

# Curriculum Overview

Subject: A Level English  
Language and Literature  
Year Group: 12 (2024-25)



**CURRICULUM INTENT:** In Year 12 students will begin studying the AQA 'Paris' anthology, learning to identify and comment on the conventions of transcripts and encountering a wide range of linguistic terminology covering five language levels. They will simultaneously study an AQA-specified collection of poetry from Carol Ann Duffy's 'Mean Time', applying the linguistic terminology they learn from both units to increase familiarity and confidence.

Students will continue to study 'Paris' and 'Mean Time', whilst alternating lessons between 'Paris' and 'The Great Gatsby.' Studying 'The Great Gatsby' will break up the ongoing short-text analysis to maintain interest and engagement with subject.

Students will then approach 'A Streetcar Named Desire', considering it through the lens of developments in U.S. culture from the 1920s of Gatsby to the 1950s of Streetcar's setting. Students will apply their understanding of social class in North American culture to the characters of Streetcar to enhance their character analysis.

Students will then be introduced to the Non-examined assessment task (NEA). Addressing the requirements of the NEA and studying research skills will give students maximum time to consider and select their texts for the coursework unit. Also in Half Term 6, students will research and share their findings about the context of 'The Handmaid's Tale'.

| TERM 1                                                                                                                                                                         | TERM 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | TERM 3                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>KEY ASSESSMENTS</b><br><b>1.1:</b> Paris / Paper 1 Section A: Ideas about visiting Paris as a tourist<br><br><b>1.2:</b> Gatsby / Paper 2 Section B: extract from Chapter 1 | <b>KEY ASSESSMENTS</b><br><b>2.1:</b> Paris / Paper 1 Section A: Ideas about the history and legacy of Paris<br><br><b>2.2:</b> Gatsby / Paper 2 Section B: extract from Chapter 5<br><br><b>2.3:</b> Duffy / Paper 1 Section B: Ideas about time in Before you Were Mine and a second poem of choice<br><br><b>2.4:</b> Paris / Paper 1 Section A: Ideas about Paris for children and families<br><br><b>2.5:</b> Gatsby / Paper 2 Section B: extract from Chapter 9<br><br><b>PPE:</b> Paper 1 Sections A and C; Paper 2 Section A to be sat in class – made papers | <b>KEY ASSESSMENTS</b><br><b>3.1:</b> Duffy / Paper 1 Section B: Ideas about identity in Captain of the 1964 Top of the Form Team and a second poem of choice<br><br><b>3.2:</b> Streetcar / Paper 2 Section B: Explore how Williams presents marital conflict in the play<br><br><b>3.3:</b> Streetcar / Paper 2 Section B: End of unit assessment choice of two questions on themes in the play<br><br><b>3.4:</b> NEA / Research question |

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| <p><b>KNOWLEDGE/SKILLS</b><br/>Half term 1:</p> <ul style="list-style-type: none"> <li>Paris Anthology – introduction to language levels, cultural stereotypes; use of the anthology contextual notes; written/mixed modes; conventions of transcripts; grammatical features; writing essay openings</li> <li>Duffy Poetry – introduction to Duffy’s anthology titled ‘Mean Time’ analysis of poetic devices, grammar, semantics, phonology, Duffy’s presentation of poetic voice and themes.</li> </ul> <p>Half term 2:</p> <ul style="list-style-type: none"> <li>Paris Anthology – analysing graphology; conventions of online texts, conventions of memoirs, blogs, journals; independent annotation; pair/group work; comparative essay structure</li> <li>The Great Gatsby – Chapters 1-4: Old Money / New Money; setting; homodiegetic narration; Nick as unreliable narrator; creating character voice through lexical choices; character voice: Tom; how to analyse own recreative writing; how to write own commentary.</li> </ul>                                                                                                                                                                                                                                  | <p><b>KNOWLEDGE/SKILLS</b><br/>Half term 1:</p> <ul style="list-style-type: none"> <li>Paris Anthology – contexts of reception; the French Revolution; the 1968 Paris riots; conventions of non-fiction reference texts, news reports; R.P.; independent annotation and analysis</li> <li>The Great Gatsby – Chapters 5-8, Veblen’s Theory of Conspicuous Consumption / Theory of the Leisure Class; 1920s Prohibition; adaptation of a base text; revision of minor characters: recasting: choosing appropriate audience, choosing appropriate form; symbolism; retelling events through second-hand accounts; Nick’s disillusionment</li> </ul> <p>Half term 2:</p> <ul style="list-style-type: none"> <li>Paris Anthology – independent annotation, analysis, comparison; timed exam practice; revision of weaker texts</li> <li>The Great Gatsby – Chapter 9: geography of the novel, voicing minor characters; timed exam practice</li> <li>A Streetcar Named Desire – context: Tennessee Williams’ biography; Southern Gothic; Plastic Theatre; contexts of reception and production.</li> </ul> | <p><b>KNOWLEDGE/SKILLS</b><br/>Half term 1:</p> <ul style="list-style-type: none"> <li>A Streetcar Named Desire – contexts of reception; historical context; genre conventions; independent annotation and analysis of key themes and characters.</li> <li>Duffy Poetry Revision – analysis of poetic devices, grammar, semantics, phonology, Duffy’s presentation of poetic voice and themes</li> </ul> <p>Half term 2:</p> <ul style="list-style-type: none"> <li>A Streetcar Named Desire – analysis of key themes. Critical theory: Mulvey’s Male Gaze theory; Tannen’s Speech Theory; Connell’s Gender Theory.</li> <li>The Handmaid’s Tale – contexts: history of dystopian fiction; dystopian conventions; Atwood biography; the Cold War; Second Wave Feminism; Roe v. Wade and Dobbs vs. Jackson Women’s Health Organisation; Phyllis Schlafly and the ERA; Nicolae and Elena Ceaușescu / Romanian nationalism; Christian Puritanism. Research skills; presentation skills</li> <li>Introduction to NEA – task requirements; which texts can’t be used; structure of the project; WAGOLL exploration; how to choose a topic; question construction; keeping a bibliography: Harvard referencing.</li> </ul> |
| <p><b>Extended reading suggestions and external resources:</b><br/> <b>Paris:</b> The Lonely Planet – Paris; Bill Bryson – Made in America; Antonia Fraser – Marie Antoinette: The Journey; Ned Rorem – The Paris Diary; Edmund White – The Flaneur; Lucy Knisley – French Milk; Elizabeth Bard – Lunch in Paris: a Delicious Love Story, with Recipes<br/> <b>Fitzgerald / Gatsby:</b> This Side of Paradise; The Beautiful and the Damned; Echoes of the Jazz Age – <a href="#">Echoes of the Jazz Age, by F. Scott Fitzgerald</a><br/> <b>Duffy Poetry:</b> Carol Rumens’s Poem of the Week – <a href="https://www.theguardian.com/books/series/poemoftheweek">https://www.theguardian.com/books/series/poemoftheweek</a><br/> <b>Streetcar:</b> Tennessee Williams –The Cambridge Companion to Tennessee Williams; National Theatre Live – A Streetcar Named Desire (2014); Film: A Streetcar Named Desire (1951)<br/> <b>The Handmaid’s Tale:</b> Dystopian Genre: George Orwell – 1984, Aldous Huxley – Brave New World, Kazuo Ishiguro – Never Let Me Go; Margaret Atwood – The Testaments; Agata Krezel – The Power of Language – <a href="#">The Handmaid’s Tale. The Power of Language   by Agata Krezel   Medium</a>; HBO: The Handmaid’s Tale Season 1 (2017)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>The French Revolution – context for Paris: ‘Letters from France’</li> <li>The American Dream; Thorstein Veblen’s Theory of the Leisure Class/Conspicuous Consumption – context for ‘The Great Gatsby’</li> <li>Introductions to feminist criticism.</li> <li>History of women’s reproductive rights in America.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

# Curriculum Overview

Subject: A Level English  
Language and Literature

Year Group: 13 (2024-25)



**CHASE HIGH SCHOOL**  
AMBITION - RESILIENCE - KINDNESS

**CURRICULUM INTENT:** In Year 13 students will complete their close analytical study of 'The Handmaid's Tale', interleaving revision of the Paris anthology to maintain and improve knowledge of Year 12 content. Completing this unit will allow them to sit a full Paper 1 for November's PPE, yielding a more reliable data set for assessment and grade estimation. This will enable class teachers to better identify areas for targeted support and adapted revision content.

Students will simultaneously begin their independent study for non-examined assessment (the NEA). Conducting this research project in the second year of the course will facilitate students to draw upon the wide range of linguistic and literary approaches they have encountered in Year 12.

'The Great Gatsby' represents the last new content of the A Level curriculum. Students will draw upon their linguistic knowledge from their study of the Paris anthology and 'The Handmaid's Tale' to inform their analytical commentaries for Paper 2 Section A Q6.

| TERM 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | TERM 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | TERM 3                                                                                                               |
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| <b>KNOWLEDGE/SKILLS</b><br>Half term 1: <ul style="list-style-type: none"> <li>The Handmaid's Tale – contexts: history of dystopian fiction; dystopian conventions, Atwood biography; the Cold War; Second Wave Feminism; Roe v. Wade and Dobbs vs. Jackson Women's Health Organisation; Phyllis Schlafly and the ERA; presentation skills. Chapters 18-46; historical notes; close linguistic analysis; characters analysis, internalised misogyny; extract analysis; essay planning; linking to contexts</li> <li>NEA: structure of the project; WAGOLL exploration; how to choose a topic; question construction; keeping a bibliography: Harvard referencing; extract selection and annotations</li> </ul> Half term 2: <ul style="list-style-type: none"> <li>The Great Gatsby – Chapters 1-4: Old Money / New Money divide; setting: East/West Egg; homodiegetic narration; Nick as unreliable narrator; creating character voice through lexical choices; character voice: Tom; how to analyse own recreative writing; how to write own commentary; use of the base text</li> <li>NEA: literature review; introduction and aims</li> </ul> | <b>KNOWLEDGE/SKILLS</b><br>Half term 1: <ul style="list-style-type: none"> <li>The Great Gatsby – Chapters 5-7: theme of social class; Veblen's Theory of Conspicuous Consumption / Theory of the Leisure Class; 1920s Prohibition; Manifest Destiny; theme of illusion vs. reality; character voice, adaptation of a base text; revision of minor characters: Mr. Sloane, Michaelis the Greek; death of Myrtle Wilson; recasting: choosing appropriate audience, choosing appropriate form.</li> <li>NEA: mark scheme requirements; review and analysis; how to self-evaluate; use of terminology; how to evidence AO4 comparison</li> <li>Revision: Paper 1, Paper 2, informed by QLA</li> </ul> Half term 2: <ul style="list-style-type: none"> <li>The Great Gatsby – Chapters 8-9: geography of the novel, timed exam practice</li> <li>NEA: conclusion; how to evaluate; self-review: identifying gaps; final drafting</li> </ul> | <b>KNOWLEDGE/SKILLS</b><br>Half term 1: <ul style="list-style-type: none"> <li>Revision: Paper 1, Paper 2</li> </ul> |

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| <b>KEY ASSESSMENTS</b><br><b>1.1:</b> The Handmaid's Tale / Paper 1 Section B:<br><br><b>1.2:</b> NEA Question<br><br><b>1.3:</b> NEA Literature Review<br><br><b>1.4:</b> NEA Introduction and Aims<br><br><b>PPE:</b> Paper 1, all sections; Paper 2, Section A only – made paper<br><br><b>1.5:</b> Gatsby / Paper 2 Section B: extract from Chapter 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>KEY ASSESSMENTS</b><br><b>2.1:</b> Gatsby / Paper 2 Section B: extract from Chapter 5<br><b>2.2:</b> NEA Review and Analysis<br><br><b>2.3:</b> NEA Conclusion<br><br><b>PPE:</b> Paper 1, all sections; Paper 2, all sections (June 2024 series) | <b>KEY ASSESSMENTS</b><br><b>QLA-Targeted Live Feedback:</b><br><b>3.1:</b> Paris / Paper 1 Section A: ideas about things for families to do in Paris<br><br><b>3.2:</b> The Handmaid's Tale / Paper 1 Section B: surveillance; loving relationships<br><br><b>3.3:</b> Duffy / Paper 1 Section B: identity; loss<br><br><b>3.4:</b> Gatsby / Paper 1 Section A: extract from Chapter 9 / Owl Eyes<br><br><b>3.5:</b> Streetcar / Paper 1 Section C: violence; gender |
| <div> <div> <b>Extended reading suggestions and external resources:</b><br/> <b>Paris:</b> The Lonely Planet – Paris, Bill Bryson – Made in America, Antonia Fraser – Marie Antoinette: The Journey, Ned Rorem – The Paris Diary, Edmund White – The Flaneur: a Stroll Through the Paradoxes of Paris.<br/><br/> <b>Fitzgerald / Gatsby:</b> This Side of Paradise, The Beautiful and the Damned, Echoes of the Jazz Age – <a href="#">Echoes of the Jazz Age, by F. Scott Fitzgerald</a><br/><br/> <b>Duffy Poetry:</b> Carol Rumens's Poem of the Week – <a href="https://www.theguardian.com/books/series/poemoftheweek">https://www.theguardian.com/books/series/poemoftheweek</a><br/><br/> <b>Streetcar</b> Tennessee Williams – The Glass Menagerie, Jacqueline O'Connor – Dramatizing Dementia: Madness in the Plays of Tennessee Williams, Matthew C. Roudane (ed.) – The Cambridge Companion to Tennessee Williams<br/><br/> <b>The Handmaid's Tale:</b> Dystopian Genre: George Orwell – 1984, Aldous Huxley – Brave New World, Kazuo Ishiguro – Never Let Me Go, Margaret Atwood – The Testaments<br/>           Agata Krezel – The Power of Language – <a href="#">The Handmaid's Tale. The Power of Language   by Agata Krezel   Medium</a> <ul style="list-style-type: none"> <li>HBO: The Handmaid's Tale Season 1 (2017)</li> <li>AQA NEA with examiner commentary – Orwell's 1984: <a href="#">Answers and commentary (A-level) : Component 3 NEA Making connections - Sample set 1</a></li> </ul> </div> <div> <b>Cultural Capital:</b> <ul style="list-style-type: none"> <li>The American Dream; Thorstein Veblen's Theory of the Leisure Class/Conspicuous Consumption – context for 'The Great Gatsby'</li> <li>Introductions to feminist criticism: Judith Butler's Theory of Gender Performativity; Deborah Tannen's Difference Theory; Laura Mulvey's Male Gaze Theory</li> <li>History of women's reproductive rights in America: Roe v. Wade, Dobbs v. Jackson Women's Health Organization</li> </ul> </div> </div> |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |