

Year 4 – Exam Preparation

Learning Programme

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria Based on levels (<u>not numerical grades</u>) Essay response marked on 30	Stretch & Challenge (Thirst for Learning)
'Lord of the Flies'	<ul style="list-style-type: none"> • To revise knowledge and understanding of the plot • To understand the importance of the following contextual factors in relation to the text: <ul style="list-style-type: none"> ○ Genre ○ Golding's life ○ Social/historical context • To consider Golding's presentation of character and the techniques he uses to convey character • To be able to track and explore changes within characters • To be able to track and comment on an idea or a theme in a text, for example: presentation of the beast; the Lord of the Flies; violence; order and 	Revision	<p>In the examination, boys will be offered a choice of two questions and must answer one.</p> <p>Focus will be either:</p> <ul style="list-style-type: none"> ○ Character ○ Theme ○ Relationships ○ Writer's craft <p>For the Year 4 exam, boys will be given 1 hour to answer the question. This is a closed book examination</p>	<p><u>Level 6 (26-30 marks)</u></p> <ul style="list-style-type: none"> •Critical, exploratory, conceptualised response to task and whole text •Judicious use of precise references to support interpretation(s) •Analysis of writer's methods with subject terminology used judiciously •Exploration of effects of writer's methods on reader •Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task <p><u>Level 5 (21-25)</u></p> <ul style="list-style-type: none"> •Thoughtful, developed response to task and whole text •Apt references integrated into interpretation(s) •Examination of writer's methods with subject terminology used effectively to support consideration of methods 	<p>Practise responding to 'Lord of the Flies' questions</p> <p>Write your own AQA examination-style questions, based on sample questions provided</p> <p>Revise poetic terms</p> <p>Practise planning 'Unseen</p>

	<p>democracy; fear; the island; the conch; power; Piggy's glasses and the fire</p> <ul style="list-style-type: none"> • To confidently select relevant content from the text • To select evidence judiciously • To comment on the effects of language in a precise and analytical way • To respond to the text in an analytical and convincing way • To structure a response cohesively 			<p>Examination of effects of writer's methods on reader</p> <ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task <p><u>Level 4 (16-20 marks)</u></p> <ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task 	Poetry' responses
Unseen poetry	<ul style="list-style-type: none"> • To revise a range of poetic terms • To be able to respond to an unseen poem • To be able to organise a response in a structured way • To be able to compare the ways in which poets present ideas 			<p><u>Level 3 (11-15 marks)</u></p> <ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader 	

				<ul style="list-style-type: none">•Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task	
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