

The image features two large, thick black L-shaped brackets. One is positioned on the left side, with its vertical bar extending downwards and its horizontal bar extending to the right. The other is on the right side, with its vertical bar extending upwards and its horizontal bar extending to the left. These brackets frame the central text.

English literature
and language
GCSE

- Students will be studying for two separate GCSEs: Literature and language
- There is no longer a coursework component
- All exams will take place at the end of year 11
- Study will be integrated – students will do literature and language components each week
- They will have regular GCSE style mock exams, in order to practise their timing and the pressure of exam conditions

English Language:

- Students will complete *two papers* at the end of year 11:

Paper 1: 'Explorations in Creative reading and writing'

Sec A – Reading:

- Reading a single source drawn from literature fiction in order to consider how established, modern and emerging writers use narrative and descriptive techniques to capture the interest of readers.
- The genre of the source will be literature prose fiction such as extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character developments, atmospheric descriptions and other appropriate narrative and descriptive approaches.
- The source for the reading questions will be selected from the 20th or 21st centuries.

Paper 1 Section A: Sample question 2

Look in detail at this extract from lines 8-17 of the source.

The wind came in gusts, at times shaking the coach...

How does the writer use language here to describe the effects of the weather?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

■ Paper 1

Section B - writing:

- Always a choice of written prompt and visual image that is linked to the topic of the reading text in section A.
- Always a creative task focusing on narrative and, or descriptive writing skills: one narration and one description, or two description, or two narration.

Paper 1 Section B: Sample question 5

You are going to enter a creative writing competition. Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture:



Or: Write the opening part of a story about a place that is severely affected by the weather.

[24 marks for content and organisation
16 marks for technical accuracy]

[40 marks]

Paper 2: Writers' viewpoints and perspectives.

- Paper 2 Sec A:
- To develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.
- Two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
- Sources will be drawn from the 19th century, and either the 20th or 21st centuries depending on the time period selected for paper 1 in each series.
- Choice of genre for the sources will be non-fiction and literary non-fiction such as high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, reports, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

Paper 2 Section A: Sample question 2

You need to refer to **source A** and **source B** for this question:

Use details from **both** sources. Write a summary of the differences between Eddie and Henry.

[8 marks]

Eddie is quite academic and so is Henry but Eddie doesn't seem to try particularly hard. 'He's irritatingly good at it' and 'he is too busy killing things, while talking on Skype! This suggests he wants to do well and does do well, without trying very hard, and is living in comfort.

Whereas Henry is having a very uncomfortable time at boarding school, 'our bread is nearly black', suggesting they have very scarce or low quality food but Henry works hard and looks after himself unlike Eddie. Henry also does not have his father's support as Eddie does. Eddie just ignores his father as he comes into the room but Henry is pleading to see his father at all. 'If God permit me to live as long,' this shows that Henry is basically saying how desperate he is! This contrasts with Eddie, who doesn't realise how lucky he is!

Content and skills for Paper 2 Section B

- The task will require students to produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.
- There will be a single writing task which could use a range of opinions, statements and writing scenarios to provoke a response.

Paper 2 Section B: Sample question 5

‘Homework has no value. Some students get it done for them; some don’t do it at all. Students should be relaxing in their free time.’

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation

16 marks for accuracy)

[40 Marks]

English Literature:

- There are two exam papers for English literature
- Literature is a closed book exam. Students will study one Shakespeare play (Macbeth), A 19th century novel (A Sign of Four), modern prose/drama (Lord of the Flies or Blood Brothers) and an anthology of poetry
- Students will need to make references from the texts
- They will need to know the texts inside out (just watching the film version won't cut it!)

English Literature Specification

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare](#) (page 11)
- [The 19th-century novel](#) (page 11)

How it's assessed

- 1 hour 45 minute written exam
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

English Literature Specification

Paper 2: Modern texts and poetry

What's assessed

- [Modern texts](#) (page 11)
- [Poetry](#) (page 12)
- [Unseen poetry](#) (page 12)

How it's assessed

- 2 hour 15 minute written exam
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Paper 1 Section A: Shakespeare sample question

Focus on the printed extract enables candidates to address AO1 and AO2 with close reference to text, before widening the scope of their response to the play as a whole.

Addressing AO1 by asking for a 'response' to an idea, or statement, about an aspect of the play.

Focus on Shakespeare as writer in order to remind candidates to think about the text as a conscious construct and thereby address AO2.

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

This asks students to think about contextual elements (AO3): in this case the idea of 'power' as well as ideas about women within this context.

Key skills:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, *with accurate spelling and punctuation.*
- Show understanding of the relationships between texts and the contexts they were written in.

What next?

Half term 1:

Literature: Students will study Macbeth

Language: Students will begin Paper 1 Sec A:
Reading and responding to a range of 20th/21st
century fiction extracts

Key skills:

- Identify/interpret.
- Select/synthesise
- Explain/comment/analyse language and structure
- Evaluate texts critically

Literature: Students will continue to study Macbeth

Language: Students will begin Paper 1 Sec B:
Approaches to descriptive and narrative writing.

Key skills:

- Communicate meaning clearly
- Use a range of vocabulary and sentence structures
- Structure whole texts effectively
- SPaG

How can you support at home?

- Encourage your child to read a range of challenging fiction and non fiction eg broadsheet newspapers and journals such as New Scientist and The Economist.
- Take a copy of the challenge reading list and writing tasks
- Take a copy of the book list. It's really important that students have their own copies of texts, so they can highlight and annotate and re read at home.
- Pre-order your copy of Macbeth at the end of the evening.
- Encourage your child to practise SPaG. SAM learning is a useful resource for this.
- Encourage them to spend time on homework tasks and to redraft sections using the success criteria (and a dictionary!)
- Students have to come up with extended written responses in timed conditions for these exams. Encourage students to practise doing their homework within the time set.