

Exam Board:	WJEC Eduqas
Qualification:	English Literature & English Language
Assessment Information:	Literature Component 1 (2 hours) Literature Component 2 (2 hours 30 minutes) Language Component 1 (1 hour 45 minutes) Language Component 2 (2 hours)
Link to official specification:	Language: https://www.eduqas.co.uk/media/10ea1en0/eduqas-gcse-english-language-from-2015-e.pdf Literature: https://www.eduqas.co.uk/media/42ldm0wa/eduqas-gcse-english-literature-spec-from-2015.pdf

Department Information:
At GCSE, we follow the WJEC Eduqas specification for English Literature and Language. Students have 8 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)
GCSE English Language Workbook (ISBN 1782943722)
Globe Education Shakespeare: Macbeth (ISBN 1471851559)
GCSE English Text Guide: An Inspector Calls (ISBN 1841461156)
GCSE English Text Guide: Jekyll and Hyde (ISBN 1782943080)
Eduqas GCSE English Literature skills (ISBN 147183199X)

Macbeth - ISBN 978-0-521-60686-8 (Cambridge School Shakespeare edition)
An Inspector Calls (ISBN 978-0435232825)

How parents can help their child:

Encouraging good study skills by:

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***

- *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.

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.

What we study and when: English Literature

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	An Inspector Calls	Students will develop knowledge and understanding of the post-1914 drama text, including its plot, characters, and key themes. They will practice academic writing through a extract-based response, analysing the writer's use of language, structure, and form. In doing so, pupils are expected to demonstrate a clear understanding of the text's central themes, characters, and ideas. Additionally, this assessment will evaluate their spelling, punctuation, and grammar.	Integrity: 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. Main focus on how Mr Birling is presented.	When studying Eduqas GCSE English Language and English Literature, as the skills developed are widely transferable: <ul style="list-style-type: none"> • Journalist • Author / Novelist • Poet • Playwright / Screenwriter • Editor or Proofreader • Teacher (English or Primary) • Lawyer or Solicitor • Barrister • Public Relations (PR) Officer • Marketing or Advertising Executive • Copywriter • Speech Writer • Media Presenter or Broadcaster
2	War Poetry	Students will develop knowledge and understanding of poetry from 1789 to the present day, exploring the rich heritage of poetry across centuries and how poets approach similar themes in different ways. In the first question (15 marks), they will write about a specified poem, while in the second question (25 marks), they will analyse a second poem from the Eduqas Poetry Anthology and compare it to the first. Pupils are expected to consider the context, content, and key ideas of each poem, as well as the poets' use of language, structure, and form.	Ambition: learning about the world and the impact of war on humans throughout history. Collaboration: working with peers to understand and analyse poems	In-class formative assessments throughout the unit. PPE as part of Y10 PPE week.	
3+4	Macbeth	Students will develop knowledge and understanding of a Shakespeare text, including its plot, characters, events, and key themes, as well as an awareness of dramatic techniques. They will be required to analyse language, structure, and form	Endurance and Ambition: encountering challenging language and making connections between the Jacobean era and today.	In-class formative assessments throughout the unit. PPE in term 5.	

		<p>closely to engage critically with the text. The assessment includes one extract-based question and one essay question on the text as a whole. Pupils are expected to comment on Shakespeare's use of language, form and structure, demonstrating a clear understanding of the text's central themes, characters, and ideas. This assessment will also assess their spelling, punctuation, and grammar.</p>			
5	Love Poetry	<p>Continuing with the skills learnt in term 2, students will develop their knowledge and understanding of poetry from 1789 to the present day, examining the rich heritage of poetry across different centuries and how poets approach similar themes in diverse ways. Learners are expected to consider the context, content, and key ideas of each poem, as well as the poets' use of language, structure, and form.</p>	<p>Ambition: learning about the world and the way love and relationships have been explored throughout history.</p> <p>Collaboration: working with peers to understand and analyse poems</p>	In-class formative assessments throughout the unit. Main focus on how love is presented.	
6	Recap of content taught in Y10	<p>Recapping the content of <i>An Inspector Calls</i>, <i>Macbeth</i>, and the <i>EDUQAS poetry anthology (war and love)</i> is useful because it strengthens understanding of key themes, characters, and ideas across different texts. It helps students remember important plot points and quotations, making it easier to analyse language, structure, and context in exams. Revisiting these works also allows comparisons between texts, improves confidence when writing essays, and ensures interpretations are clear, accurate, and well supported by evidence.</p>	<p>Endurance: putting their skills and knowledge learnt throughout the year to the test</p> <p>Versatility: using different approaches and methods to review material so that students understand more deeply and remember better</p> <p>Happy: feeling confident about texts studied earlier within the year ready for their exams</p>	In-class formative assessments which are then specific to the needs of each class.	

- Actor or Theatre Practitioner
- Script Editor
- Publishing Assistant
- Librarian
- Historian
- Communications Officer
- Social Media Manager
- Content Creator
- Blogger
- Technical Writer
- Human Resources (HR) Officer
- Politician or Political Advisor

What we study and when: English Language

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Language C1 – Section A	Students focus on reading and analysing an unseen non-fiction extract (about 60-100 lines) from the 20 th Century. They are required to understand the content, identify key ideas, and analyse the writer’s use of language and structural choices to create meaning or influence the reader. Answers should be supported with evidence from the text, written clearly, and demonstrate correct spelling, punctuation, and grammar. This section tests the ability to read closely, think critically, and explain how the writer communicates their ideas.	Endurance: building confidence by encountering unseen texts.	PPE in early term 2.	When studying Eduqas GCSE English Language and English Literature, as the skills developed are widely transferable: <ul style="list-style-type: none"> • Journalist • Author / Novelist • Poet • Playwright / Screenwriter • Editor or Proofreader • Teacher (English or Primary) • Lawyer or Solicitor • Barrister • Public Relations (PR) Officer • Marketing or Advertising Executive • Copywriter • Speech Writer • Media Presenter or Broadcaster • Actor or Theatre Practitioner • Script Editor • Publishing Assistant
2	Transactional writing (articles, letters, reviews)	Pupils are assessed on transactional, persuasive, and/or discursive writing. Across two tasks, they are given opportunities to write for a range of audiences and purposes, adapting their style to suit the form and real-life context. This can include writing letters, articles, reviews, speeches, and other practical texts. Students are expected to communicate their ideas clearly and effectively, using appropriate language, tone, and structure for the intended audience, while also demonstrating correct spelling, punctuation, and grammar.	Ambition: extended writing tasks, tackling real-world scenarios.	In-class formative assessments throughout the unit. Main focus on article writing.	
3	Language C2 – Section A	Students are assessed on their reading of two unseen non-fiction texts (about 900-1,200 words in total) with one text from the 19th Century and the other from the 21st Century. Students answer structured questions that test their understanding of the content, key ideas, and perspectives, as well as their ability to analyse language and structural techniques. Some	Endurance: building confidence by encountering unseen texts.	In-class formative assessments throughout the unit. PPE in term 1 of year 11.	

		questions also require comparison of the two texts. Responses must be supported with evidence from the texts and demonstrate clear writing, including correct spelling, punctuation, and grammar, showing the student's ability to read critically and explain how meaning is created.			<ul style="list-style-type: none"> • Librarian • Historian • Communications Officer • Social Media Manager • Content Creator • Blogger • Technical Writer • Human Resources (HR) Officer • Politician or Political Advisor
4+5	Speaking and listening	Candidates will be required to complete one formal presentation or speech. They will write their own and will be assessed on their writing, their presentation itself and their responses to questions and feedback following the presentation or speech.	Endurance and Ambition: tackling reservations and delivering a speech in front of peers.	In-class filmed (term 5)	
6	Narrative writing	Students are given a choice of four titles which give opportunities to write imaginatively. Out of these, they will choose one, single 40-mark task. This module tests the student's ability to use language creatively and effectively, developing ideas, characters, and settings, while demonstrating strong control of structure, tone, and style, as well as accurate spelling, punctuation, and grammar.	Ambition and Endurance: extended writing tasks, exercising creative freedom in a narrative of their own.	In-class formative assessments throughout the unit. Main focus on writing an effective opening to a narrative.	

Once a fortnight students will also study Unseen Poetry.

Terms 1-6	Unseen Poetry	Students will study various unseen poems throughout the academic year. These will be from the 20th and/or 21st centuries. In the first question, they will analyse a previously unseen poem, while in the second question they will examine a second unseen poem and compare it to the first. Pupils are expected to consider the content and key ideas of each poem, as well as the poets' use of language, structure, and form.	Endurance – building confidence by encountering and unpicking unseen poems.	In-class formative assessments throughout the unit.	Careers links as within the main English curriculum.
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