



DRAYTON MANOR HIGH SCHOOL

Success at Sixth Form – Subject Specific Tips

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| Subject | English Language/Literature | | | |
| Class and homework expectations | | | | |
| Students should bring the following items to each lesson: set text(s) or anthology and linguistic and literary terminology sheets. Any additional articles/ wider reading that has been undertaken. Come to lesson prepared. Make sure you have done the necessary reading and that your homework has been completed. | | | | |
| Scheme of Work | | | | |
| Component 1: Voices in Speech and Writing 40% of the total qualification Students study: <ul style="list-style-type: none"> - A variety of non-literary and digital texts in Voices in Speech and Writing: An Anthology. - Literary text: 'A Streetcar Named Desire' | | Component 3: Coursework: Investigating and Creating Texts 20% of the total qualification <ul style="list-style-type: none"> - Internally assessed, externally moderated. - Students have to choose two texts relating to their chosen topic; one fiction and one non-fiction text. - The texts will be used to write their own Fiction and Non Fiction piece - They will need to write a commentary on their own writing. | | |
| Component 2: Varieties in Language and Literature 40% of the total qualification Students study: <ul style="list-style-type: none"> - 2 literary texts: 'The Great Gatsby' and 'Othello' - Unseen Non-Fiction based around the theme: Society and the Individual | | | | |
| Assessment Objectives | | | | |
| AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and | AO2: Analyse ways in which meanings are shaped in texts | AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received | AO4: Explore connections across texts, informed by linguistic and literary concepts and methods | AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways |

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| coherent written expression | | | | |
| Assessment | | | | |
| <p>Component One Written examination, lasting 2 hours 30 minutes.</p> <ul style="list-style-type: none"> - Copies of the anthology must not be taken into the exam. The assessed anthology text will be provided in the source booklet. - Section A – compare a text from the Anthology with an unseen extract. (25 marks) - Section B – A Streetcar Named Desire - students will have an extract from the play to comment on as well as being expected to write about the play as a whole. (25 marks) <p>Component Two Written examination, lasting 2 hours 30 minutes.</p> <ul style="list-style-type: none"> - Open book – clean copies of the prescribed texts can be taken into the exam - Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (20 marks) - Section B – Prose Fiction and Other Genres: one comparative essay question on one prose fiction anchor text and one other text from a theme (30 marks) | | <p>Coursework Students will produce two assignments:</p> <ul style="list-style-type: none"> - Assignment 1 – two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing - Assignment 2 – one analytical commentary reflecting on their studied texts and the pieces of writing they have produced. - Total of 60 marks available – 36 marks for the original writing and 24 marks for the commentaries. | | |
| How to do well in Year 12 and 13 | | | | |
| <ul style="list-style-type: none"> • Attend all lessons and make sure that all work is completed. • Find out what text is going to be covered in each lesson and read it beforehand. • Take an active part in lessons: join in discussions and debates • Read a range of fiction and non-fiction and keep a record of the different genres you have covered - perhaps documenting this on a website e.g. Goodreads • Spend time writing creatively around the anthology • Be aware of the assessment objectives and course specification • Practise past papers in timed conditions. • Perfect essay writing techniques – be aware of the importance of coherent introductions and topic sentences which address the question and use appropriate terminology. • BE INTERESTED IN READING • Be aware of what is happening in the news and of wider issues in society. | | | | |
| Support available | | | | |
| <ul style="list-style-type: none"> • Teachers are available after school. • One to one support is available with coursework • Revision classes will be scheduled in the run up to the exam | | | | |

How parents can help support

- Check that your son or daughter is up to date with homework.
- Check that their folder is organised.
- Encourage them to read.
- Encourage theatre and cinema visits.

Helpful websites or resources

www.edexcel.co.uk

Anthology Guide

York Notes for 'Great Gatsby', 'Streetcar Named Desire' and 'Othello'

www.theguardian.com

www.reuters.com

www.bbc.com

www.telegraph.co.uk

Cornell Notes:

In Our Time Radio Show

The Guardian Books Podcast

www.bl.uk

www.jstor.org