



KS4

English Literature



Exam Details:

Exam Board: AQA

Exam consists of two papers:

Paper 1: 'Macbeth' and 'The Sign of Four' (64 marks)

(1hrs 45mins)

Paper 2: 'An inspector Calls', 'Power and Conflict' poetry anthology; unseen poetry (single); unseen poetry (paired) (96 marks)

(2hrs 15mins)

| Macbeth | R | A | G |
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| Basic Knowledge | | | |
| I know the order of main events in the play and can spell the writer's name correctly. | | | |
| I can name the main characters in the play and can spell their names correctly. | | | |
| I understand the relationships between the main characters. | | | |
| I can identify a range of themes in the play. | | | |
| I can recall each of the foundation quotations accurately. | | | |
| I know who says each of the foundation quotations, who the character is saying it to and why they say it. | | | |
| I know the BIG8. | | | |
| Characters | | | |
| I have a range of adjectives I can use to describe each of the characters and can use references to specific events to support these. | | | |
| I understand how the characters change as the plot progresses and can use a range of references to specific events which illustrate important points in their development. | | | |
| I understand the characters' motivation for behaving as they do. | | | |
| I can offer alternative interpretations of why characters behave as they do. | | | |
| I understand how and why the relationships between characters change and develop as the plot progresses. | | | |
| I know which characters link to specific themes in the text. | | | |
| I have thoughtful things to say about each of the main characters which can be supported with evidence from the text. | | | |
| Themes | | | |
| I can identify specific themes in the play and provide examples from the plot to illustrate these. | | | |

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| I know which themes link to specific characters in the text. | | | |
| I have thoughtful things to say about a range of themes which can be supported with specific evidence from the text. | | | |
| I can offer alternative interpretations of a variety of themes. | | | |
| I know which themes each of the foundation quotations deals with. | | | |
| AO2 | | | |
| I know what dramatic irony is, can give examples of where it is used in the play and can say why Shakespeare has used it. | | | |
| I know what foreshadowing is, can give examples of where it is used in the play and can say why Shakespeare has used it. | | | |
| I can identify the key words in each of the foundation quotations, what part of speech they are and can explain what the connotations of these words reveal. | | | |
| AO3 | | | |
| I understand how Jacobean audiences felt about witchcraft and how this affects our understanding of how characters behave in the play. | | | |
| I understand how Jacobean audiences felt about patriarchy and how this affects our understand of how characters behave in the play. | | | |
| I understand how Jacobean audiences felt about the role of the king and how this affects our understand of how characters behave in the play. | | | |
| I can give examples of how Jacobean attitudes would be different to those of a modern audience and explain why they would be different. | | | |
| I can give examples of how Jacobean attitudes would be the same as those of a modern audience and explain why they would be the same. | | | |

| The Sign of Four | R | A | G |
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| Basic Knowledge | | | |
| I know the order of main events in the novel and can spell the writer's name correctly. | | | |
| I can name the main characters in the novel and spell their names correctly. | | | |
| I understand the relationships between the main characters. | | | |
| I can identify a range of themes in the novel. | | | |
| I can recall each of the foundation quotations accurately. | | | |
| I know who says each of the foundation quotations, who the character is saying it to and why they say it. | | | |
| I know the BIG8. | | | |
| Characters | | | |
| I have a range of adjectives I can use to describe each of the characters and can use references to specific events to support these. | | | |
| I understand how the characters change as the plot progresses and can use a range of references to specific events which illustrate important points in their development. | | | |
| I understand the characters' motivation for behaving as they do. | | | |
| I can offer alternative interpretations of why characters behave as they do. | | | |
| I understand how and why the relationships between characters change and develop as the plot progresses. | | | |
| I know which characters link to specific themes in the text. | | | |
| I have thoughtful things to say about each of the main characters and these can be supported with evidence from the text. | | | |
| Themes | | | |
| I can identify specific themes in the novel and provide examples from the plot to illustrate these. | | | |

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| I know which themes link to specific characters in the text. | | | |
| I have thoughtful things to say about a range of themes which can be supported with specific evidence from the text. | | | |
| I can offer alternative interpretations of a variety of themes. | | | |
| I know which themes each of the foundation quotations deals with. | | | |
| AO2 | | | |
| I know what a first person narrative is and can say why Conan Doyle has used it. | | | |
| I know what cliff-hangers are, can give examples of where they are used in the novel and can say why Conan Doyle used them. | | | |
| I can identify the key words in each of the foundation quotations, what part of speech they are and can explain what the connotations of these words reveal. | | | |
| AO3 | | | |
| I understand how Victorian audiences felt about the British Empire and how this affects our understanding of how characters behave in the play. | | | |
| I understand how modern readers feel about the British Empire and how this affects our understanding of how characters behave in the play. | | | |
| I understand how Victorian audiences felt about patriarchy and how this affects our understanding of how characters behave in the novel. | | | |
| I understand how Victorian audiences felt about the role of the justice system and how this affects our understand of how characters behave in the play. | | | |
| I can give examples of how Victorian attitudes would be different to those of a modern audience and explain why they would be different. | | | |
| I can give examples of how Victorian attitudes would be the same as those of a modern audience and explain why they would be the same. | | | |

| An Inspector Calls | R | A | G |
|--|---|---|---|
| Basic Knowledge | | | |
| I know the order of main events in the play and can spell the writer's name correctly. | | | |
| I can name the main characters in the play and can spell their names correctly. | | | |
| I understand the relationships between the main characters. | | | |
| I can identify a range of themes in the play. | | | |
| I can recall each of the foundation quotations accurately. | | | |
| I know who says each of the foundation quotations, who the character is saying it to and why they say it. | | | |
| I know the BIG8. | | | |
| Characters | | | |
| I have a range of adjectives I can use to describe each of the characters and can use references to specific events to support these. | | | |
| I understand how the characters change as the plot progresses and can use a range of references to specific events which illustrate important points in their development. | | | |
| I understand the characters' motivation for behaving as they do. | | | |
| I can offer alternative interpretations of why characters behave as they do. | | | |
| I understand how and why the relationships between characters change and develop as the plot progresses. | | | |
| I know which characters link to specific themes in the text. | | | |
| I have thoughtful things to say about each of the main characters which can be supported with evidence from the text. | | | |
| Themes | | | |
| I can identify specific themes in the play and provide examples from the plot to illustrate these. | | | |

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| I know which themes link to specific characters in the text. | | | |
| I have thoughtful things to say about a range of themes which can be supported with specific evidence from the text. | | | |
| I can offer alternative interpretations of a variety of themes. | | | |
| I know which themes each of the foundation quotations deals with. | | | |
| AO2 | | | |
| I know what symbolism is, can give examples of where it is used in the play and can say why Priestley has used it. | | | |
| I know what foreshadowing is, can give examples of where it is used in the play and can say why Priestley has used it. | | | |
| I can identify the key words in each of the foundation quotations, what part of speech they are and can explain what the connotations of these words reveal. | | | |
| AO3 | | | |
| I understand the differences between Socialism and Capitalism and how this affects our understanding of how characters behave in the play. | | | |
| I know that, although the play is set in the Edwardian period, it was written in the 1940s and therefore has only been seen by modern audiences with their associated attitudes and values. | | | |
| I understand what patriarchy is and how this affects our understanding of how characters behave in the play. | | | |

| Power and Conflict | R | A | G |
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| Basic Knowledge | | | |
| I know who wrote each of the 15 poems and can spell the poets' names correctly. | | | |
| I know what each of the 15 poems is about. | | | |
| I know which poems deal with similar issues and ideas. | | | |
| I know who the speaker is in each poem. | | | |
| I know the BIG8. | | | |
| Themes | | | |
| I can identify specific themes in each poem and provide specific examples to illustrate these. | | | |
| I know which themes link to specific poems. | | | |
| I can compare how specific themes are explored in different poems. | | | |
| I can offer alternative interpretations of a variety of themes. | | | |
| I know which themes each of the foundation quotations deals with. | | | |
| I can pair poems according to their content and themes | | | |
| AO2 | | | |
| I know what imagery is, can give examples of where it is used in the poems and can say why the poet has used it. | | | |
| I can pick out interesting words and phrases and explore their connotations. | | | |
| I can identify a range of writers' techniques in each poem and say why the writer has used them. | | | |
| AO3 | | | |
| I can make thoughtful comments about how poets' experiences have influenced their work. | | | |

| Unseen Poetry | R | A | G |
|---|---|---|---|
| Basic Knowledge | | | |
| I can read and understand explicit meanings in a poem I haven't read before. | | | |
| I know the BIG8 key words. | | | |
| I can write about texts using PEEE paragraphs. | | | |
| I know how to annotate an unseen poem. | | | |
| I can write 2-3 detailed PEEE paragraphs, plus a thesis statement, in 20 minutes | | | |
| AO1 | | | |
| I can spot implicit meanings in poems I haven't read before. | | | |
| I can use the key words in the question in each paragraph of my answer to give a focussed response. | | | |
| I can choose appropriate evidence to support my ideas. | | | |
| I can use connectives like 'Furthermore' to help produce detailed answers. | | | |
| I can use speculative language in my answers to show I have thoughtful responses to the poems I read. | | | |
| AO2 | | | |
| I know the BIG8 and can correctly identify examples of different types of words and techniques. | | | |
| I can write about why a poet might use a device from the BIG8. | | | |
| I know a range of devices and techniques beyond the BIG8 and can write about why a poet might use them. | | | |
| I can develop ideas using connectives such as 'Furthermore' in order to give detailed answers | | | |
| I can write 2 – 3 PEEE paragraphs in approximately 10 minutes | | | |
| I can explore the connotations of words and images. | | | |
| I can suggest why a writer may have used a chosen word or image. | | | |