



## 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 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.
<b>Teacher 1</b>  <b>Autumn 1 – Spring 1</b>  <b>21 Wks</b>  <b>2 hrs per week</b>	<b>The Paris Unit</b> 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: <ul style="list-style-type: none"> <li>➤ Paris for tourists</li> <li>➤ The flaneur / female flaneur / ambulatory narrative</li> <li>➤ Paris through the ages</li> <li>➤ Paris for children</li> </ul>	<b>Assessment 1</b> - Compare and contrast how the writer of Text A and the speakers of Text B present experiences of visiting the Louvre. <b>(Neither Here Nor There and Rick Steves' Walking Tour)</b> <b>Assessment 2</b> - Compare and contrast how the speakers of Text A and the writer of Text B express their ideas about food or drink in Paris. <b>(The Sweet Life... and Eating in Paris)</b>  <b>An example paper can be found here:</b> <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-">https://filestore.aqa.org.uk/sample-papers-and-mark-</a>	<b>Minimum homework expectation - to be set on G4S</b> 360 minutes of compulsory homework per week that will include: <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul>

	<ul style="list-style-type: none"> <li>➤ Visual narratives</li> <li>➤ Recollections and memories: People and places</li> <li>➤ New technologies</li> <li>➤ Gastronomy: food and drink</li> <li>➤ Paris and travel</li> </ul> <p>During the study of this unit, students will have the opportunity to understand:</p> <ul style="list-style-type: none"> <li>➤ the ways in which writers and speakers present places, societies, people and events</li> <li>➤ the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers</li> <li>➤ the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives</li> <li>➤ the affordances and limitations of different media</li> <li>➤ different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and place</li> <li>➤ how people and their relationships are realised through point of view,</li> </ul>	<p><a href="https://www.aqa.org.uk/schemes/2021/november/AQA-77071-QP-NOV21-CR.PDF">schemes/2021/november/AQA-77071-QP-NOV21-CR.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</li> <li>➤ Assessment Objective 4: Explore connections across texts, informed by linguistic and literary concepts and methods</li> </ul>	<p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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	attitude, specific registers, physical descriptions, speech and thought.		
<b>Teacher 1</b>  <b>Autumn 1 – Sum 2</b>  <b>39 Wks</b>  <b>1 hr per week</b>	<b>NEA – Begun in Aut 1 and 1 hour per week dedicated throughout the year until completion in July 2026.</b> 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 needs to adopt a transparent language-based approach. 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: <ul style="list-style-type: none"> <li>➤ point of view</li> <li>➤ characterisation</li> </ul>	<b>Assessment 1:</b> Week 4 – Constructing a question/theme  <b>Assessment 2:</b> Week 6 – Writing of thesis  <b>The assessments will be marked based upon the following Assessment Objectives:</b> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Assessment Objective 2 (15 marks): this assesses students' abilities to analyse their material, explore meanings and cover both sources.</li> <li>➤ Assessment Objective 3 (10 marks): this assesses students' abilities to explore a range of different contexts as is appropriate in relation to their material.</li> </ul>	<b>Minimum homework expectation - to be set on G4S</b>  360 minutes of compulsory homework per week that will include: <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <b>Optional homework tasks and resources:</b>  <a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a>  <a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a>

	<ul style="list-style-type: none"> <li>➤ presentation of time and space/place</li> <li>➤ narrative structure</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.
<b>Teacher 2</b>  <b>Autumn 1 – Autumn 2</b>  <b>15 Wks</b>  <b>2 hrs per week</b>	<b>Poetic Voices</b> 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: <ul style="list-style-type: none"> <li>➤ the presentation of time: understanding the past, reviewing past experiences, the manipulation of time</li> <li>➤ the importance of place: locations and memories, the ways in which these are captured in voice(s) and their effect on individuals</li> <li>➤ how people and their relationships are realised through point of view, attitude, specific registers,</li> </ul>	<b>Assessment 1</b> To produce an extended written response on 'Valentine'.  <b>Assessment 2</b> To examine how Duffy presents places in her poetry: <b>How does Duffy present places in 'Stafford Afternoons' and one other poem?</b>  <b>An example paper can be found here:</b> <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-QP-NOV21-CR.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-QP-NOV21-CR.PDF</a>  NB: This will not be the paper used in the assessments.  <b>The assessments will be marked based upon the following Assessment Objectives:</b>	<b>Minimum homework expectation - to be set on G4S</b>  360 minutes of compulsory homework per week that will include: <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul>

	<p>physical descriptions, speech and thought</p> <ul style="list-style-type: none"> <li>➤ the presentation of events through the poet's selection of material, the use of narrative frames and other poetic techniques.</li> </ul> <p><b>Wider reading opportunities</b></p> <p>Deepening an understanding of Carol Ann Duffy's poetic voice through reading a wider range of her poetry.</p>	<ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</li> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in texts</li> </ul>	<p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
<p><b>Teacher 1</b></p> <p><b>Spring 2 through to Summer 2</b></p> <p><b>16 weeks</b></p> <p><b>2 hrs per week</b></p>	<p><b>Imagined Worlds</b></p> <p>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</p>	<p><b>Analytical responses to text (35 marks)</b></p> <p>Assessment 1: Week 5 – Constructing arguments</p> <p>Assessment 2: Week 6 – Consider the significance of identity in the novel</p> <p><b>An example paper can be found here:</b>  <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-QP-NOV21-CR.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77071-QP-NOV21-CR.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> </ul>

	<p>writers in order to study the following:</p> <ul style="list-style-type: none"> <li>➤ point of view</li> <li>➤ characterisation</li> <li>➤ presentation of time and space/place</li> <li>➤ narrative structure</li> </ul> <p><b>Wider reading opportunities</b></p> <p>Further reading of dystopian literature and speculative fiction.</p>	<p><b>The assessments will be marked based upon the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent.</li> <li>➤ Assessment Objective 2: Analyse ways in which meanings are shaped in texts</li> <li>➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
<p><b>Teacher 2</b></p> <p><b>Spring 1 through to Spring 2</b></p>	<p><b>A Level Paper 2: Exploring Conflict. The Kite Runner: Writing about Society</b></p> <p>Students read and analyse <i>The Kite Runner</i> and then learn and</p>	<p>Assessment 1 To produce recast</p> <p>Assessment 2 To examine how Duffy presents places in her poetry: How does Duffy present</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> </ul>



	<p>practise the art of the recast and commentary.</p> <p>During the study of this text students will:</p> <ul style="list-style-type: none"> <li>➤ Explore areas of contextual significance for the novel</li> <li>➤ Form an initial impression of the novel based on character and settings.</li> <li>➤ Develop an understanding of character and narrative perspective of Amir.</li> <li>➤ Track the significance of emerging metaphors and symbolism in the novel.</li> <li>➤ Further interrogate how atonement is presented in the novel.</li> <li>➤ Understand and interpret Hosseini's use of the homodiegetic narrative structure.</li> <li>➤ Evaluate the dramatic impact of the climactic scene of the novel</li> <li>➤ Analyse the significance of the final scene in the novel</li> <li>➤ Draw together the big ideas and impact of the novel as a whole.</li> </ul>	<p>places in 'Stafford Afternoons' and one other poem?</p> <p><b>An example paper can be found here:</b></p> <p><a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77072-QP-NOV21.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77072-QP-NOV21.PDF</a></p> <p><b>NB: This will not be the paper used in the assessments.</b></p> <p>The assessments will be marked based upon the following Assessment Objectives:</p> <p>Assessment Objective 2: Analyse ways in which meanings are shaped in texts</p> <p>Assessment Objective 4: Explore connections across texts, informed by linguistic and literary concepts and methods</p> <p>Assessment Objective 5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</p>	<ul style="list-style-type: none"> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul> <p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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	<p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Writing:</b> Using a conceptual approach to build a plan Creative and analytical writing</p>		
<p><b>Teacher 2</b></p> <p><b>Summer 1 – Summer 2</b></p> <p><b>13 weeks</b></p>	<p>Students study of the anchor text A Streetcar Named Desire</p> <p>During the study of this text students will:</p> <ul style="list-style-type: none"> <li>➤ Explore areas of contextual significance for the play</li> <li>➤ Form an initial impression of the play based on character and settings.</li> <li>➤ Develop an understanding of character (focus on Blanche and Stanley)</li> <li>➤ Track the significance of emerging metaphors and symbolism in the play</li> <li>➤ Compare the presentation of Stella and Blanche's attitude in Scene 4.</li> <li>➤ Track Blanche's pattern of behaviour</li> </ul>	<p><b>Assessment 1</b> Week 3 – Explore the significance of relationships in the play so far</p> <p><b>Assessment 2</b> Consider the significance of identity in the play</p> <p><b>An example paper can be found here:</b> <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77072-QP-NOV21-CR.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2021/november/AQA-77072-QP-NOV21-CR.PDF</a></p> <p>NB: This will not be the paper used in the assessments.</p> <p><b>The assessments will be marked based upon the following Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Assessment Objective 1: Apply concepts and methods</li> </ul>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>360 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>➤ Planning essay questions</li> <li>➤ Producing thematic revision notes</li> <li>➤ Reading critical analysis to broaden students' breadth of understanding.</li> <li>➤ Creating vocabulary lists</li> <li>➤ Completing past exam questions</li> <li>➤ Practice essay writing</li> <li>➤ Producing revision notes and materials in preparation for examination.</li> <li>➤ Completing NEA work</li> <li>➤ Reading secondary sources from Google Scholar and <a href="http://www.jstor.org">www.jstor.org</a> and/or <a href="http://www.litcharts.com">www.litcharts.com</a></li> </ul>



	<ul style="list-style-type: none"> <li>➤ Further interrogate how desire is presented in the play.</li> <li>➤ Understand and interpret Williams' use of dramatic structure.</li> <li>➤ Evaluate the dramatic impact of the climactic scene of the play</li> <li>➤ Analyse the significance of the final scene in the play</li> <li>➤ Draw together the big ideas and impact of the play as a whole.</li> </ul> <p>Whilst undertaking this study, students begin to develop the following skills and concepts:</p> <p><b>Writing:</b> Using a conceptual approach to build a plan Writing about a drama</p>	<p>from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</p> <p>Assessment Objective 2: Analyse ways in which meanings are shaped in texts</p>	<p><b>Optional homework tasks and resources:</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/a-level-aqa/">https://www.physicsandmathstutor.com/english-revision/a-level-aqa/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers">https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers</a></p> <p><b>KS5 Revision on DLH</b> – a host of revision resources, revision videos, past papers, example questions and exemplar answers for both English Language and English Literature.</p>
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