


<p>AQA English Language & Literature</p> 	<p>Intent Our aim is to inspire students to look closely at the texts that surround them on a day-to-day-basis – whether those are emails received, front page news articles seen, bestselling novels read or advertisements playing between TV shows – and empower them to interrogate confidently the purposes and aims of the text producers, enabling them to become effective text producers themselves. We enable candidates to see precisely how language can be used to impact upon the text receiver; we also encourage our students to take a step back and see the bigger picture – the purpose and tradition of a text, relating that to its construction and craft. Our studies expand students’ technical vocabulary allowing them to deconstruct writers’ works with precision. Holistically, the course prepares students for Higher Education in any subject; the independent, research focus of the NEA especially does this. The course also provides students with the tools to study language or Literature at Degree level. However, studying Language and Literature at A Level is also a fantastic foundation for candidates seeking a future in any field which involves effective communication, empathy, reading for meaning or writing for purpose.</p>		
<p>Year 12</p>	<p>Unit 1 (September – December) Remembered Places (Paris Anthology) CSR & DWS Section A of Paper 1: Telling Stories</p>	<p>Unit 2 & 3 (January – May) Imagined Worlds (Dracula) CSR: Section B of Paper 1: Telling Stories Poetic Voices (Seamus Heaney) DWS: Section C of Paper 1: Telling Stories</p>	<p>Unit 4 (June – July) Making Connections CSR & DWS Non-Examination Assessment (NEA)</p>
<p>Knowledge (facts, information, concepts and key terminology)</p>	<p>Students should be learning to apply terminology from the following areas: Lexis and Semantics, Grammar, Phonology and Prosodics, Pragmatics, Discourse and Graphology. (see Glossary for specific terms). These will be continually applied throughout the course. Remembered Places; it is expected that students should be taught these key concepts: audience, genre, mode, register, purpose, literariness, point of view, positioning, representation and schema.</p>	<p>Imagined Worlds: Students will continue to apply the key knowledge of audience, purpose, genre and point of view whilst also coming to terms with new concepts: storyworld and narrative structure. Poetic Voices: Students should be introduced to the concept of a poetic voice and how a poet conveys their perspective, identity, stance and attitude.</p>	<p>Making Connections : They can also bring into their independent investigation any other taught concepts relevant to their study.</p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>Remembered Places (Paris Anthology) <i>With reference to the close study of the AQA anthology, students learn:</i> 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 mode; the different genre 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.</p>	<p>Imagined Worlds (Dracula) <i>With reference to the close study of the Stoker’s novel, students learn:</i> The ways in which the writer structures the narrative, especially considering point of view and perspective; the methods the writer uses to generate effective characterisation and purposeful presentation of time and space/place; the influence of contextual factors on the content and focus of the narrative; the different genre conventions and different purposes for communicating ideas in <i>Dracula</i> Poetic Voices (Seamus Heaney) <i>With reference to the close study of the AQA poetry anthology, students learn:</i> 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 and the presentation of events through the poet’s selection of material, the use of narrative frames and other poetic techniques.</p>	<p>Making Connections <i>When researching and producing their NEA, pupils understand:</i></p> <p>How to independently read texts and form judgements And apply a range of research methods The ways in which texts from different discourses relate to each other through linguistic connections The way to structure a research essay</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>Remembered Places (Paris Anthology) AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received <i>In this portion of the examination paper contexts which should be discussed include the texts’ genre, mode, audience and purpose as well as any other aspects of relevance.</i> AO4: Explore connections across texts, informed by linguistic and literary concepts and methods</p>	<p>Imagined Worlds (Dracula) AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression AO2: Analyse ways in which meanings are shaped in texts <i>In this portion of the examination paper this includes explicit discussion of elsewhere in the novel as well as discussion of narrative techniques/perspective.</i> AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received. <i>In this portion of the examination paper contexts which a should be discussed include the texts’ genre (Fantasy/Gothic) as well as other contexts of production and/or reception.</i> Poetic Voices (Seamus Heaney) AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression AO2: Analyse ways in which meanings are shaped in texts. <i>In this portion of the examination paper, this includes explicit discussion of the poetic voice’s construction</i></p>	<p>Making Connections (NEA). For the NEA, skills being assessed should be interpreted as follows (AOs differ slightly from exam components): AO1: Students must demonstrate their ability to offer a thorough and perceptive account of their chosen source material. They should use relevant methodology productively in their essay and guide their readers through their investigation. AO2: Students are expected to produce a thorough, open-minded and perceptive analysis of selected references, covering both sources well. AO3: Students will demonstrate their ability to show perceptive understanding of the relationship between texts and their contexts, covering different dimensions such as social, literary, historical context as well as modal generic and receptive contexts. AO4: Students will demonstrate their skill in comparison: writing perceptively about how the study of each of their chosen texts has illuminated the other. They may conclude their study by critiquing and reflecting on the rationale for comparison.</p>
<p>Formal Assessments</p>	<p>Assessed Task 1 (October): Remembered Places Assessed Task 2 (December): Remembered Places</p>	<p>Assessed Task 3 (February) Dracula and Seamus Heaney assessments FoYExam – internal assessment (May) Students will complete a full exam on Paper 1.</p>	<p>Formative Assessment: Students will be guided through the NEA construction with formative feedback.</p>
<p>By the end of the year, students on course for at least a grade B will...</p> <ul style="list-style-type: none"> • Write well-developed responses which demonstrate good and secure comprehension of the set texts for Paper 1 • Effectively apply appropriate knowledge of linguistic and literary terminology • Offer good analysis of how meanings are shaped in the set texts for Paper 1, perhaps reflecting on concepts, theories and issues of relevance • Demonstrate their ability to analyse relevant contexts of reception and production and be able to discuss this in responses for Section A & B of Paper 1 • Identify clear, developed connections between texts (Section A) • Introduce relevant material from elsewhere in the novel to consolidate readings from the provided extract (Section B) • Understand and apply key concepts for Paper 1, including: representation, point of view, mode, genre, literariness, register, storyworld, narration and poetic voice. 			