

Malbank High School KS5 English A' Level Curriculum

'To instil a passion for the power of the written word'

English Literature:

At KS5 our English Literature students are given the opportunity to immerse themselves in a variety of genres and authors from a multitude of historical time eras and perspectives; changing the way students think about the world. By studying stories, novels and plays, our students will be able to consider history, culture, morality and the human experience as well as being able to form their own opinions on big ideas. By giving our students the chance to analyse literary forms, they will develop their understanding of the world and become more articulate at expressing their ideas. Students will be encouraged to explore the interesting relationships that exist between texts and the contexts in which they were written and the curriculum offers a clear journey from GCSE and students can develop their own formal written communication styles and independent thinking.

English Language:

Our English Language students will engage with exciting text and data-based sources of language and have the opportunity to study English Language in various forms and contexts. Language is woven into every aspect of our lives and the content of this course will encourage our students to become more critically and socially aware by understanding how people communicate. Our students will delve into the intricacies of how language variation and manipulation has caused the English Language to evolve over centuries as well as understanding the scientific elements such as phonology, syntax and grammar. Our students produce regular written work which encourages them to express their big ideas cogently.

Our English department are passionate about teaching their subject and their enthusiasm and dedication seeks to promote a love learning in every student who studies A Level English with us.

Course Overview: English Literature

The course consists of two examinations: 'Love through the Ages' and 'Texts in shared contexts'. There is also a non-exam assessment which is an independent critical study: 'texts across time'. Our A Level curriculum is structured by exploring big ideas, providing a continuation of concept-based learning and making connections across different styles of literature. Each term, students will study a range of text; enabling a broad spectrum of skills, knowledge and literary techniques.

Over the two year course, students will cover:

Texts:

- *A Streetcar named Desire*
- *Revolutionary Road*
- *Owen Sheers 'Skirrid Hill' anthology*
- *Poetry - Unseen Prose*
- *AQA anthology 'Love through the Ages': Pre 1900*
- *Unseen poetry: Exploring poems from different time periods, with love being the central theme.*
- *Shakespeare: Othello*
- *The Great Gatsby*

Critical theories explored:

- ✓ *Feminist*
- ✓ *Existentialist*
- ✓ *Social Darwinism*
- ✓ *Marxist*

Themes explored:

- ✓ *Role of gender*
- ✓ *Destructive nature of love*
- ✓ *Contextual forces influencing relationships.*

Course Overview: English Language

The course consists of two examinations: 'Language, the Individual and Society' and 'Language Varieties'. There is also a non-exam assessment which is a Language Investigation: 'Language in Action'. Our A Level curriculum is structured by exploring big ideas, providing a continuation of concept-based learning and developing independent research as well as making connections with different modes of communication.

Over the two year course, students will cover:

Language, the Individual and Society

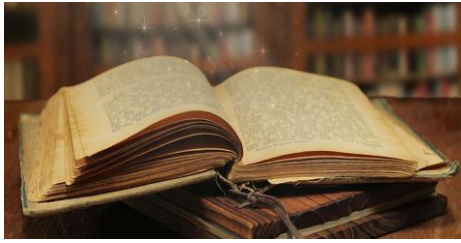
- Textual variation and representations
- Children's language development

Non-assessed exam: *Language in Action*.

- Language Investigation
- Original Writing

Language Varieties

- Language diversity: Accents and Dialects, Social groups, World English and Gender and language
- Writing skills
- Methods of language analysis are integrated into all aspects of the course.



A Level
English
Literature



HEAD



HEART

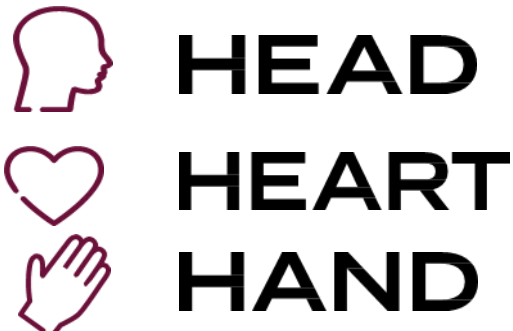


HAND

Head	Heart	Hand
<p>To independently read a range of high-quality literature</p> <p>To study texts diachronically and synchronically.</p> <p>To be able to apply a historicist approach to literature.</p> <p>To explore the relationships between texts and the contexts.</p> <p>To engage critically and creatively with a substantial body of texts.</p> <p>Recognising the connections between texts, genres and styles.</p> <p>To develop perceptive, assured and sophisticated arguments.</p> <p>To understand the appropriate use of literary critical concepts and terminology; precise and accurate expression.</p> <p>To read widely and engage with the social, political, personal and literary issues that shape aspects of literature.</p> <p>To understand how literature can be examined through adopting critical theories and adjusting the readers interpretations dependent on which angle we choose to consider a character, theme or idea from.</p>	<p>Embedding a passion for all literature and enjoying the freedom to articulate our views.</p> <p>To experience the different forms of literature as was intended by the writer, for example witnessing live performance.</p> <p>Developing resilience to work independently.</p> <p>To encourage and develop their interest in and enjoyment of literature and literary studies beyond the course requirements.</p> <p>To reflect on key themes and make connections to the real world.</p>	<p>To study texts, both singly and comparatively, drawing out patterns of similarity and difference.</p> <p>To write a comparative critical study of two texts.</p> <p>To be able to analyse ways in which meanings are shaped in literary texts, with a particular focus on the structural elements.</p> <p>To develop an autonomous approach to the application and evaluation of a range of texts.</p> <p>To use a variety of reading strategies.</p> <p>To debate and challenge the interpretation of other readers and develop own informed personal response.</p> <p>To be able to write about texts in a number of different ways; both set texts and unseen in an academic style.</p> <p>To use terminology relevant to the topics and contexts with which they are engaging.</p> <p>To build stamina to present a range of view points and theories in times conditions.</p> <p>To examine the use of language and structural features and build deep connections with appropriate theories and contexts.</p> <p>To develop a fluency and style of analysis, that allows for all assessment objectives to be examined and developed in detail.</p>



A Level
English
Language



Head	Heart	Hand
<p>To understand how to pursue lines of enquiry and debate.</p> <p>To explore the symbolic system that is used to assert power in society.</p> <p>To consider large scale public discourses about change and variety in the English Language.</p> <p>To study and explore sociolinguistics and discourse analysis through a range of texts.</p> <p>To have knowledge of contextual factors and language features that are associated with the construction of meaning.</p> <p>To have an understanding of appropriate methods of language analysis using terminology.</p> <p>To examine critical concepts and issues relevant to language use.</p> <p>To be introduced to language study, exploring textual variety and children’s language development.</p> <p>To explore language diversity and change over time.</p> <p>To have an understanding of phonetics, phonology, prosodics Graphology, lexis, semantics, grammar, pragmatics and discourse.</p> <p>To explore different modes of communication.</p>	<p>Embedding a passion for diversity of the English Language and enjoying the freedom to articulate our views.</p> <p>To experience the different modes of communication and expressing informed opinions.</p> <p>To encourage and develop their interest in and enjoyment of literature and literary studies beyond the course requirements.</p> <p>To reflect on sociolinguistics and diversity and make connections to the real world.</p> <p>Developing resilience to work independently.</p> <p>To encourage independent learning and pursue areas of interest.</p>	<p>To develop expertise by engaging creatively and critically with a wide range of texts and discourses.</p> <p>To create texts and reflect critically on their own processes of production while analysing texts produced by others.</p> <p>To explore how language is shaped according to audiences, purpose, genre and mode.</p> <p>To identify and describe features of language using methods of language analysis.</p> <p>To embed theories into research data.</p> <p>To be able to write discursively about language issues in an academic essay.</p> <p>To be able to write analytically about texts as parts of discourses about language.</p> <p>To write about language issues in a variety of forms to communicate their ideas to a non-specialist audience.</p> <p>To become reflective of their own writing.</p> <p>To be able to carry out independent research and investigation demonstrating knowledge in areas of individual interest and apply methodology.</p> <p>To produce a piece of original writing.</p>