

Year 12 English Language and Literature – Outline Programme of Study

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Big ideas/ topics Teacher 1	Paris Anthology Pragmatics Grammar	Paris Anthology Phonetics	The Great Gatsby Socio-economic status American Dream Class	The Great Gatsby ctd.	Great Gatsby moving to Making Connections	Making Connections ctd. Literariness Comparisons between Literary and non-literary sources
Big ideas/ topics Teacher 2	Frankenstein Genre Conventions, Narrative Structure	Frankenstein Ctd. Lexis and Semantics, Discourse, Point of View	Carol Ann Duffy Gender Politics Memory and Language Power and Control	Carol Ann Duffy ctd.	Duffy moving to Streetcar Named Desire	A Streetcar Named Desire
Key Knowledge Teacher1	<p><i>Features of Genre/Mode Sentence Structure.</i> the ways in which writers and speakers present places, societies, people and events</p> <ul style="list-style-type: none"> 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 different media different generic 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. 	Graphology, Contexts of production, contexts of reception	<p>In this part of the subject content, students explore the ways that writers:</p> <ul style="list-style-type: none"> present people, their points of view and their relationships with others shape the narrative structure and present events/time/places reveal the speech and thought processes of the characters and narrator(s) use situations of conflict to express ideas about societies and their values. In addition, students develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks. These skills include awareness of: <ul style="list-style-type: none"> the nature of monologue and dialogue how changing point of view, genre, context, purpose, audience or mode can re-shape meanings how undeveloped aspects of the narrative and characterisation might be developed further the importance of specific moments in time or descriptions of place. 		<p>Independent study to include the below:</p> <p>The following list is a guide to the areas of language analysis :</p> <ul style="list-style-type: none"> phonetics, phonology and prosodics lexis and semantics grammar, including morphology pragmatics discourse. 	

-Science Fiction/Fantasy
,Horror Conventions
-Historical Context
Students also consider key aspects of the texts which place them in particular contexts of production and reception. Students analyse the language choices made by writers in order to study the following:

- point of view
- characterisation
- presentation of time and space/place
- narrative structure.

Figurative and idiomatic language, connotations. Epistolary Form.

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
- the presentation of events through the poet's selection of material, the use of narrative frames and other poetic techniques.

As part of their study, students analyse areas relevant to the study of drama and dramatic discourse, including 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.

Further information and reading list

- AQA – Language and Literature
- Reading a wide range of types of fiction and non-fiction texts: Newspapers, Journals, Blogs, Memoirs, Comics, Travel Diaries etc.
- Main Texts for study - The Great Gatsby, Carol Ann Duffy Selection (from Mean Time), Frankenstein, A Streetcar Named Desire, Paris Anthology.
- Wider literature reading suggestions – Dracula (Bram Stoker), Carol Ann Duffy (The World's Wife), Death of a Salesman (Arthur Miller), The Glass Menagerie (Tennessee Williams), The Beautiful and the Damned (F. Scott Fitzgerald.)
- A Range of wider academic reading can be found here <https://filestore.aqa.org.uk/resources/english/AQA-7707-STYLISTICS-CTT.PDF>
- Companion Guide and AO breakdown <https://filestore.aqa.org.uk/resources/english/AQA-7706-7707-COMP-GUIDE.PDF>
- Course Structure at a glance: <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7707/specification-at-a-glance>

Ways to support and extend student learning in this subject



FARINGDON
COMMUNITY COLLEGE

A wide range of reading is imperative. The use of audiobooks is encouraged <https://librivox.org/> has a range of free ones or Audible is a good paid option.

- Reading widely around the subject – some good podcasts that might support – <https://www.theillusionist.org/>
<https://awakenenglish.com/2021/06/30/a-level-english-language-podcasts/>
- Sparknotes study guides - <https://www.sparknotes.com/>
- Shmoop study guides- <https://www.shmoop.com/>