

Subject: A Level English Literature and Language		Year Group: 12
Term 1 Key Focus/Topic(s) Introduction to the course and linguistic focus Introduce unseen material and also the Anthology (Section A, Component 1) Introduce the set texts: Gatsby and Othello (Section B, Component 2)	Term 2 Key Focus/Topic(s) Continue with set texts Continue with Anthology Costa Short Story competition – wider reading	Term 3 Key Focus/Topic(s) Complete coverage of set texts – ensure confidence with broad nature of the exam questions. Introduce the coursework element of the course (Non-examination unit: Investigating and Creating texts) and students begin their independent research and posing their creative tasks for guidance
Term 1 Assessment Opportunities : Individual responses to Anthology extracts, as well as looking at how voice is created in unseen extracts (Section A, Component 1)	Term 2 Assessment Opportunities Essays on specific aspects, characters, themes, linguistic and literary devices. Presentations on aspects of narrative and devices used by writers to convey meaning.	Term 3 Assessment Opportunities Timed essays: These will be on individual texts, building up to comparative essays. Students begin to present on their research and stimulus texts and shape their initial thinking. Draft deadlines for stages of their research to help time manage.
Term 4 Key Focus/Topic(s) Coursework is on-going – students are exposed to different forms of creative material to ‘feed’ their own ideas and to help them reflect on their own material/direction. Anthology (Section A, Component 1) continues with opportunities to look at the comparative element with the unseen. Individual unseen extracts included (Section A, Component 2)	Term 5 Key Focus/Topic(s) Revision of set texts in preparation for the mock next term; looking at past paper responses and exemplar answers. Remind students of the examiner feedback.	Term 6 Key Focus/Topic(s) Mock exam Feedback on mocks and looking at answers with strengths and essays with missed opportunities.
Term 4 Assessment Opportunities Feedback on one draft of their coursework: three elements of the coursework (fiction, non-fiction, commentary) Essays on Anthology with unseen comparison	Term 5 Assessment Opportunities Revision – students should be re-reading set texts	Term 6 Assessment Opportunities Internal exams

Rationale:

The two set texts for Paper 2, Section B require a strong level of comparative writing ability and so, by putting these two texts at the start of Year 12, we have created opportunities to teach these texts individually, but then also ensure enough time to draw them together. This is typically the weakest section of the Paper 2 exam and yet is worth the most marks, and therefore needs time to scaffold and rehearse attempts. The Anthology is drip-fed across the two years; 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 intention is to 'feed' students a wealth of material so that they become critical thinkers, analytical writers and begin to examine and craft their own writing for impact. We foster an appreciation of 'production' and 'reception' and encourage students to view their own coursework in this way. Using the Costa Short Story competition in Term 2 also introduces students to the notion of writing for an audience. An additional text, 'The Art of Fiction' by David Lodge is also used to supplement and encourage writing as a conscious construct. These are 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.

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 Department 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. 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.