

A Level lang/Lit 2 year overview for years 12-13

| SOL and intent | Texts | Outline – some of the things you will be covering or doing during this unit | Possible assessment tasks |
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| <p>Paper 1 Voices in Speech and Writing</p> <p>Assessment objectives include: 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 AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received AO4 Explore connections across texts, informed by linguistic and literary concepts and methods</p> | <p>Voices Anthology</p> | <p>Reading a variety of non-fiction texts and fiction texts crafted for publication and broadcast and completing close analysis tasks. We teach genre conventions and modes of writing, and how writers craft texts for a specific audience and purpose. We compare a given anthology text to an unseen text connected by theme or idea, in order to see how different writers craft tones, attitudes, and voices in written texts in their given context(s). Genres we encounter include: feature articles, screenplays, interview transcripts, travelogues, reviews, speeches, and even more.</p> | <p>Occasional presentations. Comparative essays on a given theme with an unseen extract. Mock exams. End of course examination.</p> |
| <p>Paper 1 Voices in Speech and Writing</p> <p>Assessment objectives include: 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 AO3 Demonstrate understanding of the significance and influence</p> | <p>A Streetcar Named Desire</p> | <p>We will be reading our American drama text, exploring various contextual aspects, and the way Tennessee Williams uses language to craft character and create meaning. We will be exploring thematic and conceptual elements of the text, such as tragedy, relationships, gender, power and truth.</p> | <p>Occasional presentations. Practice essay questions. Mock exams. End of course examination.</p> |

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| of the contexts in which texts are produced and received | | | |
| <p>Paper 2 Varieties in Speech and Writing</p> <p>Assessment objectives include: 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 AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received AO4 Explore connections across texts, informed by linguistic and literary concepts and methods</p> | <p>The Wife of Bath's Prologue and Tale</p> | <p>We will be reading The Wife of Bath, considering the theme of Society and the Individual, which will be compared to The Great Gatsby. We will be looking at the context of Medieval England and Chaucer, how the Middle English language developed, and how The Wife of Bath sits within The Canterbury Tales as a whole. We will also consider how Chaucer uses language and authorial methods to comment on society and craft characters.</p> | <p>Occasional presentations. Practice essay questions that are individually focused on the given text and compare to partner text. Mock exams. End of course examination.</p> |
| <p>Paper 2 Varieties in Speech and Writing</p> <p>Assessment objectives include: 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</p> | <p>The Great Gatsby</p> | <p>We will be reading The Great Gatsby, considering the theme of Society and the Individual, which will be compared to The Wife of Bath. We will be looking at the context of 1920s America and how Fitzgerald crafts character and uses language. We will also consider how Fitzgerald is commenting on contemporary society.</p> | <p>Occasional presentations. Practice essay questions that are individually focused on the given text and compare to partner text. Mock exams. End of course examination.</p> |

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| <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</p> <p>AO4 Explore connections across texts, informed by linguistic and literary concepts and methods</p> | | | |
| <p>Paper 2: Varieties in Speech and Writing</p> <p>Assessment objectives include:</p> <p>AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</p> <p>AO2 Analyse ways in which meanings are shaped in texts</p> <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</p> | <p>Unseen texts</p> | <p>In order to prepare students to analyse unseen texts in Paper 2, we will read a variety of extracts and texts on the theme of Society and the Individual, and explicitly teach methods to navigate and analyse unseen texts. These can include extracts from genres beyond those included on the Voices Anthology and are non-fiction in nature.</p> | <p>Practise exam questions.</p> <p>Mock exams.</p> <p>End of course examination.</p> |
| <p>Non-examined components</p> <p>Assessment objectives include:</p> <p>AO1 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression</p> <p>AO2 Analyse ways in which meanings are shaped in texts</p> | <p>Students are given free rein to choose their stimulus texts, or teachers may help students in selecting these</p> | <p>Students complete three coursework tasks in tandem, in which they are inspired by a fiction and a non-fiction stimulus text on a connected theme. Students are inspired by their style models and produce their own originals writing – a fiction and non-fiction piece, then they write a commentary to accompany both texts in which they reflect critically on their work.</p> | <p>Seminar-style discussions. Marked feedback on 1 formal draft. The final piece is marked and moderated by course leaders, which is then moderated by the exam board.</p> |

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| <p>AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</p> <p>AO4 Explore connections across texts, informed by linguistic and literary concepts and methods</p> <p>AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways</p> | | | |
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