

Course Outline: A Level English Language and Literature Year 12 – Teacher 2

Why this?/Why now? Building on GCSE study of non-fiction texts, Year 12 begins with Remembered Places to identify and analyse how writers and speakers create meaning using language, form and structure. Alongside this, the dystopian genre is also revisited from KS3 and KS4. Study of narrative structure, point of view, characterisation, time/space and unusual narratives builds upon existing knowledge. Independent study is introduced once evaluative and analytical methods have been built upon and refined. Leading on to independent study for the NEA (non-examined assessment) module.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	Imagined Worlds – this unit revisits the dystopian contexts of production and reception begun at KS3 through the study of <i>The Handmaid's Tale</i>	<ul style="list-style-type: none"> Understand key characteristics of Dystopian genre Identify and analyse narrative voice in the novel opening Identify and analyse how authors use language, form and structure to create meaning in the opening Analyse writer's craft and explore patterns of language use 	One class-planned essay, completed at home from a choice of two – 35 marks
	Half-term		
	Continuation of <i>The Handmaid's Tale</i>	<ul style="list-style-type: none"> Analyse the writer's construction and development of characters and the dystopian world. Engage with debate surrounding the meanings created by writers. Understand the context of <i>The Handmaid's Tale</i> – Social and Historical influences on Atwood and context of reception. 	One independently planned and written essay question from a choice of two – 35 marks
Christmas Holiday			
Spring Term	Completing <i>The Handmaid's Tale</i>	<ul style="list-style-type: none"> Analyse writer's craft and explore patterns of language use across the novel. Identify and analyse the structure of the novel, including the novel's climax. Apply critical theories to <i>The Handmaid's Tale</i> – Feminism and Marxism. 	One essay question from a choice of two – 35 marks
	Half-term		

	Poetry of Seamus Heaney Twentieth century context Personal experience	<ul style="list-style-type: none"> • Explore how Heaney uses language, form and structure to create meanings and effects. • Analyse how he presents place and people in his oeuvre. • Apply terminology relevantly and accurately 	One thematic essay question incorporating two poems from a choice of two – 25 marks	
Easter Holiday				
Summer Term	Revision and exam practice Introduction to NEA	<ul style="list-style-type: none"> • Revisit The Handmaid's Tale and exam requirements for Section B. • Exam technique • Specific AOs for individual questions • Practice <p>Overview of requirements for NEA.</p>	Paper 1 mock exam – 100 marks (sections A, B and C) NEA (2500-3000 words). Folder is worth 50 marks which is 20% of the A level.	
	Half-term			
	NEA Linguistic and literary concepts and methods	<ul style="list-style-type: none"> • Compare one literary and one non-literary text (chosen with teacher-guidance) • Identify and analyse how writers use language, form and structure to create meanings • Explore connections. 	NEA (2500-3000 words). Folder is worth 50 marks which is 20% of the A level.	



Course Outline:

Year 13

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	Dramatic Encounters – 'A Streetcar Named Desire'	<ul style="list-style-type: none"> • Build terminology for studying play text. • Develop understanding of tragedy genre • Analyse the exposition of the drama, identifying how Williams creates character and setting in the opening. • Evaluate the influence of the contexts in which plays are produced – including Williams' biography. 	One essay from choice of two questions (45 marks)
	Half-term		

	Dramatic Encounters – ‘A Streetcar Named Desire’	<ul style="list-style-type: none"> Analyse writer’s craft - how does Williams create characters and relationships between them? Apply linguistic theory to the text (Grice, Goffman, Lakoff) Evaluate the importance of Twentieth century America as context. Engage fully with debates at the time of production and subsequently. 	One essay from choice of two questions (45 marks) Mock exam – Paper 1	
Christmas Holiday				
Spring Term	Dramatic Encounters – ‘A Streetcar Named Desire’	<ul style="list-style-type: none"> Produce analytical accounts of how Williams creates characters and relationships. Particularly how these develop. Analyse the structure of the play as a tragedy. Revisit Feminism and Marxist criticism and apply this to the play. Understand psychoanalytic criticism and apply this to the play. 	One essay from choice of two questions (45 marks) In-class assessment – Paper 2	
	Half-term			
	Revision of Heaney and The Handmaid’s Tale.	<ul style="list-style-type: none"> Revision and exam focus 		
Easter Holiday				
Summer Term	Revision of Heaney, The Handmaid’s Tale and A Streetcar Named Desire.	<ul style="list-style-type: none"> Revision and exam focus 	A level English Language and Literature Paper 1 and Paper 2 – dates to be confirmed.	
	Half-term			