

ENGLISH

English is a core curriculum subject, which all students follow up to the age of sixteen. First and Second Years attend five lessons per week, Third Years four, Fourth Years six and Fifth Years five. Our aim at all levels is to promote enjoyment in reading, creativity and accuracy in writing, as well as confidence and articulacy in speaking. In the Lower School we encourage breadth of reading by use of the Godolphin Graded Reading Scheme and cultural awareness by means of regular theatre visits. We encourage students to enter writing competitions, whether organised nationally, locally or within the School itself. English is a popular subject at A level, many students in recent years having gone on to study the subject at university.

ENGLISH IN THE LOWER & MIDDLE SCHOOL (First, Second & Third Years)

In the first three years, our schemes of work shadow the National Curriculum, although we do not enter students for the Key Stage 3 SAT at the end of the Third Year. The syllabus consists of four main strands:

- 1) *Writing*: In the First Year students write first - occasionally, third person - narratives, as well as poetry in various styles and forms. They are also required to write factual accounts, where the emphasis is on mastering the registers of Standard English. In the Second Year they continue to write in all the above forms, though narratives at this stage should be more third person than first, and informative writing should demonstrate more sophisticated paragraph structure. Book reviews and other literature-based pieces should be less subjective than in the previous year and should incorporate some literary terms. In the Third Year experimentation is encouraged in all kinds of writing – discursive, imaginative and literature-based. Students are required to turn prose narrative into script and vice versa.
- 2) *Reading*: Students are encouraged to follow the Godolphin Graded Reading Scheme, though we do not insist if they are already keen and adventurous readers. In all three years students are introduced to reading materials ranging from Shakespeare to advertisements, from myths to newspapers. Students are required to understand the importance of genre, the subtleties of figurative language, to distinguish between fact and fiction, and to identify and emulate common stylistic devices.
- 3) *Speaking and Listening*: Opportunities are provided for students to take part in role play, discussion, debates and to perform extracts from plays or from scripts of their own devising.
- 4) *Formal Language Work*: In the first three years students are taught formally how to punctuate, using the full range of punctuation marks. They are taught to recognise parts of speech, including the constituent parts of verbs, to recognise various kinds of simple and complex sentences, as well as their main and subordinate clauses. They are taught, too, how to identify figures of speech and to explore the complexities of metaphorical language. They are encouraged to expand their vocabulary and to take an interest in the origin and formation of words. In the Third Year they examine some of the ways in which the English language has changed over the last thousand years and consider the ways in which it is likely to change in the future.

ENGLISH IN THE UPPER SCHOOL (Fourth & Fifth Years)

All students take GCSEs in both English and English Literature.

Syllabus:

2007 OCR English Language and English Literature
2008 OCR English Language and SEG English Literature

Assessment pattern:

English	Oral Coursework	20%
	Written Coursework	20%
	Examination	60%
English Literature	Written Coursework	30%
	Examination	70%

English Syllabus Content:

There are two examination papers, covering analytical and persuasive writing. Some of the passages to which students will have to respond are supplied in advance and may be taken in to the examination with annotations. In order to assess their powers of persuasion and argument, they will also be required to write a short essay on each of the two papers. For their coursework folder they will have to produce about four or five pieces of work, most of which will double up as English Literature coursework.

English Literature Syllabus Content:

For English Literature students study six texts in all - two plays (including a Shakespeare), two novels and two poets. Three of the books they need only study for coursework; the other three will be examined, although they are allowed to take them into the examination room.

The GCSE syllabus develops greater communicative ability, both written and spoken, and encourages personal response towards literature. Each syllabus offers scope for development of language skills and contains a large examination component, whilst still allowing opportunity for individuality of thought and approach in coursework. Students going on to study A level English Literature would, naturally, be expected to have been successful in both subjects.

ENGLISH IN THE SIXTH FORM

Syllabus:

OCR English Literature 3828 (AS) and 7828 (A2)

Assessment pattern:

The full A level course consists of six modules. All students take the three modules which comprise the AS at the end of the Lower Sixth, at which point they are free to discontinue the course if they so wish. Those intending to take the full A level study a further three modules, at least one of which will have to be started in the Lower Sixth (i.e. before they take AS) in order to make the course fit the time available.

Syllabus Content:

Students study about eight books over the two years, though they are encouraged to read as widely as possible beyond the syllabus. Not all texts are studied in the same depth or in the same way. We try to choose texts to suit all tastes, so there is a mixture of novels, poetry and plays, including Shakespeare, drawn from a variety of periods. There are occasional optional theatre visits (£20 maximum per visit).

The three AS modules for 2006-7 are (1) Shakespeare: Antony & Cleopatra; (2) Poetry and Prose – Charlotte Brontë: Jane Eyre; Chaucer: The Franklin's Tale; (3) Modern Drama – Hare Pravda

The three A2 modules for 2006-7 are (1) A twentieth century novel – McEwan: Atonement; (2) Poetry & Drama – Shakespeare: Hamlet, and Milton: Paradise Lost 9 & 10; (3) The synoptic module will be based on the theme of Romanticism. Tests for study include Wordsworth and Coleridge's Lyrical Ballads and Selected Poems of John Keats.

The AS units will be preceded by a brief induction course which will attempt to bridge the gap between GCSE and A level work. In it students will look at some of the ways in which texts can be related to their historical context, and consider the various ways in which they can be interpreted.

English and University Entrance:

The study of literature develops many skills - a critical eye, the ability to read good books for pleasure and to provoke thought, to summarise and, above all, to present personal response in a logical, organised and literate manner. Students gain a great deal both academically and as a supplement to their other A level subjects. By its nature the study of English Literature promotes essay techniques which are effective in related subjects such as History, and concentrates the mind by detailed study of texts.

English Literature is useful as part of the foundation for any degree in humanities subjects. Those wishing to enter the legal profession, journalism, media work, advertising or the theatre, are advised to study A level English, as it is an entry requirement for most courses in these areas. It is also advantageous for those wishing to enter the business world, since employers are looking for literacy and articulacy, as well as more vocational qualifications.