

| Subject           | Year 10  |  |  |
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| Review            | Review 1   | Review 2   | Review 3   |
| Content covered   | <p>Language – pupils encounter a range of fiction texts to practice Paper 1 skills, including Section A fiction comprehension, analysis of the writer’s techniques and choices and descriptive/narrative writing (Section B).</p> <p>Literature – study of 19<sup>th</sup> Century set text <i>Jekyll and Hyde</i> as well as corresponding historical contexts, including Victorian Britain, the Industrial Revolution and changing attitudes within the medical, scientific and religious communities.</p> | <p>Language – pupils study a range of non-fiction texts, focusing on the theme of “Extreme Sports”.</p> <p>Paper 2 skills include inference, summary, comparison and analysis of the writer’s choices. Section B skills focus on persuasive writing techniques.</p> <p>Literature – revision of two elements of the GCSE Literature course which were studied in Year 9: the <i>Power and Conflict</i> poetry anthology (focusing in particular on the ‘War’ poems) and <i>An Inspector Calls</i>.</p> | <p>Language – pupils explore a range of non-fiction texts linked to the theme “Healthy Living”. This revisits the Paper 2 skills from the previous term and also has a distinct PSHE focus.</p> <p>Literature –<br/>Close study of Shakespeare play <i>Romeo and Juliet</i>, focusing on plot, characters, themes, structure, contextual information and themes including gender and love, loyalty and family, revenge and death.</p>  |
| Assessment method | <p>Language – Paper 1, Section A<br/>Pupils are given 50 minutes to read an extract from an unseen fiction text. They then respond to three questions: a 4-mark listing question, 8-mark analysis and 20-mark evaluation question.</p> <p>Literature – Paper 1, Section B</p>  | <p>Language – full GCSE Paper 2 (1 hr 45 mins)<br/>Section A includes 4 questions requiring response to 4-mark True/False, 8-mark summary, 12-mark analysis and 16-mark comparison&amp;analysis.<br/>Section B is worth 50% of this grade is requires pupils to</p>  | <p>Language – full GCSE Paper 2 (1 hr 45 mins)<br/>Section A includes 4 questions requiring response to 4-mark True/False, 8-mark summary, 12-mark analysis and 16-mark comparison&amp;analysis.<br/>Section B is worth 50% of this grade is requires pupils to write a persuasive task for a specified purpose and audience.</p> <p>Literature – 1 hr 45 min Shakespeare: <i>Romeo and Juliet</i> (Lit Paper 1 Section A) and <i>Jekyll and Hyde</i> (Lit Paper 1 Section B).</p> |

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|                                    | <p>Pupils are given 50 minutes to write an essay-style response to a printed extract from <i>Jekyll and Hyde</i>. They must also link in quotations from outside the extract and include contextual information.</p>   | <p>write a persuasive task for a specified purpose and audience.</p> <p>Literature – Paper 2, Section A and B.</p> <p>Pupils are given 1hr 30 mins to write an essay on <i>An Inspector Calls</i> (from a choice of two). They must quote from memory and include contextual information.</p> <p>Section B tests their knowledge of the <i>Power and Conflict</i> poems. One poem will be printed on the paper and pupils must analyse it in comparison with another from memory. Again quotations and context must be included.</p> | <p>Both questions include an extract from the text, which pupils are expected to quote from, analysing the writer’s language choices. They must also link in quotations from the rest of the text and include contextual information.</p> <p><i>Romeo and Juliet</i> response is also marked for technical accuracy (spelling, punctuation and grammar)</p>  |
| <p>Teacher &amp; Dept response</p> | <p>www / ebi feedback sheet, using FLASH codes.</p> <p>Next steps lesson(s), including opportunity to re-write and improve timed responses.</p> <p>Exemplar WAGOLs shared with groups.</p> <p>Teacher identifies student weaknesses and provides in class support. Set changes considered.</p> | <p>www / ebi feedback sheet, using FLASH codes.</p> <p>Next steps lesson(s), including opportunity to re-write and improve timed responses.</p> <p>Exemplar WAGOLs shared with groups.</p> <p>Teacher identifies student weaknesses and provides in class support. Additional</p>  | <p>www / ebi feedback sheet, using FLASH codes.</p> <p>Next steps lesson(s), including opportunity to re-write and improve timed responses. Exemplar WAGOLs, mark schemes and success criteria shared with groups.</p> <p>Teacher identifies student weaknesses and provides in class support. Additional out-of-class support may be offered.</p> <p>Teacher identifies any students who have not made progress from previous Reviews; this is likely to result in set changes for Year 11.</p> |

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|  |  | <p>out-of-class support may be offered.</p> <p>Teacher identifies any students who have not made progress from prior Reviews (eg Year 9 Lit Rev3); this is likely to result in set changes.</p> |  |
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