

INTENT: English Language and Literature Overview (Year 12) (Component 1 & Component 3)

A learner in Year 12 will know: Component 1: Section A (Voices in 20th and 21st Century Texts) (A01, A02, A03, A04) <i>Learners will know linguistic and literary study across a range of non-fiction text types. They will understand the PAMTC, key features and voices created across each of the 20 non-fiction Edexcel Voices in Speech and Writing: An Anthology.</i> Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) <i>Learners will know the conventions of a play alongside building upon linguistic and literary study. Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of A Streetcar Named Desire.</i> Component 3: Investigating and Creating Texts (Dramatic Monologue- A05) <i>Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of 'The Kite Runner'. Learners will know the features of a dramatic monologue and how they are formed for varying purposes and audiences.</i>			A learner in Year 12 will be able to: • <i>apply their knowledge of literary analysis and evaluation (A02)</i> • <i>apply their understanding of the concepts and methods appropriate for the analysis and study of language (A01)</i> • <i>use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other (A01-A02)</i> • <i>engage creatively and critically with a wide range of texts (A01-A03)</i> • <i>explore the ways in which texts relate to each other and the contexts in which they are produced and received (A03/A04)</i> • <i>produce and interpret language (A05/A02)</i> • <i>undertake independent studies to develop their skills as producers and interpreters of language. (A01-A05)</i>		
A: Transition Unit: Component 1: Section A (Voices in 20th & 21st C Texts) (A01, A02, A03)	B: Component 1: Section A (Voices in 20th & 21st C Texts) (A01, A02, A03, A04)	C: Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03)	D: Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03)	E: Component 1: Section A and Section B Revision (A01, A02, A03, A04)	F: Component 3: Investigating and Creating Texts (A01, A02, A03, A04, A05)
<u>Assessment Objectives</u> Students must: A01 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression 25% A02 Analyse ways in which meanings are shaped in texts 25% A03 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received 25% A04 Explore connections across texts, informed by linguistic and literary concepts and methods 13% A05 Demonstrate expertise and creativity in the use of English to communicate in different ways 12% Total 100%					

Term 1	1:1: Transition Unit. Component 1, Section A: Voices in Speech and Writing (A01, A02, A03) (8 weeks)	1:2: Component 1, Section A: Voices in Speech and Writing (A01, A02, A03, A04) (7 weeks)	Autumn % Assessment
	Knowledge: - Understanding of the course structure and assessment objectives (A01, A02, A03) - Understanding of linguistic and literary terminology across the framework (phonology, semantics, cohesion, grammar, graphology, spoken language, non-fiction, syntax). (A01) - Understanding of the significance and meaning of ‘voice’ (A02) and an understanding of PAMTC (Purpose, Audience, Mode, Topicality, Context) (A03) across a range of non-fiction texts from ‘Voices in Speech and Writing: An Anthology’. 1.1 Charlie Brooker: <i>‘Too much talk for one planet: why I’m reducing my word emissions’</i> 1.2 Ian Birrell: <i>‘As gay people celebrate, the treatment of the disabled just gets worse’</i> 5.1 BBC1 Panorama interview between Martin Bashir and Princess Diana 19 5.2 Jay Leno’s interview with President Obama (transcript) 21 Skills: - apply relevant methods for text analysis, drawing on linguistic and literary fields (A01/A02) - identify and describe how meanings and effects are created and conveyed in texts (A02) - show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received (A03) - use English appropriately, accurately (A01) - make accurate reference to texts and sources (A01) Formative Assessment: - Subject Terminology Test (135 marks) - Ongoing responses following completion of non-fiction text (WWW/EBI Feedback) - HL Assessments (Complete full response following initial feedback). (25 marks) End Assessment: Autumn PPE (25 marks) Examination style question (minus A04) based on learnt text. (45 minutes) End point: Students can understand and construct a response to an adapted essay style question based on the ‘creation of voice’ across a non-fiction text. Students will be able to identify and apply literary and linguistic study whilst understanding and analysing the influence of PAMTC when creating ‘voices’.	Knowledge: - Understanding of the course structure and assessment objectives with focus on A04. - Understanding of linguistic and literary terminology across a wider range of non-fiction text types. (phonology, semantics, cohesion, grammar, graphology, spoken language, non-fiction, syntax). (A01) - Understanding of the significance and meaning of ‘voice’ across a range of non-fiction texts* adapt to highlight latest current affairs. (A01, A02) - Understanding and exploration of the influence of PAMTC (Purpose, Audience, Mode, Topicality, Context). (A03) - Understanding the differing connections that can be made across a range of texts (language/voice/PAMTC). (A01-A04) - Understanding how to approach an unseen non-fiction text. (A01-A04) Skills: - apply relevant methods for text analysis, drawing on linguistic and literary fields (A01/A02) - identify and describe how meanings and effects are created and conveyed in texts (A02) - show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received (A03) - use English appropriately, accurately (A01) - make accurate reference to texts and sources (A01) - use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening (A03) - explore connections across a wide range of non-literary texts (A04) - use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening (A03) - synthesise and reflect on their knowledge when approaching unseen texts. (A01-A04) Formative Assessment: - Subject Terminology Test (Ongoing- Low-stake testing during entry tasks) - Pit Stop 1: Following scaffolding and modelling, learners will complete an independent comparison between two studied non-fiction texts. (25 marks) - Pit Stop 2: Following introduction to approaching unseen texts, learners will complete a comparison between one studied and one unseen non-fiction text. (25 marks) - HL Assessments (Producing reflections following feedback) (25 marks) End Assessment: Y12 Mock Examination (25 marks) Examination style question comparing one learnt text to an unseen text. (1 hour 15 minutes). End point: Students can now apply previous literary and linguistic study, as well exploring the influence of PAMTC factors when drawing comparisons between one learnt anthology text to an unseen non-fiction text. Students will be able to analyse and compare how both writers create a sense of voice.	Week 7: Transition PPE Knowledge coverage: (See 1:1) Skills tested: A01: Identify and apply linguistic and literary study to anthology text. A01: Construct a response which demonstrates coherence and accuracy. A02: Analysis of voice and meaning in text. A03: Identification and understanding of PAMTC and influence on writing. Assessment style/questions: Explore the way in which the speaker/writer create a sense of voice as they describe their experiences. In your answer you must consider linguistic and literary features, drawing upon your knowledge of genre conventions and context. Week 12: Mock Examination Knowledge coverage: (See 1:2) Skills tested: (In addition to above) A04: Identify and explore connections between texts (PAMTC/voice/language use) Assessment style/questions: Compare the ways in which the speaker and writer create a sense of voice as they describe their experiences. In your answer you must consider linguistic and literary features, drawing upon your knowledge of genre conventions and context.

Term 2	2:1 Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) 6 weeks	2:2: Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) 6 weeks	Spring % Assessment
	Knowledge: - Understanding of assessment objectives (A01-A03) - Understanding of relevant literary and linguistic features prevalent within a play (proxemics/dramatic devices). (A01) - Understanding of social/moral/historical/political/personal context of Williams and the USA between the 19th and 20th Century. (Civil War/Abolishment of Slavery/WW2/Gender Roles etc.) (A03) - Understanding of A Streetcar Named Desire plot (all scenes to be read/performed). (A02) - Understanding of the presentation and development of key characters across the play: Stanley, Stella, Blanche and Mitch. (A01-A03) - Understanding of how to structure extract-based responses. (A01) Skills: - apply relevant methods for text analysis, drawing on linguistic and literary fields within the play (A01/A02) - identify and describe how meanings and effects are created and conveyed by Williams in the text (A02) - show knowledge and understanding of the ways in which the context of ASND relate to how the play is produced and received. (A03) - use English appropriately, accurately (A01) - make accurate reference to the whole play and specific extracts (A01) Formative Assessment: - Pit Stop 1: Extract analysis - presentation of Stanley (25 marks) - Pit Stop 2: Extract analysis - presentation of Stella (25 marks) - HL Assessments* Intermittent Voices in Speech and Writing Responses (25 marks) alongside extract analysis reflections. End Assessment: Spring PPE (Week 21) (25 marks) Examination style question based solely on extract analysis/character focus. E.g. Using this extract, discuss how Williams (...) In your answer, you must consider Williams' use of linguistic and literary features and relevant contextual factors. (45 minutes) End Point: Learners can apply their wider knowledge of the play and understanding of contextual factors to construct a response to an extract-based question on character. They can contextualise an extract provided and can analyse Williams' use of language, structure, tone and dramatic effects on the audience. Learners can plan a response effectively and can construct an academic, fluent essay in response to the question, using varied sentence structure and vocabulary.	Knowledge: - Understanding of assessment objectives (A01-A03) - Understanding of relevant literary and linguistic features prevalent within a play (proxemics/dramatic devices). (A01) - Understanding of social/moral/historical/political/personal context of Williams and the USA between the 19th and 20th Century. (Civil War/Abolishment of Slavery/WW2/Gender Roles etc.) (A03) - Understanding of A Streetcar Named Desire key scenes and events. - Understanding of the presentation and development of key themes and relationships across the play: Old vs New South, Reality vs Fantasy, Gender Roles, Sexual Desires, Death. (A01-A03) - Understanding of how to structure an examination question response (extract as a starting point and with reference to other parts of the play). (A01) Skills: - apply relevant methods for text analysis, drawing on linguistic and literary fields within the play (A01/A02) - identify, describe and explore how meanings and effects are created and conveyed by Williams in the text (A02) - show knowledge and understanding of the ways in which the context of ASND relate to how the play is produced and received. (A03) - use English appropriately, accurately (A01) - make accurate reference to the whole play and specific extracts (A01) - Synthesise and independence when applying whole play knowledge to examination style question. (A01-A03) Formative Assessment: - Pit Stop 1: Extract and wider play analysis: Old vs New South (25 marks) - Pit Stop 2: Extract and wider play analysis: Death (25 marks) - HL Assessments* Intermittent Voices in Speech and Writing Responses (25 marks) alongside reflections. End Assessment (Internal Assessment) (50 marks) Section B: Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams (...) In your answer, you must consider Williams' use of linguistic and literary features and relevant contextual factors. & Section A: Compare the ways in which the speaker and writer create a sense of voice as they describe their experiences. In your answer you must consider linguistic and literary features, drawing upon your knowledge of genre conventions and context. (2 hours 30 minutes) End point: Learners can understand and respond to a thematic question, using an extract as the stimulus for a whole text response. Learners have developed confidence when independently constructing plans for responses. They can write fluently and academically, Williams' use of language, structure and tone are analysed effectively. Students can apply knowledge of context appropriately to highlight their analysis.	Week 21: Spring PPE Knowledge coverage: (See 2:1) Skills tested: A01: Identify and apply linguistic and literary study to ASND extract. A01: Construct a response, which demonstrates coherence and accuracy. A02: Analysis of Williams intentions and use of character. A03: Identification and understanding of context's influence on Williams' writing. Assessment style/questions: Using this extract, discuss how Williams (...) In your answer, you must consider Williams' use of linguistic and literary features and relevant contextual factors 2:2 Internal End Assessment (See 2:2) Skills tested: (See above & 1:2 skills) Assessment style/questions: Full Component 1 Paper (2 hours 30 minutes) combining Term 1: Voices in Speech and Writing and Term 2: A Streetcar Named Desire. Section B example: Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams (...) In your answer, you must consider Williams' use of linguistic and literary features and relevant contextual factors.

Term 3	3:1 Revision Unit Component 1, Section A: Voices in Speech and Writing (A01, A02, A03, A04) Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) 6 weeks	3:2 Summative Assessment: Component 1* (A01, A02, A03, A04) Component 3: Investigating and Creating Texts Assignment 1 (A01-A04, A05) 7 weeks	Summer % Assessment
	Knowledge: Component 1: Section A (Voices in 20th and 21st Century Texts) - Learners will know linguistic and literary study across a range of non-fiction text types. They will understand the PAMTC, key features and voices created across each of the 20 non-fiction Edexcel Voices in Speech and Writing: An Anthology. Component 1: Section B (Drama Text- A Streetcar Named Desire) - Learners will know the conventions of a play alongside building upon linguistic and literary study. Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of A Streetcar Named Desire. Skills: - apply their knowledge of literary analysis and evaluation (A02) - apply their understanding of the concepts and methods appropriate for the analysis and study of language (A01) - use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other (A01-A02) - engage creatively and critically with a wide range of texts (A01-A03) - explore the ways in which texts relate to each other and the contexts in which they are produced and received (A03/A04) - Undertake independent studies to develop their skills as producers and interpreters of language. (A01-A05) Formative Assessment: - Peer assessment of revision material. - Whole-class discussion and feedback on key concepts, themes and approaches across both components. - Questioning to gauge areas for revision. - HL tasks Preparation for Summative Assessment: See Summer % Assessment* (Week 35) (50 marks) End point: Learners can independently construct and understand revision materials for Component 1: Section A & Section B. Across both sections, learners can identify, apply and analyse the use of literary and linguistic features (A01), analyse meaning across the texts (A02), understanding and explore the relevance and influence of contextual factors (A03) whilst also being able to draw and explore comparisons between texts in Section A (A04).	Component 3: Investigating and Creating Texts (Coursework Component) Knowledge: - Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of 'The Kite Runner' by Khaled Hosseini. - Learners will know the features of a dramatic monologue. - Learners will know how texts can be shaped for different audiences and purposes. - Learners will understand the features of a wide range of fiction texts. Skills: - Writing is precise, edited and controlled. (A01/A05) - Demonstrates effective understanding of genre, mode and the requirements of audience and function. (A03/A05) - Create an individual voice that crafts an engaging response. (A05) - Display a skilful selection of techniques for effect. (A05) Formative Assessment: - Provide opportunities for generic creative writing, peer assess and identify common tropes and effective techniques. Share best practice. (A01/A05) - Questioning following set guidance on reading 'The Kite Runner' to ensure understanding. - Drafting processes for HA students. (A01/A02) - Presentations surrounding contextual factors and findings. (A03) End Assessment Candidates must produce a fiction piece of writing (dramatic monologue) based on the topic of 'Journeys' using Khaled Hosseini's 'The Kite Runner' as a stimulus. (A05) (18 marks) End point: Learners will have the confidence to independently explore a range of fiction texts and dramatic monologues. Learners will synthesise their findings and apply within their own writing, demonstrating a clear awareness of their function and audience in order to produce the first draft of their dramatic monologue based on the topic 'Journeys' from Khaled Hosseini's 'The Kite Runner'. (A05)	Week 35 Summative Assessment* (50 marks) Knowledge coverage: (See 3:1 Revision Unit) Skills tested: (See 3:1 Revision Unit) Assessment style/questions: Learners to complete full Component 1 Examination (2 hours 30 minutes).* Section A: Compare the ways in which the speaker and writer create a sense of voice as they describe their experiences. In your answer you must consider linguistic and literary features, drawing upon your knowledge of genre conventions and context. (1 hour 15 minutes) (A01, A02, A03, A04) Section B: Using this extract as a starting point, and with reference to other parts of the play, discuss how Williams (...) In your answer, you must consider Williams' use of linguistic and literary features and relevant contextual factors. (1 hour 15 minutes) (A01, A02, A03) *Embed opportunities for reflection.

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve intention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.

INTENT: English Language and Literature Overview (Year 12) (Component 2 & Component 3)

A learner in Year 12 will know: Component 2: Varieties in Language and Literature (2 hours and 30 minutes) Component 2: Section A (Unseen Prose Non-Fiction: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the theme of ‘Society and the Individual’) (A01, A02, A03) Learners will know linguistic and literary study across a range of non-fiction text types. Learners will understand how to analyse unseen texts and identify literary and linguistic methods used by the writer and the effects these create. Component 2: Section B (Prose Fiction and Other Genres: one comparative essay question on one prose fiction anchor text and one other text from a theme – The Great Gatsby & Great Expectations) (A01, A02, A03, A04) Learners will know the context surrounding both texts alongside building upon linguistic and literary study. Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of The Great Gatsby and Great Expectations and begin to identify connections within the texts. Component 3: Investigating and Creating Texts (Travel Writing - A05) Learners will know the features and conventions of Travel Writing looking at a range of different sources. Learner will understand the features of non-fiction texts and how to use rhetorical and linguist devices in their own original writing		A learner in Year 12 will be able to: • apply their knowledge of literary analysis and evaluation (A02) • apply their understanding of the concepts and methods appropriate for the analysis and study of language (A01) • use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other (A01-A02) • engage creatively and critically with a wide range of texts (A01-A03) • explore the ways in which texts relate to each other and the contexts in which they are produced and received (A03/A04) • produce and interpret language (A05/A02) • undertake independent studies to develop their skills as producers and interpreters of language. (A01-A05)			
A: Transition Unit: Component 2: Section B The Great Gatsby (A01, A02, A03)	B: Component 2: Section B Component 1: Section B The Great Gatsby (A01, A02, A03)	C: Component 2: Section B Component 1: Section B Great Expectations (A01, A02, A03, A04)	D: Component 2: Section B Component 2: Section B Great Expectations (A01, A02, A03, A04)	E: Component 2: Section B Component 2: Section B TGG & GE Revision (A01, A02, A03)	F: Component 3: Investigating and Creating Texts: Travel Writing (A01, A02, A03, A04, A05)
<u>Assessment Objectives</u> Students must: A01 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression 25% A02 Analyse ways in which meanings are shaped in texts 25% A03 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received 25%					

AO4 Explore connections across texts, informed by linguistic and literary concepts and methods 13% AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways 12% Total 100%			
Term 1	A: Transition Unit: Component 2: Section B The Great Gatsby (A01, A02, A03) (7 weeks)	B: Component 2: Section B Component 1: Section B The Great Gatsby (A01, A02, A03) (7 weeks)	Autumn % Assessment
	<u>Overview</u> Students to be introduced to the course and the main assessment objectives through COMP 2 MOS: The Great Gatsby and COMP 1 MOS: Voices Anthology. Students will be taught a range of texts by both teachers and will be exposed to terminology (A01), higher level analysis (A02) and contextual factors (A03). The COMP 2 MOS element of the course will then culminate in a comparative essay focused on the theme of Society and the Individual (A04). Knowledge: Building upon their knowledge of fiction texts from GCSE English Literature, learners will gain knowledge of higher-level terminology and literary devices. Understand the concept of ‘Society and the Individual’ through F Scott Fitzgerald’s The Great Gatsby. Skills: A learner in in this unit will be able to read for understanding, inference, and meaning and will be able to select relevant quotations to justify ideas and to identify subject terminology and analyse and evaluate their ideas. Students will understand how to apply relevant contextual factors, identify and integrate similarities and differences between texts and begin to apply critical thought. <u>Formative Assessment:</u> 1. Ongoing responses following completion of fiction text (WWW/EBI Feedback) 2. HL Assessments (Complete full response following initial feedback) (30 marks) <u>End Assessment: Autumn PPE</u> (30 marks) Examination style question (minus A04) based on learnt text. (1 hour)	<u>Overview</u> Students to understand The Great Gatsby by F. Scott Fitzgerald and will develop their terminology (AO1), higher level analysis (AO2), contextual knowledge (AO3) and comparative skills (AO4). The unit will culminate in a comparative essay focused on the theme of Society and the Individual. Knowledge: Building upon their knowledge of fiction texts from GCSE English Literature, learners will gain knowledge of higher-level terminology and literary devices. Understand the concept of ‘society and the individual’ through F. Scott Fitzgerald’s The Great Gatsby. Skills: A learner in in this unit will be able to read for understanding, inference, and meaning and will be able to select relevant quotations to justify ideas and to identify subject terminology and analyse and evaluate their ideas. Students will understand how to apply relevant contextual factors, identify and integrate similarities and differences between texts and begin to apply critical thought. <u>Formative Assessment:</u> 3. Ongoing responses following completion of fiction text (WWW/EBI Feedback) 4. HL Assessments (Complete full response following initial feedback) (30 marks) <u>End Assessment: Y12 Mock Examination</u> (30 marks) Examination style question (minus A04) based on learnt text. (1 hour) End Point: Students will recap reading and writing skills expected at the end of KS4 and begin to develop analysis skills through developing their reading fluency. Students can understand, analyse and compare	Week 7: Transition PPE & Week 12: Mock Exams Knowledge coverage: (See 1:1) Skills tested: A01: Identify and apply linguistic and literary study to fiction text. A01: Construct a response which demonstrates coherence and accuracy. A02: Analysis of language, structure and meaning in text. A03: Identification and understanding of context and its influence on writing. Assessment style/questions: Evaluate the effectiveness of the methods used by the writers of your studied text to present individuals who are _____. In your answer you must consider the use of linguistic and literary features and relevant contextual factors. (30 marks)

	End Point: Students will recap reading and writing skills expected at the end of KS4 and begin to develop analysis skills through developing their reading fluency. Students can understand, analyse and compare fiction texts with a focus on 'Society and the Individual'. Students will be able to plan and construct an A Level response.	fiction texts with a focus on 'Society and the Individual'. Students will be able to plan and construct an A Level response.	
Term 2	C: Component 2: Section B Component 1: Section B Great Expectations (A01, A02, A03, A04) (7 weeks)	D: Component 2: Section B Component 2: Section B Great Expectations (A01, A02, A03, A04) (6 weeks)	Spring % Assessment
	Overview Students to understand Great Expectations by Charles Dickens and will develop their terminology (AO1), higher level analysis (AO2), contextual knowledge (AO3) and comparative skills (AO4). Students will begin to make comparative links with The Great Gatsby based on the theme of Society and the Individual. Students will have a bi-weekly focus on Unseen Prose analysis. The unit will culminate in a comparative essay focused on the theme of Society and the Individual. Knowledge: Building upon their knowledge of fiction texts from GCSE English Literature, learners will gain knowledge of higher-level terminology and literary devices. Understand the concept of 'society and the individual' across The Great Gatsby and Great Expectations. Building upon their knowledge of non-fiction analysis from GCSE English Language, learners will understand the concept of 'society and the individual' across a range of unseen prose. Skills: A learner in in this unit will be able to read for understanding, inference, and meaning and will be able to select relevant quotations to justify ideas and to identify subject terminology and analyse and evaluate their ideas. Students will understand how to apply relevant contextual factors, identify and integrate similarities and differences between texts and begin to apply critical thought. Formative Assessment: - Ongoing responses following completion of fiction text (WWW/EBI Feedback) - HL Assessments (Complete full response following initial feedback) (30 marks) End Assessment: Spring PPE (Week 21) (30 marks)	Overview Students to understand Great Expectations by Charles Dickens and will develop their terminology (AO1), higher level analysis (AO2), contextual knowledge (AO3) and comparative skills (AO4). Students will begin to make comparative links with The Great Gatsby based on the theme of Society and the Individual. Students will have a bi-weekly focus on Unseen Prose analysis. The unit will culminate in a comparative essay focused on the theme of Society and the Individual. Knowledge: Building upon their knowledge of fiction texts from GCSE English Literature, learners will gain knowledge of higher-level terminology and literary devices. Understand the concept of 'society and the individual' across The Great Gatsby and Great Expectations. Building upon their knowledge of non-fiction analysis from GCSE English Language, learners will understand the concept of 'society and the individual' across a range of unseen prose. Skills: A learner in in this unit will be able to read for understanding, inference, and meaning and will be able to select relevant quotations to justify ideas and to identify subject terminology and analyse and evaluate their ideas. Students will understand how to apply relevant contextual factors, identify and integrate similarities and differences between texts and begin to apply critical thought. Formative Assessment: - Ongoing responses following completion of fiction text (WWW/EBI Feedback) - HL Assessments (Complete full response following initial feedback) (30 marks)	Week 21: Spring PPE Knowledge coverage: (See 2:1) Skills tested: A01: Identify and apply linguistic and literary study to TGG & GE. A01: Construct a response, which demonstrates coherence and accuracy. A02: Analysis of Fitzgerald/Dickens' intentions and use of character. A03: Identification and understanding of context's influence on Fitzgerald's / Dickens' writing. Assessment style/questions: Evaluate the effectiveness of the methods used by the writers of your studied text to present individuals who are _____. In your answer you must consider the use of linguistic and literary features and relevant contextual factors. (30 marks)

	Students can understand and construct a response to an essay style question based on the theme of 'society and the individual' with Great Expectations and The Great Gatsby. Students will be able to identify and apply literary terminology while analysing evidence from the stories while making links to context End Point: Students will recap reading and writing skills expected at the end of KS4 and begin to develop analysis skills through developing their reading fluency. Students can understand, analyse and compare fiction and non-fiction texts with a focus on 'Society and the Individual'. Students will be able to plan and construct an A Level response.	End Assessment (Internal Assessment) (30 marks) Students can understand and construct a response to an essay style question based on the theme of 'society and the individual' with Great Expectations and The Great Gatsby. Students will be able to identify and apply literary terminology while analysing evidence from the stories while making links to context. End Point: Students will recap reading and writing skills expected at the end of KS4 and begin to develop analysis skills through developing their reading fluency. Students can understand, analyse and compare fiction and non-fiction texts with a focus on 'Society and the Individual'. Students will be able to plan and construct an A Level response.	2:2 Internal End Assessment (See 2:2) Skills tested: (See above & 1:2 skills) Assessment style/questions: Evaluate the effectiveness of the methods used by the writers of your studied text to present individuals who are _____. In your answer you must consider the use of linguistic and literary features and relevant contextual factors. (30 marks)
Term 3	E: Component 2: Section B Component 2: Section B TGG & GE Revision (A01, A02, A03) (5 weeks)	F: Component 3: Investigating and Creating Texts: Travel Writing (A01, A02, A03, A04, A05) (7 weeks)	Summer % Assessment
	<u>Overview</u> <i>Students to develop understanding of Great Expectations by Charles Dickens and The Great Gatsby by F. Scott Fitzgerald as well as approaches to Unseen Prose. Students will develop their terminology (AO1), higher level analysis (AO2), contextual knowledge (AO3) and comparative skills (AO4). Students will develop their comparison between Great Expectations and The Great Gatsby based on the theme of Society and the Individual. Students will have a bi-weekly focus on Unseen Prose analysis. The unit will culminate in two essays: one focused on unseen non-fiction and one comparative essay both focused on the theme of Society and the Individual.</i> Knowledge: Building upon their knowledge of fiction texts from GCSE English Literature, learners will gain knowledge of higher-level terminology and literary devices. Understand the concept of 'society and the individual' across Great Expectations and The Great Gatsby. Building upon their knowledge of non-fiction analysis from GCSE English Language, learners	Component 3: Investigating and Creating Texts (Coursework Component) <u>Overview</u> <i>Students to produce a piece of original non-fiction travel writing using Bill Bryson's The Lost Continent: Travels Around Small Town America and the theme of 'journeys' as a stimulus. Learners will produce a travelogue from their own perspective and a written commentary.</i> Knowledge: Learners will know what a travelogue is, the features of a piece of travel writing, that texts can be shaped for different audiences and purposes and the features of commentaries. Skills: A learner in in this unit will have writing that is assured, accurate and highly effective. They will display an assured control of genre, mode, and the requirements of audience and function. Their writing employs a clearly individual voice that differentiates in terms of audience and function. They craft a highly engaging response, with sophisticated selection of techniques.	<u>Week 35 Summative Assessment*(30 marks)</u> Knowledge coverage: (See 3:1 Revision Unit) Skills tested: (See 3:1 Revision Unit) Assessment style/questions: Learners to complete Component 2: Section B Examination (1 hours 30 minutes).* Section B: Evaluate the effectiveness of the

	<i>will understand the concept of 'society and the individual' across a range of unseen prose.</i> Skills: <i>A learner in in this unit will be able to read for understanding, inference, and meaning and will be able to select relevant quotations to justify ideas and to identify subject terminology and analyse and evaluate their ideas. Students will understand how to apply relevant contextual factors, identify and integrate similarities and differences between texts and begin to apply critical thought.</i> Formative Assessment: - Ongoing responses following completion of fiction text (WWW/EBI Feedback) - HL Assessments (Complete full response following initial feedback) (30 marks) Preparation for Summative Assessment: See Summer % Assessment* (Week 35) (30 marks) <i>Students can understand and construct a response to an essay style question based on the theme of 'society and the individual' with Great Expectations and The Great Gatsby. Students will be able to identify and apply literary terminology while analysing evidence the texts while making links to context.</i> End Point: <i>Students will recap reading and writing skills expected in KS5 and develop analysis skills through developing their reading fluency. Students can understand, analyse and compare fiction and non-fiction texts with a focus on 'Society and the Individual'. Students will be able to plan and construct an A Level response.</i>	Formative Assessment: - Ongoing responses and proposals to be reviewed - Ongoing feedback following completion of initial coursework draft (WWW/EBI Feedback) - HL Assessments and Research (Documenting planning process) End Assessment <i>Candidates must produce a creative non-fiction piece of writing (travelogue) based on the topic of 'Journeys' using Bill Bryson's 'The Lost Continent: Travels Around Small Town America' as a stimulus. (A05) (18 marks)</i> End Point: <i>Learners will have the confidence to independently explore a range of non-fiction texts and travelogues. Learners will synthesise their findings and apply within their own writing, demonstrating a clear awareness of their function and audience in order to produce the first draft of their travelogue based on the topic 'Journeys' from Bill Bryson's The Lost Continent (A05)</i>	methods used by the writers of your studied text to present individuals who are _____. In your answer you must consider the use of linguistic and literary features and relevant contextual factors. (30 marks) *Embed opportunities for reflection.
--	---	---	--

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve intention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.

INTENT: English Language and Literature Overview (Year 13) COMP 1 MOS (Component 1 & Component 3)

A learner in Year 13 will know: Component 1: Section A (Voices in 20th and 21st Century Texts) (A01, A02, A03, A04) <i>Learners will know linguistic and literary study across a range of non-fiction types. They will understand PAMTC, key features and voices created across each of the 20 non-fiction Edexcel Voices in Speech and Writing (An Anthology)</i> Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) <i>Learners will know the conventions of a play alongside building upon linguistic and literary study. Learners will know the significance of plot, characters, themes and relationships and the social/moral/historical context of A Streetcar Named Desire.</i> Component 3: Investigating and Creating Texts Dramatic Monologue- A05 (Commentary- A01, A02, A03) <i>Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of 'The Kite Runner'. Learners will know the features of a dramatic monologue and how they are formed for varying purposes and audiences.</i>			A learner in Year 13 will be able to: • <i>apply their knowledge of literary analysis and evaluation (A02)</i> • <i>apply their understanding of the concepts and methods appropriate for the analysis and study of language (A01)</i> • <i>use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other (A01-A02)</i> • <i>engage creatively and critically with a wide range of texts (A01-A03)</i> • <i>explore the ways in which texts relate to each other and the contexts in which they are produced and received (A03/A04)</i> • <i>produce and interpret language (A05/A02)</i> • <i>undertake independent studies to develop their skills as producers and interpreters of language. (A01-A05)</i>		
A: Component 3: Investigating and Creating Texts (A01, A02, A03, A04, A05)	B: Component 1: Section A (Voices in 20th & 21st C Texts) (A01, A02, A03, A04)	C: Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03)	D: Component 1: Section A (A01, A02, A03, A04) Section B (A01, A02, A03)	E: Component 1: Section A (A01, A02, A03, A04) Section B (A01, A02, A03)	F: N/A
<u>Assessment Objectives</u> Students must: A01 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression 25% A02 Analyse ways in which meanings are shaped in texts 25% A03 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received 25% A04 Explore connections across texts, informed by linguistic and literary concepts and methods 13% A05 Demonstrate expertise and creativity in the use of English to communicate in different ways 12% Total 100%					

Term 1	1:1: Component 3: Investigating and Creating Texts (A01-A04, A05) (7 weeks)	1:2: Component 1, Section A: Voices in Speech and Writing (A01, A02, A03, A04) (8 weeks)	Autumn % Assessment
	Component 3: Investigating and Creating Texts (Coursework Component) Section A: Creating Fiction Texts (18 marks) <u>Knowledge:</u> - Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of 'The Kite Runner' by Khaled Hosseini. - Learners will know the features of a dramatic monologue. - Learners will know how texts can be shaped for different audiences and purposes. - Learners will understand the features of a wide range of fiction texts. <u>Skills:</u> - Writing is precise, edited and controlled. (A01/A05) - Demonstrates effective understanding of genre, mode and the requirements of audience and function. (A03/A05) - Create an individual voice that crafts an engaging response. (A05) - Display a skilful selection of techniques for effect. (A05) <u>Formative Assessment:</u> - Subject Terminology Test (135 marks) - Provide opportunities for peer assessment during drafting process. - Drafting processes with formal meetings to discuss targets (WWW/EBI Feedback) - HL Assessments (Section A and Section B in turn) each week. (25 marks) <u>End Assessment: Final Submission of Component 3: Fiction Text (Monologue) (18 marks)</u> <u>End point:</u> Learners will have the confidence to independently explore a range of fiction texts and dramatic monologues. Learners will synthesise their findings and apply within their own writing, demonstrating a clear awareness of their function and audience in order to produce the first draft of their dramatic monologue based on the topic 'Journeys' from Khaled Hosseini's 'The Kite Runner'. (A05) Section B: Commentary (24 marks) <u>Knowledge:</u> - Learners will understand the significance of linguistic and literary choices in their own writing. - Learners will know how their texts have been shaped for different audiences and purposes. - Learners will understand how they have applied features in their own dramatic monologue. <u>Skills:</u> - apply relevant methods for text analysis, drawing on linguistic and literary fields (A01/A02) - identify and describe how meanings and effects are created and conveyed in texts (A02) - show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received (A03) - use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening (A03) <u>Formative Assessment:</u> - Provide opportunities for peer assessment during drafting process. - Drafting processes with formal meetings to discuss targets (WWW/EBI Feedback) - HL Assessments (Section A and Section B in turn) each week. (25 marks) <u>End Assessment: Final Submission of Component 3: Commentary (18 marks)</u> <u>End point:</u> Learners will have the confidence to independently analyse their own writing (dramatic monologues). Learners will develop confidence during the drafting process to edit and refine their own writing, as well as considering their own literary, linguistic and structural choices.	<u>Knowledge:</u> - Understanding of linguistic and literary terminology across a wider range of non-fiction text types. (phonology, semantics, cohesion, grammar, graphology, spoken language, non-fiction, syntax). (A01) - Understanding of the significance and meaning of 'voice' across a range of non-fiction texts* adapt to highlight latest current affairs. E.g. Royal Family developments- refer to Diana transcript. Political leadership developments- refer to JFK. (A01, A02) - Understanding and exploration of the influence of PAMTC (Purpose, Audience, Mode, Topicality, Context). (A03) - Understanding the differing connections that can be made across a range of texts (language/voice/PAMTC). (A01-A04) - Understanding how to approach an unseen non-fiction text. (A01-A04) - Understanding of all 20 non-fiction Voices in Speech and Writing texts. <u>Skills:</u> - apply relevant methods for text analysis, drawing on linguistic and literary fields (A01/A02) - identify and describe how meanings and effects are created and conveyed in texts (A02) - show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received (A03) - use English appropriately, accurately (A01) - make accurate reference to texts and sources (A01) - use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening (A03) - explore connections across a wide range of non-literary texts (A04) - use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening (A03) - synthesise and reflect on their knowledge when approaching unseen texts. (A01-A04) <u>Formative Assessment:</u> - Subject Terminology Test (Ongoing- Low-stake testing during entry tasks) - Pit Stop 1: Examination Style Question (timed- 1 hour 15 (25 marks) - Pit Stop 2: Examination Style Question (timed- 1 hour 15) (25 marks) - HL Assessments: A Streetcar Named Desire Responses <u>End Assessment: Mock Examination (Week 12) (50 marks)</u> <u>End point:</u> Learners can independently construct and understand revision materials for Component 1: Section A & Section B. Across both sections, learners can identify, apply and analyse the use of literary and linguistic features (A01), analyse meaning across the texts (A02), understanding and explore the relevance and influence of contextual factors (A03) whilst also being able to draw and explore comparisons between texts in Section A (A04). All texts to be covered.	Week 7: PPE Skills tested: A01/A02/A03/A04 Assessment style/questions: Full Component 1 Paper (2 hours 30 minutes). Section A: Voices in Speech and Writing Section B: A Streetcar Named Desire. (50 marks) Week 12: Mock Examination Skills tested: A01/A02/A03/A04 Assessment style/questions: Full Component 1 Paper (2 hours 30 minutes). Section A: Voices in Speech and Writing Section B: A Streetcar Named Desire. (50 marks)

Term 2	2:1 Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) 7 weeks	2:2: Revision Unit Component 1, Section A: Voices in Speech and Writing (A01, A02, A03, A04) Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) 6 weeks	Spring % Assessment
	Knowledge: - Understanding of assessment objectives (A01-A03) - Understanding of relevant literary and linguistic features prevalent within a play (proxemics/dramatic devices). (A01) - Understanding of social/moral/historical/political/personal context of Williams and the USA between the 19th and 20th Century. (Civil War/Abolishment of Slavery/WW2/Gender Roles etc.) (A03) - Understanding of A Streetcar Named Desire plot (all scenes to be revised). (A02) - Understanding of the presentation and development of key characters, themes and relationships across the play. - Understanding of how to structure an examination question response (extract as a starting point and with reference to other parts of the play). (A01) Skills: - apply relevant methods for text analysis, drawing on linguistic and literary fields within the play (A01/A02) - identify and describe how meanings and effects are created and conveyed by Williams in the text (A02) - show knowledge and understanding of the ways in which the context of ASND relate to how the play is produced and received. (A03) - use English appropriately, accurately (A01) - make accurate reference to the whole play and specific extracts (A01) Formative Assessment: - Pit Stop 1: Examination Style Question (timed- 1 hour 15 (25 marks) - Pit Stop 2: Examination Style Question (timed- 1 hour 15) (25 marks) - HL Assessments* Intermittent Voices in Speech and Writing Responses (25 marks). End Assessment: Mock Examination Week 22 (50 marks) End point: Learners can independently construct and understand revision materials for Component 1: Section A & Section B. Across both sections, learners can identify, apply and analyse the use of literary and linguistic features (A01), analyse meaning across the texts (A02), understanding and explore the relevance and influence of contextual factors (A03) whilst also being able to draw and explore comparisons between texts in Section A (A04).	Knowledge: Component 1: Section A (Voices in 20th and 21st Century Texts) - Learners will know linguistic and literary study across a range of non-fiction text types. They will understand the PAMTC, key features and voices created across each of the 20 non-fiction Edexcel Voices in Speech and Writing: An Anthology. Component 1: Section B (Drama Text- A Streetcar Named Desire) - Learners will know the conventions of a play alongside building upon linguistic and literary study. Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of A Streetcar Named Desire. Skills: - apply their knowledge of literary analysis and evaluation (A02) - apply their understanding of the concepts and methods appropriate for the analysis and study of language (A01) - use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other (A01-A02) - engage creatively and critically with a wide range of texts (A01-A03) - explore the ways in which texts relate to each other and the contexts in which they are produced and received (A03/A04) - Undertake independent studies to develop their skills as producers and interpreters of language. (A01-A05) Formative Assessment: - Peer assessment of revision material. - Whole-class discussion and feedback on key concepts, themes and approaches across both components. - Questioning to gauge areas for revision. - HL tasks End point: Learners can independently construct and understand revision materials for Component 1: Section A & Section B. Across both sections, learners can identify, apply and analyse the use of literary and linguistic features (A01), analyse meaning across the texts (A02), understanding and explore the relevance and influence of contextual factors (A03) whilst also being able to draw and explore comparisons between texts in Section A (A04).	Week 22: Spring Mock Examination Skills tested: A01/A02/A03/A04 Assessment style/questions: Full Component 1 Paper (2 hours 30 minutes). Section A: Voices in Speech and Writing Section B: A Streetcar Named Desire. (50 marks)

Term 3	3:1 Revision Unit Component 1, Section A: Voices in Speech and Writing (A01, A02, A03, A04) Component 1: Section B (Drama Text- A Streetcar Named Desire) (A01, A02, A03) 4 weeks	3:2 N/A	Summer % Assessment
	Knowledge: Component 1: Section A (Voices in 20th and 21st Century Texts) - Learners will know linguistic and literary study across a range of non-fiction text types. They will understand the PAMTC, key features and voices created across each of the 20 non-fiction Edexcel Voices in Speech and Writing: An Anthology. Component 1: Section B (Drama Text- A Streetcar Named Desire) - Learners will know the conventions of a play alongside building upon linguistic and literary study. Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of A Streetcar Named Desire. Skills: - apply their knowledge of literary analysis and evaluation (A02) - apply their understanding of the concepts and methods appropriate for the analysis and study of language (A01) - use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other (A01-A02) - engage creatively and critically with a wide range of texts (A01-A03) - explore the ways in which texts relate to each other and the contexts in which they are produced and received (A03/A04) - Undertake independent studies to develop their skills as producers and interpreters of language. (A01-A05) Formative Assessment: - Peer assessment of revision material. - Whole-class discussion and feedback on key concepts, themes and approaches across both components. - Questioning to gauge areas for revision. - HL tasks End Assessment: External Examination, Date TBC (50 marks) End point: Learners can independently construct and understand revision materials for Component 1: Section A & Section B. Across both sections, learners can identify, apply and analyse the use of literary and linguistic features (A01), analyse meaning across the texts (A02), understanding and explore the relevance and influence of contextual factors (A03) whilst also being able to draw and explore comparisons between texts in Section A (A04).		Examination Date TBC Term 3:1

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve intention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.

INTENT: English Language and Literature Overview (Year 13) (Component 2 & Component 3)

A learner in Year 13 will know: Component 2: Section A (Varieties in Language & Literature – Unseen Prose Non-Fiction) (A01, A02, A03) Learners will know linguistic and literary study across a range of non-fiction types. They will understand PAMTC, key genre features, tone and tonal shifts and apply these to unseen non-fiction text. They will evaluate the writers’ use of language and literary devices to convey meaning. Component 2: Section B (Prose fiction texts – ‘The Great Gatsby’ and ‘Great Expectations’) (A01, A02, A03, A04) Learners will know the conventions of a novel alongside building upon linguistic and literary study. Learners will know the significance of plot, characters, themes, relationships and the social/moral/historical context of both texts. Learners will know how language, structure and context contribute to meaning. The theme of the comparison is Society and the Individual. Component 3: Investigating and Creating Texts Travel Writing AO5 (Commentary - A01, A02, A03) Learners will know the genre expectations of travel writing and understand mode. They will know how to create an individual voice that differentiates in terms of audience and purpose.			A learner in Year 13 will be able to: • apply their knowledge of literary analysis and evaluation (A02) • apply their understanding of the concepts and methods appropriate for the analysis and study of language (A01) • use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other (A01-A02) • engage creatively and critically with a wide range of texts (A01-A03) • explore the ways in which texts relate to each other and the contexts in which they are produced and received (A03/A04) • produce and interpret language (A05/A02) • undertake independent studies to develop their skills as producers and interpreters of language. (A01-A05)		
A: Component 3: Investigating and Creating Texts Component 2: Section A: Unseen Prose Non-Fiction (A01, A02, A03, A05)	B: Component 2: Section B (Prose Recap) (A01, A02, A03, A04)	C: Component 1: Section B (Comparison Revision – TGG & GE) (A01, A02, A03, 4)	D: Component 2: Section A Unseen Prose Non-Fiction Revision (A01, A02, A03)	E: Component 2: Revision Section A (A01, A02, A03) Section B (A01, A02, A03, A04)	F: N/A
<u>Assessment Objectives</u> Students must: A01 Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression 25% A02 Analyse ways in which meanings are shaped in texts 25%					

AO3 Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received 25% AO4 Explore connections across texts, informed by linguistic and literary concepts and methods 13% AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways 12% Total 100%			
Term 1	A: Component 3: Investigating and Creating Texts Component 2: Section A: Unseen Prose Non-Fiction (A01, A02, A03, A05)	B: Component 2: Section B (Prose Recap) (A01, A02, A03, A04)	Autumn % Assessment
	Overview Students to produce a piece of original non-fiction travel writing using Bill Bryson's The Lost Continent: Travels Around Small Town America and the theme of 'journeys' as a stimulus. Learners will produce a travelogue from their own perspective and a written commentary. Section A: Creating Non-Fiction Texts (18 marks) Knowledge: Learners will know what a travelogue is, the features of a piece of travel writing, that texts can be shaped for different audiences and purposes and the features of commentaries. Skills: A learner in in this unit will have writing that is assured, accurate and highly effective. They will display an assured control of genre, mode, and the requirements of audience and function. Their writing employs a clearly individual voice that differentiates in terms of audience and function. They craft a highly engaging response, with sophisticated selection of techniques. End Point: Learners will have the confidence to independently explore a range of non-fiction texts and travelogues. Learners will synthesise their findings and apply within their own writing, demonstrating a clear awareness of their function and audience in order to produce the first draft of their travelogue based on the topic 'Journeys' from Bill Bryson's The Lost Continent (A05) Section B: Commentary (24 marks) Knowledge: Learners will understand the significance of linguistic and literary choices in their own writing. Learners will know how their texts have been shaped for different audiences and purposes. Learners will understand how they have applied features in their own travelogue.	Overview – Component 2: Section B (40%) Students to have secure understanding of both The Great Gatsby by F. Scott Fitzgerald and Great Expectations by Charles Dickens. Students will continue to develop their terminology (A01), higher level analysis (A02), contextual knowledge (A03) and comparative skills (A04). Students will make critical comparisons across both texts based on the theme of Society and the Individual. The unit will culminate in a comparative essay focused on the theme of Society and the Individual. Knowledge: Building upon their knowledge from Year 12, learners will gain knowledge of higher-level terminology and literary devices and understand the concept of 'Society and the Individual' across both The Great Gatsby and Great Expectations. Skills: A learner in in this unit will be able to read for understanding, inference, and meaning and will be able to select relevant quotations to justify ideas and to identify subject terminology and analyse and evaluate their ideas. Students will understand how to apply relevant contextual factors, identify and integrate similarities and differences between texts through comparison and apply critical thought. End Point: Students can understand, analyse and compare fiction texts with a focus on 'Society and the Individual'. Students will be able to plan and construct an A Level response. Formative Assessment: • Subject Terminology Test (Ongoing- Low-stake testing during entry tasks) • Pit Stop 1: Examination Style Question (timed- 1 hour (20 marks)	Week 7: PPE Skills tested: A01/A02/A03/A04 Assessment style/questions: Full Component 2 Paper (2 hours 30 minutes). Varieties in Language and Literature – Section A & Section B (50 marks) Week 12: Mock Examination Skills tested: A01/A02/A03/A04 Assessment style/questions: Full Component 2 Paper (2 hours 30 minutes). Varieties in Language and Literature – Section A & Section B (50 marks)

	Skills: Students will apply relevant methods for text analysis, drawing on linguistic and literary fields (A01/A02). They will identify and describe how meanings and effects are created and conveyed in texts (A02). They show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received (A03). They use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening (A03) End point: Learners will have the confidence to independently analyse their own writing (travelogues). Learners will develop confidence during the drafting process to edit and refine their own writing, as well as considering their own literary, linguistic and structural choices. (A01, A02, A03) Formative Assessment: • Provide opportunities for peer assessment during drafting process. • Drafting processes with formal meetings to discuss targets (WWW/EBI Feedback) • HL Assessments (Section A and Section B in turn) each week. (25 marks) End Assessment: Final Submission of Component 3: Creative Non-Fiction Text (Travel Writing) (18 marks) End Assessment: Final Submission of Component 3: Commentary (18 marks)	• Pit Stop 2: Examination Style Question (timed- 1 hour 30) (30 marks) • HL Assessments: Comparison Responses End Assessment: Mock Examination (Week 12) (50 marks)	
Term 2	C: Component 1: Section B (Comparison Revision – TGG & GE) (A01, A02, A03, 4)	D: Component 2: Section A Unseen Prose Non-Fiction Revision (A01, A02, A03)	Spring % Assessment
	Overview – Component 2: Section B (40%) Students will revise the plot, characters, themes, quotations, relationships, contexts and comparisons between The Great Gatsby and Great Expectations. Students will continue to develop their terminology (A01), higher level analysis (A02), contextual knowledge (A03) and comparative skills (A04). Students will make critical comparisons across both texts based on the theme of Society and the Individual. Students will have a bi-weekly focus on unseen non-fiction exam style questions. Knowledge:	Overview – Component 2: Section A (Unseen Prose) (40%) (A01-3) Learners will revise linguistic and literary study across a range of unseen non-fiction text types. They will understand the PAMTC, key features and voices created across a range of unseen prose. Overview – Component 2: Section B (TGG & GE) (40%) (A01-4) Learners will revise linguistic and literary study while knowing the significance of plot, characters, themes, relationships and the social/moral/historical context of both Great Expectations and The Great Gatsby. Learners will be able to successfully make detailed and critical comparisons and evaluations across both studied texts.	Week 22: Spring Mock Examination Skills tested: A01/A02/A03/A04 Assessment style/questions: Full Component 2 Paper (2 hours 30 minutes).

- Students will understand the assessment objectives (AO1-AO4) - Understand literary features within the novels (AO1) - Understand social/moral/historical/political/personal context of Charles Dickens and F. Scott Fitzgerald (AO3) - Understand the plot of both texts (AO2) - Understand the development of characters, themes and relationships across both texts (AO2) - Understand how to structure an exam style response for both Section A and B (AO1-AO4) Skills: - Apply relevant methods for text analysis, drawing on linguistic and literary fields within the novels (AO1/AO2) - Identify and describe how meanings and effects are created and conveyed by Dickens and Fitzgerald in the texts (AO2) - Identify and describe how meanings and effects are created within unseen non-fiction texts (AO2) - Show knowledge and understanding of the ways in which the context of TGG and GE relate to how the texts are produced and received. (AO3) - Use English appropriately, accurately (AO1) - Make accurate and critical comparisons between TGG and GE (AO4) End Point: Learners can understand and respond to a thematic question. Learners have developed confidence when independently constructing plans for responses. They can write fluently and academically, Dickens and Fitzgerald's use of language, structure and tone are analysed effectively. Students can apply knowledge of context appropriately to highlight their analysis. Formative Assessment: - Pit Stop 1: Examination Style Question (timed- 1 hour (20 marks) - Pit Stop 2: Examination Style Question (timed- 1 hour 30) (30 marks) - HL Assessments* Intermittent Varieties in Language and Literature Responses (20/30 marks). End Assessment: Mock Examination Week 22 (50 marks)	Knowledge: - Students will understand the assessment objectives (AO1-AO4) - Understand literary features within the novels and unseen prose (AO1) - Understand social/moral/historical/political/personal context of F. Scott Fitzgerald and Charles Dickens (AO3) - Understand the plot of both texts (AO2) - Understand the development of characters, themes and relationships across both texts (AO2) - Understand how to structure an exam style response for both Section A and B (AO1-AO4) Skills: - Apply relevant methods for text analysis, drawing on linguistic and literary fields within the novels and unseen prose (AO1/AO2) - Identify and describe how meanings and effects are created and conveyed by Dickens and Fitzgerald in the texts (AO2) - Identify and describe how meanings and effects are created within unseen non-fiction texts (AO2) - Show knowledge and understanding of the ways in which the context of TGG and GE relate to how the texts are produced and received. (AO3) - Use English appropriately, accurately (AO1) - Make accurate and critical comparisons between TGG and GE (AO4) End Point: Students will be able to complete a full Component 2 examination under timed conditions, applying the knowledge and skills developed throughout the year. Formative Assessment: - Peer assessment of revision material. - Whole-class discussion and feedback on key concepts, themes and approaches across both components. - Questioning to gauge areas for revision. - HL tasks Internal End Assessment: Component 2 (50 marks)	Section A: Varieties in Language and Literature Unseen Prose Non-Fiction Section B: TGG & GE (50 marks)
--	--	---

Term 3	E: Component 2: Revision Section A (A01, A02, A03) Section B (A01, A02, A03, A04)	F: N/A	Summer % Assessment
	<u>Overview – Component 2: Section A (Unseen Prose) (40%) (AO1-3)</u> Learners will revise linguistic and literary study across a range of unseen non-fiction text types. They will understand the PAMTC, key features and voices created across a range of unseen prose. <u>Overview – Component 2: Section B (TGG & GE) (40%) (AO1-4)</u> Learners will revise linguistic and literary study while knowing the significance of plot, characters, themes, relationships and the social/moral/historical context of both The Great Gatsby and Great Expectations. Learners will be able to successfully make detailed and critical comparisons and evaluations across both studied texts. Knowledge: 19. Students will understand the assessment objectives (AO1-AO4) 20. Understand literary features within the novels and unseen prose (AO1) 21. Understand social/moral/historical/political/personal context of Charles Dickens and F. Scott Fitzgerald (AO3) 22. Understand the plot of both texts (AO2) 23. Understand the development of characters, themes and relationships across both texts (AO2) 24. Understand how to structure an exam style response for both Section A and B (AO1-AO4) Skills: 25. Apply relevant methods for text analysis, drawing on linguistic and literary fields within the novels and unseen prose (AO1/AO2) 26. Identify and describe how meanings and effects are created and conveyed by Dickens and Fitzgerald in the texts (AO2) 27. Identify and describe how meanings and effects are created within unseen non-fiction texts (AO2) 28. Show knowledge and understanding of the ways in which the context of TGG and GE relate to how the texts are produced and received. (AO3) 29. Use English appropriately, accurately (AO1) 30. Make accurate and critical comparisons between GE and TGG (AO4)		<u>Examination Date TBC</u> <u>Term 3:1</u>

	End Point: Students will be able to complete a full Component 2 examination under timed conditions, applying the knowledge and skills developed throughout the year. <u>Formative Assessment:</u> • Peer assessment of revision material. • Whole-class discussion and feedback on key concepts, themes and approaches across both components. • Questioning to gauge areas for revision. • HL tasks <u>End Assessment: External Examination, Date TBC</u> (50 marks)		
--	--	--	--

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve intention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.