



Year 13 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	Making Connections Literariness	Making Connections	Paris Anthology Revision	The Great Gatsby Revision	Revision	Exams
Big ideas/ topics Teacher 2	Streetcar Named Desire	Streetcar Named Desire	Frankenstein Revision	Duffy Revision	Revision	Exams
Key Knowledge Teacher1	<p>Independent study to include the below: The following list is a guide to the areas of language analysis students:</p> <ul style="list-style-type: none"> • phonetics, phonology and prosodics • lexis and semantics • grammar, including morphology • pragmatics • discourse. 		<p><i>Features of Genre/Mode</i> <i>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. 	<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>As part of their study, students analyse areas relevant to the study of drama and dramatic discourse, including how playwrights:</p> <ul style="list-style-type: none"> • 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><i>-Science Fiction/Fantasy</i> <i>,Horror Conventions</i> <i>-Historical Context</i></p> <p>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:</p> <ul style="list-style-type: none"> • point of view • characterisation • presentation of time and space/place • narrative structure. 	<p>the presentation of time:</p> <ul style="list-style-type: none"> • 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. 		
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<p>Further information and reading list</p>
<ul style="list-style-type: none"> • 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
<p>Ways to support and extend student learning in this subject</p>



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/>