

AQA ENGLISH LANGUAGE & LITERATURE ADVANCED LEVEL

YEAR 12 2023-25

Paper 1 (40%)

Paper 2 (40%)

NEA (20%)

Half term	Teacher A x 3 lessons per week	Teacher A Assessments & DIRT TASKS	Teacher B 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>(AO1 Focus)</p> <p>Introductory lesson (handbook, Sixth form expectations, set texts, folders etc)</p> <p>6 weeks focus on:</p> <ul style="list-style-type: none"> - Intro to framework - Revise language analysis (use stylistics booklet) - Introduce new terms in relation to stylistics - Introduce concept of literariness - Methods of language analysis – Introduction to the five language levels used to analyse texts. - Extract analysis of literary and non literary texts <p>- AQA Paris – non-literary only (AO1, AO2, AO3)</p> <p>Telling Stories – Remembered Places,</p>	<p>Dates TBC:</p> <p>Teacher A Paper 1, section A assessment Based on a prepared question</p> <p>DIRT task three weeks after half term to allow for significant exploration of language levels</p> <p>Christmas Teacher A</p> <p>DIRT task</p>	<p>Introductory lesson (handbook etc)</p> <p>Telling Stories – Poetic voices, Poetry study.</p> <p>Duffy (AO1, AO2) ‘Mean Time’</p> <ul style="list-style-type: none"> - The presentation of time: - The manipulation of time - the importance of place: locations and memories, - how people and their relationships are realised through point of view, attitude... <p>Underpinned by: Methods of language analysis – Introduction to the five language levels used to analyse texts. (phonetics, phonology and prosodics, lexis)</p>	<p>Dates TBC:</p> <p>Teacher B Paper 1, section C assessment Based on a prepared question</p> <p>DIRT task before half term</p> <p>Christmas Teacher B</p>	<p>Stylistics</p> <p>Metalanguage</p> <p>Syntactical structure</p> <p>Feature spotting & negative impact on writing</p> <p>Language levels</p> <p>Pragmatics</p> <p>Lexis & Semantics...</p> <p>Purpose & Audience</p> <p>Transcription</p> <p>Developing depth and breadth of subject knowledge</p>	<p>Throughout the year:</p> <p>Theatre trips when suitable</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>

	<ul style="list-style-type: none"> - the ways in which writers and speakers present places, societies, people and events - nature of representation - contextual factors such as time period, race, social class and gender - different generic conventions and how people and their relationships are realised through point of view, attitude, specific registers... <p>Underpinned by: 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)</p>	<p>Paper 1, section A assessment</p> <p>Based on an unseen/unprepared question</p>		<p>DIRT task</p> <p>Paper 1, section C assessment</p> <p>Based on an unseen/unprepared question</p>		<p>Sovereign online lecture days</p>
3 & 4	<p>Half term 3 and 4</p> <p>Telling Stories – Imaginary Worlds,</p> <p>Prose study</p> <p>Frankenstein (AO1, AO3, AO4)</p> <ul style="list-style-type: none"> -Elements of fantasy genre -Character and theme study - Story telling and narrative structures - The influence of contextual factors - applying understanding of language levels 	<p>Assessment w/c 2/3/26</p> <p>PAPER 1 SECTION A AND SECTION C ONLY</p>	<p>Half term 3 & 4</p> <p>AQA Paris – Literary only (AO1, AO2, AO3)</p> <p>Telling Stories – Remembered Places</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 influence of contextual factors such as time period, race, social class and gender -different generic conventions and different purposes for communicating ideas... 	<p>Assessment w/c 2/3/26</p> <p>PAPER 1 SECTION A AND SECTION C ONLY</p>	<p>Point of View</p> <p>Characterisation</p> <p>Romanticism</p> <p>Science fiction</p> <p>Gothic</p> <p>Frame narrative</p> <p>Embedded narrative</p> <p>Cataphoric reference</p> <p>Epistolary</p> <p>Unreliable narrator</p>	

	<ul style="list-style-type: none"> - Point of View - Characterisation - Romanticism - Science fiction - Gothic - Frame narrative 		<ul style="list-style-type: none"> - how people and their relationships are realised through point of view, attitude, specific registers... 		
5 & 6	<p>Half term 5 Telling Stories – Imaginary Worlds, Prose study Frankenstein (AO1, AO3, AO4)</p> <ul style="list-style-type: none"> - Elements of fantasy genre - Character and theme study - Story telling and narrative structures - The influence of contextual factors - applying understanding of language levels - Point of View - Characterisation - Romanticism - Science fiction - Gothic - Frame narrative <p>Half term 6 (end of year assessment prep) & any remaining Paris texts eg historical</p> <p>Non Examined Assessment – Making Connections NEA introduction (AO1, AO2, AO3, AO4)</p> <ul style="list-style-type: none"> - Students begin to write up their individual investigation - They continue to develop their understanding of the chosen 	<p>Assessment w/c 15/6/26</p> <p>FULL PAPER 1</p>	<p>Half term 5 & 6 Continue reading remaining Paris texts</p> <p>Begin reading The Kite Runner Writing about society Re-creative writing</p> <ul style="list-style-type: none"> - control chosen style - use language to shape meaning - make representation decisions using dialogue, speech, narrative modes, characterisation etc. - demonstrate connections between base text and re-created text - structure writing to express ideas clearly 	<p>Assessment w/c 15/6/26</p> <p>FULL PAPER 1</p>	<p>Specific vocabulary for set texts</p>

	<p>topic through research and reading of secondary materials -</p> <ul style="list-style-type: none">- analyse ways in which meanings are shaped in texts through the discussion of language levels- demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.- explore connections across texts					
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Half term	Teacher A x 3 lessons per week	Assessments & DIRT TASKS	Teacher B x 2 lessons per week	Assessments & DIRT tasks	Literary & non- literary terms covered this term	Enrichment & English Literary Heritage (ELH) Events tbc
	<p>1 Exploring Conflict – Dramatic & Encounters</p> <p>2 A Streetcar Named Desire, Tennessee Williams (AO1, AO2, AO3)</p> <ul style="list-style-type: none"> - the ways that conflicts are presented - the meanings that can be inferred from the language use and the contextual reasons for these conflict - analysis of areas relevant to the study of drama and dramatic discourse - how playwrights: represent natural speech features, use language to create distinctively different characters... <p>Methods of language analysis – Continued integrated instruction and</p>		<p>The Kite Runner (AO2, AO4, AO5)</p> <ul style="list-style-type: none"> - explore the ways that writers: present people, their points of view - how they shape the narrative structure -how they reveal the speech and thought processes of the characters and narrator(s) -how they use situations of conflict to express ideas - develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks. -develop awareness of the nature of monologue and dialogue -Understand how changing point of view, genre, context, purpose, audience or mode can re-shape meanings 			

	<p>development of the use of the five language levels used to analyse texts.</p> <ul style="list-style-type: none"> - explore connections across texts <p>Half term 2 Telling Stories –Remembered Places and Imagined Worlds -Consolidate their learning from across the A level, applying all methods and concepts they have learnt thus far. -Develop their analytical essay writing skills -Develop more complex method, concepts and language levels applied</p>	<u>DECEMBER MOCKS</u>	-understand how undeveloped aspects of the narrative and characterisation might be developed further			
3 & 4	<p>Half Term 3 Exploring Conflict – Writing about Society and Dramatic Encounters A Streetcar Named Desire, Tennessee Williams (AO1, AO2, AO3) - 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>Half Term 4 REVISION Paris, Frankenstein & Streetcar - Focus on exam technique - Practice essays - Live modelling</p>	<p><u>MARCH MOCK</u></p> <p><u>NEA SENT OFF</u></p>	<p>Half Term 3 Exploring Conflict – Writing about Society and Dramatic Encounters – Kite Runner (AO2, AO4, AO5) - 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>Half term 4 REVISION Duffy and The Kite Runner - Specific focus on approaching poetry analysis and recreative - Focus on exam technique</p>			

	<ul style="list-style-type: none"> - AQA exemplar responses - Recap of language levels - Focus of how AO3 applies to each section 		<ul style="list-style-type: none"> - Practice essays - Live modelling - AQA exemplar responses - Recap of language levels <p>Focus of how AO3 applies to each section</p> <p>Non Examined Assessment – Making Connections</p> <p>NEA completion (AO1, AO2, AO3, AO4)</p> <ul style="list-style-type: none"> - Students begin to write up their individual investigation - Develop their understanding of the chosen topic through research... - In their essays they learn to apply concepts and methods - analyse ways in which meanings are shaped in texts - demonstrate understanding of the significance and influence of contexts 			
5 & 6	<p>REVISION- Telling Stories – Remembered Place and Imagined Worlds</p> <p>Consolidate learning for Paper 1</p>		<p>REVISION - 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...
- 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.