

English Language & Literature

Year 13: Writing about Society

Assessment Opportunities:	Literacy/Reading opportunities:	CEIAG Links:
<p>HT01 WK3: 2A1 Recast base text from perspective of Daisy [AO5] /25.</p> <p>HT01 WK6: 2A1 Recast base text from perspective of a butler from Gatsby's party. [AO5] /25. 2A2 Write a commentary explaining your decisions. [AO2,4,5] /35.</p> <p>HT02 WK3: Y13 MOCKS – Full Paper 1 + 2 /200.</p> <p>HT03 WK4: 2A1 Recast the base text from the perspective of a stranger on a bus [AO5] /25.</p> <p>HT03 WK5: 2A1 Recast base text from the perspective of Mr Gatz [AO5] /25. 2A2 Write a commentary explaining your decisions. [AO2,4,5] /35.</p>	<p>Whole module focuses on reading of the novel, <i>The Great Gatsby</i> by F. Scott Fitzgerald.</p> <p>All content of the course provides opportunities to read both the focal source as well as model answers and own work, concentrating on recreative and analysis writing.</p> <p>A-level wider reading list is provided to students at the start of summer before the course.</p> <p>Writing about society: <i>The Great Gatsby</i></p>	<ul style="list-style-type: none"> - English teacher - Education - Poet - Travel - Historian - Creative writing - Non-fiction, transactional writer - Editor

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

KS5 English Language & Literature Assessment Objectives

KS4 connection:		A-Level AO:	Explanation:
Lang AO:	Lit AO:		
1	1	AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
2	2	AO2	Analyse ways in which meanings are shaped in texts.
3	3	AO3	Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received .
4		AO4	Explore connections across texts , informed by linguistic and literary concepts and methods.
5		AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.
6	4		
7			
8			
9			

Big Picture	Activities	Resources	Assessment	AO Focus
1	<p>Society:</p> <ul style="list-style-type: none"> understand the concept of society in relation to the individual, context, culture, family, community, power and place. be able to talk about how the concept of society can be explored by authors in fiction. 	<ul style="list-style-type: none"> The text Social conventions 		<p>AO2 – meanings AO4 - connection</p>
2	<p>Beginning re-creative writing and commentary 01:</p> <ul style="list-style-type: none"> begin experimenting with re-creative writing. begin reflecting on stylistic insights made available through re-creative writing. 	<ul style="list-style-type: none"> The text Models 		<p>AO2 - meanings AO5 – creativity</p>
3	<p>Re-creative writing and commentary 02:</p> <p>Assessment 01</p> <ul style="list-style-type: none"> Continue experimenting with re-creative writing. Develop reflection skills on stylistic insights made available through re-creative writing. 	<ul style="list-style-type: none"> The text Various stimuli 	<p>Ch.1 Recast from the perspective of Daisy /25</p>	<p>AO2 - meanings AO5 – creativity</p>
4	<p>Character studies 01:</p> <ul style="list-style-type: none"> understand the ways in which characters are presented and developed through the process of characterisation. develop knowledge of key characters from <i>The Great Gatsby</i> 	<ul style="list-style-type: none"> The text Character overviews 		<p>AO2- meanings AO4 - connections</p>
5	<p>Character studies 02:</p> <ul style="list-style-type: none"> explore the significance of minor characters appearing in the narrative. apply characterisation strategies in own writing, especially when creating minor included participants or excluded participants. 	<ul style="list-style-type: none"> The text Character focus inspiration 		<p>AO2- meanings AO4 - connections</p>

6	Re-creative writing and characterisation: Assessment 02 <ul style="list-style-type: none"> • further enhance understanding of processes of characterisation • develop skills in re-creative writing in the voices of particular characters. • develop skills in comparative stylistic commentary on re-creative interventions. 	- The text	Ch.5 Recast from the perspective of a butler at Gatsby's party /25. and Write commentary explaining decisions /30	AO2- meanings AO4 - connections AO5- creativity
7	Tellings and tellability: <ul style="list-style-type: none"> • understand how themes are developed across a text. • investigate the nature and functioning of motifs. • explore effects of different ways of structuring narrative telling, in terms of duration and ordering of events. 	- The text - Models		AO2- meanings AO4 - connections
HALF TERM				
1	Paper 1 revisit A – Remembering Places: comparisons. Paper 1 revisit C – Poetic Voices: comparisons	-		
2	Paper 1 revisit A – Remembering Places: comparisons	-		
Y13 MOCK WEEK				
4	Making Connections: NEA research	-		
Y13 MOCK REFLECTION WEEK				
6	Making Connections: NEA research proposal	-		
7	Making Connections: NEA Evidence collation	-		
CHRISTMAS BREAK				

1	Re-creative writing and narrative 01: <ul style="list-style-type: none"> • further understand how themes are developed in single episodes within a text. • further investigate how motifs are made interpretatively significant in single episodes within a text. 	<ul style="list-style-type: none"> - The text - Models 		AO2- meanings AO4 - connections AO5- creativity
2	Re-creative writing and narrative 02: Assessment 03 <ul style="list-style-type: none"> • re-creatively embellish or extend scenes and events. • critically comment on the effects of the embellishment or extension. 	<ul style="list-style-type: none"> - The text 	Ch. 2: Recast from the perspective of a stranger on a bus/25. and Write a commentary explaining decisions /30	AO2- meanings AO4 - connections AO5- creativity
3	Re-creative writing and discourse 01: <ul style="list-style-type: none"> • develop understanding of the conventions of different genres • develop understanding of the conventions of different discourse types. 	<ul style="list-style-type: none"> - The text - Generic conventions - Model answers 		AO2- meanings AO4 - connections AO5- creativity
4	Re-creative writing and discourse 02: <ul style="list-style-type: none"> • Extend knowledge of genre conventions. • consider how stylistic choices are tailored to audiences. 	<ul style="list-style-type: none"> - The text - Model answers 		AO2- meanings AO4 – connections AO5- creativity
5	Expanding commentaries: Assessment 04 <ul style="list-style-type: none"> • comparatively analyse original and re-cast texts • engage with relationships between stylistic choices and interpretative effects. • practise selecting key points. • structure comparative analysis into coherent commentary. 	<ul style="list-style-type: none"> - The text 	Ch.10: Recast from the perspective of Mr Gatz/25 And Write commentary explaining decisions /30	AO2- meanings AO4 - connections AO5- creativity
6	Reflective re-creative writing: <ul style="list-style-type: none"> • Bring together and enhance the skills they have developed in analytical interpretative understanding, re-creative writing, and comparative commentary writing. 	<ul style="list-style-type: none"> - The text 		AO2 AO4 - connections

HALF TERM