

Subject: A Level English Literature and Language		Year Group: 13
<b>Term 1 Key Focus/Topic(s)</b> Set text: A Streetcar Named Desire (Section B, Component 1) Anthology on-going alongside unseen material: comparative element (Section A, Component 1). Examiner report from the summer series is also acted upon and shared with students, where relevant.	<b>Term 2 Key Focus/Topic(s)</b> Set text: A Streetcar Named Desire (Section B, Component 1) Commentary (coursework element) drafted: past students' commentaries used to show students the expectations and Assessment Objectives. Preparation for mock exams – Unseen extracts (Section A, Component 2) Costa Short Story Competition – wider reading	<b>Term 3 Key Focus/Topic(s)</b> Mock exams: 20-31 Jan Commentary completed and two other coursework elements are finished ready for submission. Anthology completed alongside unseen material: comparative element.
<b>Term 1 Assessment Opportunities:</b> Timed essays, writing on specific sections for analysis, presentations on aspects of the play. Anthology comparisons with unseen material	<b>Term 2 Assessment Opportunities:</b> Timed essays, writing on specific sections for analysis, presentations on aspects of the play. Anthology comparisons with unseen material	<b>Term 3 Assessment Opportunities:</b> Mock exams Coursework is cross-marked and moderated by the Dept
<b>Term 4 Key Focus/Topic(s)</b> Gap analysis post-mocks Revisiting Gatsby and Othello – comparison, model essays, examiner feedback, exemplar answers from past students' papers. Weekly timed essays to build confidence with comparative element (Section B, Component 2). 10 week countdown begins with students being issued a revision overview to support their recall and revisiting of texts in a structured way.	<b>Term 5 Key Focus/Topic(s)</b> Continuing revision and acting upon any gaps – students using the 10 week countdown to personalise and target gaps in their own recall.  External exam	<b>Term 6 Key Focus/Topic(s)</b> External exams
<b>Term 4 Assessment Opportunities</b> Presentations on comparative elements and essay plans, timed essays in class.	<b>Term 5 Assessment Opportunities</b> Timed essays, questions on sections of the exam each student needs as their particular focus.	<b>Term 6 Assessment Opportunities</b> External exams

#### Rationale:

The students respond well to the introduction of a new text at the start of the new year; they like the fact that it stands alone and is self-contained. The Anthology continues to be drip-fed across the first two terms of the year; this works well as students build their analytical skills and it also gives opportunity to build in unseen material of a topical nature (e.g. lots of discussion about gender in the media has fed into whether students consider language to be gendered; issues regarding Facebook and privacy alongside Wilde's extract in the Anthology). The focus remains on fostering an appreciation of 'production' and 'reception' and the writing of the commentary encourages students to view their own coursework in this way. These continue to remain essential skills for any work related environment and students are often keen to draw upon examples from their own experience of work, or different contexts, where they have applied language in a particular way for the context, audience and intended impact. The 10 week revision schedule issued to students in Term 4 enables them to have support in the way they revisit and rehearse texts, whilst also enabling students to identify which elements of the exam papers they, personally, need to strengthen and enhance. It sets out a clear framework of expectations of what students will be covering both inside and outside of the classroom and enables whole class and individual opportunities for assessment and feedback. This is welcomed and well received by students.

#### Evaluation:

The assessment opportunities across the year take a number of forms: the use of the visualiser works well where students can see their peers' work and see examples of strength, and sometimes examples of missed opportunities. Timed essays in class give students the opportunity to write in an environment that mirrors the time allocated in the exam and students respond well to these. The use of the examiner report is used across the Dept to ensure that both staff and students appreciate where examiners award marks and can apply the Assessment Objectives to their own work. Exemplar material is sought from past cohorts so that students have examples that deal with the texts they are studying and, again, students respond favourably to these examples and it often provides clarity to areas they are under-performing in and de-mystifies the exam writing process. The mock examination windows enables a more formal review of learning and also makes students appreciate the necessity for revision and re-reading of the set texts. It also allows for student voice to indicate where students feel they need more support/resources etc and for the Department to target intervention post gap analysis.