

YEAR 12 – AUTUMN TERM

'The Handmaid's Tale':

- Students explore the imagined worlds of 'The Handmaid's Tale' which are characterised by unusual narratives, narrators, and events.
- Students also consider key aspects of the texts which place them in particular contexts of production and reception.
- Students analyse the language choices made by writers to study the following: point of view, characterisation, presentation of time and space/place and narrative structure.
- Section B of paper 1 is open book; students will have a blank copy of the text in the examination. This means that students are provided with an extract and must refer to other parts of the text.
- They will be expected to evaluate the different presentations of character: Offred, Serena Joy, The Commander, Nick, Moira, Aunt Lydia, Ofglen, Cora, Janine, and Luke. Students may also be asked to analyse an extract which explores the significance of the key events or setting.

Poetic Voices – Carol Ann Duffy:

- This part of the subject is concerned with the nature and function of poetic voice in the telling of events and the presentation of people.
- This section of paper 1 is open book. Students will be provided with a blank copy of the text in the examination.
- Students will study Carol Ann Duffy's collection of poetry. In the exam, students will be asked to compare the presentation of a theme in a named poem and one other of the students' choice.
- Whilst studying the poems, students will explore each of the poems in the collection evaluating the methods used by Duffy and how each poem presents similar themes. Students are advised to spend 50 minutes to complete their essay for this section.

YEAR 12 – SPRING TERM

Remembered Places – Paris Anthology:

- Students study the AQA Anthology: Paris. The anthology includes a wide range of text types with a particular emphasis on non-fiction and non-literary material.
- In this part of the subject content, students explore speech and other genres.
- They study a wide range of linguistic and generic features, as well as related issues around questions of representation and viewpoint in texts taken from a range of time periods.
- The anthology offers opportunities for detailed exploration of the ubiquitous nature of narrative and systematic study of the representation of place.
- This section in paper 1 is closed book. Students are not permitted to take a copy of the anthology into the examination.
- Students should spend 1 hour and 10 minutes on this section.

YEAR 13 – AUTUMN TERM

'The Kite Runner' by Khalid Hosseini:

- Students explore the ways that writers: present people, their points of view and their relationships with others; shape the narrative structure and present events/time/places; reveal the speech and thought processes of the characters and narrator(s); use situations of conflict to express ideas about societies and their values.
- In addition, students develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks.
- These skills include awareness of the nature of monologue and dialogue; how changing point of view, genre, context, purpose, audience or mode can re-shape meanings; how undeveloped aspects of the narrative and characterisation might be developed further; the importance of specific moments in time or descriptions of place.
- Re-creative work seeks to find absent or underplayed perspectives in the base text – for example, the voice of a marginal character, or how an event might have been reported to a different audience – and create a new text in order to enrich the critical reading of the original. This section of paper 2 is open book. Students will be provided with a blank copy of the text in the examination.

Non-Exam Assessment:

- This part of the subject content focuses on language use in different types of text. It is called 'Making Connections' because it requires students to make active connections between a literary text and some non-literary material.
- The connections must be based either on a chosen theme or on the idea that linguistic strategies and features may occur in the different types of material.
- This area of the course provides an individualised experience for students, enabling them to demonstrate their ability to initiate and sustain independent enquiry.
- Texts prescribed for study for the examined units may not be chosen, but further texts by the same authors or from a similar source are acceptable. The nature of the non-literary material to be collected depends entirely on the focus of the task. A wide range of everyday texts and discourses in different genres and modes is possible. The non-literary material needs to qualify on the basis of forming a good source of data for students to use in their investigations.

YEAR 12 – SUMMER TERM

Remembered Places – Paris Anthology:

- Students study the AQA Anthology: Paris. The anthology includes a wide range of text types with a particular emphasis on non-fiction and non-literary material.
- In this part of the subject content, students explore speech and other genres.
- They study a wide range of linguistic and generic features, as well as related issues around questions of representation and viewpoint in texts taken from a range of time periods.
- The anthology offers opportunities for detailed exploration of the ubiquitous nature of narrative and systematic study of the representation of place.
- This section in paper 1 is closed book. Students are not permitted to take a copy of the anthology into the examination.
- Students should spend 1 hour and 10 minutes on this section.

YEAR 13 – SPRING TERM

'A Streetcar Named Desire' by Tennessee Williams:

- In this part of the subject content, students explore the ways that conflicts are presented, the meanings that can be inferred from the language used and the contextual reasons for these conflicts.
- This section of paper 2 is open book; students will be provided with a blank copy of the text in the examination.
- Students will examine dramatic features within the play 'A Streetcar Named Desire'.
- Students will look at the relationships between the characters and the language used.
- This question is section B on the Paper 2 exam and students have 1 hour and 10 minutes to construct their essay.

'The Kite Runner' by Khalid Hosseini:

- Students explore the ways that writers: present people, their points of view and their relationships with others; shape the narrative structure and present events/time/places; reveal the speech and thought processes of the characters and narrator(s); use situations of conflict to express ideas about societies and their values.
- In addition, students develop the skills to adapt and shape the original material (the base text) to respond to different re-creative tasks.
- These skills include awareness of the nature of monologue and dialogue; how changing point of view, genre, context, purpose, audience or mode can re-shape meanings; how undeveloped aspects of the narrative and characterisation might be developed further; the importance of specific moments in time or descriptions of place.
- Re-creative work seeks to find absent or underplayed perspectives in the base text – for example, the voice of a marginal character, or how an event might have been reported to a different audience – and create a new text in order to enrich the critical reading of the original. This section of paper 2 is open book. Students will be provided with a blank copy of the text in the examination.

Revision of Paper 1 and Paper 2 – PPE's used to identify priority areas.