



Subject: English Literature paper 1

Year Group: KS4

Module: Years 10 and 11

Module/Theme: Shakespeare and the 19th-Century Novel

Topic Outline & Aims

The aim of this paper is to develop students' ability to read, understand and analyse literary texts from different periods, focusing on:

In Section A, a Shakespeare play, exploring characters, themes, structure, and dramatic methods.

In Section B, a 19th-century novel, considering how writers craft meaning and how context influences interpretation.

Students will learn to write analytical essays that are coherent, critical, and supported by evidence.

Key Skills and Knowledge taught through this topic:

Section A: Shakespeare

- I can analyse language, structure, and dramatic form in a Shakespeare play.
- I can explore the presentation of character and theme across the play.
- I can examine the significance of stagecraft and dramatic methods.
- I can evaluate the influence of context (Elizabethan/Jacobean society, audience expectations).
- I can develop a clear, sustained argument supported by textual evidence.

Section B: 19th-Century Novel

- I can identify and interpret key themes, ideas, and characterisation.
- I can analyse how a novelist uses language, structure, and narrative voice.
- I can explore how historical and social context influences meaning.
- I can compare and contrast different interpretations of a text.
- I can plan and write a coherent, analytical essay with integrated evidence.

Prior Learning:

KS3 study of Shakespeare and 19th-century literature extracts.
KS3 practice in essay writing and developing critical interpretations.

Future Learning: (Context)

Preparation for English Literature Paper 2 (Modern Texts and Poetry).
Development of wider skills for A Level English Literature.

National Curriculum Links:

Paper 1 supports the National Curriculum's aim to ensure students:
Paper 1 supports the National Curriculum's aim to ensure students:
Become confident, critical readers of complex texts.
Appreciate literature as part of cultural heritage.
Develop analytical and comparative writing skills.

RRSA Links:

- 12. Respect for Children's Views
- 13. Sharing Thoughts Freely
- 17. Access to Information

British Values Links:

Democracy: Exploring how power and leadership are presented.

Rule of Law: Considering crime, punishment, and justice.

Individual Liberty: Examining free will and consequence in tragedy.

Mutual Respect: Understanding diverse perspectives and characters.

Tolerance: Analysing historical contexts and differing beliefs.

Assessment of Learning:

The paper will assess in this sequence: AO1, AO2, AO3 and AO4.

Section A: Shakespeare extract + whole play essay.

Section B: 19th-Century Novel extract + whole novel essay.

The paper is worth 64 marks in total and is worth 50% of the GCSE Literature qualification.



Eco Schools Links:

Nature and Order: Analysis of weather, chaos, and the natural order in Macbeth.

Social Responsibility: Considering poverty, greed, and fairness in A Christmas Carol.

Discussion of literature's power to inspire social and environmental responsibility.

Reading / Enrichment:

Wider Reading for Shakespeare:

Othello

Romeo and Juliet

- Hamlet

Wider Reading for 19th-Century Novel:

- Frankenstein
- Jane Eyre
- Great Expectations.

Contextual Reading:

Articles on Elizabethan theatre and Victorian society.

Key Vocabulary:

Analytical Vocabulary:

Imagery

- Symbolism
- Foreshadowing
- Irony
- Pathetic fallacy
- Soliloquy
- Motif
-

Structural Vocabulary:

- Exposition
- Climax
- Resolution
- dramatic irony
- cyclical structures

Contextual Vocabulary:

- Elizabethan beliefs
- Jacobean society
- Victorian morality
- industrialisation

Numeracy

Opportunities:

Timings: Planning essay timings.

Mapping structure: Acts in Shakespeare / story arcs in novels.

Tracking key quotations or motifs numerically.

Career Links:

1. Law – building arguments and interpreting complex texts.
2. Journalism – forming critical viewpoints and writing persuasively.
3. Theatre & Film – analysing scripts, characterisation, and performance.
4. Teaching & Academia – literary analysis and critical writing.
5. Politics & Public Service – interpreting themes of power, morality, and justice.



Subject: English Literature paper 2		Year Group: KS4	Module: Years 10 and 11
Module/Theme: Modern Texts and Poetry			
Topic Outline & Aims <p>The aim of this paper is to engage students with a wide range of modern and classic literature, exploring how writers present ideas, characters, and themes across different genres. Students will learn to analyse texts critically and compare writers' methods, developing skills in essay writing, interpretation, and comparison.</p> <p>In Section A, students respond to a modern prose or drama text.</p> <p>In Section B, students analyse and compare poems from the AQA Power and Conflict anthology.</p> <p>In Section C, students respond to an unseen poem and compare it with another unseen poem.</p>			
Key Skills and Knowledge taught through this topic: <p>Section A: Modern Texts</p> <ul style="list-style-type: none"> - I can analyse language, structure, and form in a modern prose or drama text. - I can explore themes and characters across a whole text. - I can evaluate the significance of context (social, historical, political). - I can construct a clear, sustained analytical argument. <p>Section B: Poetry Anthology</p> <ul style="list-style-type: none"> - I can analyse language, structure, and poetic techniques in anthology poems. - I can explore themes such as power, conflict, identity, and nature. - I can compare similarities and differences between poems. - I can link ideas to context where relevant. <p>Section C: Unseen Poetry</p> <ul style="list-style-type: none"> - I can analyse and interpret an unseen poem independently. - I can identify and evaluate key themes, ideas, and techniques. - I can compare two unseen poems effectively. - I can write a well-structured, critical comparison. 			
Prior Learning: KS3 study of modern plays, novels, and poetry. KS3 practice in analysis and comparison of poetry. KS3 exposure to unseen poetry and contextual analysis.		Future Learning: (Context) Preparation for A Level Literature and wider study of modern and classical literature. Development of comparative and evaluative skills useful for humanities subjects	National Curriculum Links: Paper 2 supports the National Curriculum's aim to ensure students: <ul style="list-style-type: none"> - Read a wide range of literature, including modern and contemporary texts. - Appreciate poetry as a distinctive literary form. - Develop the ability to compare and contrast across texts. - Form personal and critical responses to unseen texts.
RRSA Links: 12. Respect for Children's Views 13. Sharing Thoughts Freely 17. Access to Information		Assessment of Learning: The paper will assess in this sequence: AO1, AO2, AO3 and AO4. Section A: Modern Text essay. Section B: Poetry Anthology essay (comparison).	



British Values Links:

Democracy: Exploring how societies and leadership are depicted in modern texts.

Rule of Law: Considering justice, conflict, and morality in literature.

Individual Liberty: Understanding struggles for freedom and identity.

Mutual Respect: Developing empathy through characters and voices in poetry.

Tolerance: Exploring diverse cultural, social, and political contexts.

Eco Schools Links:

Nature and Environment: Analysing poems from the anthology that depict the natural world.

Responsibility: Exploring social and environmental justice themes in modern texts.

Critical Thinking: Using literature to discuss sustainable futures and ethical responsibility.

Section C: Unseen Poetry essays (analysis + comparison).

The paper is worth 96 marks in total and is worth 60% of the GCSE Literature qualification.

Reading / Enrichment:

Wider Reading for Modern Texts:

- An Inspector Calls by J.B. Priestley
- Animal Farm by George Orwell
- To Kill a Mockingbird by Harper Lee

Wider Reading for Poetry:

- The World's Wife by Carol Ann Duffy
- Seamus Heaney Selected Poems
- Ted Hughes Selected Poems

Contextual Reading:

- Critical essays on conflict, war, and identity.
- Articles on postcolonial, feminist, and political readings of literature.

Key Vocabulary:

- Analytical Vocabulary:
- Imagery
- symbolism
- enjambment
- caesura
- juxtaposition
- motif
- tone

Structural Vocabulary:

- Stanza
- rhythm
- rhyme scheme
- free verse
- dramatic structure

Contextual Vocabulary:

Post-war Britain

- Colonialism
- Social class
- gender roles
- identity
- protest

Numeracy

Opportunities:

Timings: Allocating time across three sections.

Comparison: Tracking similarities/differences between poems.

Quotations: Selecting and ranking key quotations by frequency of theme.

Form and Structure:

Analysing stanza lengths, rhyme schemes, and line counts numerically.

Career Links:

1. Law – interpreting multiple perspectives and forming arguments.
2. Media and Journalism – critical analysis and comparative writing.
3. Creative Writing – poetry and drama as literary forms.
4. Politics & Social Work – understanding voices of conflict, identity, and protest.
5. Teaching & Academia – comparative literary study and unseen text analysis.