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AQA | GCSE | English Literature | Specification at a glance

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AQA | English | GCSE | English Literature
The CCEA GCSE English Literature specification encourages students to be enthusiastic, independent, imaginative, critical and analytical readers. It aims to increase their enjoyment of reading, helping to nurture a lifelong love of literature. The specification deepens students' knowledge and understanding of a range of poetry, prose and drama, including texts by local and modern writers.

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Our GCSE English Literature specification should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It should extend learners' interest in, and enthusiasm for, literature as they develop an understanding of the ways in which literature is rich and influential.

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OCR GCSE IN ENGLISH LITERATURE (1901)

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SUMMARY This new specification is designed to offer flexibility both in study and teaching. It has a unit-based structure, enabling both linear and staged assessment routes. An entirely externally assessed route through

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the qualification is available, if wished.

GCSE English Literature -
cambridgeassessment.org.uk
navigate_nextKey Documents. navigate_next.
Summer 2021 Adaptations. English Literature
Resource Guide - This booklet provides an
overview of the support, guidance and
resources available to those teaching the
Eduqas GCSE English Literature specification
across our suite of websites.

GCSE English Literature - Eduqas
Diversifying our text choice for GCSE (9-1)
English Literature. In response to student
and teacher feedback around the lack of
diversity of British texts at KS4, we are
delighted to announce the addition of two new
novels, two new plays and a new poetry
collection to our Pearson Edexcel GCSE (9-1)
English Literature text list.

Edexcel GCSE English Literature (9-1) from
2015 | Pearson ...

This specification sets out the content and
assessment details for our GCSE course in
English Literature. We have designed this
specification to meet the requirements of: •
Northern Ireland GCSE Design Principles; •
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Criteria; and • Subject Criteria and
Requirements for English.

CCEA GCSE Specification in English Literature
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English Literature GCSE - WJEC

The specification takes a skills-based approach to the study of English literature that is consistent across the genres. Our experienced team has produced question papers and mark schemes that allow you to get back to inspirational literature teaching and allow students of all abilities to achieve their best on every question.

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English Literature (2009) | Pearson qualifications

GCSE (9-1) English Literature (from September 2015) Our GCSE (9-1) English Literature specification is designed to encourage

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students to engage critically with and explore a variety of texts across the major genres including modern texts as well as classic literature.

OCR GCSE (9-1) English Literature J352 Specification

OCR GCSE English Literature (9-1) (from 2015) qualification information including specification, exam materials, teaching resources, learning resources

English Literature (9-1) - J352 (from 2015) - OCR

Download changes Our new GCSE in English Literature is underpinned by a skills-based approach to help students read and engage critically with a wide range of literature. Students are encouraged to articulate fresh, individual and justified responses to texts from a variety of genres, periods and cultures. Specification code: J352

English Literature (9-1) - J352 (from 2015) - OCR

GCSE English Literature is a unitised specification: There is an opportunity to sit Unit 1 in January although there will be no cash in available until summer. There will be nore-sit opportunity, although candidates can sit the specification as many times as required. All assessment components will cater for the full range of ability and the

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WJEC GCSE in ENGLISH LITERATURE

GCSE English Language will focus primarily on the functional aspects of language. The term 'functional' here should be considered in the broad sense of providing learners with the skills and abilities they need to take active and responsible roles in their communities, everyday life, the workplace and in educational settings.

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