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 courseInitial assessment: describe a picture task. Use as diagnostic tool for writing skills. Skills focus:Inferenceselecting appropriate quotationsexploring the writer’s use of language. | **Paper 1**New arrivals unitSkills 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 unitSkills focus:Developing a response to a statement.Selecting appropriate textual references. | **Paper 1** New arrivals unitSkills focus:Developing engaging writing.Linking paragraphsDeveloping structural features of narratives. | **Paper 1** New arrivals unitSkills 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 4Suggested text:*The Landlady* by Roald Dahl | Question focus:Paper 1 Question 1 and Question 2Suggested text:*Brick Lane* byMonica Ali | Question focus: Paper 1 Question 3Suggested text:*Small Island* by Andrea Levy | Question focus:Paper 1 Question 4Suggested texts:*Dominicana* byAngie CruzOr*The Kite Runner* by Khalid Hosseini | Question focus: Paper 1 Question 5Task: Write a story about a character arriving somewhere new. (Question 5) | Question focus:Paper 1 Question 5Task: 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 eraSkills focus:Develop understanding of Victorian attitudes and values. | **Paper 2** EducationSkills focus:Selecting evidence.Comparing texts.Inference. | **Paper 2**EducationSkills focus:Exploring the effects of the writer’s use of language. | **Paper 2**EducationSkills focus:Comparing the attitudes of writers. | **Paper 2**EducationSkills focus:Linking paragraphs.Creating a range of linked points. | **Paper 2**EducationSkills 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 2Suggested 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 3Suggested 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 5Task: Write a **speech** to explain what you think makes a good education. | Question focus: Paper 2 Question 5Task: 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 writingSkills focus:Exploring the effects of the writer’s use of language and structure.Using subject terminology accurately. | **Paper 1**Crime writingSkills focus: Exploring the writer’s methods.Selecting a range of textual detail.Responding to a statement. | **Paper 2** Crime writingSkills focus:Exploring the writer’s use of language. |  **Paper 2**Crime writingSkills focus:InferenceSummary writingComparing and contrasting texts. |  **Paper 2**Crime writingSkills focus: Comparing writers’ attitudes.Exploring effects of writers’ methods. | **Paper 2**Writing about crimeSkills focus: Using linguistic devices.Improving technical accuracy. |
| Question focus: Paper 1 Questions 1, 2 and 3 Suggested text: *The Guest List* byLucy Foley | Question focus: Paper 1 Question 4Suggested texts: *The Unexpected Inheritance of Inspector Chopra* byVaseem KhanOr*The Beat Goes On* byIan Rankin | Question focus: Paper 2 Question 3Suggested 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 5Task: Write a **letter** to your local newspaper in response to this statement ‘Prisons are like a holiday camp and do nothing to deter criminals.’  |
| IntroduceSpoken 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 writingSkills focus:Exploring the effects of the writer’s use of languageusing accurate terminology. | **Paper 1**Fantasy writingSkills focus:Responding clearly to a statement. | **Paper 1**Fantasy writingSkills focus:All skills for Paper 1 reading. | **Paper 2**SportSkills focus:InferenceSynthesising information from both sourcesExploring the effects of the writer’s language. | **Paper 2**SportSkills focus:Comparison. | **Paper 2**SportSkills focus:All skills for Paper 2. |
| Question focus:Paper 1 Questions 2 and 3Suggested text: *The Gilded Ones* byNimina Forna | Question focus:Paper 1 Questions 4Suggested text:*A Children’s Bible* by Lydia Millet | Question focus:Paper 1 Questions 2 to 4Suggested text:(Nov 2017 Paper 1)*The Sound of Thunder* byRay Bradbury | Question focus:Paper 2 Questions 1, 2 and 3Suggested 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 4Suggested texts:(Nov 2018 Paper 2)‘All cyclists fear bad drivers’, *The Guardian*, 2016Source 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 2Questions 1 to 4Suggested texts:(June 2018 Paper 2)*Morning Glass* byMike Doyle‘The Hawaiian Archipelago’, an extract from a letter written by Isabella Bird, published in 1875.  |

### **Summer term 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2  | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| **Induction**Introduction to courseInitial 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**RosabelReading practice Questions 1 to 4.Question 5: Describe a journey in a bus as suggested by picture. | **Paper 1** The HartopsReading practice Questions 1 to 4.Question 5: Write a story about two people from very different backgrounds. | **Paper 2** Death ZoneUse example answers from AQA to teach students how to approach each reading question. | **Paper 2**PrisonsReading practice Questions 1 to 4. | **Paper 2**SchoolsReading practice Questions 1 to 4. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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. |  |   |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 WritingSPaG 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** |