



# English Language and Literature Lower 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.

### Students will learn:-

The way language is used to represent places, particularly Paris. Students will investigate, the way stylistics, lexis, semantics, graphology and prosodics are used to present Paris throughout time.

The linguistic and structural features which are used to construct poetry. In this case, students will explore either a collection of poems by Carol Ann Duffy or Robert Browning. Students will investigate the phonetics, linguistic structures and other poetic devices and how they construct poetry.

The linguistic and structural features used to construct a fiction text. In this case students will study either Handmaid's Tale or Dracula and explore linguistic structures which are used to form the literary style of the text.

The linguistic and structural features which are used to construct drama, particularly Street Car Named Desire. Student will explore the nature of speech theory, especially pragmatics along with forms of body language, demonstrating how speech and body language are used to create conflict and power asymmetry in drama.

The socio-cultural and literary contexts of the texts we have studied. Students will learn that a text is shaped and formed by the historical period it was produced in as well as the literary context of the novel.

### How is homework used to enhance learning?

Essays

Time exams

Research dystopian and gothic literature. Knowledge of Handmaid's Tale and Dracula will assist students greatly.

Wider reading of gothic and dystopian literature. For example, 1984, A Brave New World, A Clockwork Orange, Handmaid's Tale, The Monk, Frankenstein.

Biographical understanding of the poets and authors of the texts we have studied such as: Tennessee Williams, Margret Atwood, Bram Stoker, Robert Browning and Carol Ann Duffy.

Nosferatu, a silent film based on Dracula and an example of German expressionism:

<https://www.youtube.com/watch?v=FC6jFoYm3xs>

Litchart: <https://www.litcharts.com/>

Playlist of 1951 Street Car Named Desire:

<https://www.youtube.com/watch?v=V6TrgQxf3lk&list=PLZbXA4lyCtqrPIHCizMxNXMg4PNZxAm52>

### How will we assess impact?

- Half term formal timed assessments
- Mini essays
- Reading questions
- Transformative assignments
- Research projects on authors

### Knowledge, understanding & skills

By the end of lower sixth the following skills should be tentative. Students should be able to identify and show understanding. However Students will be expected to begin with teacher centred lessons. By the end of the year students will be expected to work towards greater independence.

By the end of lower sixth students should be able to identify a wide range of language. They should be able to begin to identify patters of language, although specific examples of language will be acceptable as well.

All students by the end of lower sixth should be able to show 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

The ability to express my ideas in a coherent and well thought out manner. To construct an argument about my opinions regarding a text.

### What does excellence look like?

Able to apply concepts and methods from linguistic and literary study as appropriate, using associated terminology and coherent written expression. In Lower sixth students will only have a basic feel of linguistic techniques.

At lower sixth students should be able to analyse ways in which meanings are shaped in texts. They should be able to select some quotations to support ideas.

Show an ability to demonstrate understanding of the significance and influence of the contexts in which texts are produced and received. By the end of lower sixth students should be able to show how context has influenced Dracula or Hand Maid's Tale, Poetry and travel documents from Paris.

At the end of lower sixth students should begin to be able to show an ability to explore connections across texts, informed by linguistic and literary concepts and methods. Although more development on this is expected in upper sixth.

### 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

"It's much better to do good in a way that no one knows anything about it." Leo Tolstoy "Anna Karenina"