

# English Literature/Language A-Level

## Curriculum Intent 2022-2023

Reading is the golden thread of the whole curriculum. The ability to read and understand has a direct effect upon progress and attainment in all areas of the curriculum, as well as upon children's self-esteem and motivation to learn. It is our intent that all students at Brine Leas should become both competent and confident readers – able to read for information and understanding, to decode and deconstruct concepts, to develop knowledge at a deeper level, and achieve their potential.

In English lessons, reading is at the heart of everything we do. We aim to provide students with the skills they need to appreciate the beauty of language and structure through the exploration of the writer's craft. Our curriculum is knowledge-rich; students are immersed in texts that inspire, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. These are under constant review to ensure students are equipped with the knowledge and cultural capital they need to become reflective and life-long learners in an ever-changing world. The breadth and depth of these texts – both fiction and non-fiction – offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs, the world around them and the faiths, feelings and values of others, in order to develop mutual tolerance and respect.

A love of reading is key to both personal development and life-long learning. We want students to choose to read for pleasure – pleasure in reading should be separate from attainment pressures and an opportunity to develop and express their own passions and interests alongside widening their understanding of the world in which we live. Imagination and creativity are also central to writing; throughout our curriculum, students are given the challenging opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. Similarly, at KS4, English Language and Literature are closely intertwined in our curriculum (albeit assessed separately), empowering students to use their analysis of the nuances of language, structure and authorial intent to develop their own fluency, personal voice and creative flair.

Studying English at Brine Leas builds resilience and encourages ambition and aspiration. 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, Poetic Voices) – 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; with class teacher in the first instance and Key Stage Coordinator if further intervention is required.

#### **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.

#### **Connections to future pathways**

Careers: 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: writer of non-fiction such as journalism, writer of fiction, editor, publishing, online media and content creation, marketing and PR, lawyer, politician, social worker, teacher, research or education, library and resource managing, archiving, museum and gallery curating, online media and content creation, any job involving research and presentation skills

#### **University**

Any degree which involves research, data collection and investigations e.g. humanities, languages, psychology, sociology, linguistics, PPE, natural sciences, law, politics, natural sciences, and global subjects such as PPE, government, international development

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn	<p><b>Telling Stories:</b>  <b>Poetic Voices &amp; Remembered Places</b></p> <p>Explore a broad range of fiction, non-fiction and transactional texts in 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> <p>Big Questions: How do language and structure convey meaning? Are memories always accurate, what impact does perspective (and, thus, context) have? How does the audience's knowledge impact the content? How and why are stories told? How do language choices help to shape the representations of different worlds and perspectives?</p>		
	<ul style="list-style-type: none"> <li>➤ Read the 33 anthology texts from different genres, time periods, authors all centred on the topic of "Paris"</li> <li>➤ Read for meaning</li> <li>➤ Extract information</li> <li>➤ Linguistic terminology and methods, including: phonetics, lexis and semantics, grammar, pragmatics, discourse</li> <li>➤ Author's craft</li> <li>➤ Evaluation skills</li> <li>➤ Answering exam questions and exam technique practise               <ul style="list-style-type: none"> <li>- The anthology enables rich stories and cultural capital.</li> <li>- Stereotypes are examined and dissected as we look through the audio visual texts. We look, also, at the origins of the stereotypes, how they have changed and whether they are still accurate.</li> <li>- Local links – train heritage of Crewe.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge quizzes on parts of grammar and terminology</li> <li>➤ Essay and paragraph writing</li> <li>➤ Mock exams in Y12 and Y13</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC/ 6 cultural development: the students are learning about a place in a different culture with different ways of life.</li> <li>➤ Clear progression from GCSE English Language – approaching unseen texts.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Read and explore 14 poems from <i>Mean Time</i></li> <li>➤ Poetic terminology (language, form and structure)</li> <li>➤ Context and writer – how these poems reflect personal experience</li> <li>➤ Presentation of time and memory</li> <li>➤ The importance of place and location in memory</li> <li>➤ Use of narrative frames, voice, structure and other poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge quizzes on language and structure and form</li> <li>➤ Cloze activities, comprehension questions, low stakes quizzes</li> <li>➤ Annotation of poems</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC/ 2 social development: Duffy's poetry opens up a whole insight to adult life and mature themes.</li> <li>➤ 6 Cultural development: Links to history,</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Themes and connections between the poems</li> <li>➤ How people and relationships are presented               <ul style="list-style-type: none"> <li>- Duffy is a female and a lesbian, thus incorporating modern role models</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ PEE paragraphs and whole essays</li> <li>➤ Mock exam (Y12)</li> </ul>	<p>government and politics, sociology, psychology.</p> <ul style="list-style-type: none"> <li>➤ Progression from study of The Handmaid's Tale in Term 1.</li> </ul>
	<p style="text-align: center;"><b>Telling Stories: Remembered Places and Imagined Worlds</b></p> <p style="text-align: center;">Continue to study the 'Paris Anthology' and conduct an in-depth study of dystopian fiction in 'The Handmaid's Tale' Preparation for Paper 1 Exam.</p> <p style="text-align: center;">Big Questions: How does the writer convey the powers of the individual? How does the writer reveal the intrinsic nature of society? How do words create worlds?</p>		
Spring	<ul style="list-style-type: none"> <li>➤ The Dystopian genre and generic conventions</li> <li>➤ Presentation of time and space</li> <li>➤ Plot and narrative structure</li> <li>➤ Narrative voice and point of view</li> <li>➤ Characterisation</li> <li>➤ The writer's craft (language and structure)</li> <li>➤ Symbolism</li> <li>➤ The social and political impact and context</li> <li>➤ The writer's concerns and Feminist viewpoint</li> <li>➤ Evaluation skills</li> <li>➤ Answering exam questions and exam technique practise</li> <li>➤ Revision of key language and structure terminology</li> </ul> <p>-within the anthology we consider journeys (physical and metaphorical) and look to individual stories too.</p> <p>-we consider the idea of time-thickening of a place and so discuss local places that are time-thickened by visits.</p>	<ul style="list-style-type: none"> <li>➤ Knowledge quizzes on language and structure techniques</li> <li>➤ Cloze activities, comprehension questions, low stakes quizzes, chapter summaries</li> <li>➤ PEE paragraphs and whole essays</li> <li>➤ Mock exam (Y12)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 6 cultural development: Links to history, government and politics, sociology, psychology.</li> <li>➤ SMSC/ 3 physical, 4 spiritual, 5 moral development study and understanding of gender equality.</li> <li>➤ Progression from textual analysis skills at GCSE Literature and the study of writer's political agendas e.g. An Inspector Calls</li> </ul>
Summer	<p style="text-align: center;"><b>NEA &amp; Writing About Society</b></p> <p style="text-align: center;">Develop independent research, investigation and analysis skills to begin writing the NEA.</p> <p style="text-align: center;">Begin study of the 'The Great Gatsby' - students develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks Preparation for NEA and Paper 2</p> <p style="text-align: center;">Big Questions: How has society changed since the 1920s? Is American Society different to English society? NEA provides lots of personalised big questions: how does the language of the individual ...? How are representations of .....?</p>		

	<ul style="list-style-type: none"> <li>➤ Students will pick their own two texts: one is fiction and one non-fiction. Independent topic choice.</li> <li>➤ Comparison skills</li> <li>➤ How to select a text and justify and contextualise the choice</li> <li>➤ Conduct secondary research and review</li> <li>➤ Use accurate referencing</li> <li>➤ Analyse texts independently</li> </ul> <p>-allows for detailed focussed independent analysis of personal areas of interest for modern role models: previous examples have looked at the writing of women, the representation of women, representations of homosexuals, the sociolect of queer...</p>	<ul style="list-style-type: none"> <li>➤ Support and feedback on text choice</li> <li>➤ Plans and annotation reviewed</li> <li>➤ Feedback on first draft as per exam board guidelines</li> <li>➤ NEA assessment (submitted to exam board in March of Y13)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1 personal development: The students will learn a number of academic skills here such as: organisation, time keeping, research, identifying sources, reliability/validity, academic referencing</li> <li>➤ 2,4,5,6 depending on foci for NEA</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Context and viewpoints of American writers</li> <li>➤ Literary contexts to the American 1920s</li> <li>➤ Generic conventions</li> <li>➤ Historical and social context of 1920s</li> <li>➤ Overall plot, narrative and themes of The Great Gatsby</li> <li>➤ Characters and their roles within the novel</li> <li>➤ How times, events and places are presented</li> <li>➤ How writers present people, points of view and relationships</li> <li>➤ Narrative structure and events/times/places</li> <li>➤ Speech, dialogue and thought processes of characters</li> <li>➤ How conflict is used to express ideas about society and values</li> <li>➤ How changing a time, place, character, point of view or genre can re-shape meanings</li> <li>➤ The nature of monologue and dialogue</li> <li>➤ The importance of specific moments in time or descriptions of place</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter and character summaries, low stakes quizzes</li> <li>➤ Knowledge quizzes</li> <li>➤ Research tasks and wider reading on contextual issues</li> <li>➤ Chapter and character summaries, low stakes quizzes</li> <li>➤ Knowledge quizzes</li> <li>➤ Creative writing tasks</li> <li>➤ Mock exam (Y12)</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC/ 2 social development: big ideas about class, gender, power struggles, discrimination, wealth, inequality are all tackled.</li> <li>➤ Progression from study of American Novels in Year 9 (Of Mice and Men or To Kill A Mockingbird)</li> <li>➤ SMSC/ 4 moral development: ability to empathise with different viewpoints and perspectives.</li> </ul>

## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
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Autumn	<p align="center"><b>Exploring Conflict: Dramatic Encounters</b></p> <p align="center">Explore the ways conflicts are presented in 'Othello'.</p> <p align="center">Preparation for Paper 2</p> <p align="center">Big questions: How do language choices construct ideas of conflict between people, and between people and their societies? How does Shakespeare present differing voices for men and women? How does Shakespeare change the representations of women? How does Shakespeare present race?</p>		
	<ul style="list-style-type: none"> <li>➤ The plot of Othello and tragic structure (Freytag's triangle)</li> <li>➤ How language is used to create distinct characters</li> <li>➤ Conversational and discourse features</li> <li>➤ How characters assert power through language and positioning</li> <li>➤ Themes including guilt, fate, evil and their link to conflict</li> <li>➤ The writer's craft such as dramatic irony, metaphors, personification, similes, repetition</li> <li>➤ Dramatic devices and terminology linked to plays/drama e.g. soliloquys</li> <li>➤ Dramatic impact of the play in performance</li> <li>➤ The historical context of Venice/Cyprus and views about race</li> <li>➤ Evaluation skills</li> <li>➤ Answering exam questions and exam technique practise <ul style="list-style-type: none"> <li>- Exploration of race in the modern world through the "moor"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge quizzes on language and structure techniques</li> <li>➤ Revision of dramatic devices and stagecraft</li> <li>➤ Cloze activities, comprehension questions, low stakes quizzes</li> <li>➤ PEE paragraphs and whole essays using the exam style (based on an extract)</li> <li>➤ Mock exam (Y13)</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMS/ 1 personal development and 6 cultural development: how to deal with many prejudices and how language can be seen as insulting and derogatory.</li> <li>➤ SMSC/ 5 moral development: tolerance and acceptance in multicultural Britain.</li> <li>➤ Progression from the study of discourse in Y12 from the Paris Anthology</li> <li>➤ Progression from the study of Macbeth at GCSE English Literature</li> </ul>
Spring	<p align="center"><b>Exploring Conflict: Critical Commentary and Dramatic Encounters</b></p> <p align="center">Drawing on their studies in 'Writing about Society', students learn how to write a critical commentary to evaluate their writing.</p> <p align="center">Continue the study of 'Othello'.</p> <p align="center">Preparation for Paper 2</p> <p align="center">Big questions: How did lower class citizens feel about wealthy individuals in 1920s? How would this show in their language?</p>		
	<ul style="list-style-type: none"> <li>➤ Explain their own language choices and analyse their intentions in reshaping the writer's original material</li> <li>➤ Develop re-creative writing skills and knowledge of writer's craft through self-evaluation</li> <li>➤ How to craft and organise a commentary</li> <li>➤ Explain the what, how, when, why of their creative writing</li> <li>➤ How changing a time, place, character, point of view or genre can re-shape meanings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Language and structure terminology revision</li> <li>➤ Creative writing tasks</li> <li>➤ Commentary writing tasks</li> <li>➤ Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC/ 1 personal development: ability to empathise with different viewpoints and perspectives.</li> <li>➤ 1 personal development: Develops the ability to be self-reflective, critical and evaluative.</li> </ul>

	- Focus (through Gatsby) on women, stereotypes of race and religion (esp Jewish characters), working class voices.		➤ Progression from study of perspectives in Y12.
Summer	<b>Exam Revision</b> Focus on exam skills and preparation. Revision of material for both exams.		
	➤ 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 ➤ Answering exam questions and exam technique practise ➤ Learn and apply precise vocabulary	➤ Practise exam papers and timed essays ➤ Final exams (June/July)	➤ 1:personal development. Revision, organisation and time management skills are all essential