

<b>Exam Board:</b>	WJEC Eduqas
<b>Qualification:</b>	English Literature & English Language
<b>Assessment Information:</b>	Literature Component 1 (2 hours) Literature Component 2 (2 hours 30 minutes) Language Component 1 (1 hour 45 minutes) Language Component 2 (2 hours)
<b>Link to official specification:</b>	<a href="#">Language</a>  <a href="#">Literature</a>

**Department Information:**  
At GCSE, we follow the WJEC Eduqas specification for English Literature and Language. Students have 9 hourly lessons per fortnight where the successes of KS3 are built upon. Independence and exploratory thought continue to be developed as students study a range of stimulating non-fiction, prose, poetry and drama texts.

**ACHIEVE in the curriculum:**  
Collaboration is used in abundance within English lessons at KS4, with oracy and dialogic discourse at the heart of teaching. Students are encouraged to talk to their peers and share their ideas, supporting the learning of all students. Ambition is built into our curriculum as students are faced with challenging, yet rewarding, texts. They are encouraged to stretch themselves and develop their skills throughout the two-year course.

**Curriculum Aims & Intent:**

Our chosen texts are:

*An Inspector Calls (Lit C2)*  
*The Strange Case of Dr Jekyll and Mr Hyde (Lit C2)*  
*Unseen Poetry (Lit C2)*  
*Macbeth (Lit C1)*  
*Poetry Anthology (Lit C1)*  
*Reading comprehension (Lang C1 – SA)*  
*Reading comprehension and comparison between non-fiction texts (Lang C2 – SA)*  
*Narrative Writing (Lang C1 – SB)*  
*Transactional Writing (Lang C2 – SB)*

**English Literature:**

*“The WJEC Eduqas GCSE in English literature encourages learners to develop knowledge and skills in reading, writing and critical thinking. It provides learners with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential. It enables learners to make connections*

**Resources:**

*If parents wish to purchase books to help with their child's studying, here is a recommended list:*

*GCSE English Language Eduqas Guide (ISBN 1782943714) - £5.95*

*GCSE English Language Workbook (ISBN 1782943722) - £5.95*  
*Globe Education Shakespeare: Macbeth (ISBN 1471851559) - £7.99*

*GCSE English Text Guide: An Inspector Calls (ISBN 1841461156) - £5.99*

*GCSE English Text Guide: Jekyll and Hyde (ISBN 1782943080) - £5.95*

across their reading and develop a clear understanding of literary works and also prepares them for the study of literature at a higher level. This GCSE in English literature enables students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.” – **Eduqas Specification for English Literature**

#### **English Language:**

“In developing this specification, WJEC has been mindful to include the following features:

- opportunities for flexible teaching approaches
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- straightforward wording of questions
- accessibility of materials across the ability range
- opportunities for breadth of study
- use of ‘unseen’ material for analysis in external assessment
- focused assessment of specific language skills
- opportunities for producing extended writing
- high-quality examination and resource materials.

It enables learners to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, it enables learners to:

- listen to and understand spoken language, and use spoken Standard English effectively.
- Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.” **Eduqas Specification for English Language**

Eduqas GCSE English Literature skills (ISBN 147183199X) - £13.99

Macbeth - ISBN 978-0-521-60686-8 (Cambridge School Shakespeare edition)

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#### **How parents can help their child:**

##### Encouraging good study skills by:

- *Tracking home learning and assignments set on Class Charts and encouraging and supporting students in completing activities set.*
- *Having open dialogue with students about how well they are coping with the pressure of exams and keeping teachers informed of any challenges faced.*
- *Knowing when PPEs are scheduled and helping students prepare to sit these (revision timetables, for example, might help students stay focused).*
- *Engaging with course content themselves and discussing this with students.*

**How we keep parents informed:**

*Year 10 - Progress reports are published 4 times per year, in October, November, March and July, with a face-to-face parents' evening in March.*

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<b>An Inspector Calls</b>	<ul style="list-style-type: none"> <li>- knowledge and understanding of the post-1914 drama text, it's plot, characters and key themes.</li> <li>- Academic writing, explored through a source-based response.</li> <li>- Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text.</li> <li>- This assessment will also test learner's spelling, punctuation and grammar.</li> </ul>	<b>Integrity</b> – Study of the play requires deep discussion and understanding of social responsibility and the role of every human in society and individual communities.	In-class formative assessments throughout the unit. <b>PPE: November 1<sup>st</sup> week</b>	
2	<b>Language C1 – Section A</b>	<ul style="list-style-type: none"> <li>- This section will test through structured questions the reading of an unseen extract from one 20th century literary prose text (about 60-100 lines).</li> </ul>	<b>Endurance</b> – building confidence by encountering unseen texts.	In-class formative assessments throughout the unit. <b>PPE: January</b>	
2	<b>War Poetry</b>	<ul style="list-style-type: none"> <li>- Knowledge and understanding of poetry from 1789 to the present day; students will explore the rich heritage of poetry across centuries as well as exploring how poets explore similar themes in different ways.</li> <li>- In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology and compare it to the first.</li> <li>- Learners will be expected to consider the context of each poem, its content and key ideas, and the poets' use of language, structure and form.</li> </ul>	<b>Ambition:</b> learning about the world and the impact of war on humans throughout history.	In-class formative assessments throughout the unit. (Official PPE in year 1901)	
3	<b>Macbeth</b>	<ul style="list-style-type: none"> <li>- Knowledge and understanding of a Shakespeare text.</li> <li>- Knowledge of dramatic techniques and understanding of plot, characterisation, events and key themes; learners will need to analyse language, structure and form closely in order to engage critically with the text</li> <li>- Learners will be expected One extract-based question and one essay question on the text as a whole must be completed.</li> </ul>	<b>Endurance and Ambition</b> – encountering challenging language and making connections between the Jacobean era and today.	In-class formative assessments throughout the unit. <b>PPE: March/April</b>	

		<ul style="list-style-type: none"> <li>- to comment on Shakespeare’s use of language, structure and form and show an understanding of key themes, characters and ideas within the text.</li> <li>- This section will also test learners' spelling, punctuation and grammar.</li> </ul>			
4	<b>Language C2 – Section A</b>	<ul style="list-style-type: none"> <li>- This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet.</li> </ul>	<b>Endurance</b> – building confidence by encountering unseen texts.	In-class formative assessments throughout the unit. <b>PPE: September of year 11</b>	
4	<b>Love Poetry</b>	<ul style="list-style-type: none"> <li>- Knowledge and understanding of poetry from 1789 to the present day; students will explore the rich heritage of poetry across centuries as well as exploring how poets explore similar themes in different ways.</li> <li>- In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology and compare it to the first.</li> <li>- Learners will be expected to consider the context of each poem, its content and key ideas, and the poets’ use of language, structure and form.</li> </ul>	<b>Ambition:</b> learning about the world and the way love and relationships have been explored throughout history.	In-class formative assessments throughout the unit. (Official PPE in year 11)	
5	<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>- Candidates will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech.</li> </ul>	<b>Endurance and Ambition</b> – tackling reservations and delivering a speech in front of peers.	<b>In-class filmed.</b>	
6	<b>Transactional Writing</b>	<ul style="list-style-type: none"> <li>- This section will test transactional, persuasive and/or discursive writing.</li> <li>- Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc.</li> </ul>	<b>Ambition:</b> extended writing tasks, tackling real-world scenarios.	In-class formative assessments throughout the unit. (Official PPE in year 11)	