

| | |
|--|---|
| Exam Board: | <i>WJEC Eduqas</i> |
| Qualification: | <i>English Literature & English Language</i> |
| Assessment Information: | <i>Literature Component 1 (2 hours) Literature Component 2 (2 hours 30 minutes) Language Component 1 (1 hour 45 minutes) Language Component 2 (2 hours)</i> |
| Link to official specification: | <u>Language</u> <u>Literature</u> |

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 across their reading and develop a clear understanding of literary works and also

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

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)

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 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

| Term | Unit, Topic Or Summary Of Work Covered | Knowledge, Understanding & Skills Developed | ACHIEVE / Personal Development Focus | How The Work Is Assessed | Careers Links |
|------|--|--|---|---|---------------|
| 1 | Jekyll and Hyde | <ul style="list-style-type: none"> - Academic writing, explored through a source-based response. - knowledge and understanding of the 19th century prose novel, it's plot, characters and key themes. - Learners will be expected to comment upon the context of the prose text, the language, structure and form of the text and key themes, characters and ideas within the text. | Integrity and ambition – Study of the novel requires deep discussion and understanding of the human condition and morality, encouraging students to consider what makes us human and how humans should function healthily within society. | In-class formative assessments throughout the unit. PPE: November PPE (part of full Lit 1 paper): March | |
| 2 | Narrative Writing | <ul style="list-style-type: none"> - This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language | Ambition and Endurance: extended writing tasks, exercising creative freedom in a narrative of their own. | In-class formative assessments throughout the unit. PPE (part of Full Lang 1 paper) February | |
| 2 | Remaining Poetry | <ul style="list-style-type: none"> - 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. - In the first question, learners will be asked to write about a specified poem. In the second | Ambition: learning about the world and the way love and relationships have been explored throughout history. | In-class formative assessments throughout the unit. PPE (covering all poetry clusters studied): January PPE (part of full Lit 1 paper): March | |

| | | | | | |
|---|-----------------------------|--|--|---|--|
| | | <p>question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology and compare it to the first.</p> <ul style="list-style-type: none"> - 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. | | | |
| 3 | Unseen Poetry | <ul style="list-style-type: none"> - Learners will consider two unseen poems from the 20th and/or 21st centuries. - In the first question, learners will be asked to write about a previously unseen poem. In the second question, learners will be asked to write about a second previously unseen poem and compare it to the first. - Learners will be expected to consider the content and key ideas of each poem, and the poets' use of language, structure and form. | Endurance – building confidence by encountering and unpicking unseen poems. | In-class formative assessments throughout the unit. | |
| 4 | Revision | | | | |
| 4 | Revision & Exams | | | | |

Other PPEs Scheduled: April - Language Component 2 (full)