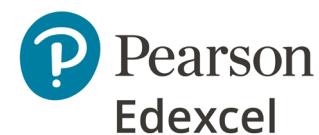


KS5: English Language and Literature

Year 12



CARDINAL
NEWMAN
CATHOLIC SCHOOL



Component 3 (NEA- Dramatic Monologue)

Following your examinations, we will begin to work on 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, identifying key conventions and producing our proposals.

Component 3 (NEA- Travel Writing)

We will also explore Bill Bryson's 'The Lost Continent' and a range of travel writing in order to begin drafting our proposals for the travel writing element of our NEA (Section B).

You will then produce your first drafts over the summer holiday. (A05)



Year 12
End of Year Examinations

SUMMER
3:2

Assessment Objectives

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

REVISION

Component 1

(Voices in Speech & Writing Revision)

Ahead of the 'End of Year Examinations' we will now focus on producing assignment plans, revisiting the AOs and structuring responses.

Component 2

(Varieties in Language and Literature Revision)

Alongside revisiting AOs and refining examination techniques for Section B (TGG/GE) we will also focus on gaining an independent approach to the Section A (Unseen Non-Fiction) element of the examination.

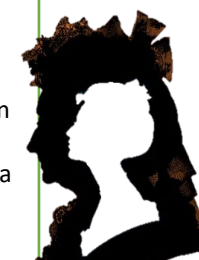
SUMMER
3:1

Component 1 (A Streetcar Named Desire)

Now that we are equipped with a secure understanding of context, plot and character we will begin to make thematic links, applying our knowledge and skills to examination style questions.

Component 2 (Great Expectations)

Building upon our understanding of 'Society and the Individual' within the novel, we can now begin 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 examination.



SPRING
2:2

Component 1 (A Streetcar Named Desire)

We will initially explore the contextual factors that influenced Williams' 1940s play 'ASND' whilst gaining a secure knowledge of plot and character. We will explore begin to explore drama conventions and effects. (A01-A03)

Component 2 (Great Expectations)

We will begin to explore the contextual factors that influenced Dickens' writing in this 19th century novel alongside gaining a comprehensive understanding of key plot events and characters.

We will also intertwine links to Section A (Non-Fiction Unseen Analysis), building upon our understanding of 'Society and the Individual'. (A01-A03)

SPRING
2:1

Component 1 (Voices: Anthology)

We will begin to apply our key analytical and comparative skills to a wider range of non-fiction texts, exploring critically the influence of context on the writer's choices of language. (A01-A04)

Component 2 (The Great Gatsby)

We will build upon our critical approach to 'The Great Gatsby' through a thematic approach, focussing specifically on 'Society and the Individual'. (A01-A03)

AUTUMN
1:2

Transition Unit

Component 1 (Voices in Speech & Writing)

We will revisit the knowledge and skills developed when 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-A03)

Component 2 (Varieties in Language and Literature)

We will also revisit elements of GCSE English Literature whilst beginning to explore 'The Great Gatsby' with a key focus on applying contextual factors to elements of literature. (A01-A03)

AUTUMN
1:1



KS4/KS5 Bridging Tasks

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'.

OUR LEARNING JOURNEY

