guide ppt/PDF](#) - for hints, tips and supporting material

YouTube – there are a range of video resources that could support you, such as [Mr Bruff's](#) analysis videos.

Remember, just watching or reading material is not revision – do something with it to absorb the information, such as spaced retrieval (explored in the [Retrieval practice ppt](#))

[Revision Guide for Language \(Overview\)](#)

[Revision Guide for Language \(Questions\)](#)

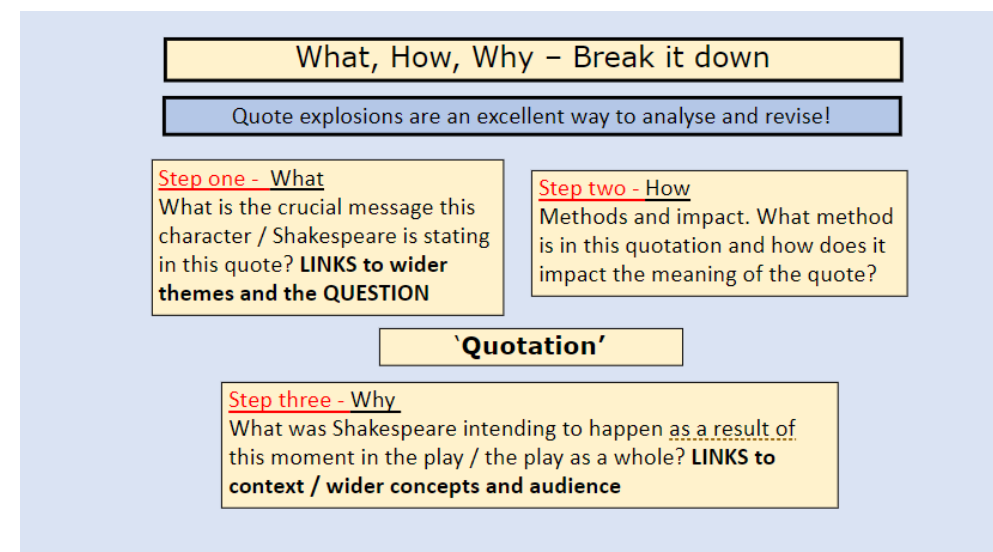
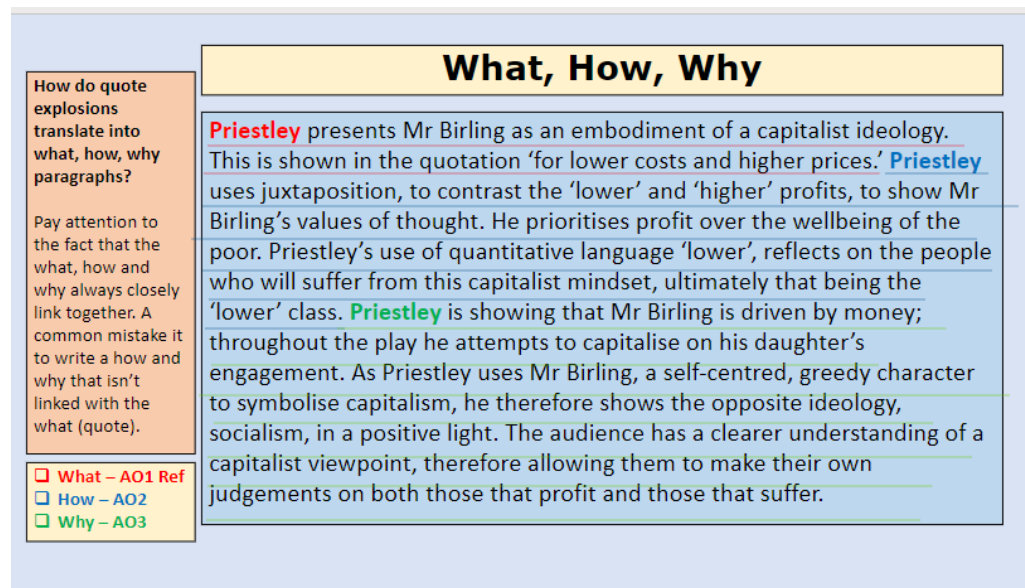
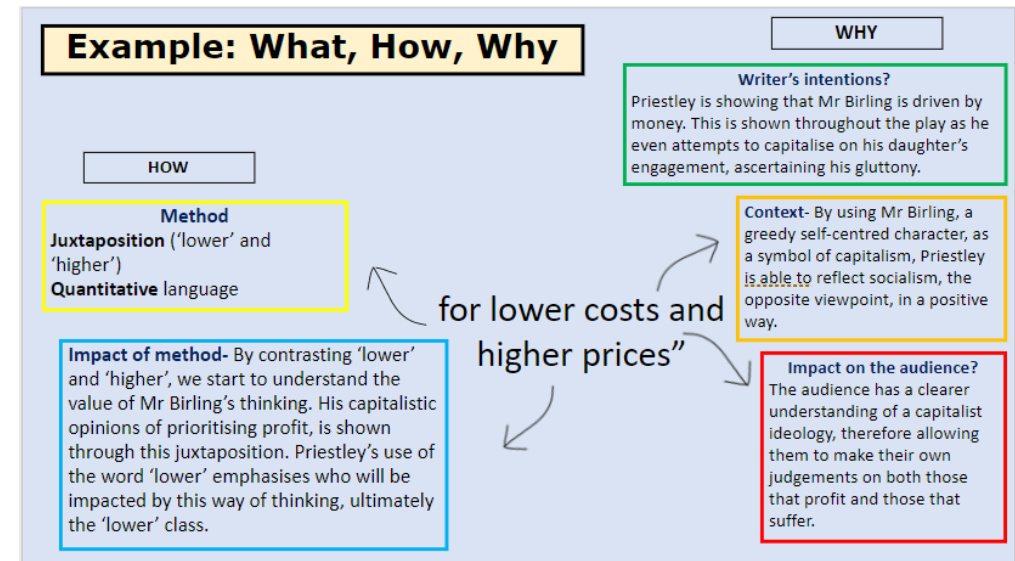
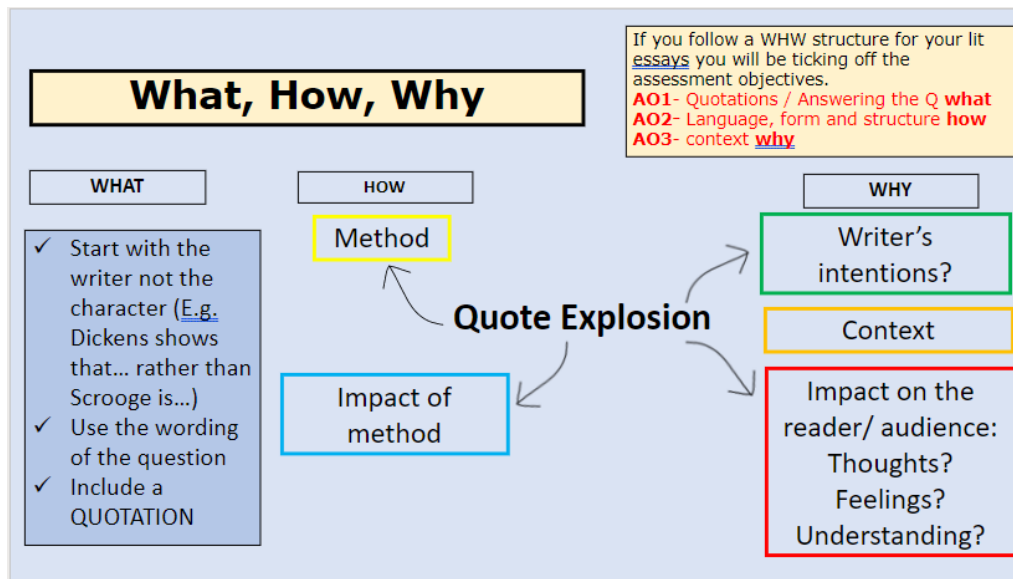
EASTER REVISION

Easter Half-term:

Use your CGP revision guides, alongside all of your other revision material to complete a full range of the existing revision strategies outlined in previous plans.

You should look to complete 2-3 20-minute revision sessions a day on your revision priorities, or an hour every other day on each topic, whichever suits your revision timetable more.

Use spaced retrieval – plan which topics you will return to and how often at the beginning of the week. Stick to this plan – your revision must be consistent for it to be effective.



Assessment Objectives: **AO1 (12 marks)**

- For AO1 you should be writing about how the themes and big ideas of the text relate to the storyline and the development of characters. **This is your WHAT statements.**
- AO1 is also about **answering and focusing on the task** – i.e. have you answered the question?
- Finally and most importantly AO1 is about your knowledge of the text. This is **quotations and specific references** to the text.
- For AO1 you are encouraged to use embedded quote where you can., though if you can't remember the exact quote you can make as close a reference to the text as you can.

AO1	Read, understand and respond to texts. Students should be able to:
	<ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations.

Assessment Objectives: **AO2 (12 marks)**

- For AO2 you should be focusing on the specific language being used. For this you should zoom in on specific words and phrases and make sure you show *and* explore meaning. A good guide to succeed here might be to think about the following:
- This is your **HOW** section of your essay – state methods and go into detail about the impact of that language.
- To reach higher bands you need to go into the form and structure.
- This is the part where building layers of analysis gets you moving up the bands.

AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
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Assessment Objectives: **AO3 (6 marks)**

- For AO3 this is all about understanding context; this is essentially understanding the world in which the writers were writing and the wider societal impact it had.
- This is your **WHY** section of your essay.
- Whilst it is worth less marks than the other AOs, you can use AO3 to inform your AO1 and AO2 – this is where higher bands tend to be reached.
- Writers don't just write to make people happy: they also write to quell a burning desire for real social change. Dickens didn't write 'A Christmas Carol' just for fun, he wrote it from a burning desire to make his world see how the obsessive pursuit of wealth was damaging society by punishing the poor - the same reason J.B. Priestley wrote 'An Inspector Calls' really. Shakespeare wrote Macbeth to impress King James. It is delving into the 'why' behind the texts we study.

AO3	Show understanding of the relationships between texts and the contexts in which they were written.
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Assessment Objectives: **AO4 (4 marks)**

Assessment of AO4

AO4 will be assessed on **Section A and Section B (question 07.1 only)**. The performance descriptors are provided below.

Performance descriptor	Marks awarded
High performance: In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.	4 marks
Intermediate performance: In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	2-3 marks
Threshold performance: In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.	1 mark

Where a candidate writes nothing or fails to meet threshold performance they should receive 0 marks.

- AO4 is in 'Macbeth' and 'An Inspector Calls'. An extra four marks are offered for spelling, punctuation, grammar and the use of advanced vocabulary.
- You are encouraged to use correct SPAG and aspire for higher vocabulary always. But It is extra important to proof read your 'An Inspector Calls' essay for this reason.
- 'Fancy words' exist for a reason, and using them wisely will always help your grade. Pay attention to the vocab banks for each component in this revision guide.

AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
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