

SUBJECT	English Language and Literature	CURRICULUM LEADER	Mrs Hanson	YEAR	Year 12 and 13
ORGANISATION OF THE SUBJECT	This course develops literary and linguistic analysis, enabling students to become critical, independent readers. It is designed to nurture personal responses to literary and non-literary texts, allowing students to play to their strengths. Comparative analysis of texts is core to some units. The variety of choice in set texts and options (including prose and drama), makes the specification suitable for a range of abilities. We study poetry by Carol Ann Duffy, <i>The Handmaid's Tale</i> by Margaret Atwood and an anthology of non-fiction texts entitled <i>Paris</i> .				
Key Concepts (The big ideas underpinning this subject)			Key Skills in this subject		
<p>In this course students engage creatively and independently with a variety of spoken, written and multi-modal texts. Designed with a focus on the integration of language and literature, this course enable students to see how linguistic and literary methods are related and to explore these links in their work. Offering clear skills progression from GCSE, this course allow students to build on the skills and knowledge already gained and prepare for their next steps. 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.</p>			<p>This specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts. Using literary and linguistic concepts and methods, students analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity. Students develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production. The key areas of learning embedded in the specification – the representation of place, point of view and genre in prose, the forms and functions of poetic voice, and creative transformations of texts – will effectively engage students from a mixed ability range and help them to develop the key critical, creative and analytical skills required both for progression to higher education and for enhanced employability. The focus of teaching and learning is also guided to some extent by the set text choices, which have all been chosen for their accessibility and position as ideal vehicles for the application of students' knowledge across these key areas.</p>		
What will be learnt in this subject?			How will learning take place in this subject?		
<ul style="list-style-type: none"> <li>▪ 'The Handmaid's Tale' by Margaret Atwood</li> <li>▪ Carol Ann Duffy poetry Anthology</li> <li>▪ Non-fiction Anthology: Paris</li> <li>▪ 'The Kite Runner' by Khaled Hosseini</li> <li>▪ 'Othello' by William Shakespeare</li> </ul>			<ul style="list-style-type: none"> <li>▪ Extended writing in timed conditions</li> <li>▪ Peer and self-assessment</li> <li>▪ Written assessment pieces</li> <li>▪ Group, paired and individual analysis of texts</li> <li>▪ Class reading of novels</li> </ul>		

<p>What methods of assessment will be used?</p>	<ul style="list-style-type: none"> <li>▪ Independent research projects</li> </ul>
<p>In Module 3 students will undertake several mock examinations in timed conditions. Their study culminates in externally assessed examinations:</p> <p><u>AS Paper 1 Views and Voices</u></p> <ul style="list-style-type: none"> <li>▪ •written exam: 1 hour 30 minutes</li> <li>▪ •75 marks</li> <li>▪ •50% of AS level</li> </ul> <p><u>AS Paper 2 People and Places</u></p> <ul style="list-style-type: none"> <li>▪ •written exam: 1 hour 30 minutes</li> <li>▪ •75 marks</li> <li>▪ •50% of AS level</li> </ul> <p><u>A Level Paper 1 Telling Stories</u></p> <ul style="list-style-type: none"> <li>▪ •written exam: 3 hours</li> <li>▪ •100 marks</li> <li>▪ •40% of A-level</li> </ul> <p><u>A Level Paper 2 Exploring Conflict</u></p> <ul style="list-style-type: none"> <li>▪ •written exam: 2 hours 30 minutes</li> <li>▪ •100 marks</li> <li>▪ •40% of A-level</li> </ul> <p><u>Non-exam assessment – Making Connections</u></p> <ul style="list-style-type: none"> <li>▪ •Assessed by teachers</li> <li>▪ •Moderated by AQA</li> <li>▪ •50 marks</li> <li>▪ •20% of A-level</li> </ul>	<p>How can you support learning and progress in this subject?</p> <ul style="list-style-type: none"> <li>▪ Ensure that students have the opportunity to read around the subject, reading other books by the set authors, and different texts within the dystopia genre.</li> <li>▪ Support students to complete homework tasks set on Show My Homework.</li> </ul>
<p>Equipment needed for this subject.</p>	<p>Learning outside the classroom: enrichment opportunities in this subject.</p>
<p>Pen, ruler, books and anthologies.</p>	<p>Opportunities to visit the library. Visits from poets and authors. Visits to specialist A Level conferences.</p>