

# English

## Qualifications & Pathways



<b>Course Title</b>	<b>English Language</b>
<b>Exam Board</b>	Eduqas
<b>GCSE Equivalent</b>	1 x GCSE
<b>Assessment Breakdown</b>	100% Examination
<b>Course Outline</b>	<p>This GCSE in English language promotes an integrated approach to oracy, reading and writing so that writing and oracy work are stimulated by reading experiences.</p> <p>All texts in the examination will be 'unseen', that is, learners will not have studied the examination texts during the course.</p> <p>GCSE English language will focus primarily on the functional aspects of language. The term 'functional' here should be considered in the broad sense of providing learners with the skills and abilities they need to take active and responsible roles in their communities, everyday life, the workplace and in educational settings.</p> <p>Reading skills</p> <ul style="list-style-type: none"> <li>• Respond, reflect and analyse a wide range of written texts (continuous and non-continuous).</li> <li>• Analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.</li> <li>• Demonstrate independence in synthesising and summarising information effectively from a range of texts.</li> <li>• Interpret themes, meaning, ideas and information in a range of texts and challenging writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content.</li> <li>• Support a point of view by referring to evidence within texts; identifying bias and distinguishing between statements that are supported by evidence and those that are not.</li> <li>• Evaluate and reflect on the ways in which texts may be interpreted differently according to the perspective of the reader and distinguishing between facts or evidence and opinions, bias and argument.</li> <li>• Understand and recognise the purpose and reliability of texts, e.g. texts for personal, public, occupational and educational use.</li> <li>• Demonstrate verbal reasoning skills in synthesising and summarising information from a range of texts.</li> </ul> <p>Writing skills</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent written texts.</li> <li>• Write effectively for different purposes and audiences and in different forms, e.g. explain, instruct, recount, inform, discuss, persuade, argue.</li> <li>• Select vocabulary, grammar, form, and structural and organisational features thoughtfully to reflect the audience, purpose and context.</li> <li>• Vary sentence structures to engage and sustain the reader's interest and write with grammatical accuracy.</li> <li>• Use a full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.</li> <li>• Organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently.</li> <li>• Use language creatively and with precision.</li> <li>• Use information gleaned from a range of sources to write coherently in different forms.</li> <li>• Write for effect by selecting, organising and emphasising.</li> </ul>

<p><b>Course Outline</b></p>	<p>Oracy skills</p> <ul style="list-style-type: none"> <li>• Present information and select/organise information and ideas effectively and persuasively, e.g. for a prepared spoken presentation or group discussion.</li> <li>• Demonstrate an understanding of the conventions of spoken language in both formal and informal situations.</li> <li>• Speak accurately and fluently, adapting style and language to a wide range of forms, contexts, audiences and purposes.</li> <li>• Experiment with language and techniques to express opinions, create effects and engage audiences.</li> <li>• Pay appropriate attention to accuracy of syntax and expression; convey experiences, ideas and information clearly, precisely and appropriately.</li> <li>• Use verbal reasoning skills, form independent views and demonstrate effective listening skills by summarising key points, challenging what is heard on the grounds of reason, evidence or argument.</li> <li>• Respond constructively and critically to a wide range of written and digital/dynamic texts, making effective contributions, using creative approaches to exploring issues, solving problems and developing ideas.</li> <li>• Reflect and comment critically on their own and others' use of language, participate in a range of real-life contexts and adapt talk appropriately to the situation and audience.</li> </ul>
<p><b>Main Skills Developed</b></p>	<p>This GCSE specification in English language will enable learners to:</p> <ul style="list-style-type: none"> <li>• Demonstrate oracy (speaking and listening), reading and writing skills that are instrumental in communicating with others confidently, effectively, precisely and appropriately</li> <li>• Demonstrate their proficiency in accessing and retrieving information from a wide range of written and dynamic/digital texts, forming a broad general understanding of the text, summarising and synthesising content, inferring intended meaning and evaluating its purpose</li> <li>• Understand the patterns, structures and conventions of oral and written language</li> <li>• Understand the impact of variations in language, selecting and adapting speech and writing to different situations, purposes and audiences</li> <li>• Develop their skills in order to meet their own personal needs as well as the needs of employers and further education so that they can fully participate in society and the world of work</li> <li>• Develop their verbal reasoning and their ability to think constructively and critically in response to written and digital/dynamic texts</li> <li>• Develop their proofreading and editing skills</li> <li>• Acquire the necessary skills needed for further study, including the study of English at Level 3 of the National Qualifications Framework.</li> </ul>
<p><b>Revision Guides and Website</b></p>	<p>A vast wealth of revision materials can be found on Google Classrooms</p> <p>The English Department also recommend the use of the BBC Bitesize website.</p>
<p><b>Further Information</b></p>	<p>The subject content for Year 10 and Year 11 English Literature forms a two year course. The literature GCSE will be taught in year 10 to best prepare students for the final external examination to be taken at the end of year 10.</p> <p>The Language GCSE will be taught in year 11 according to the English Department's Scheme of Works and will be examined at the end of the year 11. Individual subject staff will offer and tailor a diverse range and variety of teaching materials to best suit the needs of all pupils in their care and to best meet the requirements of the exam.</p>

<b>Course Title</b>	<b>English Literature</b>
<b>Exam Board</b>	AQA
<b>GCSE Equivalent</b>	1 x GCSE
<b>Assessment Breakdown</b>	100% Examination
<b>Course Outline</b>	<p><b>Shakespeare:</b> Students will study one play from the list of six set texts. Students should study the whole text. Choose one of: Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing, Julius Caesar.</p> <p><b>The 19th-century novel:</b> Students will study one novel from the list of seven set texts. Students should study the whole text. Choose one of: Robert Louis Stevenson The Strange Case of Dr Jekyll and Mr Hyde, Charles Dickens A Christmas Carol, Charles Dickens Great Expectations, Charlotte Brontë Jane Eyre, Mary Shelley Frankenstein, Jane Austen Pride and Prejudice.</p> <p><b>Modern texts:</b> Students will study one from a choice of 12 set texts, which include post-1914 prose fiction and drama. Students should study the whole text. Choose one of: Drama: JB Priestley An Inspector Calls, Willy Russell Blood Brothers, Alan Bennett The History Boys, Dennis Kelly DNA, Simon Stephens The Curious Incident of the Dog in the Night-Time (play script), Shelagh Delaney A Taste of Honey. Prose: William Golding Lord of the Flies, AQA Anthology Telling Tales, George Orwell Animal Farm, Kazuo Ishiguro Never Let Me Go, Meera Syal Anita and Me, Stephen Kelman Pigeon English, Sir Arthur Conan Doyle The Sign of Four.</p> <p><b>Poetry:</b> Students will study one cluster of poems taken from the AQA poetry anthology, Poems Past and Present. There is a choice of two clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day. The titles of the two clusters are: Love and relationships, or Power and conflict. Students should study all 15 poems in their chosen cluster and be prepared to write about any of them in the examination.</p> <p><b>Unseen poetry:</b> In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems.</p>

<p><b>Main Skills Developed</b></p>	<p>Reading comprehension and reading critically</p> <ul style="list-style-type: none"> <li>• Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events.</li> <li>• Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text.</li> <li>• Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> <li>• Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.</li> <li>• Accurate Standard English: accurate spelling, punctuation and grammar.</li> </ul>
<p><b>Revision Guides and Website</b></p>	<p>A vast wealth of revision materials can be found on Google Classrooms. The English Department also recommend the use of the BBC Bitesize website.</p>
<p><b>Further Information</b></p>	<p>The subject content for Year 10 and Year 11 English Literature forms a two year course. The literature GCSE will be taught in Year 10 to best prepare students for the final external examination to be taken at the end of Year 10.</p> <p>The Language GCSE will be taught in Year 11 according to the English Department's Scheme of Works and will be examined at the end of the Year 11. Individual subject staff will offer and tailor a diverse range and variety of teaching materials to best suit the needs of all pupils in their care and to best meet the requirements of the exam.</p>