

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**English ~** Stage 5 Course Outline

INTRODUCTION TO ENGLISH

By participating in English lessons, students will improve their knowledge, skills and understanding about language by responding to and composing texts including visual and multimedia texts. They will develop clear and precise control of language by reading, viewing, writing, representing, listening and speaking for an increasingly wide range of social purposes.

COURSE OBJECTIVES AND OUTCOMES

*A Student …*

*A. Communicate through speaking, listening, reading, writing, viewing and representing;*

EN5-1a responds to and composes increasingly sophisticated and sustained texts for understanding ,interpretation, critical analysis, imaginative expression and pleasure;

EN5-2a effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts indifferent media and technologies.

*B. Use language to shape and make meaning according to purpose, audience and context.*

EN5-3b selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning;

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

*C. Think in ways that are imaginative, creative, interpretive and critical.*

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts;

EN5-6C investigates the relationships between and among texts.

*D. Express themselves and their relationships with others and their world.*

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds;

EN5-8D challenges and evaluates cultural assumptions in texts and their effects on meaning.

*E. Learn and reflect on their learning through their study of English.*

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

**Stage 5 English – Year 9**

By participating in English lessons, students will improve their knowledge, skills and understanding about language by responding to and composing texts including visual and multimedia texts. They will develop clear and precise control of language by reading, viewing, writing, representing, listening and speaking for an increasingly wide range of social purposes.

Spoken Task

Research task & speech on Elizabethan Era.

**SPEAKING / ICT / READING**

**WEEK 4 – TERM 4**

End of Year Examination

**WEEK 5 – TERM 2**

Short Film Analysis & Shakespearean Comprehension

**AOS – Odd One Out**

EN5-5C: Thinks imaginatively and critically about complex ideas to compose texts in a range of contexts.

EN5-8D: Questions & evaluates cultural assumptions in texts & their effects on meaning.

**Film Study – Sci Fi / Romance**

EN5-1A: Composes sophisticated texts for interpretation, critical analysis and imaginative expression.

EN5-4B: Effectively transfers knowledge of language concepts into new and different contexts.

**Introducing Mr Shakespeare**

EN5-5C: Thinks imaginatively and critically about complex ideas to compose texts in a range of contexts.

EN5-7D: Evaluates the diverse ways texts can represent personal and public worlds.

**The Power of Imagery**

EN5-2A: Critically assess a range of processes for responding to a range of texts in different media.

EN5-3B: Uses language forms appropriate to a range of purposes and contexts describing their effects on meaning.

Cooperative Learning

Interview with film director

**SPEAKING / LISTENING / WRITING**

Project Based Learning

Creation of additional movie scene

**ICT / SPEAKING / WRITING**

Individual Learning

AOS Creative Writing

**WRITING**

Individual Learning

Extended response

**WRITING**

Project Based Learning

Comic book /Picture book

**WRITING/REPRESENTING**

Individual Learning

Visual literacy deconstruction

**WRITING / READING**

Individual Learning

Excerpt from play analysis

**WRITING/ READING**

**FEEDBACK**

Criteria based Teacher observation Self Assessment/Reflection Peer Assessment

**Stage 5 English – Year 10**

Individual Learning

Detective Deduction

**WRITING / READING**

Cooperative Learning

Group research project on context of time period.

**ICT / READING / WRITING**

**WEEK 4 – TERM 2**

Unseen text Examination

**WEEK 5 – TERM 2**

Viewing and Listening Analysis

By participating in English lessons, students will improve their knowledge, skills and understanding about language by responding to and composing texts including visual and multimedia texts. They will develop clear and precise control of language by reading, viewing, writing, representing, listening and speaking for an increasingly wide range of social purposes.

**Crime Fiction Genre Study**

EN5-7D: Evaluates the diverse ways texts can represent personal and public worlds.

EN5-4B: Effectively transfers knowledge of language concepts into new and different contexts.

**AOS Belonging**

EN5-1A: Composes sophisticated texts for interpretation, critical analysis and imaginative expression

EN5-6C: Investigates relationships between and among texts.

**Shakespeare Study Macbeth**

EN5-3B: Uses language forms appropriate to a range of purposes and contexts describing their effects on meaning.

EN5-5C: Thinks imaginatively and critically about complex ideas to compose texts in a range of contexts.

**Historical Fiction / Novel Study**

EN5-8D: Questions & evaluates cultural assumptions in texts & their effects on meaning.

EN5-2A: Critically assess a range of processes for responding to a range of texts in different media.

Individual Learning

Visual Representation & Extended response.

**WRITING / REP.**

Cooperative Learning

Trial / debate of Macbeth / Lady Macbeth.

**SPEAKING**

Project Based Learning

Crime Fiction Board game

**REPRESENTING / WRITING / READING**

Individual Learning

Creative writing on the concept of belonging.

**WRITING**

Spoken Task

Speech on the concept belonging

**SPEAKING**

Individual Learning

Feature Article

**WRITING / READING**

**FEEDBACK**

Criteria based Teacher observation Self Assessment/Reflection Peer Assessment

## English ~ End of Course Performance Descriptor

## ****Areas for Assessment****

**Reading, listening, viewing**  
**Writing, speaking, representing**  
**Communicating and context**  
**Analysing language**  
**Interpretive, imaginative and critical thinking**  
**Expressing views**

## Grade A

A student at this grade typically:

* through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts
* perceptively investigates the context and perspective of texts and the relationships between and among them
* constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts
* responds imaginatively and critically in a highly effective way to verbal and visual imagery
* displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts
* is able to generalise confidently from engaging with texts to present a wide variety of views of the world
* consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts
* with confidence, is able to conform to, or challenge, an audience’s preconceptions and expectations
* independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

## Grade B

A student at this grade typically:

* through close and wide study, responds to demanding, imaginative, factual and critical texts
* investigates with some insight the context and perspective of texts and the relationships between and among them
* closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms, and features and structures of those texts
* responds imaginatively and critically in an effective way to verbal and visual imagery
* displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
* is able to generalise from engaging with texts to present a range of views of the world
* clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
* with increasing confidence, is able to conform to, or challenge, an audience’s preconceptions and expectations
* independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

## Grade C

A student at this grade typically:

* through close and wide study, responds to a range of imaginative, factual and critical texts
* investigates the context and perspective of texts and the relationships between and among them
* analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts
* responds imaginatively to verbal and visual imagery
* displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
* is able to generalise from engaging with texts to present differing views of the world
* demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
* conforms to, or challenges, an audience’s preconceptions and expectations
* with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

## Grade D

A student at this grade typically:

* demonstrates some ability to respond to a range of texts
* discusses the context and perspective of texts and the relationships between and among them
* discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
* responds to verbal and visual imagery
* composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts
* is able to generalise at times from engaging with texts to present some differing views of the world
* with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts
* is able to identify and discuss some obvious preconceptions and expectations of an audience
* with guidance, is able to reflect on their individual and collaborative skills for learning.

## Grade E

A student at this grade typically:

* demonstrates some evidence of the ability to respond to a limited range of texts
* with teacher support, discusses the context and perspective of texts and the relationships between and among them
* with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
* responds in a rudimentary way to verbal and visual imagery
* with teacher support, composes spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts
* is able to generalise at times from engaging with texts to present a limited view of the world
* with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts
* is able to identify some obvious expectations of an audience
* with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.