

EPCHS English Department: Year 13 Programme of Study

AQA A level English Language and Literature Combined

Year/Term	Unit of Work	Intent
Overall		The course will be taught by two teachers. Teacher 1 = 4 teaching hours per fortnight Teacher 2 = 5 teaching hours per fortnight
Autumn Term 1	4.1.1 Methods of language analysis	<p>Teacher 1 Paper 1 Section A Telling Stories - complete AQA Anthology: Paris</p> <p>Students will complete the Paris Anthology. Lessons will look at all AOs and will spend the opening half term gaining a deeper understanding of linguistic features and how they are used to create representations:</p> <ul style="list-style-type: none"> • phonetics, phonology and prosodics – for example, the sounds of real speech and the patterns of sound symbolism (rhyme, alliteration, onomatopoeia) that some writers employ • lexis and semantics – for example, the connotations of words and phrases, metaphor and idiomatic language • grammar – for example, how the use of pronouns can shape narrative viewpoints • pragmatics – for example, the assumptions made about listeners/readers by the speaker's/ writer's language choices • discourse – for example, the way different text types use particular features or routines, including aspects of visual design and layout.
	4.1.2 Remembered Places	<p>In this part of the subject content, students explore speech and other genres. They study a wide range of linguistic and generic features, as well as related issues around questions of representation and viewpoint in texts taken from a range of time periods. The anthology offers opportunities for detailed exploration of the ubiquitous nature of narrative and systematic study of the representation of place. In studying, thinking, and writing about the anthology, students consider:</p> <ul style="list-style-type: none"> • 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 places • how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.
	4.2.4	<p>Teacher 2 Dramatic Encounters Othello – Paper 2, Section B</p> <p>In this part of the subject content, students explore the ways that conflicts are presented, the meanings that can be inferred from the language use and the contextual reasons for these conflicts.</p> <p>As part of their study, students analyse areas relevant to the study of drama and dramatic discourse, including how playwrights:</p> <ul style="list-style-type: none"> • represent natural speech features

		<ul style="list-style-type: none"> • use language to create distinctively different characters • show characters asserting power and positioning others via their language and behaviour • use the idea of conflict to create dynamic narratives and address the wider themes of the play.
Autumn Term 2	<p>4.1.1 methods of language analysis</p> <p>4.3.2 Investigation</p> <p>4.2.4</p>	<p>Teacher 1 Paper 1 Telling Stories - Section A Remembered places skills interleaved with Language Investigation 4.3.1 - methods of language analysis</p> <p>Students will look at improving their comparison skills by looking at effective exemplar material and completing a range of Paper 1 Section A style questions.</p> <p>This half term will also introduce the NEA Investigation. Lessons will look at exploring the suggested investigation elements:</p> <ul style="list-style-type: none"> • A comparison of openings in a novel and an autobiography. • An exploration of real and fictional events. • Representations of particular themes in literary and non-literary sources. • What is a character? An exploration of the idea of character in literature and in other texts. • How does storytelling work in different modes? • An exploration of the use of non-literary genres within literary texts. • An exploration of speech features in literature and in real-world communication. • An exploration of new language in literature and non-literary contexts. <p>Teacher 2 Dramatic Encounters Othello – Paper 2, Section B In this part of the subject content, students explore the ways that conflicts are presented, the meanings that can be inferred from the language use and the contextual reasons for these conflicts. As part of their study, students analyse areas relevant to the study of drama and dramatic discourse, including how playwrights:</p> <ul style="list-style-type: none"> • represent natural speech features • use language to create distinctively different characters • show characters asserting power and positioning others via their language and behaviour <p>use the idea of conflict to create dynamic narratives and address the wider themes of the play.</p>
Spring Term 1	<p>4.3.2</p> <p>4.2.2</p> <p>4.3.2</p>	<p>Teacher 1 NEA - Language investigation interleaved with revision for Gatsby and Paper 2 Exploring Conflict Section A – Writing About Society.</p> <p>Time will be split between completing the investigation and revising the Great Gatsby.</p> <p>Language investigation interleaved with revision for Gatsby and Paper 1 Telling Stories. Investigation - Students will research their investigation proposal, find appropriate secondary sources for their review sections and complete the investigation.</p>

	<p>4.2.4</p>	<p>Gatsby – Students will revise the novel, covering key areas from their Year 12 study. They will then look at skills needed for the re-creative element and will look at how to approach the critical commentary.</p> <p>Teacher 2</p> <p>Paper 2 Section B: Exploring Conflict - Othello interleaved with Paper 1 Section B Imagined Worlds - HMT Revision</p> <p>Students will revise Othello and will also revise A Handmaid’s Tale. Lessons will look at exemplar work and help students understand how to achieve the success criteria by gaining a deeper understanding of the assessment objectives.</p> <p>HMT Imagined Worlds: In this part of the subject content, students explore the imagined worlds of these texts which are characterised by unusual narratives, narrators and events. Students also consider key aspects of the texts which place them in particular contexts of production and reception. Students analyse the language choices made by writers in order to study the following:</p> <ul style="list-style-type: none"> • point of view • characterisation • presentation of time and space/place • narrative structure.
<p>Spring Term 2</p>	<p>4.3.3</p> <p>4.1.4</p>	<p>Teacher 1 Paper 2 Exploring Conflict Section A: Complete and revise Gatsby - look at re-creative writing and critical commentary</p> <p>Teacher 2 Paper 2 Section C - Poetic Voices Revision</p> <p>Students will revise the Robert Browning poetry, ensuring that lessons have explored:</p> <ul style="list-style-type: none"> • 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 frames and other poetic techniques.
<p>Summer Term 1</p>		<p>The final half term will be spent on exam skills and revision techniques.</p>

Summer Term 2		