

## The Aims of the English Department:

The English department at Holy Cross College reflects the core values and philosophy of our college. We endeavour to provide our students with a broad curriculum that prepares them for the demands of modern life and for success in future exams. We work collaboratively with other departments to ensure that our students reach their fullest spiritual, personal, creative, cultural, and academic potential. To this end, we aim to:

- ✚ Teach and provide the Northern Ireland curriculum framework to **all** our students and to follow the guidelines outlined in the framework for teaching English with Media Education and Drama at KS3, and English Language and Literature at GCSE.
- ✚ Encourage and nurture the love of English to facilitate the uptake by students of our A-Level English Literature provision.
- ✚ Show awareness that students are individuals and have different learning needs. We are proud to be a bi-lateral school, and as such, we need to ensure that we cater for, and effectively teach, both those with more complex educational needs and the gifted and talented. We aim to provide varied and stimulating learning activities for all our students to ensure they achieve their full potential.
- ✚ To consider every student of equal value and importance, regardless of age, ability, gender, religion, or ethnicity and to set a good example to students.
- ✚ To provide an education based on Christian principles that encourages each student to be the best of themselves.

## Members of Department

Mrs Pauline McGrath -Head of Department

Ms Amy Leah Maude – Subject Coordinator

Mrs Brona Doherty

Mrs Claire Doherty

Ms Sorcha Friel

Mrs Dara Gallagher

Mrs Kathryn Heaney

Mrs Cathy Hasson

Mrs Hayley Mathers

Ms Leah McCance

Mrs Janice McCay

Mrs Clare McCrossan

Ms Michelle McGrade

Ms Kelly Neeson

Ms Jacqueline Smith



## English at Key Stage 3

Students of English at Key Stage 3 are allocated either 6 or 7 periods of English a week. Those students who have access to 7 classes, are considered to require extra support, and will benefit from further literacy periods, with the purpose of developing their English skills. The English Department works in conjunction with the Learning Support team to ensure that the needs of each of our students are met through continuous diagnostic testing, regular assessment and ongoing support.

All students of English at Key Stage 3 have access to a common curriculum:

### ENGLISH DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW 2024-2025

	September - October Analyzing the story of others Autobiography	November Reading poetry The poet's craft	January - Easter Reading Literary text Class novel Creative lit	April and May Non-fiction School of Journalism	May/June - June Home school Language student
Yr 8	Identify what constitutes the conventions of autobiographical writing. Look at examples from different periods of history of this genre of writing. Create their own extended piece of writing, adopting the conventions of autobiography. Encourage students to share their own anecdotes and back stories to get to know each other.	Identify different forms of poetry from throughout the world. Learn figurative language tools in a fun way. Begin to look at presentational tools to complete an attractive booklet. Present their work to the class in an oral presentation. Create their own poetry booklet on the theme of school.	Analysis of characters involved. Learn how to use P.E.E. chains. Text-marking activities and analysis of writer's craft linked to character. Selecting appropriate evidence from text. Develop awareness of different literary genres. Awareness of impacting cultural, social and historical events related to the text. Analysis of sentence structure, narrative structure, dramatic methods.	Identify the differences that exist between broadsheet and tabloid. Identify the main features of a front page of a tabloid. Look at the features of language that are identified with tabloid writing. Become aware of political bias and how it manifests itself in the writing of different papers. Group work – in groups of 6, prepare and present a tabloid front and back page on specific periods of history – eg Titanic/sinking of the Titanic etc.	Detailed reading of extract from the novel. Development of language analysis skills through character evaluations. Prediction of events. Creative writing practice – writing in character as one of the main personalities from the novel – using empathy to encourage character development. Developing an awareness of fiction genres. Roleplay – hot seating of characters. Proof-reading and editing skills developed.

	Persuasive writing Creating a social brochure	Analysis of poetry Poems on	Reading Literary text Dystopian genre	Short stories Real fiction	Narrative and creative writing
Yr 9	Identifying the features of language that are designed to persuade audiences. Analysis of promotional article on climate. Research/role-taking activity on what to do in your chosen location. SLL, talk – what makes your chosen location such a positive place? Writing sentence structure and paragraphing for effect. Use punctuation for effect and to connect with the audience. Adapt a range of form and style for a specified audience, mood/tone and aim. Planning and re-writing.	Showing increasing awareness of the different forms of poetry. Poetic understanding and reading of the different types of poetry. Poets and their work. Poems related to their own. Poets and their work. Poems related to their own. Poets and their work. Poems related to their own.	Analysis of character, setting, themes and atmosphere. Use P.E. chain method for analysis of writer's craft. Develop an awareness of the conventions of dystopian literature. Selecting appropriate evidence from the text. Encourage critical analysis skills by analysis of a character. Prediction of events.	Become aware of the unique features that make up a short story. Show historical, cultural and economic awareness of the background against which these works are set. Detailed reading for understanding. Forms of writing, letter and diary. Analysis of character using P.E. Make comparisons and explore links between texts. S and L – compare texts. Dialogue and tabloid to understand the motivations of the central character. Developing empathy by writing in character.	Use the opportunity to reinforce knowledge of punctuation. Understanding what we mean by personal writing. Features of this style of writing. Awareness of language tools to add sophistication to our writing. Identify examples of how writers have captured their work with language and punctuation devices for effect. Create their own pieces of personal writing.

	Discursive essay writing The world around us	Non-fiction Realism	Reading Literary text	Spoken language An interview	Unconquered Adventure
Yr 10	Show an awareness of the social, cultural and historical influences affecting the world today. Learn of the assessment algorithm reported of discursive writing. Frame an argument to persuade the reader of their point of view. Reinforce knowledge and understanding of persuasive text. Group discussion during talking and listening activity engaging views on topical questions. Understand how to frame argument and counter-argument. Develop a range of forms and their requirements.	Understand that war has been in existence since the dawn of time. Identify the alternative attitudes adopted in society to the concept of war. Develop awareness of poetic language such as rhyming couplets, impact of rhyme and rhythm etc. Learn to compare and contrast poems that deal with war and their manipulation of language to achieve their message. Encourage an understanding of the social, cultural and historical impact of war on the individuals involved.	Understand the impact of varying narrative voices in literary texts. Identify how writers manipulate structure and linguistic devices to sustain the reader's interest throughout. Use P.E. chains to offer their opinions on the works. Make comparisons and make links between texts. Write a comparative essay of two war poems. Predict events. Paragraphs.	Identify the differences between the written and spoken language. Be aware that language is adapted according to the situation the writer finds themselves in. Understand key terms such as emphasis, phrasal verb, etc. Analyse single examples of spoken language and how we use our words for effect. Understand the meaning of comparing and contrasting. Produce an essay where students identify the similarities and differences that exist between the written and spoken word. Understand the significance of tone/language in how we speak.	Understand the differences between audio and video. Be aware of the impact of technology on the way we communicate. Understand the features of Shakespearean language (iambic pentameter) etc. Understand some of the central themes raised in the play. Learn to compare and contrast the playwright himself and his theatre company. Create comparison articles based on events from the play.

## English at Key Stage 4

Students at Year 11 will choose one of the following pathways:

English Language and Literature – 8 periods

English Language alone – 6 periods

Essential Skills – Level 1 and 2 - 6

The following tables outline the course content in each pathway choice:

KEY STAGE 4 ENGLISH LANGUAGE ONLY CURRICULUM OVERVIEW (2024 ONWARDS)

	September-Christmas	Christmas-Easter	Easter-Summer
<b>Year 11</b>	<p>Unit 1 exam to be taken in November (20% of overall grade)</p> <p>Formal grading of L/S talking and listening activities – group discussion</p>	<p>Result received in February for Unit 1. Teachers may choose to re-enter their students in June for this module if they so wish.</p> <p>Formal grading of 2/3 talking and listening activities – individual extended contribution</p> <p>Preparatory work for Unit 4 exam to be taken by all in May.</p>	<p>Unit 4 exam to be taken in May (20% of overall grade)</p> <p>Formal grading of 5/6 talking and listening activities – role play</p> <p>Formal grading of 4/5 talking and listening activities – group discussion.</p>
<b>Year 12</b>	<p>Controlled assessment – Response to spoken language on CCEA identified theme, (10% of overall grade)</p> <p>Teachers have the option of re-entering their students for either Unit 1 or 4 CCEA exams</p> <p>Formal grading of 5/6 talking and listening activities – individual extended contribution.</p> <p>Controlled assessment clinics – Students will be given the opportunity to repeat controlled assessment in a time prescribed during Christmas exam week.</p>	<p>Controlled assessment – Response to written language on CCEA identified theme, (10% of overall grade) – This may be completed by some students in first term</p> <p>Formal grading of 5/6 talking and listening activities – role play</p> <p>Preparation of selected groups for CCEA moderated talking and listening.</p> <p>Students are given all controlled assessment marks after departmental moderation has taken place.</p>	<p>Final opportunity to take Unit 1 or Unit 4 for the second time.</p>

KEY STAGE 4 – YEAR 11 AND 12 – LANGUAGE AND LITERATURE

	September-Christmas	Christmas-Easter	Easter-Summer
<b>Year 11</b>	<p>Completion of Spoken Language – controlled assessment (10% of overall GCSE)</p> <p>Unit 1 English Language exam to be taken in November (30%)</p> <p>Formal grading of group discussion talking and listening activity – 1/5 to be completed over the key stage.</p> <p>Begin reading novel for Unit 1 of English Literature exam (20%) to be completed in following May</p>	<p>Continue reading Class novel for English Literature exam unit 1 (20%). Preparation of notes/character evolutions and PPOs</p> <p>Completion of response to written language-controlled assessment (10% of overall GCSE – some teachers may choose to leave this until year 12 – but that is at their individual discretion)</p> <p>Complete unseen prose analysis in preparation for this element in the exam.</p> <p>Formal grading of an individual contribution talking and listening activity – 3/6 to be completed over the key stage.</p> <p>Begin preparation of for Unit 4 of English Language controlled assessment (10%)</p>	<p>Unit 4 English Language exam</p> <p>Unit 1 English Literature exam – A Response to prose.</p> <p>Begin preparatory work for the reading Shakespeare text. (One piece of controlled assessment worth 20% of the overall course)</p> <p>Formal grading of role play talking and listening activity – 3/6 to be completed over the key stage. It has to be based on a real-life scenario.</p>
<b>Year 12</b>	<p>September - Christmas</p> <p>Completion of Shakespeare controlled assessment – (20% of overall qualification)</p> <p>Repeat of Unit 1 or Unit 4 English Language exams if required or advised by teacher.</p> <p>Formal grading of group discussion talking and listening activities – 4/6 and role play 5/6</p> <p>Completion of response to written language-controlled assessment if not completed in year 11.</p> <p>Begin reading Drama text in preparation for Unit 2 English Literature exam (50% to be taken in May)</p>	<p>Christmas - Easter</p> <p>Prepare for hour question on Drama text Unit 2 English Literature exam.</p> <p>Study 15 poems on given theme – Contexts/Relationships in preparation for hour question in Unit 2 English Literature exam</p> <p>Complete task 4/6 for English Language talking and listening unit 2.</p> <p>Prepare for visit for talking and listening moderator.</p> <p>Receive grades for all controlled assessment undertaken.</p>	<p>Easter - Summer</p> <p>Unit 2 – Response to poetry and Drama</p>

## English at Key Stage 5

English Literature at A-Level gives students the opportunity to engage with both classic and modern texts from the genres of drama, prose and poetry.

Students are given the opportunity for independent thinking and creativity by producing an extended piece of coursework on contemporary fiction.

The course content is available here:



Content	Assessment	Weightings
AS 1: The Study of Poetry 1900–Present and Drama 1900–Present	External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book.	60% of AS 24% of A level
AS 2: The Study of Prose Pre 1900	External written examination 1 hour Students answer one question. Closed book	40% of AS 16% of A level
A2 1: Shakespearean Genres	External written examination 1 hour 30 mins Students answer one question. Closed book	20% of A level
A2 2: The Study of Poetry Pre 1900 and Unseen Poetry	External written examination 2 hours Students answer two questions, one from Section A and the question set in Section B. Closed book	20% of A level
A2 3: Internal Assessment	Internal assessment Students complete a 2500-word essay.	20% of A level

## **Trips and Competitions**

The English Department provides students at Key Stage 3 and 4 with the opportunity to participate in competitions throughout the academic year. These are a mix of both internal and external competitions. In conjunction with the Literacy Coordinator, students are encouraged to write creatively and to be celebrated for their efforts and talent.

At Key Stage 4 and 5, students are given the opportunity to attend performances of plays they are studying, take part in creative writing workshops and visit places of literary heritage.

Each year we run the 'Helena Fitzgerald Perpetual Cup'. Students of English compete to write a creative or personal piece that showcases their talent. It is the ethos of the English Department to celebrate children's work, both through these competitions and the displays in our classrooms.

