

English Language and Literature

Exam Offered: AQA AS/A2 English Literature (2725)

Teachers for 6th Form

Anita Jacob: Head of English

Specialist Areas of Interest: English language

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Caroline Taylor: G&T Co-ordinator

Specialist areas of interest: The Victorian Novel and Postmodern American Poetry

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All staff are available on email via First Class

Department Learning and Teaching Policy and Practice

“I have always imagined that Paradise will be a kind of library.”

Jorge Luis Borges

Studying English Language and Literature requires much more from you than learning a set of facts. You must develop your own ideas in order to be successful in the different aspects of the course. Your teachers expect to be able to work alongside you in engaging in and developing your understanding of how Language and Literature function and change over time.

- **Master Learner**

In order to be a successful English student you will need to develop various skills, attitudes, attributes, and behaviours. We group these together as steps on your **Master Learner Learning Journey**. We believe that any student can achieve the very highest quality work and grades. Improvement and excellence is achieved through commitment, focus and effort. In the table below you can see some broad descriptions of steps that you might take on your journey. We have called these steps Elements, Rudiment, Grammar, Syntax and Poetry. It is possible that you will start your journey at Elements or Rudiments level, it is hoped that by the end of your course you will be working at Syntax or Poetry level. The sooner you work at the higher levels the better your time on the course and, therefore, your grades will be. There will be formal Master Learner Assessment and Review during the course of the year.

Master Learner Learning Journey. (English Language and Literature)

Elements: The student is currently failing to work independently, reading beyond the confines of the syllabus.

The student does not persevere in tasks, but completes the minimum possible.

The student does not self-assess, handing in work which is incomplete or littered with basic errors.

The student is not creative in their approach to texts but merely regurgitates notes.

Rudiments: The student must begin to work independently, reading more widely, focusing on material related to the texts studied on the course.

The student must persevere to complete tasks fully and to the best of their ability, especially when they find the task difficult.

The student must begin to self-assess work, attempting to proofread completed work.

The student must try to think through the task and be creative, attempting to move their discussion beyond that which took place in the lesson.

Grammar: The student should be beginning to work independently, attempting to read widely in relation to the texts studied.

The student should be persevering to complete all work to the best of their ability.

The student should be self-assessing all work before it is handed in, proofreading thoroughly after completion.

The student should be beginning to take a creative and original approach to work, in terms of their ideas and discussion.

Syntax: The student should be working independently, reading beyond the texts, studied as well as wider criticism and contextual material.

The student will persevere to complete all work to the best of their ability.

The student will self-assess all work after completion, thoroughly proofreading and correcting where necessary.

The student will be beginning to take a creative and original approach to their work.

Poetry: The student will be working independently, reading a wide range of material.

All work will be completed to the best of their ability, and will go beyond the confines of the question asked.

Self-assessment will be taking place and work drafted so that final versions are the best work the student is capable of.

A creative and original approach is taken to work in terms of their ideas and how they are expressed.

Assessment Policy and Practice

You will be assessed on a day-to-day basis, periodically and transitionally

Day-to-Day:

Class Discussion: you will be asked to discuss texts and comment on these critically. A far greater independence is expected and desirable at this level with homework becoming subsumed into the general study required. Students will be set texts, essays and research to read as well as at least one substantial formal essay every two weeks. You will assess your work and that of others and you will mark your work and that of others using the exam criteria. Your teacher will comment on your work regularly and you should act on this advice. You will receive comments and detailed annotation on all pieces of written work.

Periodic:

You will be set essay questions and exam style tasks where you will use a combination of information from lessons and your own independent research in your responses. You will also self and peer assess this work. You will receive a progress report, a mock report and two master learner current performance reports per year.

Transitional:

You will sit one exam in year 12 and one in year 13. These will be as outlined in the course information.

Course Outline:

- **Year 12**

Autumn Term	Spring Term	Summer Term
Comparative Coursework Begin Preparation of Anthology for exam	Continue with preparation of anthology for exam	Revision and practise exam questions
Suggested reading/resources: See below (Wider reading)		
Major Pieces of Work: Comparative coursework	None	None

- **Year 13**

Autumn Term	Spring Term	Summer Term
<p>Text Transformation Coursework</p> <p>Analysis of play for exam (Hamlet or A Streetcar Named Desire)</p>	<p>Preparation for Talk in life and Literature (Section B of the exam)</p>	<p>Revision and practise papers</p>
<p>Suggested reading/resources</p> <p>The Great Gatsby, F. Scott Fitzgerald Dr Jekyll and Mr Hyde, Robert Louis Stevenson Selected Poems, Robert Browning Selected Poems, Wilfred Owen Glengarry Glenross, David Mamet</p>		
<p>Major pieces of work</p> <p>Text Transformation coursework with commentary</p>	<p>None</p>	<p>None</p>

Wider Learning Opportunities

Students are given opportunities to deepen and widen their learning through specialised reading lists. In addition there is an opportunity to attend summer schools run by higher education establishments. Students can also complete short Open University courses and Open Learn online.

We offer coursework workshops and exam revision classes that take place during lunch times and after school.

Students with creative flair can put their skills to the test and enter any of the Writing Competitions that occur throughout the year.

Wider Reading and Study:

Books

Capote, Truman, In Cold Blood

Shelley, Mary, Frankenstein

Rowling, J.K., Harry Potter and the Philosopher's Stone

Carroll, Lewis, Alice in Wonderland

Crystal, David, Linguistics

Cutting, Joan, Pragmatics and Discourse: A Resource Book for Students

Stilwell Peccei, Jean, Pragmatics

Cutting, Joan, Introducing Performative Pragmatics