

English Literature specification at a glance

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare](#) (page 11)
- [The 19th-century novel](#) (page 11)

How it's assessed

- 1 hour 45 minute written exam
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Gcse English Literature Specification Specification For

Claire Stoneman, Caroline Jester



Gcse English Literature Specification Specification For:

Playwriting Across The Curriculum Claire Stoneman, Caroline Jester, 2013-03-01 First Published in 2012 This book is a guide to introducing the craft of playwriting into the secondary English curriculum at key stage 3 using the TEEP Teacher Effectiveness Enhancement Programme framework The authors also provide a particular focus on applying this versatile scheme of work to other areas of the curriculum including Citizenship and PSHE Playwriting Across the Curriculum also contains schemes of work for pupils with special educational needs SEN pupils with English as an additional language EAL adaptation to Adult Literacy Core Curriculum Its coverage of specific plays as part of the scheme ensures that students will engage with contemporary writing in their learning This is an essential resource for anyone wanting to teach playwriting at secondary school level

Defining Literary Criticism Carol Atherton, 2005-09-27 Outlining the controversies that have surrounded the academic discipline of English Literature since its institutionalization in the late nineteenth century this important book draws on a range of archival sources It addresses issues that are central to the identity of academic English how the subject came into existence and what makes it a specialist discipline of knowledge in a manner that illuminates many of the crises that have affected the development of modern English studies Atherton also addresses contemporary arguments about the teaching of literary criticism including an examination of the reforms to A Level literature

Drafting and Assessing Poetry Sue Dymoke, 2003-04-14 Based on theory but with a practical dimension the book engages readers in current critical debates about poetry teaching and its place in an assessment driven curriculum

Learning to Teach English in the Secondary School Jon Davison, Caroline Daly, 2014-06-27 How do you approach teaching English in the contemporary classroom What is expected of a would be English teacher The fourth edition of this best selling text combines theory and practice to present an indispensable introduction to the opportunities and challenges of teaching English in the secondary classroom It offers insight into the history policies and definitions surrounding the subject together with innovative and practical strategies which can be used for effective teaching and learning Already a major text for many university teacher education courses the new edition reflects the extent and impact of current reforms whilst retaining its focus on what is of enduring value for English teaching With an emphasis on developing your own values and on stimulating approaches that underpin English teaching it will help you navigate your way through changing curriculum requirements assessment practice and the demands of professional development Key topics explored include Reading writing and speaking and listening Teaching language and grammar Drama in English teaching Poetry Working with digital technologies Post 16 English language and literature Developing as a critically reflective practitioner Written particularly with the new and student teacher in mind Learning to Teach English in the Secondary School aims to equip readers with the tools to make critically informed judgements about how to teach develop principled practice and most importantly be mindful of pupils and their experience of English in the secondary classroom

GCSE English Joanna Crewe, 2003 **The Complete Guide to**

Becoming an English Teacher Stephen Clarke, Paul Dickinson, Jo Westbrook, 2004-03-22 I could not help but admire the breadth and scope of this text This is a book I would recommend to all no matter what route they take to train as a teacher of English It is aimed at secondary teachers but would be equally useful for those preparing to teach in further education Not only does it provide concise and balanced accounts of key pedagogic issues it also includes a range of interesting and engaging lesson suggestions This book does cover a lot of ground with excellent chapters on planning assessment teaching reading and teaching poetry This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate Read the full review as posted on the ESCalate website the Education Subject Centre for the Higher Education Academy If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Compiled by a team of university lecturers it admirably demonstrates the way theory and practice can combine to illuminate the carried demands of being an English Teacher today Geoff Barton Times Educational Supplement Teacher Magazine I was most impressed Anyone following the modules as they are would learn a huge amount and benefit so much from them Donna Bryant Deputy Head Camborne School and Community College Cornwall The activities were both challenging and rewarding These would be useful and would promote self reflection and the notions of personal progression and goal setting for the student Alan Jones Assistant Headteacher Simon Langton Boys School Canterbury This is a complete guide to how to become a successful teacher of English in secondary school The book enables readers to design a tailor made programme to suit their individual needs as a student teacher Either the learner or the tutor can select or combine units and activities and there is no assumption of prior knowledge This book is based on innovative teaching material developed by four institutions of higher education which has been used to develop student teachers Based on proven teaching success and the authors own experiences of teaching English in secondary schools the book s key features include full coverage of the Revised Standards for Qualified Teacher Status including creative approaches to delivering the framework for teaching English years 7 8 and 9 the cultural historical social and political models which support the English teaching curriculum English teaching for the development of an on going working pedagogy recognizing the need for dialogue and interaction with both theory and practice Inclusion Equal Opportunities Assessment and ICT included throughout with recognition of the importance of digital literacies This is an essential book for English student teachers on flexible graduate registered training schemes and traditional PGCE programmes It is an essential resource guide for their tutors for practising English teachers who want to update their skills and for those doing Continuing Professional Development Diplomas Masters Level work or PhDs *English and English Literature* Frank Fitzsimons, John Mannion, 2003 Covering English and English literature this book is designed to help students remember key information easier and better It

presents GCSE content using a highly visual approach Each topic is presented on a double page spread using full size diagrams with integrated text mind maps and flow charts This is in line with the accompanying Questions and Answer book published at the same time by the same author *The Secondary English Magazine* ,2005 **The Use of English** ,2005

Second Reading Adrian Barlow,2005 **Rethinking English in Schools** Viv Ellis,Carol Fox,Brian Street,2007 This book suggests that English teaching has something both to reclaim and renew British Humanities Index ,2005 **AQA GCSE English/English Literature Coursework File** Jackie Bivens,David Stone,John Law,2002 Oxford University Press is delighted to be publishing the Best Words anthology for AQA Specification B GCSE English Literature After extensive research to discover exactly what kind of resources teachers want to accompany the Specifications we are proud to present our resources to you BLRingbinder with photocopiable masters and notes easy to useBLCovers all coursework requirements and can be used for crossover piecesBLIncludes examples and explanations to guide you through the whole processBLContains flexible resources adapt them to your own assignmentsBLSupports students each step of the way ideal for independent workBLCorrelates tasks to criteria and gives model answersBLIncludes a mix of set and established texts as well as lots of new ideas **AQA GCSE English/English Literature Teacher's Book** Geoff Barton,Joanna Crewe,2002 To accompany the Students Book the Teacher's Book provides helpful support including model answers linked to assessment criteria and resources for differentiation with flexible photocopiable materials **AQA GCSE English Literature Anthology Teacher's File** Steven Croft,2002 We're proud to have won the tender to produce the Anthology for AQA for the new GCSE English and GCSE English Literature Specification A and we're delighted to be producing the ideal range of resources to accompany the Specifications Anthology Teacher's File for English Literature Time saving ready made resources including the poems on acetates for whole class teaching instant ways to start teaching Two ringbinders with OHT's copymasters and thorough teaching notes one for English and one for English Literature An interactive teaching approach which is spot on for the new Specification Avoidance of too much emphasis on author biography a problem identified in existing in existing resources Carefully structured material to encourage maximum response from the full range of ability Detailed guidance on how to tackle exam questions taking students through the process step by step offering strategies on essay structure and increasing awareness of how to meet assessment objectives Differentiated support to move from reading to writing about the poems **The Journal of Classics Teaching** ,2004 Aqa English Gcse Specification A Geoff Barton,2002 Teachers in our research all agreed that quality and attractiveness of material was important for encouraging and motivating students and we're certainly proud of the design and layout of our Students Book But beyond the look of the page you can be sure the content is exactly right for the new Specifications We're incorporating the best practice in English teaching with objective led focused material as well as excellent preparation for the exam as you'd expect What's more differentiation is key for both high flyers and those that need more support **Teaching in the Lifelong Learning Sector**

Peter Scales,2008-03 Linked to the new Lifelong Learning UK standards for teachers trainers and tutors this highly practical and accessible book explores the fundamental aspects of teaching and learning drawing on the most recent theories and developments *Oxford Student Texts: Chaucer: The General Prologue to the Canterbury Tales* Geoffrey Chaucer,2008-09-11 The General Prologue is the first part of Chaucer s The Canterbury Tales Set out in 858 lines of Middle English this text includes general notes on the text discussion of themes issues and context and suggestions for further reading **The New Idea of a University** Duke Maskell,Ian Robinson,2002 Something has gone deeply wrong with the university too deeply wrong to be put right by any merely bureaucratic means What s wrong is simply that our official idea of education the idea that inspires all government policies and initiatives is itself uneducated With the growing emphasis in higher education on training in supposedly useful skills has the very ethos of the university been subverted And does this more utilitarian university succeed in adding to the national wealth the basis on which politicians justify the large public expenditure on the higher education system Should we get our idea of a university from politicians and bureaucrats or from J H Newman Jane Austen and Socrates The New Idea of a University is an entertaining and highly readable defence of the philosophy of liberal arts education and an attack on the sham that has been substituted for it It is sure to scandalize all the friends of the present establishment and be cheered elsewhere

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