



Overview

At Gems Wesgreen International School, our Y10 English **Combined IGCSE English Literature and Language (Specification B)** offers a balanced integration of literary study and language skills, fostering a deep appreciation for both creative and analytical aspects of English. Through this course, students will develop critical thinking, analytical writing, and effective communication skills, which are essential for both further education and their working lives. The curriculum focuses on unseen texts, text comparison, and the production of directed and creative writing, preparing students to confidently engage with a wide range of literary and non-literary materials.

Learning Outcomes

1. **Literacy as a Foundation:** Students will develop a solid foundation of literacy skills that will support them in future academic endeavors and their professional lives.
2. **Critical Reading and Interpretation:** Students will learn to critically analyze and interpret unseen literary and non-literary texts, focusing on the writers' use of language, structure, and form.
3. **Textual Comparison:** The ability to compare and contrast texts, both fiction and non-fiction, will be a key focus, enabling students to understand how different texts approach similar themes or ideas.
4. **Directed Writing:** Students will practice converting information from texts into new formats, considering purpose and audience, which will develop their skills in directed writing.
5. **Creative and Argumentative Writing:** Students will enhance their imaginative writing skills while also learning to structure coherent arguments, honing their ability to use language effectively for a variety of purposes.

Course Components:

1. **Reading:**
 - Exposure to a broad range of modern texts, including novels, short stories, biographies, autobiographies, newspaper articles, magazines, speeches, letters, diaries, and travel writing.
 - Focus on analysing language use, structure, and stylistic devices to interpret texts.
 - Opportunities for independent reading and engagement with thematically linked unseen texts, encouraging critical analysis.
2. **Text Comparison:**
 - Compare unseen texts (fiction or non-fiction) to draw conclusions about tone, language, style, and purpose.

- Develop skills in making connections between different genres and forms, with a particular focus on thematic and linguistic similarities or differences.

Unit Overviews

Term 1

Term 1.1 (26 Aug - 22 Oct): In Term 1, the focus will be on laying a strong foundation in both literary analysis and non-fiction comprehension. This term, students will be introduced to a diverse range of texts, encouraging them to engage critically, think deeply, and respond thoughtfully. The integration of High-Performance Learning (HPL) principles will foster resilience, metacognitive awareness, and intellectual curiosity, helping students develop the skills necessary for both academic success and lifelong learning.

The course will begin with an exploration Poetry with a particular emphasis on both the Pearson Edexcel International GCSE English Anthology and unseen poetry. Through the study of anthology poems, students will learn how to deconstruct poetic forms, focusing on elements such as structure, rhyme, meter, and figurative language. The study of unseen poetry will encourage independent thought and analysis, as students will be tasked with interpreting poems they have not previously encountered. This will help develop their critical thinking skills, enabling them to confidently analyse a range of poetic techniques. By the end of the term, students will have begun to appreciate the richness of poetry and the ways in which poets use language to evoke powerful imagery and emotions.

Non-fiction comprehension will be integrated throughout the term, with students analysing speeches, articles, essays, and biographical writing. This will allow them to develop their skills in evaluating how language is used in non-fiction contexts to inform, persuade, or entertain. By understanding how rhetorical techniques, evidence, and structure are employed, students will be able to critically assess the effectiveness of non-fiction writing. Furthermore, students will be encouraged to draw comparisons between non-fiction and literary texts, exploring how both genres use language to achieve specific effects. This will broaden their perspective and enhance their understanding of how different types of writing can be approached analytically.

Writing will be another critical focus in Term 1, with students engaging in directed writing tasks. Directed writing will involve responding to non-fiction prompts, requiring students to demonstrate their ability to transform information into different formats for specific audiences and purposes. This will include summarizing, paraphrasing, and adapting material in a concise and engaging way. At the same time, students will be encouraged to develop their creative and argumentative writing skills. They will experiment with narrative form, structure, and tone in their creative pieces, while also learning how to build coherent, well-structured arguments in their persuasive writing.

The principles of High-Performance Learning will underpin all aspects of the curriculum. Students will be encouraged to reflect on their learning, developing metacognitive skills that allow them to evaluate their progress and identify areas for improvement. Resilience will be fostered as students tackle increasingly challenging texts and writing tasks, helping them develop a growth mindset. They will also be prompted to make connections between different genres and texts, using critical thinking to link their understanding of literary and non-fiction elements.

By the end of Term 1, students will have gained a solid foundation in both literary analysis and non-fiction comprehension. They will have developed a deeper appreciation for literature and its ability to reflect and influence societies, as well as the skills required to analyze and compare a wide range of texts. With the integration of HPL strategies, students will emerge as confident, reflective learners, well-prepared for the challenges ahead. This term will not only set the stage for future academic success but also instill in students a lifelong appreciation for the power of literature and language.

Term 2

In Term 2, students will continue to build on the foundations established in Term 1, with a focus on deepening their understanding of literary and non-fiction texts. The integration of High-Performance Learning (HPL) strategies will continue to play a central role, encouraging students to think critically, reflect on their learning, and approach increasingly challenging texts with confidence and resilience.

The modern novel *The Whale Rider* will become the key focus, with students exploring Witi Ihimaera's narrative. This term, students will delve into the novel's thematic concerns, particularly examining the ways in which tradition, gender, and leadership are portrayed. Through close reading and class discussions, students will refine their ability to analyse how Ihimaera's use of symbolism, character development, and narrative structure enhances the novel's thematic impact. By continuing their study of this text, students will further develop the skills necessary to engage deeply with prose, understanding how authors manipulate language and form to create multi-dimensional stories that resonate with both personal and universal themes.

Alongside *The Whale Rider*, students will continue their study of non-fiction texts. This term will build on the analytical skills developed in Term 1, with students engaging with a wider variety of non-fiction forms, such as articles, speeches, essays, and biographical writing. The focus will remain on analysing how language is used in non-fiction to inform, persuade, and engage readers. Students will explore rhetorical techniques, tone, and structure, considering how authors craft their work for specific purposes and audiences. By continuing their work with non-fiction texts, students will become more adept at evaluating arguments, assessing evidence, and identifying the strategies that make non-fiction writing effective.

A key feature of Term 2 will be the continued emphasis on comparative literary study. Students will expand their ability to compare texts, exploring how different writers approach similar themes or

stylistic choices. This process will encourage flexible thinking, as students draw parallels between texts and recognise how different forms of writing can address the same issues in distinct ways.

Writing will continue to be a central focus of the curriculum, with students engaging in directed and writing tasks. The practice of transforming information from non-fiction texts into pieces that are tailored to different audiences and purposes will continue. This will help them develop precision in selecting relevant information and crafting responses that are clear, concise, and impactful.

Term 3

Term 3 Term 3 Overview: Exam Preparation and Revision (IGCSE Literature Only)

Term 3 will be entirely focused on revision and exam preparation to ensure that students are fully ready for the first part of the IGCSE Literature modular exam in June. During this term, students will review key literary texts, including *The Whale Rider*, alongside other set texts they have studied. The focus will be on consolidating their understanding of the literature, refining their analytical and comparative skills, and practicing the techniques required for success in the exam.

Students will work on exam-style questions, both individually and in groups, to become familiar with the structure and expectations of the literature exam. This will include timed practice essays, comparative analysis tasks, and in-depth textual analysis, all aimed at improving their ability to write clear, coherent, and insightful responses under time pressure. Teachers will provide targeted feedback, helping students identify areas for improvement and offering strategies to enhance their performance in literary analysis.

Revision sessions will also focus on refining students' ability to critically evaluate unseen literary texts, a key component of the literature exam. By practicing with a range of unseen literary extracts, students will strengthen their skills in interpreting and analyzing new material, ensuring they are fully prepared for any texts they may encounter during the examination.

Throughout Term 3, High-Performance Learning (HPL) strategies will continue to guide students' preparation, with an emphasis on developing resilience, self-regulation, and confidence in their analytical abilities. By the end of the term, students will have the skills and knowledge needed to excel in their IGCSE Literature exam, and they will approach the exam with clarity, ready to demonstrate their mastery of literary analysis.

Assessment

Formative: Throughout the units, students will complete assessments and quizzes, allowing the teacher to assess students' progress and inform their planning. These formative assessments foster the *High-Performance Learning (HPL) Values, Attitudes, and Attributes (VAAs)* of *agility* and *resilience*, as students engage in regular feedback cycles that encourage growth and adaptability in their learning. Additionally, these activities promote *Advanced Cognitive Performance (ACP)* skills such as *meta-cognition* and *critical thinking*, as students reflect on their understanding, identify areas for improvement, and apply problem-solving strategies to enhance their skills.

Summative: At the end of each term students will be assessed using an element of the IGCSE paper pertaining to the focus of study for the term.