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**Knowledge Rich Curriculum Plan**

*Year 11: Language Paper* *One*

| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Written link the wider curriculum**  | **Assessment**  |
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| **Paper One- Lesson One – Evaluate -Alex Cold** | Students will know that Paper One consists of a fiction reading and writing section.Students will know that Question 2 Paper One is always a language question.Students will know that to approach Q4 they need to: Read the specified lines.Top Tips for approaching Question 4• Always start by agreeing with the statement that the ‘student’ has made.• Use a range of evidence to support why you agree with the statement.• Write about both language and structural choices made by the writer.• Use a range of evaluative vocabulary to positively critique the text.• Remember this is worth 20 marks- that’s half of the mark available in this section.Focus this part of your answer on the second half of the source from line 16 to the end. A student said ‘This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother’s illness.’ To what extent do you agree? In your response, you could: • consider your own impressions of Alex • evaluate how the writer shows that Alex is struggling to cope • support your response with references to the text. [20 marks]*At breakfast Alex was not in the mood to applaud his father’s efforts at making pancakes. His father was not exactly a good cook; the only thing he knew how to do was pancakes, and they always turned out like rubber-tyre tortillas. His children didn’t want to hurt his feelings, so they pretended to eat them, but any time he wasn’t looking, they spit them out.**‘When’s Momma going to get better?’ Nicole asked, trying to spear a rubbery pancake with her fork.**‘Shut up, Nicole,’ Alex replied.**‘Momma’s going to die,’ Andrea added.**‘Liar! She’s not going to die!’ shrieked Nicole.**‘You two are just kids. You don’t know what you’re talking about!’ Alex exclaimed.**‘Here, girls. Quiet now. Momma is going to get better,’ his father interrupted, without much conviction.**Alex was angry with his father, his sisters, life in general – even with his mother for getting sick. He rushed out of the kitchen, ready to leave without breakfast.**Except for his father’s pancakes and an occasional tuna-and-mayonnaise sandwich, no one in the family had cooked for months. There was nothing in the refrigerator but orange juice, milk and ice cream; at night they ordered in pizza or Chinese food. At first it was almost like a party, because each of them ate whenever and whatever they pleased, mainly sweets, but by now everyone missed the balanced diet of normal times.**Alex had realised during those months how enormous their mother’s presence had been and how painful her absence was now. He missed her easy laughter and her affection, even her discipline. She was stricter than his father, and sharper. It was impossible to fool her; she could see the unseeable. He missed her music, her flowers, the once-familiar fragrance of fresh-baked cookies, and the smell of paint. It used to be that his mother could work several hours in her studio, keep the house immaculate, and still welcome her children after school with cookies. Now she barely got out of bed to walk through the rooms with a confused air, as if she didn’t recognise anything; she was too thin, and her sunken eyes were circled with shadows. Her canvases, which once were explosions of colour, sat forgotten on their easels, and her oil paints dried in their tubes. His mother seemed to have shrunk; she was little more than a silent ghost.* | Evaluate: To form an idea about the success or impact of something. | What Paper one includesHow to analyse language and structure The questions should be answered in the following order: 1,4,2,3The evaluative statement within the question will usually be split into two parts | Literature Questions:At 12 years old, when Dickens’ father was sent to a debtor’s prison, he was forced into poverty and had to work in a blacking factory. This influenced his writing because…He learned the importance of protecting childrenHe experienced the hardships and fears of the poorHe learned the impact of an uncompassionate society**Encourage students to add, ‘therefore, he created/wrote’**In ‘Macbeth’ the quotation: ‘Will all great Neptune’s ocean wash this blood clean from my hand?’ spoken by Macbeth after the murder of King Duncan reveals that…Macbeth feels immense guilt/Guilt is more powerful than ambition/ there is no escape from guilt**Encourage students to analyse language in the quotation to support their idea** | Use of the visualiser to highlight successful annotations |
| **Paper One- Lesson Two – Evaluate – Alex Cold** | Students will know that to approach Q4 they need to: * Re read the extract.
* Re read the question and decide what exactly it is asking.
* Find all evidence to support agreement with the statement.
* Identify any techniques in these pieces of evidence.
* Comment on how the choices made by the writer impact on the reader.
* Link back to the statement that is being agreed with.

Students will attempt their own response to the question (see lesson 1), following on from:*‘I wholeheartedly agree with the statement that Alex is struggling to cope with his mother’s illness. This is first seen in his interaction with his family at breakfast time. The writer immediately tells us that Alex was ‘not in the mood’ implying that he is in low spirits, due to his mother’s illness. The reader can infer this as they’ve already learned of his Alex’s prophetic nightmare, in which his mother is ‘carried off’ away from the family home by a blackbird.*Students will evaluate two student responses and their own piece of writing. | **Judicious – done with good judgement or sense** | Students will know how to approach Q4 and the academic language required in their response.Students will know how to look for evidence to support ideas/the evaluative statement. | Literature Questions Shakespeare wrote ‘Macbeth’ in support of King James I. This is demonstrated by… his portrayal of Duncan in the play/ the fact that regicide in the play is punished and carries severe consequences**Encourage students to add, ‘therefore, he created/wrote/portrayed’**In ‘A Christmas Carol’ at the end of the novella, the narrator says of Scrooge, ‘He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father.’ This reveals Dickens’ message that…Family and friendship is important / with assistance and intervention, the weak can be saved**Encourage students to analyse language in the quotation to support their idea** | Use of the visualiser to identify successes in student responses |
| **Paper One- Lesson Three – Language – Alex Cold** | Question 2 Paper One is always a language question.To approach Q2 they need to: Read the specified lines.Explore the language from the small section, in detailDecide on three impressions that the writer is trying to conveyFind three pieces of evidence (vivid images) to support your impressions.Identify three techniques in these pieces of evidence.Consider the impact of these words and techniquesComment on why the writer might have chosen these effects.Comment on the impact of these techniques on the reader.How does the writer use language here to describe the effects of the storm? You could include the writer’s choice of: • words and phrases • language features and techniques • sentence forms. [8 marks] What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the blackbird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.Students will know that using a range of high-level academic language, they will construct a better response.Students will recognise which quotations are more judicious and why.Students will know how to self-assess and refine their writing. The writer undoubtedly makes the effects of the storm seem cruel, frightening and ultimately, physically unsettling.The writer cleverly introduces the violent and cruel nature of the storm when the reader is told…Next in the extract, the writer conveys how frightening the storm is through the use of\_\_\_\_\_ Following on, the writer creates \_\_\_\_\_\_\_\_\_\_ through… Then the writer quickly establishes a feeling of \_\_\_\_\_\_ in their depiction of\_\_\_\_\_ The clever use of\_\_\_\_ by (writer) is evident throughout / at the start / in the latter half… The writer choses to\_\_\_\_\_ through the use of \_\_\_\_  (Writer) writes that ‘…’ The clever use of\_\_\_\_ shows For example, in line X we’re told that ‘…’ This clearly establishes… Notably, in line X, (writer) states ’…’ (Writer) achieves\_\_\_\_\_ For example, The use of \_\_\_\_\_ here is intentional; Here, (writer) is arguably trying to make the reader… The inclusion of \_\_\_\_is a clear attempt by (writer) to… One could interpret this as an attempt by (writer) to… Such language is indicative of (Writer’s) clear efforts to… (Writer) is ensuring the reader … | **Semantic Field – a group of words which are connected in meaning or theme** | Students will know how to approach Q2 and the academic language required in their response. | Literature QuestionsPercy Shelley wrote the poem Ozymandias in 1817, when a large part of a statue of Rameses II (Ozymandias) was unearthed. Presenting Ozymandias’ power as…Finite/Not long lasting/transient/fleetingShelley conveys his message that…Nature is more powerful than man/Man is arrogant**Encourage students to add, ‘therefore, he created/wrote/portrayed’**In ‘Macbeth’ the quotation: “Yet do I fear thy nature;It is too full o’ the milk of human kindness.” spoken by Lady Macbeth after she reads Macbeth’s letter reveals that…She doubts her husband’s strength/she sees herself as more powerful/LM is a disrespectful wife/she sees her husband as weak**Encourage students to analyse language in the quotation to support their idea** | Use of the visualiser to identify successes in student responsesIdentify where a response:Starts with a triple thesis statement Makes a series of clear statements throughout which answer the questionIncludes well-selected and appropriate quotations that are embeddedHighlights a particular technique or word type and discusses the effectConsiders why the writer has made specific language choices Explores the impact the writer’s choices have on the reader |
| **Paper One- Lesson Four – Structure Alex Cold** | Students will revise the following terms:Students will know that when writing about structure we are thinking about the text like a film clip. We need to consider what the focus is at the beginning, middle and end. We also need to think about what we are being shown, how this is happening (the quotation) and why the writer might have chosen to do this specifically.Students will know that this question will always be presented in the following way:You now need to think about the whole of the source. This text is from the beginning of a novel. How has the writer structured the text to interest you as a reader? You could write about: • what the writer focuses your attention on at the beginning of the source • how and why the writer changes this focus as the source develops • any other structural features that interest you. Students will evaluate two examination responses. | **Cyclical****Analepsis****Prolepsis*** **See table for meaning**
 | Students will know that to approach Q3 they need to: -Read the whole source.-Select three or four parts of the text to answer the question-Highlight the information needed to answer the question-Use the what, how, why approach. | Literature Questions In the 17th century, women were seen as weak and subservient to men, so when Shakespeare presents Lady Macbeth as… his Jacobean audience would…Be shocked/believe she must be influenced by the devil/ believe she is a witch/ recognise that in order for LM to express such strength she must have requested supernatural intervention**Encourage students to add, ‘therefore, he created/wrote/portrayed’**In ‘A Christmas Carol’ the quotation: “I wear the chains I forged in life” spoken by Jacob Marley when he visits Scrooge as a tormented spirit, reveals Dickens message that…A lack of kindness/awareness of social responsibility will lead to purgatory/eternal suffering / A person’s avarice and love of material things will result in guilt/eternal damnation/prevent one from attaining freedom in heaven**Encourage students to analyse language in the quotation to support their idea** |  |
| **Paper One: Lesson Five – Evaluate – Kino and the Scorpion** | Students will know that Paper One consists of a fiction reading and writing section.Students will know that Question 2 Paper One is always a language question.Students will know that to approach Q4 they need to: Read the specified lines.Top Tips for approaching Question 4• Always start by agreeing with the statement that the ‘student’ has made.• Use a range of evidence to support why you agree with the statement.• Write about both language and structural choices made by the writer.• Use a range of evaluative vocabulary to positively critique the text.• Remember this is worth 20 marks- that’s half of the mark available in this section.Focus this part of your answer on the second half of the source from line 16 to the end. A student said ‘This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother’s illness.’ To what extent do you agree? In your response, you could: • consider your own impressions of Alex • evaluate how the writer shows that Alex is struggling to cope • support your response with references to the text. [20 marks]Kino's hand leaped to catch it, but it fell past his fingers, fell on the baby's shoulder, landed and struck. Then, snarling, Kino had it, had it in his fingers, rubbing it to a paste in his hands. He threw it down and beat it into the earth floor with his fist, and Coyotito screamed with pain in his box. But Kino beat and stamped the enemy until it was only a fragment and a moist place in the dirt. His teeth were bared and fury flared in his eyes and the Song of the Enemy roared in his ears.But Juana had the baby in her arms now. She found the puncture with redness starting from it already. She put her lips down over the puncture and sucked hard and spat and sucked again while Coyotito screamed.Kino hovered; he was helpless, he was in the way.The screams of the baby brought the neighbours. "Scorpion. The baby has been stung."Juana stopped sucking the puncture for a moment. The little hole was slightly enlarged and its edges whitened from the sucking, but the red swelling extended farther around it in a hard mound. An adult might be very ill from the sting, but a baby could easily die from the poison. First would come swelling and fever and tightened throat, and then cramps in the stomach, and then Coyotito might die if enough of the poison had gone in. But the stinging pain of the bite was going away. Coyotito's screams turned to moans.Kino had wondered often at the iron in his patient, fragile wife. She, who was obedient and respectful and cheerful and patient. She could stand fatigue and hunger almost better than Kino himself. She was like a strong man. And now she did a most surprising thing."The doctor," she said. "Go to get the doctor.""The doctor would not come," Kino said to Juana.She looked up at him, her eyes as cold as the eyes of a lioness. This was Juana's first baby- this was nearly everything there was in Juana's world, and Kino saw her determination."Then we will go to him," Juana said, and with one hand she arranged her dark blue shawl over her head and made of one end of it a sling to hold the moaning baby and a shade over his eyes to protect him from the light. The people in the doorway pushed against those behind to let her through. Kino followed her. | Evaluate: To form an idea about the success or impact of something. | What Paper one includesHow to analyse language and structure The questions should be answered in the following order: 1,4,2,3The evaluative statement within the question will usually be split into two parts | Literature QuestionsThe views of Thomas Malthus influenced Charles Dickens’ writing because…He disagreed with his views that the poor, weak and infirm should not be assisted/he disagreed with his view, wanted to influence the cold, uncaring Victorians who also held Malthusian views**Encourage students to add, ‘therefore, he created/wrote/portrayed’**In ‘Macbeth’ the quotation: ‘oftentimes, to win us our harm, The instruments of darkness tell us truths, Win us with honest trifles, to betray's In deepest consequence.’ spoken by Banquo after he and Macbeth have seen the witches reveals that…He is wiser than Macbeth/Recognises the witches as agents of the devil/is more cautious than Macbeth**Encourage students to analyse language in the quotation to support their idea** | Use of the visualiser to highlight successful annotations |
| **Paper One: Lesson Six – Evaluate – Kino and the Scorpion** | Students will know that to approach Q4 they need to: • Re read the extract.• Re read the question and decide what exactly it is asking.• Find all evidence to support agreement with the statement.• Identify any techniques in these pieces of evidence.• Comment on how the choices made by the writer impact on the reader.• Link back to the statement that is being agreed with.Students will attempt their own response to the question (see lesson 1), following on from:*‘I wholeheartedly agree with the statement that Kino is unhelpful and it is Juana who tries to save the baby’s life. This is first seen in Kino’s interaction with the scorpion. Although it said that his hand ‘leaped’ to catch it, demonstrating that he actively wants to save the baby, it actually ‘fell past his fingers’ showing that despite his efforts, he has failed to help. Then once the baby is stung, Kino unhelpfully directs his attention on the scorpion, even after it is long dead, ‘he rubbed it to a paste’ then ‘he threw it down’ and ‘beat it to the earth’. These violent verbs show his Kino’s fury, but his fury is not helpful to his child who was screaming in pain.*Students will evaluate two student responses and their own piece of writing. |  | Students will know how to approach Q4 and the academic language required in their response.Students will know how to look for evidence to support ideas/the evaluative statement. | Literature QuestionsIn 1605 Catholic Conspirators attempted to blow up Parliament and assassinate James I. This context is important to ‘Macbeth’ because…In ‘A Christmas Carol’ the narrator says of Ignorance and Want, ‘Where angels might have sat enthroned, devils lurked’ which reveals… | Use of the visualiser to identify successes in student responses |
| **Paper One: Lesson Seven – Language – Kino and the Scorpion** | Question 2 Paper One is always a language question.To approach Q2 they need to: Read the specified lines.Explore the language from the small section, in detailDecide on three impressions that the writer is trying to conveyFind three pieces of evidence (vivid images) to support your impressions.Identify three techniques in these pieces of evidence.Consider the impact of these words and techniquesComment on why the writer might have chosen these effects.Comment on the impact of these techniques on the reader.How does the writer use language here to describe the conflict between Kino and the scorpion? You could include the writer’s choice of: • words and phrases • language features and techniques • sentence forms. [8 marks] Kino's breath whistled in his nostrils and he opened his mouth to stop it. And then the startled look was gone from him and the rigidity from his body. In his mind a new song had come, the Song of Evil, the music of the enemy, of any foe of the family, a savage, secret, dangerous melody, and underneath, the Song of the Family cried plaintively. The scorpion moved delicately down the rope toward the box. Kino was in motion. His body glided quietly across the room, noiselessly and smoothly. His hands were in front of him, palms down, and his eyes were on the scorpion. It sensed danger when Kino was almost within reach of it. It stopped, and its tail rose up over its back in little jerks and the curved thorn on the tail's end glistened. Kino stood perfectly still. He could not move until the scorpion moved, and it felt for the source of the death that was coming to it. Kino's hand went forward very slowly, very smoothly. The thorned tail jerked upright.Students will know that using a range of high-level academic language, they will construct a better response.Students will recognise which quotations are more judicious and why.Students will know how to self-assess and refine their writing. The writer undoubtedly makes the conflict seem dramatic, performative and a battle between good versus evil.The writer cleverly introduces the dramatic the conflict between Kino and the scorpion when the reader is told…Next in the extract, the writer conveys that that the interaction is almost performative is through the use of\_\_\_\_\_ Following on, the writer creates \_\_\_\_\_\_\_\_\_\_ through… Then the writer quickly establishes a feeling of \_\_\_\_\_\_ in their depiction of\_\_\_\_\_ The clever use of\_\_\_\_ by (writer) is evident throughout / at the start / in the latter half… The writer choses to\_\_\_\_\_ through the use of \_\_\_\_  (Writer) writes that ‘…’ The clever use of\_\_\_\_ shows For example, in line X we’re told that ‘…’ This clearly establishes… Notably, in line X, (writer) states ’…’ (Writer) achieves\_\_\_\_\_ For example, The use of \_\_\_\_\_ here is intentional; Here, (writer) is arguably trying to make the reader… The inclusion of \_\_\_\_is a clear attempt by (writer) to… One could interpret this as an attempt by (writer) to… Such language is indicative of (Writer’s) clear efforts to… (Writer) is ensuring the reader … |  | Students will know how to approach Q2 and the academic language required in their response. | Literature QuestionsWilfred Owen wrote ‘Exposure’ while serving as a soldier during WW1. In the poem he conveys the message that…In ‘Macbeth’ the quotation: “My hands are of your colour, but I shame to wear a heart so white.” spoken by Lady Macbeth after Macbeth has murdered Duncan reveals that… | Use of the visualiser to identify successes in student responsesIdentify where a response:Starts with a triple thesis statement Makes a series of clear statements throughout which answer the questionIncludes well-selected and appropriate quotations that are embeddedHighlights a particular technique or word type and discusses the effectConsiders why the writer has made specific language choices Explores the impact the writer’s choices have on the reader |
| **Paper One: Lesson Eight – Structure – Kino and the Scorpion** | You now need to think about the **whole** of the source. This text is from the beginning of a novel. How has the writer structured the text to interest you as a reader? You could write about: • what the writer focuses your attention on at the beginning of the source • how and why the writer changes this focus as the source develops • any other structural features that interest you. I DoWhat is the writer focussing our attention on?How are they doing this?Why might the writer have chosen to focus our attention on this specifically?We DoWhat is the writer focussing our attention on?How are they doing this?Why might the writer have chosen to focus our attention on this specifically?You DoWhat is the writer focussing our attention on?How are they doing this?Why might the writer have chosen to focus our attention on this specifically? |  | Students will know that:1.Exposition is…2.Analepsis is when…3.The effect of foreshadowing is…4.A cyclical or circular narrative is…5.If something is in chronological order then it is…Student will know that question three is always a structure question. They will know that they must approach it like they were looking through a camera lens. They will know that they should use the what, how, why structure. | Literature QuestionsJacobeans believed that witches were possessed by demons and were agents the devil. The believed witches had the power to…In ‘A Christmas Carol’ the quotation: “A solitary child, neglected by his friends, is left there still.” spoken by The Ghost of Christmas Past when he takes Scrooge to see his former self in the school house, reveals Dickens message that… | Use of the visualiser to highlight successful annotations |
| **Paper One: Lesson Nine – Independent Practice – Propping Up the Line** | Students will complete an examination paper under timed conditions**Please note, the booklet directs students to look at line 17 onward for this question, but it should be line 21.** |  |  |  | GCSE Practice Paper – Section A Reading |
| **Paper One: Lesson Ten – Propping Up the Line Feedback lesson - Evaluate** | Top Tips for approaching Question 4• Always start by agreeing with the statement that the ‘student’ has made.• Use a range of evidence to support why you agree with the statement.• Write about both language and structural choices made by the writer.• Use a range of evaluative vocabulary to positively critique the text.• Remember this is worth 20 marks- that’s half of the mark available in this section.A student said: ‘This part of the text where Alfred remembers the battle shows the horror of war and the dreadful effect it has on him.’Before it was light, after the heavy artillery bombardments and the whistles and the bright spray of the flares, the men streamed over, filtered through the narrow gaps in the wire. Whole portions of them however were miraculously left behind – bits of men hooked up and hanging there for all to see, like the display in an awful butcher’s shop window; or if there were enough shreds and rags of uniform stillattached to the limbs, then it was more like the washing on the line flapping on a Monday morning at home.Alfred had grown almost used to such sights.Almost used to seeing the remains of men he had sometimes known and shared fag time and mugs of tea with.Almost used to them being suddenly torn apart and scattered around here and there or falling like rain into the mud.Almost used to them being thrown up in the air along with the astonishingly loud shell bursts.Used to seeing the remains chucked around among the living like so much discarded offal.Used to seeing legs, hands, heads and sometimes faces stare up at him blankly from the grey mud. Used to seeing his pals’ insides suddenly all spilled out from between their buttons, or poking through the rips and gaps in their uniforms. Used to seeing their innards fully exposed in the cold light of the outside where they didn’t belong at all. Where they were never meant to be seen. He knew it was wrong to be even remotely used to such sights, or to any of it, even for a second, let alone for ever….The rat zigzagged through the mud down the service trench, passed a wooden sign. It hesitated at the base of a trench ladder, and Alfred finally smashed it down into the mud. He felt its tiny backbone crack under his boot and he had a moment of fleeting sympathy for it; just another dirty dead thing, another of God’s creatures that had given up the ghost in the mud like so many others, and no one there to grieve its loss but him. He twisted his boot on the rat, pushing its bloated little body further into the mire.Students will annotate the student responses. |  |  | Literature Questions:In order to deal with the large numbers of poor people in the Victorian era, the government passed the New Poor Law in 1834, meaning that the poor…In the poem ‘Ozymandias’ by Percy Shelley, the quotation: “My name is Ozymandias, King of Kings; Look on my Works, ye Mighty, and despair!” reveals that… | Use of the visualiser to identify successes in student responses |
| **Paper One: Lesson Eleven – Propping up the Line Feedback – Evaluate and Language** | Task: Using annotations of the extract and analysis of the student response, students will have 25 minutes to improve your response - Using green pen. Teacher to share some examples under the visualiser.Extension annotate the section looking at language – Discuss the effective use of the words highlighted below:**How does the writer use language here to describe the rat?**He saw it there, pushing through and twisting its head, saw the wet greasy fur and its mean red eyes. He kicked at it and missed. The rat scuttled out from the tiny gap between the slat supports and ran across the mud. Normally Alfred would have let it go. Rats were, after all, commonplace but something, whether pent-up anger… hate… loss… pain… boredom, whichever it was made him give chase after it.The creature appeared sluggish, as if it were weighed down with overeating. It had most likely been feeding on what was caught, left behind, in the lines and coils of barbed wire which stretched for miles beyond the trench. The terrible sad debris of dead soldiers. The remains that were left behind after a 6am push. |  |  | In the Jacobean period it was believed that witches could influence and cause harm to ordinary people, so when Macbeth says, in his opening line of the play “So foul and fair a day I have not seen” the audience would…In the opening stave of ‘A Christmas Carol’, Scrooge is described by the narrator as, “a tight-fisted hand at the grindstone.” This reveals that… | Use of the visualiser to identify successes in student responses |