



English Intent for KS5

English Literature Year 12:

Paper 1A: Aspects of Tragedy

Section A & B:

In this unit students will be introduced to the genre of tragedy which is the lens through which they will study three texts throughout the year. They will explore how tragedy has developed over time from the Greeks to the modern day. Students will then study the classic Shakespearian tragedy of *Othello* and can draw on and develop previous understanding of tragic elements explored in Shakespeare's *Hamlet*, *Macbeth* and *Romeo & Juliet* studied in Year 9, Year 10 and Year 11. Students will focus on exam skills and essay writing alongside their study of the text.

Section C:

Students will study the modern domestic tragedy play *Death of a Salesman* by Arthur Miller as they draw on previous understanding of The American Dream from their study of *Of Mice and Men* in Year 9 and the tragic elements explored in Shakespeare's *Hamlet* and *Macbeth*. Importance is placed on their ability to remember the text (a skill developed at KS4) as Paper 1A is a closed book exam. In addition, students will cover four of *Keats' poems* from the Anthology which will start with an introduction to Romanticism and builds on prior learning of Wordsworth from KS4 Anthology Poetry. Again, the poems are explored through a tragic lens and students will work on essay writing as they explore these elements across the texts they have studied and prepare for Paper 1A.

Non-Exam Assessment:



Students will study six different critical theories including those such as Feminism and Marxism which will be familiar to students from their studies of *An Inspector Calls* and Shakespeare in KS3 and KS4. They will gain understanding of how texts can be viewed through the lens of these critical theories. Students will then work independently to complete two separate NEA tasks. The first task expects students to apply one of the critical theories to an approved prose text of their choice. The second task expects students to work independently to apply one of the critical theories to an approved poetry text or collection of their choice. For both tasks, students will construct their own question where they explore their text through the lens of their chosen theory in a way that allows for a level of debate and exploration. Students are required to support their work through wider reading and research, an important skill for those looking to continue their studies to degree level.

English Literature Year 13:

Paper 2A: Elements of Crime Writing

Section A:

In this unit students will be introduced to the genre of crime writing which will see them explore the elements of this genre whilst studying three different texts throughout the year. They will explore how crime writing has developed as a genre, despite being relatively modern in comparison to some genres they will have studied throughout KS3, 4 & 5. In preparation for Section A, students will be exposed to a range of crime extracts and taught how to identify key elements of the genre and explore their significance within the text. This builds on the students' independence to explore unseen texts as previously done at KS4 with poetry.

Section B and C:



Students will study three texts to prepare for these sections of the exam. They study *Rime of the Ancient Mariner* and draw on their experience of analysing poetry and pre-1900 texts from KS3 and 4. They will study the poem through a crime lens and consider what crime / transgression drives the narrative, and how the text is structured. In addition, students will study the novel *Atonement* and explore it through a crime lens. They will need to draw on their understanding of the crime genre and apply it to the novel. Finally, students will study Shakespeare's classic play *Hamlet*. Some students may have been introduced to the play in KS3 but will cover it in more depth and detail and through a crime lens for their exam. Students will also focus on exam and essay writing skills to prepare them for their exam.

English Language Year 12

Essay Writing Skills

Students are assessed on 5 AOs across 2 exam papers and the non-exam assessment (NEA). These AOs are integrated throughout the content teaching over the two-year course.

Students build on their knowledge of linguistic terminology, which they have been honing since primary school, and start to consider more advanced features such as types of nouns, verbs and adjectives, syntax order and structure and pragmatics.

Students build on their understanding of how genre, audience, subject, purpose and time can influence a text and look at how texts can reinforce hegemony and push political and personal agendas, allowing students to develop their knowledge of the left and right wing from KS3 and KS4 as well as draw on their knowledge of key historical and cultural events acquired throughout their studies.

The A level builds on students' ability to analyse and evaluate, demanding that they consider the effects of writer's choice of methods and to consider various



possible arguments in relation to a linguistic statement or idea before drawing a cautious and reflective conclusion.

Students are given the opportunity to hone not only their essay writing skills but their journalistic and creative skills too. Students are exposed to models of fiction and non-fiction by quality writers and pushed to use their analytical and evaluative skills to deconstruct them and emulate the same skills in their own work. The A level builds on the students' ability to write for different purposes and audiences.

Year 12

Paper 1

Section A: Meaning and Representation

Section A comprises of three compulsory questions. There are two unseen texts provided – one is a modern text (typically 21st Century) and the other is an older text (possibly from as far back as the 16th Century).

Questions 1 and 2 ask the students to analyse how the text has used language to create meanings and representations. For Question 3, students must explore the similarities and differences in the ways that Text A and Text B use language (AO4).

Students begin by developing their technical vocabulary in order to identify techniques and apply the relevant terminology to a range of unseen texts. The levels of analysis fall broadly under the following:

Lexis, semantics, grammar, syntax, graphology, phonology, pragmatics and discourse structure.

Students have already been developing this vocabulary at GCSE but must become much more judicious and confident in their selection as well as identifying patterns. This equips them for Assessment Objective 1 of the course.

Students must develop a clear sense of the text in order to create coherent responses. Patterns must be identified across whole texts in order to make holistic



comments about how choices in language reflect the contextual influences on the text – content, writer and audience positioning. This is something students are again familiar with from their understanding of context and intentions in GCSE Literature (AO3).

Students are introduced to a variety of genres and voices. They will develop their ability to analyse the effects of the more subtle choices in language as well as those which are much more overtly manipulative or powerfully persuasive.

Section B: Child Language Acquisition

Students continue to develop their skills in annotating and analysing text, but this time they are applying the skills to very specific data. In this part of the course, students get a choice of question in the examination, and they are prepared for both:

Children's Spoken Language Development or Children's Literacy Development

Existing terminology will continue to be used as well as introducing subject specific terminology around the developmental stages of a child's communication journey from the cooing stages of birth to becoming confident articulators.

Students will study a range of theories around child language development. They will learn to question these theories in order to see their strengths as well as limitations in order to evaluate the statement provide as essay stimulus in the exam. Case studies will also be examined and used as evidence to further support discursive essay responses.

By the end of Year 12, all content will have been covered and students will be able to sit a full Paper 1. The teacher analysis of this paper will become the foundations of where the learning and revision is focused at the beginning of Year 13.

Paper 2

Politeness

Students begin to develop and apply the terminology being taught for paper 1, the simple link being 'register'. Ideas and issues on the topic of politeness are introduced, drawing on actual experience which is then applied to linguistic theory.



At the end of this brief unit, they are introduced to Q1 /Q2 exam-style question, specifically how to write an introduction. They also revisit the skill of 'evaluation' which will be familiar from GCSE (Paper 1 Q4).

Language and Region/Ethnicity/Identity

Students continue to apply terminology taught for paper 1 to this unit. They develop skills of interpretation from GCSE as they explore the semantics of identity, variety and diversity. They are introduced to linguistic concepts and theory relating to accent / dialect and ethnicity – all underpinned by reinforcing the idea of language and identity. Students will develop their essay writing skills and ability to evaluate effectively for Q1/2. This is followed by an introduction to Q3 exam skills and structure; this draws on previous understanding of comparing texts and analysing language for GCSE paper 2, Q4. They are introduced to attitudes towards and discourses about these linguistic topics.

Language and Gender Representation and Spoken

Students continue to develop an appreciation of language and identity. The unit begins with focus on gender and representation, they draw upon their studies about representation from paper 1. Students practise and develop Q3 exam skills and various discourses by access various articles.

Students are introduced to language and gender theory, exploring various models/approaches: deficit, dominance, difference, similarities and diversity. They apply theory and develop Q1/2 exam skills. At the end of the unit, they are introduced to Q4 writing skills which builds on prior learning from GCSE (Paper 2, Q5 – writing an article and presenting a perspective).

At this point students, can complete an entire paper 2 for the end of year assessment.

Social Networks/groups, Social Class and Age

Students continue to develop an appreciation of language and identity. As ideas, concepts and theory regarding age, social class and social groups are introduced,



they able to make connections and explore overlapping ideas from other units. They practise and develop exam skills.

Language, Power and Occupation

Students can refer to their general understanding/ experience of occupation and inherent power dynamics. New theory and linguistic concepts are introduced, and students are encouraged to reflect on their understanding of language and identity, diversity and discourse.

NEA Original Writing and Commentary

Students are given the opportunity to explore a range of quality writers, writing for various genres and audiences, using their skills acquired throughout the course so far to deconstruct the text and consider how it fits and perhaps even transcends its genre as well as how it might be perceived by its audience. Students then select a piece of writing they are enthused by as a springboard piece for their own writing; this unit allows students to experiment with different writing styles and find their own authorial voice, capitalising on skills they have been learning from the very beginning of their English studies.

Year 13

Paper 2

Lexical Change

Students explore how the English language has lost and gained words over its lifespan. In this unit they think back to the Shakespeare texts they have studied and how the bard's language was different from the English we use today, but also considering the huge impact he had and the words he popularised that remain a foundation in our lexicon. Students look at borrowings from different languages and how culture, politics, the media and science have all shaped our lexicon. Students are exposed to a range of views on language change and look at articles condemning and embracing linguistic change as well as forming their own viewpoint to produce opinion pieces of their own.



Semantic Change

Students consider how meanings of words have broadened and changed over time. With specific focus on words such as 'gay', as well as exploring taboos around words to identify minority groups. Students continue to develop their knowledge of attitude towards language change and are given ample opportunities to explore, discuss and write about their own views.

Grammatical Change

Students are introduced to how the English system of grammar has changed over time, looking at the loss of the second person pronouns 'ye' 'thou' and 'thee' as well as the modern use of 'they' as a singular pronoun.

Orthographic Change

Students get the opportunity to trace the English spelling system back to its roots and consider why it has so many complexities and irregularities, considering the great vowel shift as well as Caxton's choice to standardise the spelling system in the East Midlands dialect. Students are given opportunities to evaluate success and not so successful attempts at spelling reform, including that of Noah Webster the father of American spelling.

Graphological Change

Here, students look at the emerging use of emoticons and emojis and consider whether they are a helpful addition to language. Students consider their own use of emojis and the potential miscommunication in the generational divide in emoji use.

World Englishes

Students can understand how English has spread around the world and the effect this is having and might have on English. Students are exposed to a range of views on the role of English around the world and consider how some critics see it as 'the last form of colonisation.' Students are encouraged to form their own views on World Englishes after being exposed to a range of attitudes and case studies.

NEA Investigation



Students choose a linguistic topic they have found interesting over the course whether that be language and gender, change, child language acquisition or the analysis of texts. They then, with the help of a teacher, can from their own question to pursue the topic further and enhance what they have already learned. All students find their own data, conducts methodology, analysis and evaluation in order to draw linguistic conclusions on their topic.