KS5: English Language and Literature

Pearson CARDINAL Component 3 (NEA- Dramatic Monologue) Edexcel Following your examinations, we will begin to work on NEWMAN Section A of your NEA (Writing a dramatic monologue using Khaled Hosseini's 'The Kite Runner' as a stimulus. We will explore a range of dramatic monologues, CATHOLIC SCHOO identifying key conventions and producing our proposals. Year 12 Component 3 (NEA- Travel Writing) End of Year Examinations We will also explore Bill Bryson's 'The Lost Continent' Assessment Objectives and a range of travel writing in order to begin drafting AO1 : Apply concepts and methods from integrated linguistic and literary our proposals for the travel writing element of our NEA study as appropriate, using associated terminology and coherent written (Section B). expression You will then produce your first drafts over the summer AO2 : Analyse ways in which meanings are shaped in texts holiday. (A05) AO3 : Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received **SUMMER** AO4 : Explore connections across texts, informed by linguistic and literary concepts and methods 3:2 AO5 : Demonstrate expertise and creativity in the use of English to communicate in different ways REVISION **Component 1** (Voices in Speech & Writing Revision) Component 1 (A Streetcar Named Desire) Ahead of the 'End of Year Examinations' we will now focus on producing assignment plans, Now that we are equipped with a secure revisiting the AOs and structuring responses. understanding of context, plot and character we **SUMMER** will begin to make thematic links, applying our Component 2 knowledge and skills to examination style (Varieties in Language and Literature Revision) 3:1 Alongside revisiting AOs and refining examination questions. techniques for Section B (TGG/GE) we will also Component 2 (Great Expectations) focus on gaining an independent approach to the Building upon our understanding of 'Society and Section A (Unseen Non-Fiction) element of the the Individual' within the novel, we can now begin examination. to identify and build comparisons (A04) between 'Great Expectations' and 'The Great Gatsby' with a focus on contextual influences (A03) and the writers' intentions for 'Section B' of this SPRING examination. 2:2 Component 1 (Voices: Anthology) We will begin to apply our key analytical and comparative skills to a wider range of non-fiction Component 1 (A Streetcar Named Desire) texts, exploring critically the influence of context We will initially explore the contextual factors that on the writer's choices of language. (A01-A04) influenced Williams' 1940s play 'ASND' whilst gaining Component 2 (The Great Gatsby) a secure knowledge of plot and character. We will **SPRING** We will build upon our critical approach to 'The explore begin to explore drama conventions and 2:1 Great Gatsby' through a thematic approach, effects. (A01-A03) focussing specifically on 'Society and the **Component 2 (Great Expectations)** Individual'. (A01-A03) We will begin to explore the contextual factors that **AUTUMN** influenced Dickens' writing in this 19th century novel alongside gaining a comprehensive understanding of 1:2 key plot events and characters. Transition Unit We will also intertwine links to Section A (Non-Fiction Component 1 (Voices in Speech & Writing) Unseen Analysis), building upon our understanding of We will revisit the knowledge and skills developed when 'Society and the Individual'. (AO1-AO3) approaching non-fiction texts from GCSE English Language. We will begin to develop these when approaching a wider range of non-fiction texts with A Level terminology. (A01-AO3) KS4/KS5 Bridging Component 2 (Varieties in Language and Literature) **AUTUMN** <u>Tasks</u> We will also revisit elements of GCSE English Literature whilst

1:1

Year 12

beginning to explore 'The Great Gatsby' with a key focus on

applying contextual factors to elements of literature. (A01-A03)

OUR LEARNING JOURNEY

Following results day, you will be given a range of tasks to introduce you to the course You will develop your understanding of spoken language terminology and understand the introductory context of F. Scott Fitzgerald's 'The Great Gatsby'.