

English Literature GCSE - Intentions

- Our 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

English Literature - Implementation

The qualification is made up of two externally-assessed components: Component 1 and Component 2. Pupils will receive 4 lessons of English and will teachers will split the sessions to deliver both English Language and English Literature.

English Literature - Implementation - Component 1 - Poetry and Play reading

- **In Section A**, pupils will study a Shakespeare play.
- Pupils will develop their knowledge of dramatic techniques and demonstrate their understanding of plot, characterisation, events and key themes.
- Pupils will have the opportunity to analyse language, structure and form closely in order to engage critically with the text.
- Pupils will develop a range of reading strategies and attempt a range of one extract-based questions.
- A range of essays will be modelled as pupils develop their knowledge, understanding and skills of essay writing responding to questions on the text as a whole.
- **In Section B**, pupils will have the opportunity to show their understanding of the poetry from 1789 to the present day, the relationships between them and the contexts in which they were written.
- Pupils will study all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment.
- The anthology covers a range of poetry and is designed to introduce our pupils to the rich heritage of poetry across centuries
- Pupils will use discussion in order to explore how poets deal with similar themes in different ways.

English Literature Component 2 - Implementation - Post 1914 Play and 19 Century Prose

For Component 2 pupils will study the play *Blood Brothers* for Section A (drama from 1914 onwards) and *Christmas Carol* (a 19th century prose text) for Section B and the unseen poetry section for Section C.

- In **Section A and Section B**, pupils will develop their knowledge and understanding of aspects of plot, characterisation, events and key themes through discussion, debate, questioning, role play, visualisation, predicting, summarising and re-telling.
- Pupils will develop their evaluation and analysis skills by exploring how language, structure and form are used by the writer to create meanings and effects. Pupils will have to overlearn, repeat steps and constantly re-activate previous learning in order to grasp these higher level thinking skills.
- In **Section A and B**, learners will develop their understanding of the varied contexts of their chosen text. Pupils will study the attitudes, the society, the socio-economic situation of the time, the life of the poet and make links to how these factors are reflected in the poems.
- Pupils will complete assessments at the end of key scenes or once a theme has been completed in poetry, in the form of extract based responses in order to show their knowledge and understanding of the novel/poems.
- **Section C**, pupils consolidate many of the skills learners have developed as it requires learners to demonstrate these skills in a comparison of two unseen poems.
- 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.
- Learners will consider two unseen poems from the 20th and/or 21st centuries.. Learners will be expected to consider the content and key ideas of each poem, and the poets' use of language, structure and form.

English Literature KS4- Impact

- 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
- 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.
- Comment on Shakespeare's use of language, structure and form and show an understanding of key themes, characters and ideas within the text.
- Develop spelling, punctuation and grammar.
- Explore aspects of plot, characterisation, events and settings;
- Identify the themes
- Use using relevant quotation
- Support a point of view by referring to evidence in the text
- Recognise the possibility of and evaluate different responses to a text
- Use understanding of writers' social, historical and cultural contexts to inform evaluation
- Make an informed personal response that derives from analysis and evaluation of the text
- Evaluate of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact
- Use linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
- Compare texts: compare and contrast texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.
- Produce clear and coherent text and write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate

