# Scheme of work

Introduction

This SOW offers a route through the GCSE English Language 8700 course.

It covers the specification in a logical order and suggests possible teaching and learning activities and themes for each section of the specification.

The scheme is organised into phases, which may vary in length depending on the suggested content. It is not assumed that the course is taught in a linear way, and the scheme may be spread across two years and phases used at different points in the course.

Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and links provided are active at the time of publishing.

We have highlighted activities that could be used in preparation for the Spoken Language NEA as well as the preparation for both paper 1 and paper 2.

Assumed coverage

Although not indicated in this plan, some work is expected to be completed outside of teaching hours as independent learning, which would draw on and consolidate the skills taught within the classroom.

**General timings**

The scheme of work is based on a total of 120-140 teaching hours. This can be spread across either a two-year course alongside Literature GCSE teaching; or one year, if offering early entry.

**Specification coverage**

* Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
* Read and evaluate texts critically and make comparisons between texts.
* Summarise and synthesise information or ideas from texts.
* Use knowledge gained from wide reading to inform and improve their own writing.
* Write effectively and coherently using Standard English appropriately.
* Use grammar correctly and punctuate and spell accurately.
* Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
* Listen to and understand spoken language and use spoken Standard English effectively.

**Contents**

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**Phase 1 – Induction to GCSE**

**Content**

* Introduction to the course
* Initial assessment – describe a picture task
* Use diagnostic tool for writing skills

**Skills focus**

* Understand the assessment objectives
* Be able to write descriptively

**Questions focus**

* Overview of papers
* Paper 1 Question5

**Suggested texts**

* Extract from Gerald Durrell’s ‘My Family and Other Animals’ – the description of the ‘strawberry pink’ villa.
* Opening of [Avatar 2009](https://www.youtube.com/watch?v=drLd5iTpf1E) – To 1min 10 seconds. Take still of forest scene and then use whole opening to consider description.

**Phase 2 – Paper 1**

**Content**

* Unseen prose - Openings

**Skills focus**

* Exploring effects of writer’s use of language
* Selecting appropriate textual references

**Questions focus**

* Paper 1 Questions 1 and 2

**Suggested text**

* *The Night Circus* – Erin Morgenstern – the opening section describing the circus

**Paper 1**

**Content**

* Unseen prose - Openings

**Skills focus**

* Exploring effects of writer’s use of language
* Developing analysis of language

**Questions focus**

* Paper 1 Question 2

**Suggested text**

* *Of Mice and Men* by John Steinbeck – Description of the setting

**Paper 1**

**Content**

* Unseen prose - Openings

**Skills focus**

* Identifying structural features
* Exploring effects of writer’s use of structure

**Questions focus**

* Paper 1 Questions 3

**Suggested text**

* Watch clip from [Jurassic Park - T Rex arrives](https://www.youtube.com/watch?v=Rc_i5TKdmhs) – play from 1:00-3:30
* *Jaws* by Peter Benchley – Opening

**Paper 1**

**Content**

* Unseen Prose - Openings

**Skills focus**

* Exploring effects of writer’s use of structure
* Developing analytical responses to structure

**Questions focus**

* Paper 1 Question 3

**Suggested text**

* *On the Road* by Cormac McCarthy

**Paper 1**

**Content**

* Unseen prose - Openings

**Skills focus**

* Responding to a statement
* Selecting appropriate textual evidence

**Questions focus**

* Paper 1 Question 4

**Suggested text**

* *House of the Spirits* by Isabelle Allende
* *A Thousand Splendid Suns –* Khaled Hosseini

**Paper 1**

**Content**

* Unseen prose- narrative writing

**Skills focus**

* Developing engaging writing
* Using appropriate and effective vocabulary for effect

**Questions focus**

* Paper 1 Question 5 – Narrative writing

**Suggested text**

* Use one of the extracts studied prior to this week and write an opening ‘in the style of’. Depending on extract selected, offer a prompt for narrative writing.

**Phase 3 – Paper 2**

**Content**

* Investigating non-fiction – introduction to paper

**Skills focus**

* Explore different styles of non-fiction writing
* Understand writing styles for different audiences and purposes

**Questions focus**

* Paper 2 – reading and understanding unseen non-fiction

**Suggested text**

* Teacher selected examples of different non-fiction writing from 19th century and 20/21st century.

**Paper 2**

**Content**

* Unseen non-fiction – travel writing

**Skills focus**

* Understanding explicit and implicit meaning in texts
* Selecting appropriate textual references

**Questions focus**

* Paper 2 Questions 1 and 2

**Suggested text**

* *History of a Six Weeks tour* by Mary Shelley [History of a Six Weeks Tour - online copy](https://archive.org/details/sixweekhistoryof00shelrich/page/viii/mode/2up?ref=ol&view=theater) Possible suggestion: page 40 onwards ‘Switzerland’

**Paper 2**

**Content**

* Unseen non-fiction – travel writing

**Skills focus**

* Exploring effects of writer’s use of language
* Selecting appropriate textual references

**Questions focus**

* Paper 2 Question 3

**Suggested text**

* *The Uncommercial Traveller* by Charles Dickens – Suggested extract ‘Bound for the Great Salt Lake’ p.190 onward [Bound for the Great Salt Lake](https://archive.org/details/uncommercialtrav03dick/page/190/mode/2up?ref=ol&view=theater)

**Paper 2**

**Content**

* Unseen non-fiction – travel writing

**Skills focus**

* Exploring effects of writer’s use of language
* Selecting appropriate textual references

**Questions focus**

* Paper 2 Question 3

**Suggested text**

* *Pole to Pole* by Michael Palin - [Day 9 The Greenland Sea](https://www.palinstravels.co.uk/book-642)

**Paper 2**

**Content**

* Unseen non-fiction – travel writing

**Skills focus**

* Exploring effects of writer’s use of language
* Identify writer’s viewpoint and perspective
* Selecting appropriate textual references

**Questions focus**

* Paper 2 Questions 3 and 4

**Suggested text**

* *Memoirs of William Sampson* – Suggested extract – Letter XXX1 ‘Embarkation – Danger – Journey to London p. 225 [Embarkation - Danger - Journey to London P225](https://archive.org/details/memoirsofwilliam01samp/page/224/mode/2up?ref=ol&view=theater)

**Paper 2**

**Content**

* Unseen non-fiction – travel writing

**Skills focus**

* Understanding writers’ viewpoints and perspectives
* Compare the attitudes of writers

**Questions focus**

* Paper 2 Question 4

**Suggested text**

* *Air Travel is a Huge Contributor to Climate Change* [Article about anti-air travel](https://www.vox.com/the-highlight/2019/7/25/8881364/greta-thunberg-climate-change-flying-airline)
* *The Moments that made me Love Flying* – Larry Bleiberg BBC [*Moments that Made me Love Flying - article BBC*](https://www.bbc.com/travel/article/20151019-the-moments-that-made-me-love-flying)

**Assessment Paper 2**

**Content**

* Assessment – reading Paper 2

**Skills focus**

* Understanding implicit information and inference
* Exploring the writer’s use of language
* Comparing viewpoints and perspectives

**Questions focus**

* Questions 1,2,3 and 4

**Suggested text**

* June 2022 Paper 2 – reading section assessment

**Phase 4 - Writing**

**Content**

* Paper 2 - Discursive Writing – planning and organising ideas

**Skills focus**

* Presenting a viewpoint in writing
* Planning a range of ideas to support viewpoint
* Organisation and cohesion in writing

**Questions focus**

* Paper 2 Section B – ‘Write an **article** in which you **argue** your point of view in response to the statement ‘*We don’t need to spend excessive amounts of money on travelling abroad, we have everything we need here.’*

**Suggested text**

* Examples of discursive writing from previous weeks can be used to model and support planning

**Writing**

**Content**

* Paper 1 - Descriptive writing – Planning and structuring description

**Skills focus**

* Using vocabulary for purpose and effect
* Varying sentences for purpose and effect

**Questions focus**

* Paper 1 Section B – Use an image related to ‘travel’ with prompt ‘Describe a ‘place’ as suggested by the image.

**Suggested text**

* *Lord of the Flies* – William Golding – Extract describing the beach and the ocean ‘The shore was fledged with palm trees’

**Phase 5 – Entertainment – Paper 1 and Paper 2 texts**

**Paper 1**

**Content**

* Theme - Entertainment

**Skills focus**

* Exploring the effects of the writer’s use of language
* Exploring the effects of the writer’s use of structure
* Using accurate subject terminology

**Questions focus**

* Paper 1 Questions 2 and 3

**Suggested text**

* *The Museum of Extraordinary Things* – Alice Hoffman

**Paper 1**

**Content**

* Theme - Entertainment

**Skills focus**

* Exploring methods and language
* Evaluation in relation to a statement

**Questions focus**

* Paper 1 Question 4

**Suggested text**

* *The Night Circus* – Erin Morgenstern
* *Something Wicked Comes This Way* – Ray Bradbury

**Paper 2 and Spoken Language NEA**

**Content**

* Theme - Entertainment

**Skills focus**

* Inference
* Writing a summary

**Questions focus**

* Paper 2 Question 2

**Suggested text**

* *The Greatest Show on Earth* – Guardian Article [Ringling Brothers Bow out after 146 years in the circus ring](https://www.theguardian.com/stage/2017/may/22/ringling-bros-barnum-bailey-circus-final-show-new-york-146-years)
* *The Real Story behind The Greatest Showman –* Guardian Article [The Real Story Behind The Greatest Showman](https://www.theguardian.com/film/2019/jul/03/the-real-story-behind-the-greatest-showman-is-one-of-exploitation-its-time-we-told-it)

**Paper 2 and Spoken Language NEA**

**Content**

* Theme - Entertainment

**Skills focus**

* Comparing the writers’ viewpoints
* Introduce Spoken Language NEA – choosing a topic; researching topic

**Questions focus**

* Paper 2 Question 4

**Suggested text**

* *P T Barnum Autobiography* – Extracts on Tom Thumb or The Mermaid
* *The Real Story behind The Greatest Showman –* Guardian Article [The Real Story Behind The Greatest Showman](https://www.theguardian.com/film/2019/jul/03/the-real-story-behind-the-greatest-showman-is-one-of-exploitation-its-time-we-told-it)

**Paper 2 and Spoken Language NEA**

**Content**

* Theme - Entertainment

**Skills focus**

* Expressing a viewpoint in writing
* Using rhetorical devices for purpose and effect
* Spoken Language NEA – Planning for audience and purpose

**Questions focus**

* Paper 2 Section B – ‘Write an **article** in which you **argue** your point of view in response to the statement ‘*Reality TV is the new circus – it uses and exploits the people taking part’*

**Suggested text**

* Article on Reality TV – both sides of the argument. Guardian has several

**Paper 2 and Spoken Language NEA**

**Content**

* Theme – Social Issues

**Skills focus**

* Synthesising details from different sources
* Exploring effects of the writers’ choice of method
* Spoken Language NEA – Engaging your audience and organisation of presentation

**Questions focus**

* Paper 2 Question 2 and 3

**Suggested text**

* *Night Walks* – Charles Dickens - [Night Walks extract](https://www.charlesdickenspage.com/night-walks.html)
* *Down and Out in Paris and London –* George Orwell - [Down and Out in Paris and London](http://www.george-orwell.org/Down_and_Out_in_Paris_and_London/0.html)
* *£3million to fix the UK housing crisis?* – The Guardian [Homeless crisis in the UK article](https://www.theguardian.com/commentisfree/2023/jun/27/prince-william-homewards-homelessness-3m)

**Paper 2 and Spoken Language NEA**

**Content**

* Theme – Social Issues

**Skills focus**

* Comparing the writers’ viewpoints
* Analysing the writers’ use of methods
* Spoken Language NEA – Presentations

**Questions focus**

* Paper 2 Question 4

**Suggested text**

* *Children living in poverty* – The Guardian article [Children living like Victorian children in 2015](https://www.theguardian.com/commentisfree/2015/apr/09/children-uk-victorian-conditions-inequality-child-poverty)
* *Behind the Beautiful Forevers –* Katherine Boo
* *The Little Watercress Girl –* Henry Mayhew [The Little Watercress Girl](http://www.historyhome.co.uk/readings/watercre.htm)

**Paper 2 and Spoken Language NEA**

**Content**

* Theme – Social Issues

**Skills focus**

* All skills for Paper 2
* Spoken Language NEA – Presentations

**Questions focus**

* Paper 2 Question 4

**Suggested text**

* November 2017 Paper 2
	+ Source A: 20th Century literary non-fiction
	+ The Other Side of the Dale - Gervase Phinn, published in 1998.
	+ Source B: 19th Century non-fiction
	+ The Ragged School - An extract from a diary written by a teacher, published in 1849.

**Phase 6 – Revision of key skills and exam preparation**

**Paper 1**

**Content**

* Theme – Animals and nature

**Skills focus**

* Selecting relevant references
* Exploring the writer’s use of language and structure

**Questions focus**

* Paper 1 Question 2 and 3

**Suggested text**

* *A Mild Attack of Locusts* – Doris Lessing

**Paper 1**

**Content**

* Theme – Animals and nature

**Skills focus**

* Responding critically to a statement

**Questions focus**

* Paper 1 Question 4

**Suggested text**

* *A Kestrel for a Knave* – Barry Hines

**Paper 1**

**Content**

* Theme – Animals and Nature

**Skills focus**

* Comparing the writers’ viewpoints

**Questions focus**

* All Paper 1 questions

**Suggested text**

* June 2022 Paper 1
* *The Pearl* – John Steinbeck

**Paper 1 and 2**

**Content**

* AO2 – Language Analysis

**Skills focus**

* Analyse and explore the effects of language
* Identify language patterns and techniques – cumulative effect

**Questions focus**

* Paper 1 Question 2
* Paper 2 Question 3

**Suggested text**

* *Jane Eyre* – Charlotte Bronte – The opening description of the weather
* *The Death Zone* – Matt Dickinson – June 2020 Extract for Question 3 (Description of the storm)

**Paper 1 – Narrative structure**

**Content**

* Narrative writing - structure

**Skills focus**

* Planning and structuring narrative writing
* Identify and understand the narrative arc (Freytag’s arc)

**Questions focus**

* Paper 1 Section B – Narrative writing

**Suggested text**

* *The Doll’s House* – Katherine Mansfield [The Doll's House text](https://www.katherinemansfieldsociety.org/archive/www.katherinemansfieldsociety.org/assets/KM-Stories/THE-DOLLS-HOUSE.pdf)
* *The Lottery* – Shirley Jackson [The Lottery - text](https://core.ac.uk/download/pdf/38424002.pdf)
* *AQA Telling Tales – Short Story Anthology*

**Paper 1 Mock Exam**

**Content**

* Exam techniques

**Skills focus**

* Responding under timed conditions
* Developing clear responses

**Questions focus**

* Paper 1

**Suggested text**

* *Paper 1 Past Paper of choice*

**Paper 2**

**Content**

* Theme – Adventure/ Sport

**Skills focus**

* Inference
* Synthesising information from texts
* Exploring the effect of the writer’s choice of language

**Questions focus**

* Paper 2 Question 1,2 and 3

**Suggested text**

* November 2020
	+ Source A: 20th Century literary non-fiction

Touching the Void - autobiographical account by Joe Simpson published in 1988

* + Source B: 19th Century non-fiction

Climbing the Meije - letter written by explorer Gertrude Bell in 1899

**Paper 2**

**Content**

* Theme – Adventure/ Sport

**Skills focus**

* Comparing the writers’ viewpoints

**Questions focus**

* Paper 2 Question 4

**Suggested text**

* June 2018 Paper 2
	+ Source A: 20th Century literary non-fiction

Morning Glass - Mike Doyle’s autobiography, published in 1993

* + Source B: 19th Century non-fiction

The Hawaiian Archipelago - letter written by Isabella Bird, published in 1875

**Paper 2 Mock Exam**

**Content**

* Exam techniques

**Skills focus**

* Responding under timed conditions
* Developing clear responses

**Questions focus**

* Paper 2

**Suggested text**

* *Paper 2 Past Paper of choice*

**Paper 1 and 2**

**Content**

* Feedback from mock exams

**Skills focus**

* Improving and developing exam responses

**Questions focus**

* Paper 1 and Paper 2