Scheme of work: Post-16 and one year centres

One year plans must condense material, so centres may be unable to remain on any single topic area for long periods of time. The ‘Model 1’ plan runs through Paper 1 and Paper 2 in the order in which the learners will encounter them in the actual exams. Should the number of teaching weeks be shorter, topics spread over two weeks will need to be condensed into one. Lesson content may also be covered through self-study tasks.

Texts are suggested as examples, but centres can use their own topics/genres/texts and adapt to the interests of the students.

For this reason, spelling, grammar and punctuation development are not listed in the plan as standalone items. These skills would be developed as part of lessons or as self-study or are included in the lessons covering technical accuracy.

Spoken language preparation uses potential reading and writing input time. This could also be condensed with a single presentation skills and assessment criteria input at the start of the course, one mini-mock presentation on the week before the actual presentation to reinforce the skills and criteria, leaving a week for the assessment.

If students do not attain ‘Pass’ for this when assessed, there is one more opportunity in the spring term for them to try to achieve this. It is then for centres to decide whether to allow further time. In some instances, a week may not be enough time to incorporate the presentation assessments, so adjustments will need to be made to facilitate this.

### **Model 1: No November entry**

### **Autumn term**

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| --- | --- | --- | --- | --- | --- | --- |
| **Induction**  Introduction to course  Initial assessment: describe a picture task.  Use as diagnostic tool for writing skills.  Skills focus:  Inference  selecting appropriate quotations  exploring the writer’s use of language. | **Paper 1**  New arrivals unit  Skills focus:  Exploring effects of writer’s use of language.  Selecting appropriate textual references. | **Paper 1**  New arrivals unit  Skills focus:  Exploring effects of the writer’s use of structure.  Selecting appropriate textual references. | **Paper 1**  New arrivals unit  Skills focus:  Developing a response to a statement.  Selecting appropriate textual references. | **Paper 1**  New arrivals unit  Skills focus:  Developing engaging writing.  Linking paragraphs  Developing structural features of narratives. | **Paper 1**  New arrivals unit  Skills focus:  Using vocabulary effectively.  Improving technical accuracy. | **Paper 1**  **Key assessment**  Paper 1, June 2017  *The Tiredness of Rosabel.* |
| Question focus:  Paper 1 Questions 1, 2, 3 and 4  Suggested text:  *The Landlady* by Roald Dahl | Question focus:  Paper 1  Question 1 and Question 2  Suggested text:  *Brick Lane* byMonica Ali | Question focus:  Paper 1  Question 3  Suggested text:  *Small Island* by Andrea Levy | Question focus:  Paper 1  Question 4  Suggested texts:  *Dominicana* by  Angie Cruz  Or  *The Kite Runner* by Khalid Hosseini | Question focus:  Paper 1  Question 5  Task: Write a story about a character arriving somewhere new. (Question 5) | Question focus:  Paper 1  Question 5  Task: Describe a picture.  (Question 5) |  |

| Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
| --- | --- | --- | --- | --- | --- | --- |
| **Paper 2**  Introduction to the Victorian era  Skills focus:  Develop understanding of Victorian attitudes and values. | **Paper 2**  Education  Skills focus:  Selecting evidence.  Comparing texts.  Inference. | **Paper 2**  Education  Skills focus:  Exploring the effects of the writer’s use of language. | **Paper 2**  Education  Skills focus:  Comparing the attitudes of writers. | **Paper 2**  Education  Skills focus:  Linking paragraphs.  Creating a range of linked points. | **Paper 2**  Education  Skills focus:  Matching tone, style and register to audience and purpose. | **Paper 2**  **Key assessment**  Paper 2, November 2017 |
| Task:  Research, multimedia resources, range of short extracts from *Rollercoasters: 19th-Century Fiction and Non-Fiction* by Christopher Edge. | Question focus:  Paper 2 Questions 1 and 2  Suggested texts:  A letter about ragged schools [bl.uk/collection-items/a-letter-about-ragged-schools](https://www.bl.uk/collection-items/a-letter-about-ragged-schools)).  News article about a modern school eg [siliconrepublic.com/careers/finland-education-schools-slush](https://www.siliconrepublic.com/careers/finland-education-schools-slush). | Question focus:  Paper 2  Question 3  Suggested text:  [victorianvoices.net/ARTICLES/CFM/CFM1882/CFM1882-PublicExams.pdf](https://www.victorianvoices.net/ARTICLES/CFM/CFM1882/CFM1882-PublicExams.pdf)  (Both sides of the debate about public exams). | Question focus:  Paper 2 Question4 | Question focus:  Paper 2  Question 5  Task:  Write a **speech** to explain what you think makes a good education. | Question focus: Paper 2  Question 5  Task:  Write an **article** in which you argue for or against the statement ‘More should be done in schools and colleges to prepare students for the world of work. |

### **Spring term 1**

| Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 |
| --- | --- | --- | --- | --- | --- |
| **Paper 1**  Crime writing  Skills focus:  Exploring the effects of the writer’s use of language and structure.  Using subject terminology accurately. | **Paper 1**  Crime writing  Skills focus:  Exploring the writer’s methods.  Selecting a range of textual detail.  Responding to a statement. | **Paper 2**  Crime writing  Skills focus:  Exploring the writer’s use of language. | **Paper 2**  Crime writing  Skills focus:  Inference  Summary writing  Comparing and contrasting texts. | **Paper 2**  Crime writing  Skills focus:  Comparing writers’ attitudes.  Exploring effects of writers’ methods. | **Paper 2**  Writing about crime  Skills focus:  Using linguistic devices.  Improving technical accuracy. |
| Question focus:  Paper 1  Questions 1, 2 and 3  Suggested text:  *The Guest List* by  Lucy Foley | Question focus:  Paper 1  Question 4  Suggested texts:  *The Unexpected Inheritance of Inspector Chopra* by  Vaseem Khan  Or  *The Beat Goes On* by  Ian Rankin | Question focus: Paper 2  Question 3  Suggested text:  Unsolved mysteries of crime: [victorianvoices.net/ARTICLES/CFM/CFM1896/CFM1896-Mysteries.pdf](https://www.victorianvoices.net/ARTICLES/CFM/CFM1896/CFM1896-Mysteries.pdf) | Suggested text:  *My Life on Devil’s Island*  [victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf](https://www.victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf)  [theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works](https://www.theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works) | Suggested text:  *My Life on Devil’s Island*  [victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf](https://www.victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf)  [theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works](https://www.theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works) | Question focus:  Paper 2  Question 5  Task:  Write a **letter** to your local newspaper in response to this statement ‘Prisons are like a holiday camp and do nothing to deter criminals.’ |
| Introduce  Spoken language assessments – choosing a topic. | Spoken language assessments – considering purpose and audience. | Spoken language assessments – the structure of a presentation. | Spoken language assessments – creating an engaging presentation and expanding vocabulary. | Spoken language assessments – delivery. | Spoken language assessments – delivery. |

### **Spring term 2**

| Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 |
| --- | --- | --- | --- | --- | --- |
| **Paper 1**  Fantasy writing  Skills focus:  Exploring the effects of the writer’s use of language  using accurate terminology. | **Paper 1**  Fantasy writing  Skills focus:  Responding clearly to a statement. | **Paper 1**  Fantasy writing  Skills focus:  All skills for Paper 1 reading. | **Paper 2**  Sport  Skills focus:  Inference  Synthesising information from both sources  Exploring the effects of the writer’s language. | **Paper 2**  Sport  Skills focus:  Comparison. | **Paper 2**  Sport  Skills focus:  All skills for Paper 2. |
| Question focus:  Paper 1  Questions 2 and 3  Suggested text:  *The Gilded Ones* by  Nimina Forna | Question focus:  Paper 1  Questions 4  Suggested text:  *A Children’s Bible* by Lydia Millet | Question focus:  Paper 1  Questions 2 to 4  Suggested text:  (Nov 2017 Paper 1)  *The Sound of Thunder* by  Ray Bradbury | Question focus:  Paper 2  Questions 1, 2 and 3  Suggested texts: (Nov 2018 Paper 2)  ‘All cyclists fear bad drivers’, *The Guardian*, 2016  Source B: 19th-century literary non-fiction ‘On a bicycle in the streets of London’, an article published in a magazine in 1896. | Question focus:  Paper 2  Question 4  Suggested texts:  (Nov 2018 Paper 2)  ‘All cyclists fear bad drivers’, *The Guardian*, 2016  Source B: 19th-century literary non-fiction ‘On a bicycle in the streets of London’, an article published in a magazine in 1896. | Question focus:  Paper 2  Questions 1 to 4  Suggested texts:  (June 2018 Paper 2)  *Morning Glass* by  Mike Doyle  ‘The Hawaiian Archipelago’, an extract from a letter written by Isabella Bird, published in 1875. |

### **Summer term 1**

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| --- | --- | --- | --- | --- |
| Week 27 | Week 28 | Week 29 | Week 30 | Week 31 |
| **Paper 1**  Mock exam | **Paper 2**  Mock exam | **Paper 1**  Feedback on mock exam | **Paper 2**  Feedback on mock exam | **Paper 1 and/or Paper 2**  Revision |

|  |  |
| --- | --- |
| Week 33 | Week 34 |
| **Paper 1 exam**  If class, Paper 1 or 2 revision (depending on day of class). | **Paper 2 exam** |

### **Model 2: November entry for some or all students**

### **Autumn term**

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| --- | --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| **Induction**  Introduction to course  Initial assessment: Describe a picture – arrivals topic.  Use initial assessment to inform November entries. | **Paper 1**  Alex Cold  Use example answers from AQA to teach students how to approach each reading question.  Question 5: Description of a stormy sea. | **Paper 1**  Rosabel  Reading practice Questions 1 to 4.  Question 5: Describe a journey in a bus as suggested by picture. | **Paper 1**  The Hartops  Reading practice Questions 1 to 4.  Question 5: Write a story about two people from very different backgrounds. | **Paper 2**  Death Zone  Use example answers from AQA to teach students how to approach each reading question. | **Paper 2**  Prisons  Reading practice Questions 1 to 4. | **Paper 2**  Schools  Reading practice Questions 1 to 4. |

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| Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
| **November exams**  **Some/all students entered.** | **Project work**  Letter to your local politician | **Project work**  Dystopia | **Project work:**  Detective fiction | **Project work:**  Social media | **Project work** | **Spoken language**  Presentation assessment |

### **Spring term**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 |
| **Presentation assessment** | **January results**  Use of AQA enhanced analysis to identify strengths and weaknesses. | **Paper 1**  Reading and writing.  Lessons shaped to address areas of weakness identified. | **Paper 1**  Reading and writing.  Lessons shaped to address areas of weakness identified. |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 |
| **Paper 2**  Question 4 (Compare ideas and perspectives). | **Paper 2**  Question 4 (Compare ideas and perspectives). | **Paper 2**  Reading section  mock exam.  Intro writing. | **Feedback**  **on Paper 2,**  Reading section  mock exam.  Paper 2  Writing  SPaG check/ targets | **Paper 2**  Writing techniques | **Paper 2 Writing**  Viewpoints/ techniques | **Paper 2**  Full mock exam |

### **Summer term**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week 28 | Week 29 | Week 30 | Week 31 | Week 32 |
| **Feedback on Paper 2**  Revision Paper 1 | **Paper 1 mock exam** | **Feedback on Paper 1 mock exam**  Paper 2 revision | **Paper 2 mock exam** | **Feedback on Paper 2 mock exam**  Paper 1 and/or 2 revision |

|  |  |
| --- | --- |
| Week 33 | Week 34 |
| **Paper 1 exam**  If class, Paper 1 or 2 revision (depending on day of class) | **Paper 2 exam** |