



English Language and Literature Year 13 Curriculum Overview

A Level English Language and Literature in Year 13 allows students to build on the skills and knowledge acquired in their previous year.

Attention turns to Paper 2: Exploring Conflict where students will be assessed through re-creative writing, commentary writing and discursive essays.

NEA work will be finished to further cement student's ability to read critically, analyse, evaluate and undertake independent research, which are invaluable for both further study and future employment.

The final stages of the course steer students through the revisiting and revision of all topics, with targeted improvements to their responses and there is a build towards their final exams in the May/June period.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term Teacher 1	A Level Paper 2: Exploring Conflict. The Great Gatsby: Writing about Society Students read and analyse <i>The Great Gatsby</i> and then learn and practise the art of the recast and commentary. During the study of this text students will: ➤ Explore areas of contextual significance for the novel ➤ Form an initial impression of the novel based on character and settings.	Assessment 1 To produce recast Assessment 2: To produce commentary An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77072-QP-NOV21.PDF NB: This will not be the paper used in the assessments. The assessments will be marked based upon the following Assessment Objectives:	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work Optional homework tasks and resources:

	➤ Develop an understanding of character and narrative perspective of Nick. ➤ Track the significance of emerging metaphors and symbolism in the novel. ➤ Evaluate the dramatic impact of the climactic scene of the novel ➤ Draw together the big ideas and impact of the novel as a whole. Whilst undertaking this study, students begin to develop the following skills and concepts: Writing: Using a conceptual approach to build a plan ➤ Creative and analytical writing	➤ Assessment Objective 2: Analyse ways in which meanings are shaped in texts ➤ Assessment Objective 4: Explore connections across texts, informed by linguistic and literary concepts and methods ➤ Assessment Objective 5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	https://www.physicsandmathstutor.com/english-revision/a-level-aqa/ https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers Digital Learning Hub resources https://www.academypublication.com/issues/past/jltr/vol01/05/18.pdf <i>Stylistic Analysis of The Great Gatsby from Lexical and Grammatical Category by Xiangqi Liu</i>
Teacher 2 Autumn Term through to Spring Term	Students study of the anchor text A Streetcar Named Desire During the study of this text students will: ➤ Explore areas of contextual significance for the play ➤ Form an initial impression of the play based on character and settings.	Assessment 1 Week 3 – Explore the significance of relationships in the play so far Assessment 2 Consider the significance of identity in the play An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions

	➤ Develop an understanding of character (focus on Blanche and Stanley) ➤ Track the significance of emerging metaphors and symbolism in the play ➤ Compare the presentation of Stella and Blanche's attitude in Scene 4. ➤ Track Blanche's pattern of behaviour ➤ Further interrogate how desire is presented in the play. ➤ Understand and interpret Williams' use of dramatic structure. ➤ Evaluate the dramatic impact of the climactic scene of the play ➤ Analyse the significance of the final scene in the play ➤ Draw together the big ideas and impact of the play as a whole. Whilst undertaking this study, students begin to develop the following skills and concepts: Writing: Using a conceptual approach to build a plan	schemes/2021/november/AQA-77072-QP-NOV21-CR.PDF NB: This will not be the paper used in the assessments. The assessments will be marked based upon the following Assessment Objectives: ➤ Assessment Objective 1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in texts	➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work Optional homework tasks and resources: https://www.physicsandmathstutor.com/english-revision/a-level-aqa/ https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers Adler, Thomas P. <i>A Streetcar Named Desire: The Moth and the Lantern</i>. Twayne Publishers, 1990 KS5 Digital Learning Hub resources
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	Writing about a drama		
Spring 2 Until Exams Teachers 1 and 2	Bespoke revision By this point of the year students will have a comprehensive knowledge of the plots of their literature texts as well as beneficial approaches to extended responses. They will continue to develop their skills in writing, refining their drafting skills and developing resilience to write at length. Teachers will adapt their teaching to the specific needs of their groups which allows them to hone the skills of specific assessment objectives. Students will build on their ability to make an informed personal response to exam style questions where they will refine their ability to identify and interpret themes, ideas and information from set texts as well as unseen ones.	An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-QP-NOV21.PDF and https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77072-QP-NOV21.PDF NB: This will not be the paper used in the assessments. The assessments will be marked based upon the following Assessment Objectives: ➤ Assessment Objective 1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work Optional homework tasks and resources: https://www.physicsandmathstutor.com/english-revision/a-level-aqa/ https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers KS5 Digital Learning Hub resources

		➤ Assessment Objective 2: Analyse ways in which meanings are shaped in texts ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received ➤ Assessment Objective 4: Explore connections across texts, informed by linguistic and literary concepts and methods ➤ Assessment Objective 5: Demonstrate expertise and creativity in the use of English to communicate in different ways.	
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