

GCSE (9–1) English Language J351 and GCSE (9–1) English Literature J352

Two year Thematic Approach

The thematic approach of this version is designed to show how centres can take advantage of the freedoms offered by the new GCSEs in English Language and English Literature. As there is a much stronger skills element in both specifications, there is space in Year 10 to retain some of the good practice which may not be directly assessed in the final examinations but

which will help students develop the skills they require. For example, the study of spoken language was a success in the legacy specification and could be retained to prepare students for the new spoken language elements of the qualification and for the study of non-fiction in preparation for the J351/01 examination.

	Term 1	Term 2	Term 3
Year 10	<ul style="list-style-type: none"> • Study a range of texts all linked by the theme of conflict. • Read <i>An Inspector Calls</i> and complete some exam style practice tasks. • Explore the theme using poems from the conflict cluster in the poetry anthology. • Study a range of non-fiction texts which address the theme of conflict. • Analyse extracts from the <i>War of the Worlds</i> or <i>Animal Farm</i> which reflect the theme of conflict. • Complete a range of practice assessments based on the tasks in Language and Literature sample assessment materials. • Write a non-fiction text about conflict, e.g. an autobiographical account of a moment of conflict. 	<ul style="list-style-type: none"> • Study a range of texts all linked by the theme of education. • Study the non-fiction texts from the J351/01 sample assessment materials. • Read other literary and non-fiction texts including poetry based on the same theme. • Study the use of spoken language in a speech about education, e.g. Malala to the UN. • Complete a spoken language presentation based on the theme for J351/03 spoken language. • Consider extracts from <i>Anita and Me</i>, <i>Great Expectations</i> and <i>Jane Eyre</i> which deal with education. • Write a story about education, e.g. a teacher's difficult day at school. 	<ul style="list-style-type: none"> • Study a range of texts all linked by the theme of freedom. • Use the J351/02 sample assessment materials which reflect this theme. • Explore ideas about freedom and other themes in extracts from <i>Animal Farm</i> and <i>Never Let Me Go</i>. • Study an anthology of non-fiction texts linked by the theme of conflict. • Write an opinion piece, e.g. arguing for greater freedoms for young people. • Analyse how freedom is represented in moving image media texts.

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	Term 1	Term 2	Term 3
Year 11	<ul style="list-style-type: none"> • Study a range of texts all linked by the theme of love and relationships. • Read a set text which includes love and relationships, e.g. <i>Romeo and Juliet</i>, <i>Pride and Prejudice</i>. • Study the cluster of poems in the anthology which deal with love and relationships. • Read and interpret an anthology of prose fiction texts based on the theme. • Complete a range of practice assessments based on the tasks in Language and Literature sample assessment materials. • Write a story in which love and relationships play a significant part. • Complete a spoken language presentation about love and relationships for J351/03 spoken language, e.g. advising young people about relationships with their parents. 	<ul style="list-style-type: none"> • Study a range of non-fiction texts all linked by the theme of youth and age. • Read a set text, e.g. <i>Great Expectations</i>, <i>Jekyll and Hyde</i>, <i>Romeo and Juliet</i>, which deals (obliquely) with youth and age. • Study the cluster of poems in the anthology which explore the themes of youth and age. • Complete a range of practice assessments based on the tasks in Language and Literature sample assessment materials. • Write a newspaper report about a project which brings older and younger people together. 	

