



## Year 9, 10 & 11 - KS4

### ENGLISH

The “new” GCSE came into place in September 2015. Below is an outline of the requirements for both language and literature.

**GCSE Language:** You will read and respond to a range of articles and other texts, looking at both modern day and historically significant writers. You will also have the opportunity to write in a variety of styles. There will also be an assessment of your speaking and listening, which will appear as a grade separate to that of your overall language result.

#### GCSE English Language

##### Reading

Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text

Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text

Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

Comparing texts: comparing two or more texts critically with respect to the above.

##### Writing

Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write (in different forms); maintaining a consistent point of view; maintaining coherence and consistency across a text

## **Year 8 English Cont.....**

Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

### **Spoken Language**

Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches

Respond to spoken language: listening to and responding appropriately to any questions and feedback

Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

## **Years 9, 10 and 11**

### **GCSE English Literature**

#### **Reading comprehension and reading critically**

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

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

Evaluation 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; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)

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.

#### **Writing**

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

Accurate Standard English: accurate spelling, punctuation and grammar. In addition, learners are required to study the following content:

- at least one play by Shakespeare
- at least one 19th century novel
- a selection of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards.

#### **How you will be assessed?**

GCSE Language: 100% Examination

Speaking and Listening Assessment: Teacher Assessed (awarded Pass, Merit or Distinction)

GCSE Literature: 100% Examination