HALF TERM 1: A Christmas Carol and Language Paper 1 section B

ACC Historical context:

Charles Dickens: born into a middle-class family. His father was imprisoned for debt resulting in Dickens working in a factory. This resulted in Dickens gaining empathy for the poor and their living and working conditions

Poverty: rapid population growth in the 1800s. the Industrial Revolution resulted in many people moving to London causing overcrowding: hunger, disease and crime. The Poor Law was designed to stop poor people from being lazy

Christmas: by the end of the 19th Century, Christmas became the most important celebration of the year. It became more secular and a time for togetherness and charity

Education: in the 19th Century only the wealthy could afford school. Dickens believed poverty, crime and disease were a result of a lack of education

Themes:

Supernatural: Dickens uses the spirits to drive the plot adding a sense of mystery and surprise

Transformation: the whole plot drives Scrooge's transformation from a bitter old miser, to a generous, joyful man

Redemption: Scrooge eventually fulfils Marley's wish that he redeems himself before it's too late, so that he can help the poor like Tiny Tim

Ignorance: not only are the rich like Scrooge ignorant of the struggles of the poor, it also the children who are ignorant that they need education

Time: Dickens uses time to explore how Scrooge has become the way he has and to show him how to change his ways

Social responsibility: Dickens' ultimate purpose is to get wealthy people to understand that they need to share responsibility for the poor by supporting them.

Language Paper 1 section A

What? How? Why? (W/H/W) Paragraph structure

What do we learn about...?
What quotes support this?
What do the quotes tell us?
What word stands out?
What are the connotations of the word?
How do you feel as the reader?
Why is it effective?
How is the language/structural choice effective?
Why has the writer done this?
What is their message?

Structural features

- Zoom: in from something big to something smaller (and vice versa)
- Shifting: between different times and places
- Switching: between different points of view
- Cyclical: returning at the end to what happened at the beginning
- Developing: focusing on a point of view by expanding and/or repeating it

Language Paper 1 Section B

5-point paragraph structure:

1. Start with the weather (positive or negative)
2. Introduce a character
3. Character goes into a flashback. Plot twist: a change in direction from where the narrative was going
4. Plot development/ move the story forward
5. End with the weather (negative if started positive and vice versa). Cyclical ending: where the ending returns to the beginning

📚	A Christmas Carol novella. 19th century non fiction extracts
✏️	Students will complete two pieces of extended writing: Formative: Writing a description of a picture related to Christmas Summative: Language analysis: How does Dickens present Scrooge's changed attitude?
💬	Reading of the novella
🔗	History: The Industrial Revolution, the Poor Law Religious Education: the celebration of Christmas

HALF TERM 3: Macbeth & Language Paper 2

Witchcraft in the Time of Shakespeare

- 1597: James I, was obsessed with Witchcraft and wrote a book called *Daemonologie*. It documented a study of Witchcraft and its evils.
- 1604: a **statute** (law) was passed where anyone was exercising witchcraft would be sentenced to death as a **felon** (criminal) and lose the benefit of **clergy** (religion).
- This was bought about by James I believing a group of witches had caused a storm and tried to drown him.
- Witchcraft was believed to be works of the devil. Jacobean society believed that the devil spent his time trying to trap men and women into his power.
- Witches were supposed to be capable of doing all things. In order to work their charms, they would open graves and steal bodies to make potions.
- Witches were also known for their ability tell **prophecies** (a prediction of what will happen in the future).

The Great Chain of Being

- Jacobeans believed that God set out an order for everything in the universe, known as the Great Chain of Being.
- The Monarchy were only answerable to God and were at the top (**the Divine Right of Kings**). This meant that disobeying the monarch was a sin.
- The theory came from Greek philosophers, Aristotle and Plato, but was a basic assumption of life in Jacobean. You were a noble, or a farmer, or a beggar, because that was the place God had given you.
- Macbeth disturbs the natural order by murdering the king and stealing the thrown. This is a sin and therefore links to the fall of Macbeth.

Shakespeare, Macbeth and the Gunpowder Plot

- 1605: A group of angry Catholics were fed up with the ongoing persecution at the hands of the Protestant monarchy and hatched a plan to blow up James I and his government.
- Shakespeare was a familiar with the perpetrators – Shakespeare's father being friends with Robert Catesby's father. Shakespeare also frequented the Mermaid Tavern – the preferred meeting spot of the turncoats.
- Shakespeare was keen to clear his affiliation with the men who were found in caverns beneath the government and set about writing a play about a Scottish king.

The Role of Women

- Elizabethan society was **patriarchal** (men are considered the leaders and women inferior). Women were 'the weaker sex', not just physically but emotionally too.
- Women were not allowed to enter the professions (e.g. medicine, politics, law) and were limited to domestic services. Women were homemakers, took care of children and cooked meals.
  - Men were the head of a marriage and had legal rights to **chastise** (punish) his wife.

Macbeth Act 1-2
Non-fiction: Extracts from *Daemonologie* by James I, Extract from Celia Rees' *Witch Child*, Historical Context of Jacobean England and the reign of James I,

Students will complete one formative and one summative literature writing assessment.

Formative: Explain how Shakespeare presents the theme of deception in Macbeth.

Summative: Starting with the speech, explain how Shakespeare presents the relationship between Macbeth and Lady Macbeth.

Reading of Macbeth, Class discussion and Oracy

Drama: Studying a play script
History: Jacobean England

HALF TERM 4: Macbeth & Language Paper 2

Dramatic Form of Macbeth

- Macbeth is an **allegory** (a story with a hidden meaning where the characters represent bigger themes or ideas). The character of Macbeth is an allegory about the dangers or over-powering ambition.
- Macbeth comes from the genre, **Tragedy.** Macbeth is cursed by fate and has a **tragic flaw**.
- Shakespeare employs **soliloquys** (a speech spoken by one character that is not heard by other characters) and **asides** (where a character steps aside to address the audience during the dialogue). This is so the audience can learn more about the character's thoughts or feelings.
- Comic relief is used to break from the intensity of the play. This is seen in Act 2, Scene 3 with The Porter.

Linguistic Devices

- **Dramatic Irony** – When the audience know something that the characters do not. (Lady Macbeth being so grateful toward Duncan despite her involvement in the murder plot – Duncan does not know this)
- **Iambic Pentameter** – lines of 5 bars with 2 beats per bar, or 10 syllables a line. Often only used by noble characters or those from established families from higher in society.
- **Blank verse/Prose** – the verse does not contain a rhyme. Often used by those from the lower class. (This can be
- **Trochaic Tertrameter** – lines of 4 bars with 2 beats, or 8 syllables. The Witches speak in this this pattern. It sets them apart from the other characters emphasising that they are unnatural.

Language Paper 2

What? How? Why? (W/H/W) Paragraph structure

What do we learn about…?
What quotes support this?
What do the quotes tell us?
What word stands out?
What are the connotations of the word?
How do you feel as the reader?
Why is it effective?
How is the language/structural choice effective?
Why has the writer done this?
What is their message?

Comparative analysis writing frame structure

- Students to think of any comparative question as an 'umbrella'
- The top of the umbrella being the WHAT - the overarching statement: this needs to include whether your analysis if going to compare similarities or differences.

After the point (top of the umbrella), the students then need to write W/H/W connective W/H/W paragraphs analysing the similarities/differences from the 2 sources.

Transactional Writing (Language P2, Section B)

- Non-fiction texts are written in any one of the following formats; article, letter, blog or speech.
- To be successful in non-fiction writing, you need to be clear on the purpos; explain, argue and advise.
- Non-fiction writing also needs to have a clear audience and the tone should match the identified audience.
- Revision of DAFOREST techniques to engage and excite the reader:
  - Direct address – speaking directly to the audience.
  - Alliteration – a series of words beginning with the same letter.
  - Facts – something that is true.
  - Opinions – your beliefs, not necessarily true.
  - Repetition – repeating the same word, phrase or idea.
  - Rhetorical questions – a question that doesn't need an answer. Get the audience thinking.
  - Emotive language – language to evoke emotions.
  - Statistics – percentages, ratios to support and strengthen ideas.
  - Triplets (rule of three) – three adjectives used consecutively.
  -
Varying sentence openings: ISPACED
  - -ing sentence openers: considering his future
  - Simile sentence openers: like a fish out of water

Macbeth Act 3-5
Non-fiction: Extracts from Machiavelli's *The Prince*
Freedom to Read Novels: Brave New World and Farenheit 451

Students will complete one formative and one summative literature writing assessment.

Formative: Starting with this extract, how does Shakespeare present Macduff as angry and ready for revenge?

Summative: Starting with this extract, how far is *Macbeth* about disruption of the natural order?

Pupils will also complete extended transactional writing tasks.

Reading of Macbeth, Class discussion and Oracy

Drama: Studying a play script
History: Jacobean England

- Preposition sentence openers: through the streets of Wolverhampton
- Adverbial sentence openers: quickly, he packed his bag for school
- Connective sentence openers: despite his disappointment
- -ed sentence openers: disguised in costume
- Dialogue sentence openers: "You can start a sentence with dialogue" exclaimed the teacher

Personal general approach essay structure
1. PERSONAL: Start with a personal story, describing someone affected by the issue
2. GENERAL PROBLEM: Show how this issue is a problem across the country or world, describing the problem
3. General solution: Offer an alternative approach and solutions to the problem
4. PERSONAL: Return to the person described in section 1

HALF TERM 5: An Inspector Calls and Language Paper 1 section A
An Inspector Calls:
Social and historical context:
Edwardian period: between the end of the Victorian era and the start of the First World War in 1914. No welfare state or benefits and class divisions were apparent.
The post war period: the play was performed in the Soviet Union and in the UK in 1946. This was a time of significant social, economic and political upheaval after two World Wars.
Socialism: a political philosophy: the means of production, distribution and exchange should be regulated by the community.
Capitalism: an economic and political system in trade and industry are controlled by private owners for profit, not the state.
Dramatic irony: when the characters know less than the audience
Foreshadowing: hinting to the audience about what is going to happen later in the play.

Language Paper 1 section A:
Language features:
Personification: giving inanimate objects human characteristics
Alliteration: two or more words in the same sentence start with the same letter
Metaphor: a figure of speech that describes an object in a way that isn't literally true
Simile: comparing one thing to anther using 'like' or 'as'
Senses: using language that connects to the five sense to create an image or description
Onomatopoeia: words describing sounds
Adjectives/adverbs: words that describes nouns/words that describe verbs
Powerful vocabulary: ambitious vocabulary to evoke a response from the reader
Structural features:
Zoom: in from something big to something smaller (and vice versa)
Shifting: between different times and places
Switching: between different points of view
Cyclical: returning at the end to what happened at the beginning
Developing: focusing on a point of view by expanding and/or repeating it

An Inspector Calls play

Students will complete two pieces of extended writing:
Formative: How has the character of Eva Smith/Daisy Renton been presented?
Summative: Completing a full Language Paper 1 assessment

Reading of the play

History: The Edwardian era, the Soviet Union

HALF TERM 6:

An Inspector Calls:

Themes:

Generation gap: the difference in views of the old and young

Patriarchal society: male dominated society

Responsibility: feeling responsible for your actins and the welfare of others

Gender inequality: the imbalance of opportunity based on gender

Reputation: peoples' views of you within society and holding them in high regard

Social class: the distribution of wealth within social classes and the situations they face due to class

Characters:

Mr Arthur Birling: represents middle class men who have made money via capitalism

Mrs Sybil Birling: represents many of the upper- and middle-class attitudes from the time: arrogance, snobbishness and selfishness

Sheila Birling: the daughter of Arthur and Sybil Birling and is engaged to marry Gerald Croft

Eric Birling: represents the younger generation that are more socially responsible than their parents

Gerald Croft: engaged to Sheila and the son of wealthy aristocrats who are also rivals in business to Arthur Birling

Inspector Goole: he seems to be operating on a different level of consciousness to the other characters, represents socialist views

Edna: the only genuine working-class presence as she works for, and is often ignored by, the Birlings.

Spoken Language:

- Reported as a separate grade
- Speech and/or presentation lasting up to 5 minutes including questions from peers at the end
- Students will receive a pass, merit or distinction grade

Speech: "Don't get me started on…". Students write a speech about an aspect of modern life that annoys them.

Speech writing features
- Direct address: Using the second person voice, e.g. the pronoun "you".
- Anecdotes: Personal stories to back up argument – *I once knew a man who …*
- Facts: Statements that are unarguably true. These add credibility to an argument.
- Opinions: Express a point of view using strong words – *e.g. it's outrageous!*
- Rhetorical questions: Questions to which you don't expect an answer – *Do we really expect pollution to disappear of its own accord?*
- Examples, experts and Emotive language: These help to add weight to the argument.
- Statistics and similes: This will show that the writer has done their research, similes and metaphors add a more complex level of meaning.
- Triples: The power of three – *e.g. Towns, cities and villages will all benefit from these changes.*

An Inspector Calls play
Freedom to Read novels: A Brave New World and Fahrenheit 451

Students will complete two pieces of extended writing:
Formative: Writing a speech to deliver for Spoken Language
Summative: Language analysis: Exploring how a character or theme has been presented in An Inspector Calls

Reading of the play
Delivering a speech and answering questions based on the content

Performing arts: delivering a speech