**GCSE ENGLISH LANGUAGE/LITERATURE**

**INTRODUCTION**

This syllabus meets the GCSE Criteria for English specified by the Qualifications and Curriculum Authority. The links with the English Literature course enable the Swaminarayan school students to follow a unified course, and controlled assessments common to both syllabi.

**Key Features**

Edexcel Syllabus

* links English and English Literature
* pre-released material for each candidate to cover poetry
* clear guidance on assessments and terminal examinations
* clear guidance on speaking and listening requirements
* Shakespeare examined
* Teacher support and regular INSET

**AIMS:**

The aims of this syllabus are to:

* develop an understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities, matching style and response to audience and purpose
* develop the ability to read, understand and respond to all types of text; recognise and appreciate themes and attitudes and the ways in which writers achieve their effects; develop information retrieval strategies for the purpose of study;
* develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

**Assessment Objectives**

These objectives are derived from the GCSE Criteria for English. They refer, therefore, to the range of experiences which candidates encounter and to the quality of their achievements. Candidates must be given opportunities to show through speaking and listening, reading and writing that they have had experience of literature from a variety of culture and times.

**Speaking and Listening**

Candidates must be provided with opportunities to:

* explain, describe, narrate
* explore, analyse, imagine
* discuss, argue, persuade

in a variety of formal and informal contexts.

Candidates will be required to:

* communicate clearly, structuring and organising their talk and adapting it to different situations;
* use Standard English;
* listen to and understand varied speech;
* participate in discussion, judging the nature and purposes of contributions and the roles of participants.

**Reading**

Candidates must be provided with opportunities to read a range of material from the English literary heritage to include prose, poetry and drama. Within this, the range must include:

* Work from major authors in all three genres both pre and post 1900.

The range of reading provided must also include non-fiction, media and texts from other cultures and traditions.

The range of purpose for reading should be wide, including reading for pleasure and reading to retrieve particular information for study purposes.

All candidates will be required to demonstrate ability to:

* read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
* distinguish between fact and opinion and evaluate how information is presented;
* follow an argument, identifying implications and recognising inconsistencies;
* select material appropriate to their purpose, collate material from different sources, and make cross-references;
* understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

**Writing**

Candidates must be provided with opportunities to write in a wide range of forms and genres to:

* explore, imagine, entertain
* inform, explain, describe
* argue, persuade, instruct
* analyse, review, comment

All candidates will be required to demonstrate ability to:

* communicate clearly, adapting their writing for a wide range of purposes and audiences;
* use and adapt forms and genres for specific purposes and effects;
* use accurate spelling and punctuation, and present work neatly and clearly;
* use the grammatical structures of standard English and a wide vocabulary to express meanings with clarity and precision.

**GCSE ENGLISH/LITERATURE EXAMINATIONS**

Current linear GCSEs in both English Language and Literature will continue until June 2016. Coursework, in the form of Controlled Assessments, will remain part of the examinations until then. Those pupils in S5 therefore, will be the last candidates to sit the modular examinations.

Pupils in S3, S4 and all other future years will however, sit the new GCSE examinations in English Language and Literature in 2017 and 2018 respectively. There are several major changes to the syllabi. Coursework will no longer form part of the assessment; assessment of English Literature will include 20% of marks to be allocated to SPAG (Spelling, punctuation and grammar) and candidates will be required to study a larger number of whole texts from a wider range of historical periods than was previously the case.

The syllabi for the new examinations are set out below. As with the previous examinations, both English language and literature will be studied concurrently but will result in two stand-alone qualifications.

**EXAMINATION IN ENGLISH LANGUAGE: EDEXCEL**

First assessment 2017

2 components + an endorsement for Spoken English

Component 1 ‘*Fiction and Imaginative Writing’* (1ENO/01) **40%** of GCSE

Section A: Reading: questions on an **unseen** 19th –century fiction extract.

Section B: Writing: a choice of two writing tasks linked to the theme of the preceding reading extract.

Examination 1hour 45 minutes

Marks 64

Component 2 *‘Non-Fiction and Transactional Writing’* (1ENO/02) **60%** of GCSE

Section A: Reading: questions on two thematically linked, **unseen** non-fiction extracts.

Section B: Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.

Examination 2 hours

Marks 96

Total marks for the Examination: 160

The endorsement for spoken English

At the end of the GCSE course in English Language candidates will be assessed by their teacher for their ability in spoken English. From time to time, teacher assessments will be moderated by the examination board. The result of the speaking assessment will have no effect on result of the English Language Examination but will be added as an endorsement to the candidates’ eventual grade.

**EXAMINATION IN ENGLISH LITERATURE: EDEXCEL**

First assessment 2017

2 components

Component *1’Shakespeare and Post 1914 Drama’* (1ETO/01) **50%** of GCSE

Section A: Shakespeare: a two- part question, with the first task focused on an extract from the chosen play of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.

TEXT: ***‘THE TEMPEST’*** by William Shakespeare.

Section B: Post 1914 British Play. One essay question

TEXT: ‘***JOURNEY’S END’*** by R C Sherriff

Examination 1 hour 45 minutes

Marks 80

\*This is a closed book examination (texts are not allowed in the examination room)

Component 2 *‘19th Century Novel and Poetry from 1789’* (1ETO/02) **50%** of GCSE

Section A: The 19th Century novel. A two part question, with the first part focused on an extract from the chosen novel of approximately 400 words. The second part is an essay question exploring the whole text.

TEXT: ‘***SILAS MARNER’*** by George Eliot

Section B: This section is divided into two parts. Part 1, one question comparing a named poem from the *‘The Pearson Poetry Anthology’* to another poem in the same collection (the named poem will be printed in the question paper). Part 2, one question comparing two **unseen** contemporary poems.

TEXT: ***THE PEARSON POETRY ANTHOLOGY’***

**NB.** Candidates are required to study ONE of the three collections of poems in the Anthology in order to meet the requirements of the examination. However, pupils in S3 and S4 will study TWO collections; ***‘RELATIONSHIPS’*** and ***‘TIME AND PLACE’*** in order to provide a wider choice of questions

Examination 2 hours and 15 minutes

Marks 80

\*This is a closed book examination (texts are not allowed in the examination room)

**AS/A Level English Literature**

 AS/A Level English Literature is designed to encourage wide reading and advanced detailed research within the whole field of literary studies.  It builds on the skills, knowledge and understanding acquired by candidates taking English and English Literature at GCSE; it offers a programme of study that will be rewarding and enjoyable in its own right, and forms a basis for further specialist study at degree level.

In accordance with the new AS/A Level Specification, the AS is to be regarded as a separate stand- alone qualification which has been ‘de-coupled’ from the full A Level examination. The AS course requires one full year to complete. The new A Level course requires two years to complete and reaches a higher standard that the AS. At present, the English Department runs AS and A Level courses simultaneously, although staff are currently considering whether or not it would be advantageous for pupils to discontinue the AS qualification and focus solely on the two year A Level course.

The current Specifications for the AS and A Level are set out below:

**NEW AS/A LEVEL EXAMINATIONS**

From September 2015 the AS and A Level examinations will be ‘de-coupled’, that is to say AS will no longer form part of A Level and the two exams will form stand-alone qualifications. The AS course runs for 1 year and is assessed by examination only; the A Level course runs for 2 years and is assessed by both examination and coursework. The exams however, have been arranged so that it is possible for candidates to sit both AS and A Level during a 2 year course. It is important to remember however, that performance in the AS exam will have no effect whatsoever on A Level results.

We intend to run both AS and A Level English Literature (B) courses concurrently. This is made possible by the two exams sharing substantial content. Shakespeare’s *‘Othello’* and Arthur Miller’s *‘Death of a Salesman’* will be examined at both AS and A Level. The new syllabi are as follows:

**NEW AS EXAMINATION**

The most significant difference between the previous AS Level and the new qualification – apart from having no effect on A Level results – is the absence of coursework. Work will be assessed by two one and a half hour examinations in June. The exam however, will continue to have an overarching ‘theme.’ Whereas this was previously *‘Victorian Life and Culture’*, the new theme will be *‘Aspects of Tragedy’* which will continue into Paper 1 at A Level.The new syllabus is as follows:

**AQA Examination in English Literature (B), AS Level, Option 1A ‘Aspects of Tragedy’ 7716**

Paper 1 ‘Literary Genres: Drama’

50% of AS Level

50 Marks

Closed book (texts may not be taken into the examination room)

1.5 hour examination

a) Shakespeare: *‘Othello’*

b) Other Drama: *‘Death of a Salesman’* Arthur Miller

***Mr Wills and Miss Ramphal will teach ‘Othello’ and Mr Benny, ‘Death of a Salesman’ We will also be responsible for introducing the ‘theory of tragedy’ which will include the study of Aristotle’s ‘Poetics’***

Paper 2 ‘Literary Genres: Prose and Poetry’

50% of AS Level

50 Marks

Open book (texts may be taken into the examination room)

1.5 hour examination

a) Prose: *‘The Remains of the Day’* by the Anglo-Japanese writer Kazuo Ishiguro.

b) Poetry: *17 poems* by Thomas Hardy

***Mr Wills will teach both the novel and the poetry for Paper 2***

**NEW A LEVEL EXAMINATION**

The new A Level also differs significantly from the previous qualification. Although, as before, it includes coursework, there are now two lengthy examinations rather than one and a much wider range of texts/theory to be covered. The rationale behind the changes – apart from introducing more rigour into the qualification – would appear to be to bring the A Level Literature syllabus more in line with the literature courses taught at university. This is particularly apparent in the coursework element which requires an understanding of literary theories and critical approaches- subjects which were entirely absent from all previous A Level Literature syllabi but which form important parts of modern university tuition.

**AQA Examination in English Literature (B), A Level, Option 1A ‘Aspects of Tragedy’ and Option 2A ‘Elements of Crime Writing’ 7717**

Paper 1 ‘Literary Genres’ (Option 1A ‘Aspects of Tragedy’)

40% of A Level

75 Marks

Closed book (texts may not be taken into the examination room)

2.5 hour examination

a) Shakespeare: *‘Othello’*

b) Other Drama: *‘Death of a Salesman’* Arthur Miller

c) Further text: *4 poems* by John Keats (Pre-1900 requirement)

***MS Ramphal/Mr Benny will teach ‘Othello’ Mr Wills will teach Keats; Mr Benny, ‘Death of a Salesman’***

**\*You will notice that 2 of these texts have been covered at AS Level. The A Level course will comprise revision of the two texts together with extension work.**

Paper 2: ‘Texts and Genres’ (Option 2A ‘Elements of Crime Writing’)

40% of A Level

75 Marks

Open book (texts may be taken into the examination room)

3 hour examination

1. Post 2000 prose text: *‘When will there be Good News’* by Kate Atkinson.
2. Poetry:*‘The Rime of the Ancient Mariner’* by Samuel Taylor Coleridge.
3. Further Text: *‘The Murder of Roger Ackroyd’* by Agatha Christie.

***Mr Wills will teach all components of Paper 2.***

Coursework: ‘Theory and Independence’

20% of A Level

50 Marks

Assessed by teacher moderated by AQA

The coursework component is intended to provide the opportunity for candidates to explore texts **chosen by themselves** in conjunction with private study of the AQA *‘Critical Anthology’*. Candidates are required to submit **two** 1,500 word essays one on a prose text and one on poetry each of which is linked to a different critical theory from the list below:

* Narrative theory
* Feminist theory
* Marxist theory
* Eco-critical theory
* Post-colonial theory
* Literary value and the cannon

All of these theories are introduced, examined and exemplified in the AQA *‘Critical Anthology’* which will be supplied in September 2016. Candidates may choose relevant texts suggested by the anthology or discuss with Mr Wills or Mr Benny other choices of their own.

The second of the two essays may be a ‘re-creation’ of the base text. Candidates usually fill in a ‘narrative gap’ with a creative response. In Emily Bronte’s *‘Wuthering Heights’* for example, Heathcliff mysteriously ‘disappears’ for three years and his absence is never explained. Candidates might use Heathcliff’s voice to explain the mysterious ‘gap’ in his life story. This creative response however, must be accompanied by a commentary which links your work to one of the critical theories listed above.