

Assessment and Homelearning 2025/2026 – Autumn Term

Subject: English

Assessment and Homelearning overview		Year 10 English HALF TERM 5
Assessments this year	Topics to revise	Assessment Details
AP1- November AP2- February AP3- May Formal assessment will be sat in year 11.	List topics to revise : Language paper 1	Assessments: You will complete assessments in lesson time. Your teacher will give you feedback to support your improvements. Formal assessment AP1: You will sit 1 exam which will last 1 hour and 15 minutes which will be sat in exam conditions in the hall. Language paper 1
Key online resources:		
<p>GCSE POD/Other online learning platform: 1: Language Paper 2 GCSEPod assessment support on GCSEpod https://members.gcsepod.com/pupils/assignments/assignment/1250300</p> <p>An Inspector Calls GCSEPod</p> <p>Knowledge organisers: Paper 1 Knowledge Organiser Section A1.pdf Language paper 1 section B WRITING knowledge organiser.pdf</p> <p>Paper 2 Knowledge Organiser Section A.pdf Language Paper 2 section B WRITING Knowledge Organiser.pdf</p>		
Curriculum information:		
<p>AQA GCSE English Language paper 2 explores non-fiction writers' viewpoints and perspectives. Section A consists of 4 questions, in which you'll analyse two linked sources across different time periods and genres. Section B consists of a single big question where you will write your own text for a specified audience, purpose and form. Here you'll provide your own perspective on a task related to the theme that was introduced in section A.</p> <p><i>There is 1 hour 45 minutes to complete the paper. There are 80 marks at stake, making up 50% of your GCSE English Language qualification.</i></p> <p>AQA GCSE English Literature assesses your knowledge and understanding of Modern Texts/Drama - <i>An Inspector Calls</i> and Poetry – <i>Power and Conflict Anthology</i>. <i>Macbeth and Jekyll and Hyde</i>. <i>The final external examinations in Y11 will be</i></p> <p><i>Paper 1 Macbeth and Jekyll and Hyde and Paper 2 – 2 hours and 15 minutes and will also include questions on an unseen poem. It is worth 96 marks and is worth 60% of your final grade for English Literature.</i></p> <p><i>There is 1 hour 45 minutes to complete your Y10 AP1 exam is worth 80 marks.</i></p>		

Tier 3 words:

Grammar Terms

- **Verb:** A word that describes an action or a state of being.
Example: run, think, is.
- **Adverb:** A word that describes how, when, or where something happens, often modifying a verb.
Example: quickly, yesterday, outside.
- **Determiner:** A word placed in front of a noun to show which one or how many.
Example: the, a, some, many.
- **Adjective:** A word that describes a noun, giving more information about it.
Example: blue, tall, happy.
- **Noun:** A word that names a person, place, thing, or idea.
Example: teacher, London, book, freedom.
- **Pronoun:** A word used in place of a noun to avoid repetition.
Example: he, she, it, they

Literary Devices

- **Simile:** A comparison between two different things using "like" or "as".
Example: "Her smile was as bright as the sun."
- **Imagery:** Descriptive language that appeals to the senses, helping the reader to visualize scenes.
Example: "The aroma of fresh bread filled the air."
- **Metaphor:** A direct comparison between two unrelated things, stating one is the other.
Example: "Time is a thief."
- **Personification:** Giving human qualities to non-human things.
Example: "The wind whispered through the trees."
- **Onomatopoeia:** A word that imitates the natural sound of something.
Example: buzz, crash, hiss.
- **Zoomorphism:** Describing something non-animal as if it were an animal.
Example: "The car roared down the street."
- **Hyperbole:** An exaggerated statement not meant to be taken literally.
Example: "I'm so hungry I could eat a horse."
- **Emotive Language:** Words used to evoke an emotional response from the reader.
Example: "The innocent child sobbed uncontrollably."
- **Repetition:** The repeated use of words or phrases to emphasize a point.
Example: "Alone, alone, all alone."
- **Lexical Choice:** The selection of specific words to convey meaning and achieve a particular effect.
Example: Choosing "slender" instead of "skinny" to describe someone.

Date due:	Topic:	Knowledge retrieval task	Activity/ Help resource
8/9/25		Vocabulary and spelling: benefactor bequeathed cacophony canape canapés captivated charade chasm coerced commonality companionably consumed copse course creepers	Look / cover / check Knowledge Organiser Flash cards Paper 1 Knowledge Organiser Section A1.pdf GCSEPod
15/9/25		Vocabulary and spelling: crevice decorated dejected. delectable. devouring. embers feign flourish foliage gentry Goliath grimace homicidal hues humid	Look / cover / check Knowledge Organiser Flash cards Paper 1 Knowledge Organiser Section A1.pdf GCSEPod
22/9/25		Vocabulary and spelling: keeled leper magma Sashay Savour Shanty Stampede Subdued Swagger	Look / cover / check Knowledge Organiser Flash cards Paper 1 Knowledge Organiser Section A1.pdf

		Tempest Volatile	GCSEPod				
29/9/25	High Level vocabulary for viewpoint writing	<p>LANGUAGE : Increase vocabulary – alternative words - choose an alternative word and learn the spelling for each of the 26 words for HLV:</p> <hr/> <p>Words for old fashioned: prehistoric, archaic, ancient, primordial, antiquated, antediluvian Words for unfair: prejudicial, discriminatory, inequitable, iniquitous Words for urgent: imperative, critical, crucial, exigent Words for beg: implore, beseech, entreat, supplicate Words for hate: loathe, detest, abhor Words for disgusting: appalling, sickening, repellent, repulsive, nauseating, repugnant, abhorrent, grotesque, diabolical Words for unarguable: irrefutable, irrevocable, indisputable, incontestable Words for passion on a subject: fervent, ardent, vehement, zealous Words for shocking: astonishing, staggering, alarming, flabbergasting Words for making changes in order to improve: reform, transform, restructure</p>	GCSEPod Language Paper 2 section B WRITING Knowledge Organiser.pdf KO Language section B hwk 1.pdf				
6/10/25	High Level vocabulary for viewpoint writing	<p>Select 12 words from the list of vocabulary to use in your exam:</p> <p>Abolished-To formally put an end to a system or practice permanently Agriculture- The practice of farming, crops or animals Appease- Doing something to please or quiet another person Atrocity- An extremely wicked or cruel act Barbaric- If something is savagely cruel or exceedingly brutal Begets -To bring into the world/makes/grows ('Violence begets violence' or 'They hoped the King might beget a new heir by his new Queen') Bleak- A cold and isolated place or feeling, lacking warmth Brandished- To wave something in a threatening manner or with excitement Camaraderie- Mutual trust and friendship among people who spend a lot of time together</p>	GCSEPod Language Paper 2 section B WRITING Knowledge Organiser.pdf				
13/10/25	Technical control	<p>Revise Sentence Upgrades</p> <table border="1"> <tr> <td>Technical control :</td> </tr> <tr> <td>Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis</td> </tr> <tr> <td>Sentence upgrades:</td> </tr> <tr> <td>Use an adverb/comma at the start of the sentence – Slowly, they made their way through the garden.</td> </tr> </table>	Technical control :	Use a range of sentence structures with accurate punctuation: full stops, question and exclamation marks; Commas, dashes, semicolons, colons, ellipsis	Sentence upgrades:	Use an adverb/comma at the start of the sentence – Slowly , they made their way through the garden.	GCSEPod Language Paper 2 section B WRITING Knowledge Organiser.pdf
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		<p><i>Use an adjective to describe the noun</i> – Slowly, they made their way through the overgrown garden.</p> <p><i>Swap the noun to another word</i> – Slowly, they made their way through the overgrown jungle.</p> <p><i>Create an alternative adjective</i> - Slowly, they made their way through the tangled garden.</p> <p><i>Add a second adjective</i> - Slowly, they made their way through the dark tangled garden.</p> <p><i>Use an embedded clause to create a complex sentence</i> - They made their way, chopping and slicing, through the overgrown garden.</p> <p><i>Use a more effective</i> - They battled through the overgrown garden.</p> <p><i>Change the verb</i> - They struggled through the overgrown garden.</p> <p><i>Start with a past tense verb</i> – Exhausted, they battled through the overgrown garden.</p> <p><i>Simile start</i> – Like a Victorian explorer, they battled through the overgrown garden.</p> <p><i>Triple noun colon</i> – Branches, thorn, vines: they battled through the overgrown garden.</p>																													
20/10/25	Technical control	<p><i>Brackets although</i> – They battled through the overgrown garden (although they had no idea what lay ahead).</p> <p><i>so,so</i> – So wild, so beautiful, they battled through the overgrown garden.</p> <p><i>it isn't; it is</i> - It isn't beautiful; it is terrifying.</p> <p><i>Verb beginning</i> – Sweating, they battled through the overgrown garden.</p> <p><i>Everything / nothing</i> – Everything was going wrong, but nothing had suggested that this would happen.</p> <p>Subordinate conjunctions:</p> <table border="1"> <tr> <td>After</td> <td>even though</td> <td>than</td> <td>whenever</td> </tr> <tr> <td>Although</td> <td>in order that</td> <td>that</td> <td>where</td> </tr> <tr> <td>as</td> <td>once</td> <td>though</td> <td>whereas</td> </tr> <tr> <td>because</td> <td>provided that</td> <td>unless</td> <td>wherever</td> </tr> <tr> <td>before</td> <td>rather than</td> <td>until</td> <td>whether</td> </tr> <tr> <td>even if</td> <td>since</td> <td>when</td> <td>while</td> </tr> <tr> <td></td> <td>so that</td> <td></td> <td>why</td> </tr> </table>	After	even though	than	whenever	Although	in order that	that	where	as	once	though	whereas	because	provided that	unless	wherever	before	rather than	until	whether	even if	since	when	while		so that		why	<p>GCSEPod</p> <p>Language Paper 2 section B WRITING Knowledge Organiser.pdf</p>
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29/11/25	Half Term revision	AP1 revision - revise knowledge for Language paper 1 & 2, sections A & B	GCSEPod																												
3/11/25	An Inspector Calls	<p>[page 2-3]</p> <p>What contextual knowledge do I need to fully understand An Inspector Calls</p>	<p>Resource available on school website in homework area</p> <p>Y10 AIC core contextual knowledge doc</p>																												
10/11/25	An Inspector Calls	<p>[page 3-4]</p> <p>Who was JB Priestley?</p> <p>What was JB Priestley's intent when writing An Inspector Calls?</p> <p>Why does Priestley set the play in 1912?</p> <p>How does Priestley use stage direction, set design and props to explore his message about capitalism?</p>	<p>Access link through student login</p>																												

17/11/25	An Inspector Calls	<p>[page 4-5]</p> <p>How does Priestley use the character of Mr Birling to explore his criticism of Capitalism? How does Priestley employ the character of the Inspector Goole as his <i>raisonneur</i>?</p>	<p>English-Y10-An-Inspector-Calls-Knowledge-Organiser (3).pdf</p> <p>Resource available on school website in homework area</p> <p>AIC core contextual knowledge doc.docx</p> <p>Access link through student login</p>
24/11/25	An Inspector Calls	<p>page 5-6]</p> <p>How does Priestley use the character of Sheila to explore his message about Women and Capitalism? How does Priestley use the character of Mrs Birling to explore his views on charity and welfare?</p>	
1/12/25	An Inspector Calls	<p>How does Priestley use the characters of Gerald and Eric to explore the immoral behaviour of privileged men within patriarchal Edwardian society?</p> <p><i>Revise all previous knowledge.</i></p>	
8/12/25	An Inspector Calls	<p>[page 7-8]</p> <p>How does Priestley present the difference in attitudes of the older and younger generations? <i>Revise all previous knowledge.</i></p>	
15/12/25	An Inspector Calls	<p><i>Revise all previous knowledge.</i></p>	