

# AQA ENGLISH LANGUAGE & LITERATURE ADVANCED LEVEL

YEAR 12 2023-25

Paper 1 (40%) Paper 2 (40%) NEA (20%)

Half term	Teacher A JLY x 3 lessons per week	Teacher A Assessments & DIRT TASKS	Teacher B LC x 2 lessons per week	Teacher B Assessments & DIRT tasks	Literary & non-literary terms covered this term	Enrichment & English Literary Heritage (ELH) Events TBC
1 & 2	<p><u>Half Term 1 &amp; 2</u> (AO2 Focus)</p> <p>Introductory lesson (handbook, Sixth form expectations, set texts, folders etc) 3 weeks or 6 weeks?? focus on:</p> <ul style="list-style-type: none"> <li>- Intro to framework</li> <li>- Revise language analysis (use stylistics booklet)</li> <li>- Introduce new terms in relation to stylistics</li> <li>- Introduce concept of literariness</li> <li>- Methods of language analysis – Introduction to the five language levels used to analyse texts. (phonetics, phonology and prosodics, lexis and semantics, grammar, discourse and graphology)</li> <li>- Extract analysis of literary and non literary texts (selected extracts from set texts and Paris anthology)</li> </ul> <p>-</p> <p><b>AQA Paris – non-literary only (AO1, AO2, AO3)</b></p> <p><b>Telling Stories – Remembered Places,</b></p> <ul style="list-style-type: none"> <li>- the ways in which writers and speakers present places, societies, people and events</li> <li>- the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers</li> <li>- the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives</li> <li>- different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places</li> <li>- how people and their relationships are realised through point of view, attitude, specific registers, physical</li> </ul>	<p>Initial/diagnostic assessment during week 3</p> <p><b>Dates TBC:</b></p> <p><b>Teacher A Paper 1, section A</b> assessment Based on a prepared question</p> <p><b>Assessment three weeks after half term</b> to allow for significant exploration of language levels</p> <p><b>Christmas</b> Teacher A Paper 1, section B assessment Based on an unseen/unprepared question</p>	<p><u>Half Term 1 &amp; 2</u></p> <p><u>Introductory lesson (handbook etc)</u></p> <p>Telling Stories – Poetic voices, Poetry study. <b>Duffy (AO1, AO2) ‘Mean Time’</b></p> <ul style="list-style-type: none"> <li>- The presentation of time: understanding the past, reviewing past experiences,</li> <li>- The manipulation of time</li> <li>- the importance of place: locations and memories, the ways in which these are captured in voice(s)</li> <li>- how people and their relationships are realised through point of view, attitude</li> <li>- the presentation of events</li> <li>- the use of narrative frames and other poetic techniques.</li> </ul> <p><b>Underpinned by:</b></p> <p><b>Methods of language analysis</b> – Introduction to the five language levels used to analyse texts. (phonetics, phonology and prosodics, lexis and semantics, grammar, discourse and graphology)</p>	<p>Initial/diagnostic assessment during week 3</p> <p><b>Dates TBC:</b></p> <p><b>Teacher B Paper 1, section C</b> assessment Based on a prepared question</p> <p><b>Assessment week before half term</b></p> <p><b>Christmas</b> Teacher B Paper 1, section C assessment Based on an unseen/unprepared question</p>	<p>Stylistics</p> <p>Metalanguage</p> <p>Syntactical structure</p> <p>Feature spotting &amp; negative impact on writing</p> <p>Language levels</p> <p>Pragmatics</p> <p>Lexis &amp; Semantics</p> <p>Graphology</p> <p>Literature and Literariness</p> <p>Discourse Mode, blended mode &amp; Genre</p> <p>Context &amp; contextualisations</p> <p>Purpose &amp; Audience</p> <p>Transcription</p>	<p>University Lectures</p> <p>National Poetry Day</p> <p>Tower Poetry competitions</p> <p>Topical issues for extra reading e.g. Trump, Roe Vs Wade</p> <p>Interview with Atwood- Booker Prize podcast</p> <p>Sovereign online lecture day</p>

	<p>descriptions, speech and thought.</p> <p><b>Underpinned by:</b>  <b>Methods of language analysis</b> – Introduction to the five language levels used to analyse texts. (phonetics, phonology and prosodics, lexis and semantics, grammar, discourse and graphology)</p>				
3 & 4	<p>Half term 3 and 4</p> <p>Telling Stories – Imaginary Worlds, <b>Prose study</b>  <b>Frankenstein (AO1, AO3, AO4)</b></p> <ul style="list-style-type: none"> <li>-Elements of fantasy genre</li> <li>-Character and theme study</li> <li>- Story telling and narrative structures</li> <li>- The influence of contextual factors</li> <li>- <b>applying</b> understanding of language levels</li> </ul>	<p><b>Full Paper 1, Telling stories sections A, B and C</b>  <b>3 hours</b></p>	<p>Half term 3 &amp; 4</p> <p><b>Exploring Conflict – Writing about Society</b>  <b>The Kite Runner (AO2, AO4, AO5)</b></p> <ul style="list-style-type: none"> <li>- explore the ways that writers: present people, their points of view and their relationships with others</li> <li>- how they shape the narrative structure and present events/time/places</li> <li>-how they reveal the speech and thought processes of the characters and narrator(s)</li> <li>-how they use situations of conflict to express ideas about societies and their values.</li> <li>- develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks.</li> <li>-develop awareness of the nature of monologue and dialogue</li> <li>-Understand how changing point of view, genre, context, purpose, audience or mode can re-shape meanings</li> <li>-understand how undeveloped aspects of the narrative and characterisation might be developed further</li> <li>- understand the import</li> </ul>	<p><b>Possible Partial Paper 2</b>          Focused on TKR</p>	
5 & 6	<p><b>Half term 5 &amp; 6</b>          Exploring Conflict – Dramatic Encounters  <b>A Streetcar Named Desire, Tennessee Williams (AO1, AO2, AO3)</b></p> <ul style="list-style-type: none"> <li>- the ways that conflicts are presented</li> <li>- the meanings that can be inferred from the language use and the contextual reasons for these conflict</li> <li>- analysis of areas relevant to the study of drama and dramatic discourse</li> </ul>	<p><b>Full Paper 2 Exploring Conflicts sections A and B</b>  <b>2 hours 30 minutes</b></p>	<p><b>Half term 5</b>  <b>AQA Paris – Literary only (AO1, AO2, AO3)</b>  <b>Telling Stories – Remembered Places</b></p> <ul style="list-style-type: none"> <li>- the ways in which writers and speakers present places, societies, people and events</li> <li>-the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers</li> <li>-the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives</li> </ul>		

	<p>- how playwrights: represent natural speech features, 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.</p> <p><b>Methods of language analysis</b> – <u>Continued</u> integrated instruction and development of the use of the five language levels used to analyse texts. (phonetics, phonology and prosodics, lexis and semantics, grammar, discourse and graphology)</p>		<p>-different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places</p> <p>- how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.</p> <p><b>Half term 6</b>  <b>Non Examined Assessment – Making Connections</b>  <b>NEA intro(AO1, AO2, AO3, AO4)</b></p> <p>- Students research and plan their own investigation</p> <p>- Students to read and research around their chosen texts and decide on their individual focus and question</p> <p>- the ways in which writers and speakers present places, societies, people and events</p> <p>-the metaphorical nature of representation: the ways that narrative itself can sometimes be seen as a personal journey for writers and speakers</p> <p>-the influence of contextual factors such as time period, race, social class and gender on the content and focus of narratives</p> <p>-different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places</p> <p>- how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.</p> <p><b>Methods of language analysis</b> – Continued integrated instruction and development of the use of the five language levels used to analyse texts. (phonetics, phonology and prosodics, lexis and semantics, grammar, discourse and graphology)</p>			
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# AQA ENGLISH LANGUAGE & LITERATURE ADVANCED LEVEL

YEAR 13 2023-25

Paper 1

Paper 2

NEA

Half term	Teacher JLY x 3 lessons per week	Teacher JLY assessments & DIRT TASKS	Teacher LC x 2 lessons per week	Teacher LC assessments & DIRT tasks	Literary & non-literary terms covered this term	Enrichment & English Literary Heritage (ELH) Events TBC
1 & 2	<p><u>Half Term 1</u></p> <p><b>Non Examined Assessment – Making Connections</b> <b>NEA completion (AO1, AO2, AO3, AO4)</b></p> <ul style="list-style-type: none"> <li>- Students begin to write up their individual investigation</li> <li>- They continue to develop their understanding of the chosen topic through research and reading of secondary materials - In their essays they learn to apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology</li> <li>- analyse ways in which meanings are shaped in texts through the discussion of language levels</li> <li>- demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.</li> <li>- explore connections across text</li> </ul>		<p><u>Half Term 1</u></p> <p><b>Telling Stories – Poetic Voices, Poetry study</b> <b>Duffy - Mean Time (AO1, AO2)</b></p> <ul style="list-style-type: none"> <li>-Further develop the integrated use of concepts and methods in analytical essays</li> <li>- Develop understanding of the poems studied in year 12 by further developing essay writing skills</li> <li>- Revisit poems studied in order to consolidate the learning from across the A level and apply to their analysis of the poems</li> </ul>			

	<p><u>Half term 2</u></p> <p><b>Telling Stories –Remembered Places and Imagined Worlds</b>          -Students consolidate their learning from across the A level, applying all methods and concepts they have learnt to the novel and the anthology (AO1, AO2, AO3, AO4)</p> <p>-Students continue to develop their analytical essay writing skills          -Further development of more complex method, concepts and language levels applied</p>	<p><u>DECEMBER MOCKS</u></p>	<p><u>Half Term 2</u></p> <p><b>AQA Paris – Literary only (AO1, AO2, AO3)</b>  <b>Telling Stories – Remembered Places</b></p> <p>- 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          -different generic conventions and different purposes for communicating ideas and viewpoints about travel, people and places</p>			
<p>3 &amp; 4</p>	<p><u>Half Term 3</u></p> <p><b>Exploring Conflict – Writing about Society and Dramatic Encounters</b>  <b>A Streetcar Named Desire, Tennessee Williams (AO1, AO2, AO3)</b></p> <p>- Students consolidate their learning from across the A level, applying all methods and concepts they have learnt to the novel and the anthology          - Students continue to develop their analytical essay writing skills          - Further development of more complex method, concepts and language levels applied.</p>	<p><u>MARCH MOCK</u></p> <p><u>NEA SENT OFF</u></p>	<p><u>Half Term 3</u></p> <p><b>Exploring Conflict – Writing about Society and Dramatic Encounters – Kite Runner (AO2, AO4, AO5)</b></p> <p>- Students consolidate their learning from across the A level, applying all methods and concepts they have learnt to the novel and the anthology          - Students continue to develop their analytical essay writing skills          - Further development of more complex method, concepts and language levels applied.</p>			

	<p><u>Half Term 4</u></p> <p><b>REVISION</b></p>		<p><u>Half term 4</u></p> <p><u>REVISION</u></p>			
5 & 6	<p><b>REVISION</b></p> <p>Telling Stories – Remembered Place and Imagined Worlds</p> <p>Consolidate learning for Paper 1</p>		<p><b>REVISION</b></p> <p>Exploring Conflict – Writing about Society and Dramatic Encounters</p> <p>Consolidate learning for Paper 2</p>			

- 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
  - AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.