

Subject	Year 9		
Review	Review 1	Review 2	Review 3
Content covered	<p>Language Theme: “All in the Mind”</p> <p>Pupils encounter a range of fiction (first half-term) and non-fiction (second half-term) texts to introduce Paper 1 and Paper 2 skills. We particularly focus on Gothic-themed texts in the lead up to the review. We teach and practise a range of skills including reading comprehension, selection of quotations, analysis of the writer’s techniques and choices as well as developing vocabulary and understanding how to craft a piece of descriptive/narrative writing.</p> <p>Literature – study of the novel <i>Of Mice and Men</i> as an introduction to GCSE-style questions and set texts. We focus on plot, setting, characterisation and themes as well as the corresponding historical contexts, including The Great Depression and The American Dream as well as the study of contemporary attitudes towards race, colour and people with disabilities.</p>	<p>Language Theme: “Science and Technology (Space and Time Travel)”</p> <p>Pupils explore a range of fiction (first half-term) and non-fiction (second half-term) texts to develop Paper 1 and Paper 2 skills. We particularly focus on Science-fiction texts in the lead up to the review. We teach and practise a range of skills including reading comprehension, selection of quotations, analysis of the writer’s techniques and choices as well as developing vocabulary and understanding how to craft a piece of descriptive/narrative writing. This is developing on the skills taught in the first term.</p> <p>Literature – study of the play <i>An Inspector Calls</i> which is one the pupils’ set GCSE texts. We focus on plot, setting, characterisation and themes as well as the corresponding contexts, including historical contexts such as the sinking of the Titanic, the outbreak of World War One and the Miners’ Strike of 1912. We also study how different classes and genders were viewed at the time the play is set.</p>	<p>Language Theme: “Short Stories and Young Adult Fiction”</p> <p>Pupils study a range of short stories and extracts from Young Adult Fiction, including “The Maze Runner”, “Divergent”, “City of Bones”, “The Da Vinci Code” as preparation for the unseen fiction extract on Language Paper 1.</p> <p>Literature – Study of all 15 poems in the AQA <i>Power and Conflict</i> poetry anthology. This involves close study of the poems, their form and language, themes and the context in which they were written. Pupils are also expected to draw links between the poems, looking for common traits and features.</p>

<p>Assessment method</p>	<p>Language – Paper 1, Section B Pupils are given a GCSE past paper question linked to the theme of Gothic texts. They have 45 minutes to write a piece of description / narrative, in response to either a colour picture or a story concept. 40% of the available marks are for technical accuracy (spelling, punctuation and grammar).</p> <p>Literature – This test is created to resemble a GCSE Paper 1, Section B: pupils have 50 minutes to write an essay-style response to a printed extract from <i>Of Mice and Men</i>. They must also link in quotations from outside the extract and include contextual information.</p>	<p>Language – Paper 1, Section A Pupils are given 50 minutes to read an extract from an unseen science-fiction text. They then respond to three questions: a 4-mark listing question, 8-mark analysis and 20-mark evaluation question.</p> <p>Literature – This test is created to resemble a GCSE question, although (unlike the real GCSE), pupils are provided with an extract from the text <i>An Inspector Calls</i>. Pupils have 50 minutes to write an essay-style response, analysing the writer’s language choices. They must also link in quotations from outside the extract and include contextual information. This question is also marked for technical accuracy (spelling, punctuation and grammar)</p>	<p>Language – full GCSE Paper 1 Pupils have 1 hr 45 mins to read an extract from an unseen text. They then respond to four questions: a 4-mark listing question, 8-mark language analysis, 8-mark structure analysis and 20-mark evaluation question. Section B then asks them to write a piece of description / narrative, in response to either a colour picture or a story concept. 40% of the available marks for Section B are for technical accuracy (spelling, punctuation and grammar).</p> <p>Literature – Paper 2, Sections A and B (1 hr 45 mins) This paper includes real GCSE-questions (which have been specially selected to be accessible for Year 9). Pupils have a choice of two questions on <i>An Inspector Calls</i> (but no extract) and they must also analyse one printed poem and link it from memory to another <i>Power and Conflict</i> poem we have studied.</p>
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<p>Teacher & Dept response</p>	<p>www / ebi feedback sheet, using FLASH codes. Next steps lesson(s), including opportunity to re-write and improve timed responses. Exemplar WAGOLs shared with groups. Teacher identifies student weaknesses and provides in class support.</p>	<p>www / ebi feedback sheet, using FLASH codes. Next steps lesson(s), including opportunity to re-write and improve timed responses. Exemplar WAGOLs shared with groups. Teacher identifies student weaknesses and provides in class support. Set changes considered.</p>	<p>www / ebi feedback sheet, using FLASH codes. Next steps lesson(s), including opportunity to re-write and improve timed responses. Exemplar WAGOLs shared with groups, including AQA-annotated responses for a range of attainment. Teacher identifies any consistent student underachievement; this is likely to result in set changes for Year 10.</p>
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