

GCSE

WJEC Eduqas GCSE in
ENGLISH LANGUAGE

GCSE English Language and
English Literature:

Suggested course plans



POSSIBLE LONG TERM COURSE PLANS

We present these course plans to help teachers in their planning. However, we must stress that there are many other ways of organising the specification content, and these suggestions should not be seen as prescriptive.

Teachers will wish to consider the needs and abilities of their students when planning GCSE courses.

We hope that the following suggestions prove a useful starting point for planning the course structure.

| PLAN 1 : YEAR 10 | | |
|------------------|---|--|
| TERM | ENGLISH LANGUAGE | ENGLISH LITERATURE |
| Autumn 1 | Component 1 <i>Reading/Writing Prose</i> AO1, AO2, AO4, AO5, AO6 | Component 2, Section A <i>Post 1914 Prose/Drama Text</i> AO1, AO2, AO4 |
| Autumn 2 | Component 1 <i>Reading/Writing Prose</i> AO1, AO2, AO4, AO5, AO6 | Component 2, Section A <i>Post 1914 Prose/Drama Text (continued)</i> AO1, AO2, AO4 |
| Spring 1 | Component 2 <i>Reading/Writing Non-fiction</i> AO1, AO2, AO3, AO4, AO5, AO6 | Component 1, Section A <i>Shakespeare</i> AO1, AO2, AO4 |
| Spring 2 | Component 2 <i>Reading/Writing Non-fiction</i> AO1, AO2, AO3, AO4, AO5, AO6 | Component 1, Section A <i>Shakespeare</i> AO1, AO2, AO4 |
| Summer 1 | Component 1 <i>Reading/Writing Prose</i> AO1, AO2, AO4, AO5, AO6 | Component 1, Section B <i>Poetry Anthology</i> Component 2, Section C <i>Unseen Poetry</i> AO1, AO2, AO3 |
| Summer 2 | Component 2 <i>Reading/Writing Non-fiction</i> AO1, AO2, AO3, AO4, AO5, AO6 | Component 1, Section B <i>Poetry Anthology</i> Component 2, Section C <i>Unseen Poetry</i> AO1, AO2, AO3 |

AO = Assessment Objective

POSSIBLE LONG TERM COURSE PLANS

| PLAN 1 : YEAR 11 | | |
|------------------|--|---|
| TERM | ENGLISH LANGUAGE | ENGLISH LITERATURE |
| Autumn 1 | Component 1 <i>Reading/Writing Prose</i> AO1, AO2, AO4 | Component 2, Section B <i>19th Century Prose</i> AO1, AO2, AO3 |
| Autumn 2 | Component 2 <i>Reading/Writing Non-fiction</i> AO1, AO2, AO3, AO4, AO5, AO6 Component 3 <i>Spoken Language Presentation</i> AO7, AO8, AO9 | Component 2, Section B <i>19th Century Prose</i> AO1, AO2, AO3 |
| Spring 1 | Revision | Revision |
| Spring 2 | Revision | Revision |
| Summer 1 | Revision | Revision |
| Summer 2 | Examinations | Examinations |

AO = Assessment Objective

POSSIBLE LONG TERM COURSE PLANS

PLAN 2 : YEAR 10

| TERM | ENGLISH LANGUAGE | ENGLISH LITERATURE |
|-----------------|---|---|
| Autumn 1 | <p>Component 1, Section A</p> <p><i>Reading 20th Century Prose Extract</i></p> <p>3 weeks, 20%</p> | <p>Component 1, Section A</p> <p><i>Introduction to Shakespeare</i></p> <p>Plot, dramatic structure, presentation of characters and themes and key language features in chosen play.</p> <p>4 weeks, 20%</p> |
| Autumn 2 | | <p>Component 2, Section A</p> <p><i>Post 1914 Prose/Drama</i></p> <p>7 weeks, 20%</p> |
| Spring 1 | <p>Component 1, Section B</p> <p><i>Prose Writing: Creative</i></p> <p>3 weeks, 20%</p> | <p>Component 1, Section B</p> <p><i>Poetry Anthology</i></p> <p>Teaching the poems in thematic clusters, linked to Component 2, Section C, looking at skills required for unseen poetry comparison.</p> <p>3 weeks, 20%</p> |
| Spring 2 | <p>Component 2, Section B</p> <p><i>Transactional/Persuasive Writing</i></p> <p>3 weeks, 30%</p> | <p>Component 1, Section B</p> <p><i>Poetry Anthology</i></p> <p>Teaching the poems in thematic clusters, linked to Component 2, Section C, looking at skills required for unseen poetry comparison.</p> <p>3 weeks, 20%</p> |
| Summer 1 | | <p>Component 1, Section A</p> <p><i>Shakespeare</i></p> <p>6 weeks, 20%</p> |
| Summer 2 | <p>Revision</p> <p><i>Reading and Writing Skills</i></p> <p>6 weeks</p> | <p>Revision</p> <p><i>Post 1914 set text</i></p> <p><i>Poetry Anthology and unseen poetry comparison skills</i></p> <p>6 weeks</p> |

POSSIBLE LONG TERM COURSE PLANS

| PLAN 2 : YEAR 11 | | |
|------------------|--|---|
| TERM | ENGLISH LANGUAGE | ENGLISH LITERATURE |
| Autumn 1 | Component 2, Section A <i>Reading 19th and 20th Century Non-fiction</i> 6 weeks, 30% | |
| Autumn 2 | Component 3 <i>Spoken Language Presentation</i> 1 week | Component 2, Section B <i>19th Century Prose</i> 7 weeks, 20% |
| Spring 1 | | Component 2, Section B <i>19th Century Prose (continued)</i> Component 1, Section A <i>Re-visiting Shakespeare</i> 6 weeks, 20% each |
| Spring 2 | Revision <i>Component 1 and 2 as required</i> Approximately 6 weeks | |
| Summer 1 | | Revision <i>Component 1 and 2 as required</i> Approximately 6 weeks |
| Summer 2 | Examinations | Examinations |

POSSIBLE LONG TERM COURSE PLANS

PLAN 3: ENGLISH LANGUAGE IN ONE YEAR

TERM

Autumn 1

Component 1 Reading and Analysing 20th Century Prose

- Use 20th century literary extracts to introduce key skills such as:
- *Exploring explicit and implicit meaning*
- *Selecting apt evidence/information and relevant subject terminology*
- *Commenting, explaining and analysing the craft of the writer*
- *Making evaluative judgements on texts*

AO1, AO2, AO4

Autumn 2

Component 1 Writing Prose

Look at the features of prose writing such as:

- *Openings/endings*
- *Plot and characterisation*
- *Developing tension/pace*
- *Appropriate narrative devices*

Include opportunities for developing accurate grammar, spelling and punctuation

AO5, AO6

Spring 1

Component 2 Reading and Analysing 19th and 21st Century Non-Fiction

Use extracts/texts from 19th and 21st century non-fiction writing to develop key skills such as:

- *Exploring explicit and implicit meaning*
- *Selecting apt evidence/information and relevant subject terminology*
- *Commenting, explaining and analysing the craft of the writer*
- *Making evaluative judgements on texts*
- *Selecting and synthesising information from two texts*
- *Comparison of content/ideas and how these are conveyed*

AO1, AO2, AO3, AO4

Component 3 Spoken Language Study

Preparation for, and completion of, individual presentation

POSSIBLE LONG TERM COURSE PLANS

PLAN 3: ENGLISH LANGUAGE IN ONE YEAR

TERM

Spring 2

Component 2 Writing Non-Fiction

Look at the features of transactional/persuasive writing such as:

- *Purpose, audience, format and tone*
- *Apt use of vocabulary and techniques to develop point of view/argument etc.*
- *Organisation and structure of non-fiction writing*

Practise writing for real-life contexts in, for example, letters, articles, reviews, speeches, reports

Include opportunities for developing accurate grammar, spelling and punctuation

AO5, AO6

Summer 1

Component 1

Reading/Writing Prose Revision

AO1, AO2, AO4, AO5, AO6

Component 2

Reading/Writing Non-fiction Revision

AO1, AO2, AO3, AO4, AO5, AO6

Summer 2

Examinations