



# GCSE English

## Year 10

FTL English: Miss Osbaldiston

Deputy English Lead: Miss Eddlestone



# GCSE English

## Year 11

FTL English: Miss Osbaldiston

Deputy English Lead: Miss Eddlestone



# Overview of the course

## English Literature

- *Macbeth* by William Shakespeare
- *A Christmas Carol* by Charles Dickens
- *An Inspector Calls* by J.B Priestley
- Power and Conflict poetry
- Unseen poetry

In the Literature exam, your child will be tested on:

- Their knowledge of the text (plot, characters, themes, quotations)
- Their ability to respond to questions with their own ideas
- Their analysis of writer's methods (structural and language)
- Their knowledge of text context (what influenced the writer)
- And in some cases, their SPaG.



To **aspire**, **endeavour** and **thrive** together.



# Overview of the course - English Language

## Speaking and Listening component



### English Language Paper 1

- One fiction text
- 4 reading questions which test students' comprehension, language analysis, structural analysis and evaluative skills (40 marks)
- 1 creative writing question which tests students' ability to craft either a description or a narrative. Students will be awarded marks for content and SPaG.

### English Language Paper 2

- Two non-fiction texts
- 4 reading questions which test students' comprehension, summarising, language analysis and comparative skills (40 marks)
- 1 creative writing question which tests students' ability to craft a transactional piece of writing with a specific focus. Students will be awarded marks for content and SPaG.



# Assessments - Y10

Throughout Year Ten, we assess students three times. During the Autumn term, students will complete a Language Paper 1 mock, followed by a Language Paper 2 mock in Spring term. This allows students to show their ability to analyse both non-fiction and fiction as well as write creative pieces (narrative or descriptive and transactional)

For the Year 10 Summer exam, students will show their knowledge and understanding of both 'A Christmas Carol' and 'Macbeth' through a Literature Paper 1 exam.



# Assessments - Y11

Throughout Year Eleven, we assess students twice. During the Autumn term, students will complete a Literature Paper 2 mock. This consists of an essay on 'An Inspector Calls', a Power and Conflict Poetry essay and two questions on Unseen Poetry.

In Spring, Year Eleven students will then sit a Language Paper 1 mock. This is essential in the run up to exams due to the change in format of the Language Paper from this year.



# Homework

Y10 Knowledge Organiser [here](#)

Y10 Flashcards [here](#)

Y11 Knowledge Organiser [here](#)

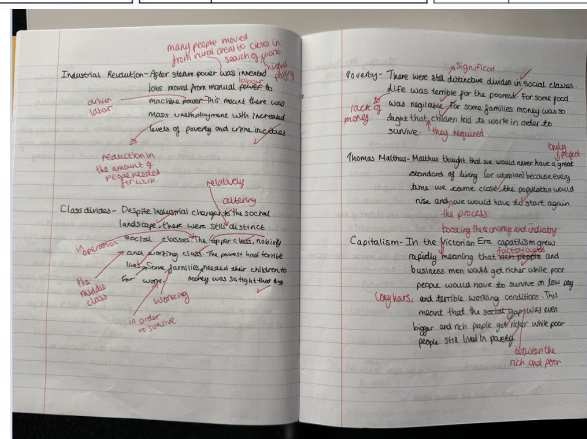
Y11 Flashcards [here](#)

## KS4 A CHRISTMAS CAROL KNOWLEDGE ORGANISER

| 1. Key characters |                                                                                                                                                                                                                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Character         | Description                                                                                                                                                                                                                                                                                                                             |
| Scrooge           | The protagonist initially dismisses the goodwill and generosity associated with Christmas. After being forced to transform, he becomes a symbol of Christmas spirit in Stave Five. He is a dynamic character (a character who changes). A man who seems to embody everything about relentlessly striving capitalist spirit of the time. |
| Bob Cratchit      | Bob is Scrooge's downhearted but loyal employee. His family are a symbol of Victorian poverty, cheerfulness in adversity, togetherness and Christmas Spirit. Bob shows pity for Scrooge, and provides a contrast to Scrooge's isolation and meanness.                                                                                   |
| Fred              | Fred embodies the concept of goodwill and forgiveness, refusing to be discouraged by his uncle's misery. People such as the Cratchits speak highly of Fred and his generosity, in contrast to how they speak of Scrooge. Fred shows that Scrooge has chosen isolation and shows forgiveness to Scrooge, welcoming him in Stave Five.    |
| Marley's Ghost    | Marley's ghost is the spiritual representation of Scrooge's potential fate. The chains that drag him down symbolise the guilt caused by his failure to help people in need. Marley's ghost warns Scrooge that he too will experience the same guilt if he continues to deny people help.                                                |
| The ghosts        | The Ghost of Christmas Past is a symbol of childhood, truth and enlightenment. The Ghost of Christmas Present represents goodwill, plenty and the festival of Christmas. The Ghost of Christmas Yet to Come symbolises a pessimistic future for mankind.                                                                                |
| Tiny Tim          | Tiny Tim is an emblem for noble poverty; he accepts his disability without complaint.                                                                                                                                                                                                                                                   |

| 2. Key context - A Christmas Carol was written by Charles Dickens in 1843 |                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Poor Law Amendment Act                                                | The Poor Law Amendment Act of 1834 allowed the poor to receive help only if they went to the workhouse. Workhouses were deliberately made to be miserable to deter the poor from relying on public assistance. The poor had to work for food and accommodation and often the poor would rather die than go to a workhouse.                                                                         |
| Industrial Revolution                                                     | After the invention of steam power, many people moved from rural areas to cities in search of higher paying work. Everything converted from manual labour to machine driven labour, causing a reduction in the amount of people needed for work. This caused increased poverty levels and crime in cities.                                                                                         |
| Class divides                                                             | Despite industrial changes altering the social landscape, there were still relatively distinct social classes in operation: the nobility upper class, the middle class, and the working class. Life was terrible for the poorest. Lack of money resulted in a negligible food supply. For some working families, money was so tight that they required their children to work in order to survive. |
| Poverty                                                                   | There were still significant distinctions between social classes. Life was terrible for the poorest: lack of money resulted in negligible food supply. For many, money was so tight that they required their children to work in order to survive.                                                                                                                                                 |
| Thomas Malthus                                                            | Malthus thought we would never have a truly perfect (or Utopian) society, because every time we came close to providing a great standard of life for everyone, the population grew and the process had to start again.                                                                                                                                                                             |
| Capitalism                                                                | In the Victorian era, capitalism grew rapidly, boosting the economy and industry. Factory owners and business people became very wealthy, while workers had to deal with long hours, low pay and bad working conditions. This system made the gap between the rich and the poor even bigger. Even though some people became rich, many others lived in poverty and had a hard time surviving.      |

| 3. Key vocabulary        |                                                                                    |
|--------------------------|------------------------------------------------------------------------------------|
| antithesis               | A person or a thing that is the direct opposite of something else.                 |
| misanthropic             | Having or showing a dislike of other people; unsocial.                             |
| diatribe                 | A forceful and bitter verbal attack against someone or something, often political. |
| parsimony / parsimonious | Extreme unwillingness to spend money or use resources.                             |
| avarice / avaricious     | Having or showing an extreme greed for wealth.                                     |
| malevolent / malevolence | Being ill-natured, expressing a desire to do harm to others.                       |
| didactic                 | Trying to teach, particularly a moral lesson.                                      |
| redemption               | The action of saving or being saved from sin, error, or evil.                      |
| benevolent / benevolence | Being kind-hearted and good natured towards others.                                |
| penitent / penitence     | Feeling or showing sorrow and regret for having done wrong.                        |



To aspire, endeavour and thrive together.



# Revision

Y10 [here](#):

Y11 [here](#):

| Week         | Homework                                            | Revision                                                                                                                                                                                     | Aim Higher                                                                                                                                                      |
|--------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| w/c 16/09/24 | <a href="#">Knowledge organiser and flash cards</a> | Re-read An Inspector Calls. You might choose to listen to this audiobook and track the text as you listen.<br><br>Audiobook <a href="#">here</a><br><br>Read/listen for 20 minutes this week | Listen to this <a href="#">20 minute podcast</a> .<br><br>You need <a href="#">this handout</a> as you listen to the podcast.                                   |
| w/c 23/09/24 | <a href="#">Knowledge organiser and flash cards</a> | Re-read An Inspector Calls. You might choose to listen to this audiobook and track the text as you listen.<br><br>Audiobook <a href="#">here</a><br><br>Read/listen for 20 minutes this week | Listen to this <a href="#">20 minute podcast</a> .<br><br>You need <a href="#">this handout</a> as you listen to the podcast.                                   |
| w/c 30/09/24 | <a href="#">Knowledge organiser and flash cards</a> | Re-read An Inspector Calls. You might choose to listen to this audiobook and track the text as you listen.<br><br>Audiobook <a href="#">here</a><br><br>Read/listen for 20 minutes this week | Listen to this 20 minute podcast on The Inspector - <a href="#">Episode 3</a> .<br><br>You will need this <a href="#">handout</a> as you listen to the podcast. |
| w/c 7/10/24  | <a href="#">Knowledge organiser and flash cards</a> | Re-read An Inspector Calls. You might choose to listen to this audiobook and track the text as you listen.<br><br>Audiobook <a href="#">here</a><br><br>Read/listen for 20 minutes this week | Listen to this 20 minute podcast on Eva Smith - <a href="#">Episode 4</a> .<br><br>You will need this <a href="#">handout</a> as you listen to the podcast.     |



## What will tutor time look like from September?

We are going to have an induction/transition period in September. This means tutor time will focus on:

- Pastoral support.
- Teaching you how to revise and complete your homework effectively.

This ensures you are well-prepared and confident before the academic intervention begins.

The full intervention cycle will begin in October 2025.

The academic year will be divided into three 7-week subject cycles.

Each tutor group will focus on one core subject at a time, then rotate:

|         |                         |                         |                         |
|---------|-------------------------|-------------------------|-------------------------|
|         | Science                 | English                 | Maths                   |
| Cycle 1 | 11CSM<br>11DPA<br>11CSH | 11KOS<br>11JHY<br>11IED | 11SHA<br>11JHA<br>11SSK |
| Cycle 2 | Maths                   | Science                 | English                 |
| Cycle 3 | English                 | Maths                   | Science                 |

To aspire, endeavour and thrive together.



# English: tips for success

## 1. Be equipped!

- Bring your Language and Literature exercise books and resource booklets to every lesson.
- Highlighters.
- Reading rulers.

## 2. Keep reading!

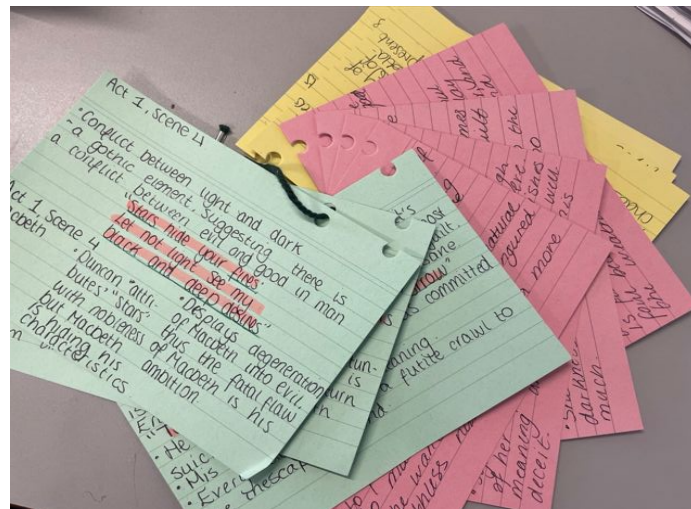
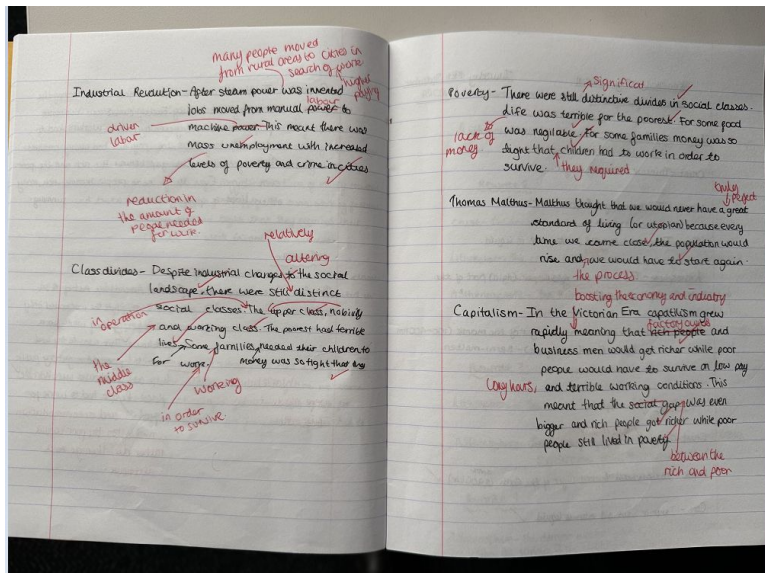
- You are encouraged to read widely. The English Language Paper 1 exam will feature an **unseen** C20-21<sup>st</sup> fictional extract; the English Language Paper 2 exam will feature a selection of **unseen** non-fiction in a variety of forms from between C19th-21<sup>st</sup>, and Literature Paper 2 will involve **unseen** poetry.
- KS4 recommended reading lists are available in the library.

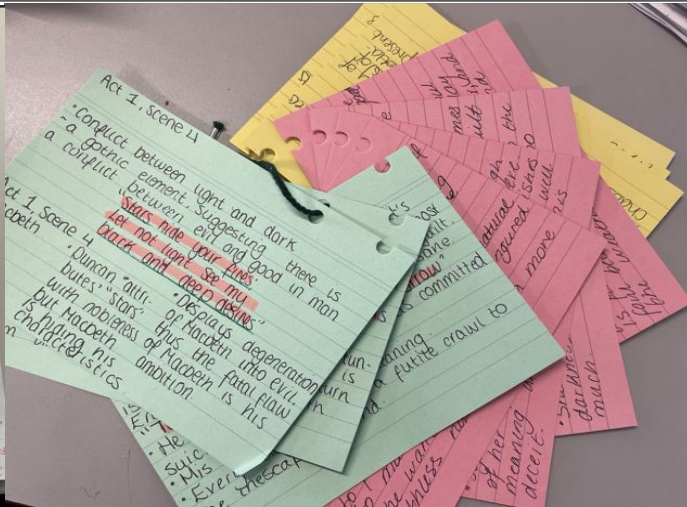


# English: tips for success

## 3. Keep on top of homework and revision

- Weekly homework is set on Bromcom. This entails students using a knowledge organiser to complete look, cover, write, check tasks and creating text specific flashcards.





At the third bed, Marvin was relieved to see two packs climb out of bed. He thought there *must* be a *broche*, a Hebrew blessing, for something like this. His father knew all sorts of *broches*—blessings for seeing the sunrise, blessings for the first blossom of spring. Was there a *broche* for a rising lumberjack? If he sold a *broche*, maybe the other three would get up on their own.

One lump stirred, then another. They grunted, rolled, and climbed out from under the covers. Their huge shadows slid across the ceiling.

One jack was still in the sack. Marvin took a deep breath, walked bravely over to the bed, reached out, and tapped the jack's shoulder. It was like poking a granite boulder. The jack's beard ran right into his long, shaggy hair. Marvin couldn't even find an ear to shout into. He cupped his hands around his mouth and leaned forward.

"Up!"

The jack grunted and muttered something in French.

"Get up," Marvin pleaded.

Another jack pulled on his boots, booted, and rolled out of bed. "Leve-to!" and shuffled out the door.

"Leve-to! Jean Louis. Leve-to! Marvin!"

Jean Louis opened one eye. He uttered a sound beneath his thick black eyebrow. He squinted and made out the shape in front of him, then said:

"Bonjour," Marvin whispered.

"*Qui es tu? Quel es ton nom?*"

"I don't speak French—just *bonjour*, *derris*!"

"That's all? No more?" The man opened his mouth and said:

"*Non, non, non, non!*"





# Deliberate vocabulary instruction

Throughout our GCSE courses, we teach students specific vocabulary that supports their understanding of core texts and provides them with a broad way to express their ideas.

We use choral response with the words and allow students to hear them being said and say them in response.

Students will always write down the definition and will then sometimes watch a clip, find a specific quotation that links to the word or find synonyms.

These words are then regularly tested and used within lessons so encourage students to remember them.

|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>2. Definition</u></p> <p>Last year, you learnt that '<b>anthrop</b>' means human. You learnt the word <b>misanthrope</b> - someone who hates other people.</p> <p><b>Misanthropy</b> is a general dislike of people.<br/><b>Misanthropic</b> is an adjective.</p> | <p><u>4. Video</u></p>                                                                                                                                                                                          |
| <p>1. Say it/write it <b>misanthropic</b></p>                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                    |
| <p><u>3. Image</u></p>                                                                                                                                                               | <p><u>5. Task: put into a sentence.</u></p> <ul style="list-style-type: none"><li>- In the video clip, The Grinch is clearly a misanthrope because...</li><li>- Scrooge is a misanthropic character because...</li><li>- I think misanthropy is more common than philanthropy because...</li></ul> |
| <p>2. Define it</p> <p>Expressing devotion to one's country.</p>                                                                                                                                                                                                        | <p>3. Quotations from 'Bayonet Charge' that link to patriotic:</p> <p>Write a quotation from 'Bayonet Charge' that link to patriotism</p>                                                                                                                                                          |
| <p>1. Say it/write it <b>patriotic</b></p>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                    |
| <p>4. Image</p>                                                                                                                                                                     | <p>5. Task: put it into a sentence</p> <p>Is it frowned upon to be patriotic in today's society?</p> <p><i>It is/is not frowned upon to be patriotic in...</i></p>                                                                                                                                 |



# Intervention & masterclasses

**Wednesday after school for Power and Conflict Poetry support from October onwards**

**Wednesday after school 3:10-4:10 pm from January onwards**

English revision club (open to all KS4 English students)

**There are revision plans on your child's Bromcom pages that are updated every half term.**

**We have Aiming Higher booklets available for students who want to challenge themselves.**

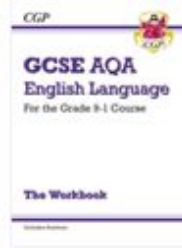


# Revision guides



CGP: GCSE AQA English  
Language Complete  
Revision and Practice.

ISBN 978 1 78294 414 0



CGP: GCSE AQA English  
Language Workbook.

ISBN 978 1 78294 370 9

## What revision do we have available?

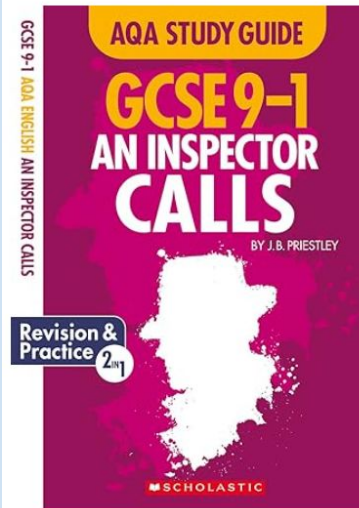
English Language revision guides on ParentPay.

Past Papers provided by the department and a revision table  
outside of the Library from January onwards

Flashcards with carefully chosen content that students are able to  
use a revision aid

Revision plans on Bromcom

Suggested revision guides on Amazon (Scholastic).





# Sixth Form pathway

## A Level English Literature/English Language/English Language and Literature Combined

| AQA English Lit B                                                                                                                                                                                                                                                                                        | AQA English Language                                                                                                                                                                                                                                | AQA English Lang and Lit                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Social and Political protest</li><li>• Comedy</li></ul> <p><b><u>Texts</u></b><br/>The Importance of Being Earnest<br/>The Doll's House<br/>The Kite Runner<br/>Tony Harrison Poetry<br/>Twelfth Night<br/>NEA - 2 texts of own choice through critical lens</p> | <p>Language representation<br/>Language ~Diversity and Change<br/>World English<br/>Child Language Acquisition</p> <p>NEA - Language Investigation - collect own data on own choice of topic eg Language and Politics/Language of the Classroom</p> | <p>Combines the study of literary and non-literary texts through linguistic methods.</p> <p><b><u>Texts</u></b><br/>The Great Gatsby<br/>Poetry of Carol Ann Duffy<br/>Paris Anthology<br/>Othello<br/>The Handmaid's Tale</p> |





# Theatre in education



**Throughout 2026, Year 10 and 11 students will experience:**

**Box Clever Theatre - A Christmas Carol - 7th January**

**Box Clever Theatre- Macbeth - 17th March**

**The Globe Players - An Inspector Calls - 15th April**

**We also have an exciting trip to the Bridgewater Hall to the 'Poetry Live' event booked for the 4th February.**