



English Language and Literature Year 12 Curriculum Overview

A Level English Language and Literature in Year 12 offers a clear skills progression from GCSE, allowing students to build on the skills and knowledge already gained and prepare for their next steps. Designed with a focus on the integration of language and literature, this curriculum option enables students to see how linguistic and literary methods are related and to explore these links in their work.

The breadth of this curriculum is balanced by positioning students to incrementally develop their understanding of these concepts, whilst also developing their own critical and analytical voices, drawing on literary criticism and using critical lenses to gain a rounded perspective on the range of modern literature and its exploration of the human condition in the modern world.

The variety of assessment styles used, such as re-creative writing, commentary writing, discursive essays and research-based investigative writing, allows students to develop a wide range of skills. These include the ability to read critically, analyse, evaluate and undertake independent research, which are invaluable for both further study and future employment.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1 [and Spring 1 & 2 revisits]	The Paris Unit The aim of this unit is to begin to develop students' understanding of, and responses to non-fiction texts. Through this study students begin to understand notions of authorial voice, narrative technique and narrative structure. In it they develop a critical style and the ability to write analytically. Key Themes: ➤ Paris for tourists ➤ The flaneur / female flaneur / ambulatory narrative ➤ Paris through the ages	Assessment 1 - Compare and contrast how the writer of Text A and the speakers of Text B present experiences of visiting the Louvre. (Neither Here Nor There and Rick Steves' Walking Tour) Assessment 2 - Compare and contrast how the speakers of Text A and the writer of Text B express their ideas about food or drink in Paris. (The Sweet Life... and Eating in Paris) An example paper can be found here:	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:

	➤ Paris for children ➤ Visual narratives ➤ Recollections and memories: People and places ➤ New technologies ➤ Gastronomy: food and drink ➤ Paris and travel During the study of this unit, students will have the opportunity to understand: ➤ the ways in which writers and speakers present places, societies, people and events ➤ the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers ➤ the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives ➤ the affordances and limitations of different media ➤ different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and place ➤ how people and their relationships are realised	https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-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 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	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 <i>The Cambridge Encyclopaedia of the English Language</i> KS5 resources on digital learning hub
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	through point of view, attitude, specific registers, physical descriptions, speech and thought.		
Autumn 2 [and Spring 2 revisit]	Poetic Voices This part of the subject content is concerned with the nature and function of poetic voice in the telling of events and the presentation of people. In studying the role of language in the construction of perspective, students explore and analyse: ➤ the presentation of time: understanding the past, reviewing past experiences, the manipulation of time ➤ the importance of place: locations and memories, the ways in which these are captured in voice(s) and their effect on individuals ➤ how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought ➤ the presentation of events through the poet's selection of material, the use of narrative	Assessment 1 To produce an extended written response on 'Valentine'. Assessment 2 To examine how Duffy presents places in her poetry: How does Duffy present places in 'Stafford Afternoons' and one other poem? An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-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	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 resources on digital learning hub

	frames and other poetic techniques. Wider reading opportunities Deepening an understanding of Carol Ann Duffy's poetic voice through reading a wider range of her poetry.	appropriate, using associated terminology and coherent written expression ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in texts	
Autumn 2 – Spring 1 [with revisits in Spring 2 & Summer 1]	Imagined Worlds This scheme of learning is designed to equip students with a thorough understanding of the levels of linguistic analysis, applying these and literary analysis to a novel. In this part of the subject content, students explore the imagined world of the set text, which is characterised by unusual narratives, narrators and events. Students also consider key aspects of production and reception. Students analyse the language choices made by writers in order to study the following: ➤ point of view ➤ characterisation	Analytical responses to text (35 marks) Assessment 1: Week 5 – Constructing arguments Assessment 2: Week 6 – Consider the significance of identity in the novel. An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-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:	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/ • <i>Discourse and Oppression in Margaret Atwood's The Handmaid's Tale</i>, Fredrik Pettersson

	➤ presentation of time and space/place ➤ narrative structure Wider reading opportunities Further reading of dystopian literature and speculative fiction.	➤ Assessment Objective 1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent. ➤ 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	• <i>Offred's Complicity and the Dystopian Tradition.</i>, Alan Weiss • "From a Distance it Looks Like Peace": Reading Beneath the Fascist Style of Gilead in Margaret Atwood's <i>The Handmaid's Tale</i>, Angela Laflen https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers KS5 resources on digital learning hub
Summer 2 [but task established earlier in year]	NEA Research in stylistics is grounded in language study as exemplified by the use of language levels. Undertaking work in stylistics means avoiding offering vague, impressionistic and simple, intuitive comments about meanings. All work need to adopt a transparent language-based approach.	The assessment will be marked based upon the following Assessment Objectives: ➤ Assessment Objective 1: (15 marks): this assesses students' abilities to give an account of their source material, use their methodology well and structure their writing clearly. ➤ Assessment Objective 2 (15 marks): this assesses	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.

	Using stylistics as a research methodology means that students need to pay attention to both precise linguistic description and sustained interpretation, highlighting the interpretative significance of every language choice and emphasising the importance of contextual factors. writers in order to study the following: ➤ point of view ➤ characterisation ➤ presentation of time and space/place ➤ narrative structure	students' abilities to analyse their material, explore meanings and cover both sources. ➤ Assessment Objective 3 (10 marks): this assesses students' abilities to explore a range of different contexts as is appropriate in relation to their material. ➤ Assessment Objective 4 (10 marks): this assesses students' abilities to make connections and reflect on and critique their reasons for doing so. study as appropriate, using associated terminology and coherent.	➤ Completing NEA work Optional homework tasks and resources: <i>The Cambridge Encyclopaedia of the English Language</i>
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