Year 11	Subject: English	Exam Specification AQA			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	A Christmas Carol	Literature Revision and Mock Feedback	English Language Papers 1 and 2 Revision	English Language Papers 1 and 2 Mocks	Revision and Targeted Exam Practice	GCSE Examination Period
Unit Length	7 Weeks	5 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Knowledge/ Skills	Key Knowledge • Dickens's plot, character development and narrative structure. • Poverty, responsibility, family, redemption and the supernatural. • Relevant Victorian contexts and authorial purpose. Key Skills • Develop a sustained interpretation linking extract and whole novella. • Analyse language, form and structure; select precise evidence and integrate relevant context.	Key Knowledge • Macbeth, A Christmas Carol, An Inspector Calls, the Power and Conflict anthology and unseen poetry. • Literature question demands; viewpoint-writing organisation and formal presentation. Key Skills • Recall and apply evidence, compare poems and sustain analytical arguments. • Use mock feedback to close gaps; revisit Language Paper 2 Section B and complete Spoken Language assessment.	Key Knowledge • Paper 1 fiction reading and creative writing; Paper 2 non-fiction viewpoints and purposeful writing. • Question demands, evidence selection, comparison and accuracy. Key Skills • Analyse language and structure, evaluate fiction and compare perspectives. • Develop controlled description, narrative and viewpoint writing; practise planning, pacing and completion.	Key Knowledge • Secure understanding of both Language papers and task-specific assessment criteria. Individual patterns of strength and error. Key Skills • Complete both mock papers independently. • Review question-level feedback, explain improvements and apply them to new reading and writing tasks.	Key Knowledge • Consolidate the full Literature text range and both Language papers. • Address individual knowledge and skill gaps identified through assessment. Key Skills • Strengthen quotation recall, interpretation, comparison and writing accuracy. • Complete targeted timed practice and refine responses through feedback.	Key Knowledge • Consolidate content relevant to remaining examinations. Key Skills • Apply secure knowledge and practiced approaches independently. • Any remaining teaching or revision support follows the school's examination and attendance arrangements.
Prior Learning/ End Point	Build on Year 10 literary analysis, Victorian reading from KS3 and existing context knowledge. **End point**: an independent extract-to-whole essay on Dickens's presentation of character or theme.	Build on Year 10 Literature and Autumn 1 Dickens study. **End point**: completed Literature mocks, responsive improvement work, a viewpoint-writing task and Spoken Language assessment.	Build on Year 10 Language teaching and Autumn 2 viewpoint work. **End point**: increasingly independent, complete responses to both papers with deliberate planning and proofreading.	Apply Spring 1 revision independently. **End point**: both Language mocks completed, gaps identified and improvements demonstrated on a fresh task.	Use Autumn Literature and Spring Language assessment evidence. **End point**: independent performance showing improved recall, relevant analysis and accurate, controlled writing.	Apply the two-year GCSE course. **End point**: completion of remaining examinations and any outstanding course requirements in line with school arrangements.
Assessment Objectives	Literature AO1: informed response and references. AO2: language, form and structure. AO3: context. The nineteenth-century novel response carries no separate AO4 marks.	Literature AO1, AO2 and relevant AO3; AO4 in Shakespeare and modern-text responses. Unseen poetry uses AO1 and AO2. Viewpoint writing uses Language AO5 and AO6; Spoken Language uses AO7, AO8 and AO9.	Paper 1 reading: Language AO1, AO2 and AO4. Paper 2 reading: AO1, AO2 and AO3. Both writing sections: AO5 content and organisation; AO6 technical accuracy.	Use the task-specific Language objectives and official mark schemes for both papers. Diagnose reading, content and organisation, and technical accuracy separately.	Use the objectives relevant to each identified gap. Distinguish Literature contextual AO3 from Language comparative AO3, and Literature written-accuracy AO4 from Language evaluation AO4.	Apply the assessment objectives of the remaining examination components. Retain appropriate support for individual access needs through the school's agreed arrangements.
Adapted Resources Challenge and Scaffolds	Clarify Victorian vocabulary, syntax and plot before analysis. Model quotation annotation and extract-to-whole argument. Use oral rehearsal and temporary stems; extend through nuanced interpretation and authorial purpose.	Use retrieval checks and mock evidence to identify precise needs. Model one improvement at a time and assess independent transfer. Provide rehearsal and agreed adjustments for Spoken Language; extend through alternative interpretations.	Model reading approaches separately, then combine them in practice. Use vocabulary, planning and editing prompts where needed, gradually reducing support. Extend through subtle inference, nuanced comparison and deliberate craft.	Use agreed assessment arrangements consistently. After mocks, group pupils by specific needs, reteach and reassess. Avoid equating slower writing with weaker understanding; develop efficient selection and clear expression.	Prioritise high-impact gaps and short, focused tasks. Model, rehearse and reassess on unfamiliar material. Maintain ambitious content while adjusting vocabulary support, chunking and scaffold levels.	Provide concise, accessible revision guidance and any school-arranged support. Encourage manageable retrieval and focused practice linked to the remaining components.

NC/ Spec Coverage	**KS4 reading**: nineteenth-century prose, critical interpretation and context. **Writing**: coherent literary analysis. AQA Literature 8702 Paper 1 Section B, A Christmas Carol.	**KS4 reading**: Shakespeare, nineteenth-century novel, modern drama and poetry. **Writing and speaking**: purposeful argument and presentation. AQA Literature Papers 1 and 2; Language Paper 2 Section B; Spoken Language.	**KS4 reading**: fiction and non-fiction, inference, critical evaluation and comparison. **Writing**: imaginative and viewpoint texts. AQA English Language 8700 Papers 1 and 2.	KS4 consolidation of critical reading and purposeful, accurate writing. Assess AQA 8700 Papers 1 and 2 and use evidence to guide subsequent teaching.	Consolidate AQA English Language 8700 and English Literature 8702. Retain critical reading, interpretation, purposeful writing and technical control across revision.	Remaining AQA 8700 and 8702 components according to the examination timetable. No additional taught unit is specified in the supplied outline.
Cross-Curricular Links	**History**: Victorian poverty and social reform. **RE**: redemption and compassion.	**History**: relevant text contexts. **Drama**: staging. **Citizenship**: argument and public speaking.	**Media**: representation and viewpoints. **Citizenship**: reasoned debate.	**Study skills**: independent planning, evidence and time management.	**Study skills across subjects**: retrieval, self-assessment and responsive revision.	**Transferable skills**: preparation, independent work and communication.
Assessments	A Christmas Carol extract-to-whole essay /30. Check whole-text knowledge and evidence before writing; apply feedback to a new extract or paragraph.	Literature Papers 1 and 2 mocks, followed by question-level feedback and improvement tasks. Revisit Paper 2 viewpoint writing /40. Complete formal Spoken Language presentation and questions using official endorsement criteria.	Focused reading tasks and writing responses from both Language papers. Alternate short diagnostic practice with timed sections; assess transfer to new sources and prompts.	Language Paper 1 mock /80 and Paper 2 mock /80. Analyse outcomes by question and writing objective, then reassess the most significant gap. Dates follow the school calendar.	Targeted timed questions and sections, retrieval checks and feedback-led redrafting. Use fresh tasks to check improvement; avoid unnecessary repeated full papers when a specific gap needs teaching.	External GCSE examinations. Exact dates and any remaining school-based assessment or revision sessions follow confirmed school and awarding-body arrangements.
Catholic School/ British Values	Human dignity, solidarity, compassion and responsibility. Explore poverty, generosity and redemption through Dickens's choices.	Justice, conscience, responsibility and respect. Consider contrasting perspectives and respond constructively to feedback.	Truthfulness, individual liberty and democratic participation. Evaluate evidence and express views with respect for others.	Honesty, perseverance and responsibility. Reflect constructively on performance and value focused improvement.	Resilience, mutual support and responsibility. Promote fair access to resources and manageable independent revision.	Integrity, responsibility and consideration for others during the examination period.
Cultural Capital Building new horizons	Explore Victorian Christmas traditions and contrasting adaptations. **Possible enrichment**: theatre performance or Dickens workshop.	Revisit contrasting productions, poems and perspectives. **Possible enrichment**: theatre or poetry event, subject to availability.	Read fiction, journalism and literary non-fiction beyond practice papers to broaden vocabulary and perspective.	Maintain independent reading alongside examination practice; discuss how texts represent different experiences.	Revisit the literary voices, contexts and perspectives encountered across the GCSE course.	Encourage continued reading and engagement with literature beyond GCSE study.
Career Links	Author, editor, historian, heritage work and social advocacy.	Theatre, publishing, journalism, advocacy and public speaking.	Journalism, communications, editing, marketing and creative writing.	Transferable skills for further study and work: clear expression, evidence and independent organisation.	Preparation for post-16 study, training and employment through analytical thinking and accurate communication.	Post-16 pathways: apply literacy, interpretation and communication in further study and work.
Literacy/ Numeracy Links	Teach Victorian vocabulary, analytical verbs and precise references. Develop coherent argument and accurate sentences; track narrative chronology.	Practise quotation recall, comparative connectives and purposeful paragraphing. Interpret mock marks diagnostically and plan revision priorities.	Develop analytical vocabulary, inference and comparison. Practise sentence control, punctuation and proofreading; allocate time across reading and writing.	Identify recurring spelling, grammar and punctuation errors. Review marks by skill and practise completing all tasks within the available time.	Target individual vocabulary, argument, sentence and accuracy needs. Use retrieval and assessment information to plan proportionate practice.	Use concise revision notes and accurate terminology. Follow examination timings and instructions carefully.