



Sir John Cass Red Coat School Programme of Study – Key Stage 5
Subject: English Language and Literature

Year 12	Year 13
<p>Topics Covered/ Areas of Focus:</p> <p><i>Society and the Individual</i>- examination of how key linguistic frameworks are used to express ideas about our lives as individuals in society, specifically looking at <i>Othello</i> and <i>The Great Gatsby</i>. The aim of this unit is to encourage students to focus on the ways in which different writers convey their thoughts or ideas on a theme in literary writing. Students will gain the skills needed to show an understanding of how writers use language and literary devices to craft their work and communicate ideas or issues, making connections between the texts as well as looking at the significance and influence of context. There will be a focus on literary texts exploring Society and the Individual.</p> <p>The second unit, Voices in Speech and Writing, requires pupils to look at a range of fiction and non-fiction texts. They will be studying <i>A Streetcar Named Desire</i>, and a range of unseen non-fiction texts, exploring how linguistic features are used to cultivate and express persona, ideas and values.</p>	<p>Topics Covered/ Areas of Focus:</p> <p>The first unit is a piece of comparative coursework. This unit makes up 20% of the A Level grade and requires students to compare relationships between selected poems and another text. Students will need to create their own question and line of argument. The central aims are to ensure students use appropriate terminology in analysis; make and sustain comparisons on a particular line of thinking; produce coherent work. The focus of the essay is to explore how writers create and build their theme by offering a personal response.</p> <p>The second unit studied is an examined unit. Students will be asked to compare three unseen pieces of non-fiction, exploring attitudes across the three. They will be asked to comment on how attitudes are revealed through linguistic features specific to each text.</p>
<p>Skills Development & Expected Progress:</p> <p>Students will gain the skills needed to show an understanding of how writers use language and literary devices to craft their work and communicate ideas or issues, making connections between the texts as well as looking at the significance and influence of context.</p> <ul style="list-style-type: none"> Use English appropriately, accurately and creatively Application of relevant terminology for analysis and interpretation Describe how meaning is created and conveyed Explore connections across a wide range of texts Demonstrate understanding of the ways individual texts are interpreted differently Show understanding of the ways in which texts related to contexts 	

<p><u>Assessment:</u></p> <p>Society and the Individual:</p> <p>Discuss how Fitzgerald creates an atmosphere of boredom and excitement on pages 4-5 (AO1, AO2, AO3)</p> <p>Evaluate the success of the methods used by Shakespeare and Fitzgerald to demonstrate the ways individual behaviour is affected by societal expectations (AO1, AO2, AO3, AO4)</p> <p>Discuss how Shakespeare presents characters who attempt to control or manipulate others (AO1, AO2, AO3)</p> <p>Evaluate the effectiveness of the methods used by Shakespeare and Fitzgerald to present individuals as outsiders from society (AO1, AO2, AO3, AO4)</p> <p>Voices in Speech and Writing:</p> <p>Read pages 9-10 of <i>A Streetcar Named Desire</i>. Using this as a starting point and with reference to the wider play, discuss how Williams develops the conflict between the values of the old and the new.</p> <p>Evaluate how the writer conveys his response to this event (see SAMs)Unseen text</p> <p>Compare how the speakers shape their language to create a sense of voice- Unseen text</p>	<p><u>Assessment:</u></p> <p>Comparative Analysis Through Independent Study:</p> <p>Compare the ways in which Blake and Atwood present religion in <i>Holy Thursday</i> and pages 99-101 of <i>A Handmaid's Tale</i></p> <p>Compare the ways in which Blake and Atwood present place in <i>The Garden of Love</i> and pages 13 & 17 of <i>A Handmaid's Tale</i>.</p> <p>Compare the ways in which Blake and Atwood present oppression in <i>The Garden of Love</i> and <i>A Handmaid's Tale</i>.</p> <p>Submit a 300 word abstract, outlining argument and how argument will be developed in relation to specific episodes/ poems.</p> <p>Students should choose their own essay title, but you may wish to suggest some of the following: conformity; religion; subjugation; identity; exploitation; birth; cities; occupation; social class/ stratification; rebellion; environment; relationships; power.</p> <p>Comparative Analysis Through Independent Study:</p> <p>See past papers on AQA ELLA 3, all assessment tasks taken from past paper exams</p>
<p><u>Literacy:</u></p> <p>Articulating informed, relevant and sophisticated arguments, accurate written expression, and application of appropriate literary terms.</p>	<p><u>Literacy:</u></p> <p>Articulating informed, relevant and sophisticated arguments, accurate written expression, and application of appropriate literary terms.</p>

<p><u>Numeracy:</u></p> <p>Historical dates Graphs tracking reader response</p>	<p><u>Numeracy:</u></p> <p>Timing Metre Historical dates</p>
<p><u>ICT:</u></p> <p>Independent research on context</p>	<p><u>ICT:</u></p> <p>Independent research on context</p>
<p><u>Life in Modern Britain:</u></p> <p>Tolerance discussed throughout Othello and rational arguments outlined against treatment of black characters Mutual respect addressed throughout the course, especially when discussing and analysing sensitive topics such as violence against women, racism and class The rule of law evaluated throughout unit when considering how the actions of the individual impact on the wider world</p>	
<p><u>SMSC:</u></p> <p><i>Spiritual</i> – Evaluation of interpretations includes religious perspective. All texts encourage imagination and creativity <i>Moral</i> – Consideration of all texts includes investigating and offering reasoned views about moral and ethical issues <i>Social</i> – Discussion aids social learning. Various texts encourage students to evaluate the way communities and societies function at a variety of levels. <i>Cultural</i> – Both texts give students a greater understanding of the English literary canon. Detailed consideration of race when exploring Othello</p>	<p><u>SMSC:</u></p> <p>Spiritual – Blake strongly explores the role of religion and spirituality. Atwood explores religion throughout the novel, as do all characters. All texts encourage imagination and creativity.</p> <p>Moral – Ethical focus on conformity in Atwood and extensive considerations in Blake</p> <p>Social – Discussion aids social learning. Both texts encourage students to evaluate the way communities and societies function at a variety of levels.</p> <p>Cultural – Both texts encourage students to explore issues of cultural norms and the divergence</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Support available dependent on availability of 6th form mentors and Year 13 mentors. Challenge addressed through the curriculum</p>	<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Support available dependent on availability of 6th form mentors. Challenge addressed through the curriculum</p>
<p><u>Extra-Curricular Activities & Club:</u></p> <p>Independent reading</p>	<p><u>Extra-Curricular Activities & Club:</u></p> <p>Independent reading</p>

<p><u>Independent Study/ Homework:</u></p> <p>Independent reading of texts, creation of revision notes and booklets. Research: American literature; the American Dream; The Great Depression; Machiavelli.</p>	<p><u>Independent Study/ Homework:</u></p> <p>Independent reading of texts, creation of revision notes and booklets. Read <i>Brave New World</i> independently (not a set text). Research: Romanticism; Industrial Revolution; Salem Witch Trials.</p>
<p><u>Resources for Learning Support and VLE:</u></p> <p>Edexcel sample assessment materials and support materials</p>	<p><u>Resources for Learning Support and VLE:</u></p> <p>AQA Past papers and support materials</p>