

A Level English Literature/Language

Curriculum Overview 2020-2021

Core intent of the subject at Key Stage 5

It is our intent that our students develop their communication skills to a high standard, both in speaking and listening and in writing. Communication is fundamental to personal development and successful study in English; students undertake a journey to confident communication through the explicit teaching of vocabulary, spelling, grammar, punctuation and essay writing skills. They will experience a range of texts, genres, authors and forms; take part in exploratory discussions to express, develop and challenge their own opinions; and discover and utilise their written voice. The content of the combined subject means students simultaneously enhance the skills of analysis and argument, engaging in both literary discussion and the more scientific approach to linguistics and texts. This takes students on a journey of personal development that will complement their study of other subjects at A-level and prepare them well for a degree or future career. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. We pride ourselves on using the strong moral purpose of literature to prepare our students for a future in which they can find their place in society – to participate fully in, and contribute positively to, life in modern Britain.

Assessment

Students are assessed regularly by their class teachers –homework, classwork, judgments during discussion. Assessments might be essays or sections of essays (using exam materials and mark schemes) and creative writing, questioning and written/verbal answers, analysis of language. Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning. There will be a focus on exam technique, writing stamina and timed essays to increase familiarity with exam skills.

External summative assessment:

Exam Paper 1: Telling Stories (Paris Anthology, The Handmaid's Tale, Mean Time) – 3 hours, 40% of grade

Exam Paper 2: Exploring Conflict (The Great Gatsby – re-creative writing, Othello) – 2 hours 30 mins, 40% of grade

NEA: A personal investigation that explores a specific technique or theme in both literary and non-literary discourse – 20% of grade

Homework

Students are set homework weekly by BOTH teachers. This will be a combination of - essays, writing tasks, text annotation, wider reading, knowledge quizzes, exam practice, online learning

Clubs and/or intervention

Students working consistently below target are offered 1 to 1 meetings to discuss next steps and support.

Parental/Carer support

Parents evenings, data entry, formal targets/support – information is recorded on BromCom for parents to view via My Child At School.

Helpful sources of information

[Exam Board Specification](#)

[Course Outline](#)

[Reading List](#)

English And Media Centre – [E-Magazine for wider reading](#)

Microsoft Teams is an excellent resource – teaching materials and tasks are all uploaded here and can be reviewed at any time.

Year 12 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	Telling Stories: Imagined Worlds & Remembered Places Explore a broad range of fiction, non-fiction and transactional texts in the 'Paris Anthology' and conduct an in-depth study of dystopian fiction in 'The Handmaid's Tale' Preparation for Paper 1 Exam			
Autumn	<ul style="list-style-type: none">➤ Read the 33 anthology texts from different genres, time periods, authors all centred on the topic of "Paris"➤ Read for meaning➤ Extract information➤ Linguistic terminology and methods, including: phonetics, lexis and semantics, grammar, pragmatics, discourse➤ Author's craft➤ Evaluation skills➤ Answering exam questions and exam technique practise	<ul style="list-style-type: none">➤ Knowledge quizzes on parts of grammar and terminology➤ Essay and paragraph writing➤ Mock exams in Y12 and Y13	<ul style="list-style-type: none">➤ SMSC: the students are learning about a place in a different culture with different ways of life.➤ Clear progression from GCSE English Language – approaching unseen texts.	<p>Careers</p> <p>The sources in the Anthology have a variety of genres ranging from novels, to travel writing and audio guides. Students are exposed to a number of potential professions through looking at different ways of writing.</p> <ul style="list-style-type: none">➤ Writer of non-fiction such as journalism etc➤ Writer of fiction➤ Editing➤ Publishing

				<ul style="list-style-type: none"> ➤ Online media and content creation ➤ Marketing and PR <p>University</p> <ul style="list-style-type: none"> ➤ Essay based and analytical subjects including humanities, languages ➤ Political and global subjects such as PPE, government, international development
	<ul style="list-style-type: none"> ➤ The Dystopian genre and generic conventions ➤ Presentation of time and space ➤ Plot and narrative structure ➤ Narrative voice and point of view ➤ Characterisation ➤ The writer's craft (language and structure) ➤ Symbolism ➤ The social and political impact and context ➤ The writer's concerns and Feminist viewpoint ➤ Evaluation skills ➤ Answering exam questions and exam technique practise ➤ Revision of key language and structure terminology 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Cloze activities, comprehension questions, low stakes quizzes, chapter summaries ➤ PEE paragraphs and whole essays ➤ Mock exam (Y12) 	<ul style="list-style-type: none"> ➤ Links to history, government and politics, sociology, psychology. ➤ SMSC: study and understanding of gender equality. ➤ Progression from textual analysis skills at GCSE Literature and the study of writer's political agendas e.g. An Inspector Calls 	
Spring	<p>Telling Stories: Remembered Places and Poetic Voices</p> <p>Continue to study the 'Paris Anthology' and develop the understanding of writers' personal perspectives/viewpoints through poems from 'Mean Time' by Carol Ann Duffy</p> <p>Preparation for Paper 1 Exam</p>			

	<ul style="list-style-type: none"> ➤ Read and explore 14 poems from <i>Mean Time</i> ➤ Poetic terminology (language, form and structure) ➤ Context and writer – how these poems reflect personal experience ➤ Presentation of time and memory ➤ The importance of place and location in memory ➤ Use of narrative frames, voice, structure and other poetic devices ➤ Themes and connections between the poems ➤ How people and relationships are presented 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure and form ➤ Cloze activities, comprehension questions, low stakes quizzes ➤ Annotation of poems ➤ PEE paragraphs and whole essays ➤ Mock exam (Y12) 	<ul style="list-style-type: none"> ➤ SMSC: Duffy’s poetry opens up a whole insight to adult life and mature themes. ➤ Links to history, government and politics, sociology, psychology. ➤ Progression from study of <i>The Handmaid’s Tale</i> in Term 1. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Writer of fiction ➤ Law and politics ➤ Psychology or social work ➤ Education ➤ Publishing ➤ Editing ➤ Online media and content creation <p>University</p> <ul style="list-style-type: none"> ➤ Essay based and analytical subjects including humanities, languages ➤ Political and global subjects such as PPE, government, international development
Summer	<p>NEA & Writing About Society</p> <p>Develop independent research, investigation and analysis skills to begin writing the NEA. Study context and perspectives of ‘<i>The Great Gatsby</i>’ Preparation for NEA and Paper 2</p>			
	<ul style="list-style-type: none"> ➤ Students will pick their own two texts: one is fiction and one non-fiction. Independent topic choice. ➤ Comparison skills 	<ul style="list-style-type: none"> ➤ Support and feedback on text choice ➤ Plans and annotation reviewed ➤ Feedback on first draft as per exam board guidelines 	<ul style="list-style-type: none"> ➤ The students will learn a number of academic skills here such as: organisation, time keeping, research, identifying sources, reliability/validity, academic referencing 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Research or education ➤ Library and resource managing ➤ Archiving ➤ Museum and gallery curating

	<ul style="list-style-type: none"> ➤ How to select a text and justify and contextualise the choice ➤ Conduct secondary research and review ➤ Use accurate referencing ➤ Analyse texts independently ➤ 1 to 1 meetings and time in computer room may be needed in September 2020 to catch up lost learning from lockdown 	<ul style="list-style-type: none"> ➤ NEA assessment (submitted to exam board in March of Y13) 		<ul style="list-style-type: none"> ➤ Any job involving research and presentation skills <p>University</p> <ul style="list-style-type: none"> ➤ Any degree which involves research, data collection and investigations e.g. psychology, sociology, linguistics, PPE, natural sciences, law
	<ul style="list-style-type: none"> ➤ Context and viewpoints of American writers ➤ Literary contexts to the American 1920s ➤ Generic conventions ➤ Historical and social context of 1920s ➤ Overall plot, narrative and themes of The Great Gatsby ➤ Characters and their roles within the novel ➤ How times, events and places are presented ➤ How writers present people, points of view and relationships ➤ Narrative structure and events/times/places 	<ul style="list-style-type: none"> ➤ Chapter and character summaries, low stakes quizzes ➤ Knowledge quizzes ➤ Research tasks and wider reading on contextual issues 	<ul style="list-style-type: none"> ➤ SMSC: big ideas about class, gender, power struggles, discrimination, wealth, inequality are all tackled. ➤ Progression from study of American Novels in Year 9 (Of Mice and Men or To Kill A Mockingbird(<p>Careers</p> <ul style="list-style-type: none"> ➤ Writer of fiction ➤ Law and politics ➤ Psychology or social work ➤ Education ➤ Publishing ➤ Editing ➤ Online media and content creation <p>University</p> <ul style="list-style-type: none"> ➤ Essay based and analytical subjects including humanities, languages ➤ Any degree which involves research e.g. psychology, sociology, linguistics, natural sciences, law

Year 13 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p>Exploring Conflict: Writing About Society and Dramatic Encounters</p> <p>Students develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks on 'The Great Gatsby'.</p> <p>Explore the ways conflicts are presented in 'Othello'.</p> <p>Preparation for Paper 2</p>				
<p>Autumn</p>	<ul style="list-style-type: none"> ➤ Guided study of 'The Great Gatsby' ➤ Curriculum recovery needed – students read the text over lockdown ➤ Revision of context from summer term study needed ➤ Speech, dialogue and thought processes of characters ➤ How conflict is used to express ideas about society and values ➤ How changing a time, place, character, point of view or genre can re-shape meanings ➤ The nature of monologue and dialogue 	<ul style="list-style-type: none"> ➤ Chapter and character summaries, low stakes quizzes ➤ Knowledge quizzes ➤ Creative writing tasks ➤ Mock exam (Y13) 	<ul style="list-style-type: none"> ➤ SMSC: ability to empathise with different viewpoints and perspectives. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Writer of fiction ➤ Law and politics ➤ Psychology or social work ➤ Education ➤ Publishing ➤ Editing ➤ Online media and content creation <p>University</p> <ul style="list-style-type: none"> ➤ Essay based and analytical subjects including humanities, languages

	<ul style="list-style-type: none"> ➤ The importance of specific moments in time or descriptions of place 			
	<ul style="list-style-type: none"> ➤ The plot of Othello and tragic structure (Freytag's triangle) ➤ How language is used to create distinct characters ➤ Conversational and discourse features ➤ How characters assert power through language and positioning ➤ Themes including guilt, fate, evil and their link to conflict ➤ The writer's craft such as dramatic irony, metaphors, personification, similes, repetition ➤ Dramatic devices and terminology linked to plays/drama e.g. soliloquys ➤ Dramatic impact of the play in performance ➤ The historical context of Venice/Cyprus and views about race ➤ Evaluation skills ➤ Answering exam questions and exam technique practise 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Revision of dramatic devices and stagecraft ➤ Cloze activities, comprehension questions, low stakes quizzes ➤ PEE paragraphs and whole essays using the exam style (based on an extract) ➤ Mock exam (Y13) 	<ul style="list-style-type: none"> ➤ SMSC: how to deal with many prejudice and how language can be seen as insulting and derogatory. ➤ SMSC: tolerance and acceptance in multicultural Britain. ➤ Progression from the study of discourse in Y12 from the Paris Anthology ➤ Progression from the study of Macbeth at GCSE English Literature 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Writer of fiction ➤ Law and politics ➤ Psychology or social work ➤ Education ➤ Publishing ➤ Editing ➤ Online media and content creation <p>University</p> <ul style="list-style-type: none"> ➤ Essay based and analytical subjects including humanities, languages ➤ Political and global subjects such as PPE, government, international development

Exploring Conflict: Critical Commentary and Dramatic Encounters

Drawing on their studies in 'Writing about Society', students learn how to write a critical commentary to evaluate their writing. Continue the study of 'Othello'. Preparation for Paper 2

Spring

- Explain their own language choices and analyse their intentions in reshaping the writer's original material
- Develop re-creative writing skills and knowledge of writer's craft through self-evaluation
- How to craft and organise a commentary
- Explain the what, how, when, why of their creative writing
- How changing a time, place, character, point of view or genre can re-shape meanings

- Language and structure terminology revision
- Creative writing tasks
- Commentary writing tasks
- Paper 2

- SMSC: ability to empathise with different viewpoints and perspectives.
- Develops the ability to be self-reflective, critical and evaluative.
- Progression from study of perspectives in Y12.

- Careers**
- Writer of fiction
 - Writer of non-fiction or journalist
 - Education
 - Publishing
 - Editing
 - Online media and content creation
- University**
- Any essay based or analytical subject requiring reflection and evaluation including humanities, languages, law, education, research

Summer

Exam Revision

Focus on exam skills and preparation. Revision of material for both exams.

	<ul style="list-style-type: none">➤ Ensure knowledge of how to write a successful essay for each question and exam➤ Consolidate knowledge of the course and any texts which require focus➤ Assessment Objectives➤ Lockdown recovery – Paris Anthology texts studied independently, poems from Mean Time studied independently➤ Answering exam questions and exam technique practise➤ Learn and apply precise vocabulary	<ul style="list-style-type: none">➤ Practise exam papers and timed essays➤ Final exams (June/July)	<ul style="list-style-type: none">➤ Revision, organisation and time management skills are all essential	Any future study which requires reflection and revision of knowledge.
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