



NOTTINGHAM
GIRLS' HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

SIXTH FORM CURRICULUM GUIDE

ENGLISH LANGUAGE AND LITERATURE

AQA

ENTRY REQUIREMENTS

At least grade 7 in GCSE English Literature.



“The variation between the material studied keeps the subject fresh... and we get to study characters we all fall in love with.”

Studying English Language and Literature (Combined) allows you to consider texts from many perspectives. By the end of the year you will look at discourse, written or spoken, in a whole new light.

The key areas of learning embedded in the specification – the representation of place, point of view and genre in prose, the forms and functions of poetic voice, the role of the individual in society, conflict in drama, creative transformations of texts, researching and writing – effectively engage A-level students to help them to develop the key critical, creative and analytical skills required both for progression to higher education.

“Combined English is challenging but definitely rewarding.”

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 develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

TELLING STORIES

In ‘Telling Stories’ this component focuses on how and why stories are told, the ways in which writers and speakers present stories, and how language choices help to shape the representations of different worlds and perspectives. Students learn about the ways

in which writers and speakers present stories, beginning with a general focus on broad questions such as: Why do people tell stories? What ingredients do stories need to have? What makes a good story? How are stories told in different modes? Is there a special kind of story called ‘literature’? Drawing both on their everyday experiences of storytelling in different modes, and on published texts, students learn how language choices help to shape the representations of different worlds and perspectives through narratives, prose fiction and poetry. The main text studied for this is Bram Stoker’s classic gothic text *Dracula*, one of the most widely read novels ever produced. Students will learn about methods of language analysis such as phonetics, phonology and prosodics, lexis and semantics, grammar, pragmatics and discourse.

An exciting component of the course is also analysing an anthology of non-fiction texts based on Paris looking at the ways in which writers and speakers present places, societies, people and events through metaphor, contextual factors, different forms and media, generic conventions and viewpoints about travel, people and places as well as how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.

A collection of Carol Ann Duffy’s wonderful poetry is also studied. This part of the subject content is concerned with the nature and function of poetic voice in the telling of events and the presentation of people. In studying the role of language in the construction of perspective, students explore and analyse the presentation of time, the importance of place and effects on individuals, how people and their relationships are realised through point of view, and the presentation of events through the poet’s selection of material, the use of narrative frames and other poetic techniques.

EXPLORING CONFLICT

'Exploring Conflict' looks at how language choices help to construct ideas of conflict between people, and between people and their societies. This part of the subject content focuses on how language choices help to construct ideas of conflict between people, and between people and their societies. Students learn about the ways in which writers and speakers use language, beginning with a general focus on broad questions such as how people express identity and what communicative strategies people use when in conflict with others. Drawing both on their everyday experiences of interaction in different modes and on published texts, students learn about how the language choices writers make are used to express relationships, drive narrative, and construct views about the nature of different societies. They apply their knowledge to the study of texts about individuals in situations of conflict. Students produce re-creative work that seeks to find an absent or underplayed perspective in the original text (such as writing from a character's point of view from *The Kite Runner*) and producing an accompanying critical reflection on it. In 'Writing about Society' *The Kite Runner* is studied to explore the ways that writers present people, how narrative is shaped and how situations of conflict express ideas about societies and their values. In addition, students develop the skills to adapt and shape the original material from *The Kite Runner* to respond to different re-creative tasks creatively. Re-creative work seeks to find absent or underplayed perspectives in the base text – for example, the voice of a marginal character, or how an event might have been reported to a different audience – and create a new text in order to enrich the critical reading of the original. The critical commentary to evaluate their writing. They explain their own language choices and analyse their intentions in reshaping the writer's original material. As well as this, students study *Othello*, a Shakespearean drama that explores conflicts at different levels from the domestic to the societal. In this 'Dramatic Encounters' component students look at how natural speech features are represented, how language is distinctively different for characters and how characters assert power and position themselves.

MAKING CONNECTIONS

'Making Connections' focuses on language use in different types of text and requires students to make active connections between a literary text (prose fiction, poetry and drama) and some non-literary material (such as personal letters, spontaneous speech, multimedia texts and even charts and diagrams, transcripts and lists). The connections must be based either on a chosen theme or on the idea that particular linguistic strategies and features may occur in the different types of material. This area of the course provides an individualised experience for students, enabling them to demonstrate their ability to initiate and sustain independent enquiry. Some examples of possible types of exploration for investigations are: a comparison of openings in a novel and an autobiography; an exploration of real and fictional events; representations of particular themes in literary and non-literary sources; how storytelling works in different modes; an exploration of the use of non-literary genres within literary texts. In essence, students can choose the texts and areas of study that most interest them for this exciting coursework component.

As well as the varied curriculum content we also offer opportunities to see interpretations of texts in performance, lectures and exhibitions and workshops with visiting authors.

THE SIXTH FORM AND BEYOND

This subject is appropriate for those who want to go on to study any aspect of language and literature, as well as law, journalism, media, education, history, philosophy and social sciences.

"It involves the 'better parts' of both English Language and Literature with the opportunity to develop new skills."

[Click here to watch the course introductory video from Assistant Head, Mr James Brown](#)

In order to join us in the Sixth Form, we require an average of grade 6 across eight GCSE subjects, including English and Mathematics. See individual subjects for any specific requirements for study at A Level.

For detailed course information on all of the A Level subjects please visit the AQA, Edexcel or OCR websites.

If you have any questions about any aspect of the admissions process, please call 0115 935 4444 or email admissions@not.gdst.net



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