

## Year 10 English – iGCSE English Literature

**Overview:** At the end of Year 10, students will sit their iGCSE English Literature examination. Students will explore a wide range of literature from across the ages. The course is designed to foster in them a love of literature as well as helping them to consider powerful themes such as discrimination, identity and war.

Assessment of the course consists of two external examinations:

Paper 1 will assess their ability to analyse and compare a wide range of poetry and their ability to analyse a piece of modern prose. They must also understand how the modern prose fits into its historical and social context.

Paper 2 will assess students' ability to analyse a modern play and a literary heritage text. They will also be expected to understand the importance of context in the literary heritage text.

Once they have sat their external examination in May, they will begin the English language course developing their skills of transactional (non-fiction) writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Edexcel iGCSE Poetry Anthology and Unseen Poetry Analysis	Modern Play Text: Kindertransport by Diane Samuels	Literary Heritage Text: Merchant of Venice by William Shakespeare	Modern Prose: Of Mice and Men by John Steinbeck (edited version to reflect the ethos of the school)	Revision and Exam Technique	iGCSE English language preparation – Paper 1 Section B: Transactional Writing
Knowledge	<ul style="list-style-type: none"> <li>Comparing the ideas and effects created by writers' use of language and structure in the following poems:               <ul style="list-style-type: none"> <li><i>If</i>, Rudyard Kipling</li> <li><i>Prayer Before Birth</i>, Louis MacNeice</li> <li><i>Blessing</i>, Imtiaz Dharker</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Key ideas, characterization and relationships in the play.</li> <li>Key themes such as racism and family.</li> <li>How writers use linguistic devices to create effects and the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Key ideas, characterization and relationships in the play.</li> <li>Key themes such as racism and family.</li> <li>How writers use linguistic devices to create effects and the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Key ideas and characterization in the novel.</li> <li>Key themes such as The American Dream and Loneliness.</li> <li>How the novella links to the context within which it was written.</li> </ul>	Revision and exam technique for each of the parts of the iGCSE English literature course: <ul style="list-style-type: none"> <li>Edexcel Poetry Anthology</li> <li>Unseen Poetry</li> <li>Kindertransport</li> <li>Merchant of Venice</li> <li>Of Mice and Men</li> </ul>	<ul style="list-style-type: none"> <li>Analysing a range of different transactional text types with structure, purpose, audience, language and tone in mind.</li> <li>Understanding how non-fiction texts are matched to specific</li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Search for my Tongue</i>, Sujata Bhatt</li> <li>- <i>Half-past Two</i>, U S Fanthorpe</li> <li>- <i>Hide and Seek</i>, Veron Scannell</li> <li>- <i>Sonnet 116</i>, William Shakespeare</li> <li>- <i>Poem at 39</i>, Alice Walker</li> <li>- <i>War Photographer</i>, Carol Ann Duffy</li> <li>- <i>The Tyger</i>, William Blake</li> <li>- <i>Half Caste</i>, John Agard</li> <li>- <i>Do Not Go Gentle Into That Good Night</i>, Dylan Thomas</li> <li>- <i>Remember</i>, Christina Rossetti</li> <li>• Analysing how linguistic and structural devices used in an unseen poem convey meaning and</li> </ul>	<ul style="list-style-type: none"> <li>• How writers use structural devices to create effects and the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• How writers use structural devices to create effects and the impact on the reader</li> <li>• How the play links to the context within which it was written.</li> </ul>			<p>purposes and audiences.</p> <ul style="list-style-type: none"> <li>- Writing effective and varied sentences and paragraphs.</li> <li>- Using rhetorical and structural devices matched to the question for effect.</li> <li>- Using ambitious vocabulary</li> <li>- Avoiding common spelling errors</li> </ul>
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	the effects on the reader.					
<b>Skills</b>	AO1 – Understanding texts AO2 – Analyzing language, form and structure and how these create effects. AO3 – Comparing poetry	AO1 – Understanding texts AO2 – Analyzing language, form and structure and how these create effects.	AO1 – Understanding texts AO2 – Analyzing language, form and structure and how these create effects. AO4 – Linking texts to their context (lit)	AO1 – Understanding texts AO4 – Linking texts to their context (lit)	AO1 – Understanding texts AO2 – Analyzing language, form and structure and how these create effects. AO3 – Comparing poetry AO4 – Linking texts to their context (lit)	AO4 (lang) - communicate effectively AO5 – spelling, vocabulary, paragraphing, sentencing and punctuation for effect.
<b>Assessments</b>	Ongoing timed essays	End of Term Internal Assessment	Ongoing timed essays	End of Term Internal Assessment	External iGCSE examination	End of Term Internal Assessment – writing skills for English language only.