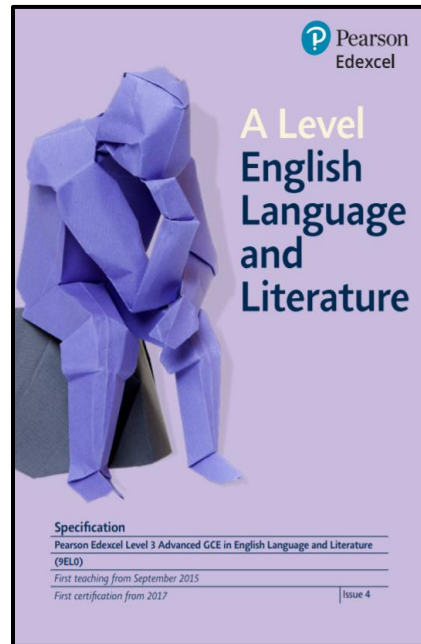


English Language and Literature

Edexcel



		KNOWLEDGE	SKILLS		
YEAR 12 & 13		<p>Learning outcomes</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • apply relevant methods for text analysis, drawing on linguistic and literary fields • apply varied strategies for reading and listening according to text type and purpose for study • identify and describe how meanings and effects are created and conveyed in texts • show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received • apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts • explore connections across a wide range of literary and non-literary texts • use English appropriately, accurately and creatively • use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening • show awareness of the different language levels, as appropriate, drawn from: phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse • make accurate reference to texts and sources • synthesise and reflect on their knowledge and understanding of linguistic and literary concepts and methods in the study of texts. 		<p>Students must:</p> <ul style="list-style-type: none"> • 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 	
	Year 12	Teacher 1	Teacher 2	Teacher 3	
	<p>Component 2 (40%) Varieties in Language and Literature Section B</p> <p>Reading of 'The Great Gatsby' –anchor text– using a variety of strategies (directed reading, class reading with specific focus, close textual analysis, reading to generate character /theme profiles, etc.) to focus on:</p> <ul style="list-style-type: none"> • narrative perspectives and voices in texts (characterisation) • setting/tone/atmosphere of chosen texts • exploration of theme(s) through chosen texts and wider reading. <p>Reading is supported by textual analysis that utilises relevant literary and linguistic terminology</p>	<p>Component 2(40%) Varieties in Language and Literature: Section B</p> <p>Reading of 'Othello' –second text – using a variety of strategies (directed reading, class reading with specific focus, close textual analysis, reading with comparative focus, reading to generate character/theme profiles, etc.) to focus on:</p> <ul style="list-style-type: none"> • narrative perspectives and voices in texts (characterisation) • setting/tone/atmosphere of chosen texts • exploration of theme(s) through chosen texts and wider reading. <p>Reading is supported by textual analysis that utilises relevant literary and linguistic terminology</p>	<p>Component 1 (40%) Voices in Speech and Writing: Section A</p> <p>Students should be encouraged to consider how spoken and written voices are created in texts which range from semi-spontaneous to highly crafted. How do these texts make use of or appropriate features of spontaneous spoken language? How do the writers or speakers use language to present themselves in a particular way? How are their 'characters' constructed and conveyed? In reading the texts, can we 'hear' the voice or voices within them, and how are these created?</p> <p>Students study Voices in Speech and Writing: An Anthology which includes examples of non-literary and digital texts from the 20th and 21st century.</p>		

	Teacher 1		Teacher 2		Teacher 3
Year 13	Component 1(40%) : Voices in Speech and Writing : Section B Students will also study one literary drama text from the prescribed list, giving them the opportunity to study how writers create different voices within a literary genre - 'A Streetcar Named Desire' Component 2 (40%): Varieties in Language and Literature: Section B Comparison		Component 2 (40%): Varieties in Language and Literature : Section A Students will also be expected to read widely across a range of non-fiction genres in preparation for responding to an unseen extract in Section A of the examination. Students will explore and evaluate the ways different writers convey similar themes and issues in different texts. Theme : Society and the Individual.		NEA (20%) The non-examination assessment component has been designed to allow students to demonstrate their skills as writers, crafting their own original texts for different audiences and purposes. In exploring the various forms of writing and the ways different writers use linguistic and literary techniques in texts, students will acquire the synthesised knowledge and understanding required to produce original pieces of writing. Component 2 (40%): Varieties in Language and Literature: Section B Comparison
Assessment	Component 1 - Voices in Speech and Writing Written examination, lasting 2 hours 30 minutes. <ul style="list-style-type: none"> • Open book – a clean copy of the prescribed drama text can be taken into the exam. • Two sections – students answer the question in Section A and one question on their chosen drama text in Section B. • Total of 50 marks available – 25 marks for Section A and 25 marks for Section B. 		Component 2 – Varieties in Language and Literature Written examination, lasting 2 hours 30 minutes. <ul style="list-style-type: none"> • Open book – clean copies of the prescribed texts can be taken into the exam. • Two sections – students answer one question from a choice of four in Section A and one question from a choice of four in Section B. • Total of 50 marks available – 20 marks for Section A and 30 marks for Section B. 		NEA Students study: <ul style="list-style-type: none"> • a chosen topic (Entrapment) • two texts relating to the topic; one fiction ('The Handmaid's Tale') and one non-fiction ('Republic of Shame') text.
Assessment	Component 1 Section A Texts: one comparative essay question on one unseen extract selected from 20th- or 21st-century sources and one text from the anthology (AO1, AO2, AO3, AO4 assessed).	Component 1 Section B Drama Texts: one extract-based essay question on the chosen drama text 'A Streetcar Named Desire' (AO1, AO2, AO3 assessed).	Component 2 Section A Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme – Society and the Individual (AO1, AO2, AO3 assessed).	Component 2 Section B Prose Fiction and Other Genres: one comparative essay question on one prose fiction anchor text 'The Great Gatsby' and one other text – 'Othello' from the theme of Society and the Individual (AO1, AO2, AO3, AO4 assessed).	Overview of assessment Students will produce two assignments: <ul style="list-style-type: none"> • Assignment 1 – two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing (AO5 assessed). • Assignment 2 – one analytical commentary reflecting on their studied texts and the pieces of writing they have produced (AO1, AO2, AO3, AO4 assessed). • The advisory total word count is 2500–3250: 1500–2000 words for the original writing pieces and 1000–1250 for the commentary. • Total of 60 marks available – 36 marks for the original writing and 24 marks for the commentaries.