



English Language and Literature Year 13 Curriculum Overview

A Level English Language and Literature allows 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 Brief information about specific knowledge, skills and experiences the students will have	Assessment/Teacher Feedback Opportunities This should link to your G4Smarkbook	Homework and Literacy resources This needs to include compulsory and optional tasks Should include books as well as vocab/speaking/listening resources. These can either be optional or part of your SL.
Teacher 1 Autumn 1 – Autumn 2 15 weeks	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. ➤ Develop an understanding of character (focus on Blanche and Stanley) ➤ Track the significance of emerging metaphors and symbolism in the play	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-schemes/2021/november/AQA-77072-QP-NOV21-CR.PDF NB: This will not be the paper used in the assessments.	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

	➤ 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 Writing about a drama	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	➤ Reading secondary sources from Google Scholar and www.jstor.org and/or www.litcharts.com 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 Revision on DLH – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
Teacher 2 Autumn 1 through	A Level Paper 2: Exploring Conflict. The Kite Runner: Writing about Society	Assessment 1 To produce recast Assessment 2 To examine how Duffy presents places in her poetry: How does Duffy present	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include:

to Spring 1 21 Wks	Students read and analyse <i>The Kite Runner</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. ➤ Develop an understanding of character and narrative perspective of Amir. ➤ Track the significance of emerging metaphors and symbolism in the novel. ➤ Further interrogate how atonement is presented in the novel. ➤ Understand and interpret Hosseini's use of the homodiegetic narrative structure. ➤ Evaluate the dramatic impact of the climactic scene of the novel ➤ Analyse the significance of the final scene in the novel	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-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 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.	➤ 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 ➤ Reading secondary sources from Google Scholar and www.jstor.org and/or www.litcharts.com 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 Revision on DLH – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
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	➤ 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		
Teacher 1 Spring 1 and 2 13 Wks	The Paris Unit 2 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 ➤ Paris for children ➤ Visual narratives	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: 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 ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work ➤ Reading secondary sources from Google Scholar and www.jstor.org and/or www.litcharts.com

	➤ 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 through point of view, attitude, specific registers,	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	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 Revision on DLH – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
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	physical descriptions, speech and thought.		
Teacher 1 Summer 1 until Exams and Teacher 2 Spring 2 until Exams	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 ➤ Using Massolit https://www.massolit.io/ to further development and understanding of literary theories and textual understanding. 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

		➤ 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.	KS5 Revision Hub on Teams – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
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