



English Language and Literature Upper Sixth

Curriculum Intent

Our A-level English Language and Literature specification draws on the academic field of Stylistics in order to create an integrated English Language and Literature course which brings together literary and non-literary discourses. This course offers opportunities for students to develop their subject expertise by engaging creatively, critically and independently with a wide range of texts. Using literary and linguistic concepts and methods, students analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity.

Year 2 | Upper Sixth

Students will learn:-

Students will be able to investigate connects across texts. Students will be able to select texts which engage them, identify a range of linguistic and structural features in both texts and communicate is a scholarly essay their own unique view on the effect of language in their chosen texts.

Students will be able to conduct independent research. Students will select topics in language which can be used to form a scholarly essay. Students will research the different scholarly theories regarding language and explore how those theories illuminate texts which they are currently studying.

Students will study *The Great Gatsby*, and explore how Fitzgerald has used a range of language techniques to construct the novel. Students will then be expected to understand different literary styles and how language is used to construct these styles. Students shall then transpose sections of the *Great Gatsby* into a range of different perspectives and styles mimicking the authenticity of the text.

What does excellence look like?

In upper sixth students should be able to identify an extensive range of literary techniques. Students should be able to spot patterns in language. This skill will inform their analysis. At this point students should be working independently.

Show an ability to demonstrate understanding of the significance and influence of the contexts in which texts are produced and received. At this point, students should be working on their own, conducting their own research about the contexts used to shape texts which they have a personal interest in.

Show an ability to explore connections across texts, informed by linguistic and literary concepts and methods. At this point, students should be reading texts of personal interest and making connections between them. They should identify patterns of language and contextual features.

Demonstrate expertise and creativity in the use of English to communicate in different ways.

Knowledge, understanding & skills

Identification and analysis of a pattern of different types of language and to be able to comment on they are used to construct meaning. Being able to spot patterns of semantic and lexical fields or express how figurative language is used in an entire text.

An understanding of how different socio-cultural and literary features are used to shape a text. To identify the cultural style of texts from different time periods. In this case the formation of *Gatsby* and also the texts being used in their coursework. The ability to express my ideas in a coherent and well thought out manner. To construct a persuasive argument about my opinions regarding a text.

An ability to use a range of language techniques to write a piece of fiction from the perspective of different characters

How is homework used to enhance learning?

Researching the background of Scott Fitzgerald.

Watching a range of productions about the *Great Gatsby*. For example: the 1949 production, the 1974 production and the 2000 miniseries productions will provide students with a range of ways to interpret events in the novel.

Sparknotes *Great Gatsby* Summary:

<https://www.youtube.com/watch?v=e6lu29TNfkM>

Students should read a range of styles, fiction, nonfiction. Although there is no set text, this will prepare them for their independent research project. Authors can be anything from Charles Dickens to Stephen King.

How will we assess impact?

- Half term formal timed assessments
- Research essay
- Research log for research essay
- Transformative assignments

International opportunities within the curriculum

- Students undertake a study of works about Paris.
- The styles of different international authors are used to form templates for transformative writing.

