

	Unit 1: The Kite Runner	Unit 2: A Streetcar Named Desire	Unit 3: Revision of Y12 texts and concepts	Unit 4: NEA
Key focus	Writing about Society: The Kite Runner	Dramatic Encounters	Telling Stories	Making Connections
Purpose of the scheme	<ul style="list-style-type: none"> To teach students to recast and produce creative writing To practise analytical writing and use of terminology by writing a critical commentary To teach students about the wider world, the social and political issues faced in Afghanistan from the 1960s to the present day 	<ul style="list-style-type: none"> To explore the construction of characters and themes in A Streetcar Named Desire To teach students contexts in which the play was produced and received To teach students to use a range of linguistic and literary terms in their analysis of meanings To teach students the conventions of melodrama and tragedy 	<ul style="list-style-type: none"> Revision of content covered in year 12 Practise answering exam questions in timed conditions Explore concept of poetic voice and how it is constructed Explore how writers create imagined worlds Explore how contexts shape the language of literary and non-literary texts 	<ul style="list-style-type: none"> Synoptic unit designed to bring together the skills learnt throughout the course (AO1, AO2, AO3 and AO4) Independent comparison of a literary and a non-literary text of students' choice
Pre read (suggested)	<ul style="list-style-type: none"> A Thousand Splendid Suns by Khaled Hosseini The Kite Runner (to be read in summer between Y12 and Y13) A timeline of the history of Afghanistan from 1960 to the present 	<ul style="list-style-type: none"> A Streetcar Named Desire by Tennessee Williams Cat on a Hot Tin Roof by Tennessee Williams Biographical writing on Tennessee Williams 	<ul style="list-style-type: none"> Mean Time by Carol Ann Duffy The Lovely Bones by Alice Seabold TripAdvisor reviews of places in Paris 	<ul style="list-style-type: none"> Own choice of literary and non-literary texts to compare along a theme (must be approved by JO) Secondary review material relevant to text and thematic choices
Key knowledge and skills	<ul style="list-style-type: none"> Linguistic terminology Literary terminology Context of Afghanistan Creative writing skills Analytical commentary writing skills 	<ul style="list-style-type: none"> Linguistic terminology include spoken language theory Literary terminology Context of 1940s America Critical reception of A Streetcar Named Desire Analysis of character, theme, conflict 	<ul style="list-style-type: none"> Linguistic terminology Literary terminology Genre conventions Mode conventions Audience reception Purposes of texts 	<ul style="list-style-type: none"> Linguistic terminology Literary terminology Exploration of character and representation of themes Contexts in which the texts were produced and received
Key words/ vocabulary	Pashtun, Hazara, Kabul, Taliban, redemption, guilt, atonement, betrayal, stereotype, Bildungsroman, persecution, retrospective, included participant, excluded participant, narrative perspective	Tragedy, melodrama, facework, proxemics, tragic heroine, protagonist, antagonist, hubris, hamartia, catharsis, expressionism, realism, positive and negative politeness, implicature.	- Grammar, pragmatics, deixis, audience, implied reader, representations, stereotypes, genre, mode, turntaking, politeness, perspective, register, identity, poetic voice, storyworld, narrative, homodiegetic/heterodiegetic.	Audience, mode, genre, perspective, representations, implied reader, identity, register, contexts.
Exam board	AQA			
End point	End of course A-level exam (paper 2)	End of course A-level exam (paper 2)	End of course (paper 1)	May 2024 submission
Assessment method	Exam	Exam	Exam	NEA
Wider reading / links / research	Sherman, Sue. Cambridge Wizard Student Guide: The Kite Runner. New York: Cambridge University Press, 2006.	A Streetcar Named Desire York Notes Advanced	Giovanelli, M., and Mason, J. (2018) The Language of Literature: An Introduction to	Metaphors We Live By, George Lakoff

“Perseverance produces **character**, and character, **hope**” (Romans 5:4)

	<p>Bloom, Harold, ed. Bloom’s Guides: Khaled Hosseini’s The Kite Runner. New York: Chelsea House Publishers, 2009.</p> <p>Hayes, Judi Slayden. In Search of The Kite Runner. Atlanta: Chalice Press, 2007.</p> <p>O’Rourke, Meghan. “The Kite Runner: Do I really have to read it?” Slate, July 25, 2005.</p> <p>Grossman, Lev. “The Kite Runner Author Returns Home.” Time, May 17, 2007.</p> <p>Ewans, Martin. Afghanistan: A Short History of Its People and Politics. New York: Harper Perennial, 2002.</p>	<p>Student Handbook to the Plays of Tennessee Williams, by Stephen Bottoms</p> <p>Tennessee Williams: Mad Pilgrimage of the Flesh by John Lahr</p> <p>E-Magazine articles on A Streetcar Named Desire</p>	<p>Stylistics, Cambridge: Cambridge University Press.</p> <p>Gregoriou, C. (2012) English Literary Stylistics, Basingstoke: Palgrave Macmillan.</p> <p>Jeffries, L. (2010) Critical Stylistics: The Power of English, Basingstoke: Palgrave Macmillan.</p> <p>Jeffries, L., and McIntyre, D. (2010) Stylistics, Cambridge: Cambridge University Press.</p> <p>Leech, G., and Short, M. (2007) Style in Fiction: A Linguistic Introduction to English Fictional Prose, 2nd edn, London: Longman.</p> <p>McIntyre, D., and Busse, B. (eds) (2010) Language and Style, Basingstoke: Palgrave Macmillan.</p> <p>Short, M. (1996) Exploring the Language of Poems, Plays and Prose, London: Longman.</p> <p>Simpson, P. (2014) Stylistics: A Resource Book for Students, 2nd edn., London: Routledge.</p> <p>Toolan, M. (1996) Language in Literature: An Introduction to Stylistics, London: Routledge.</p>	<p>You Just Don’t Understand, Deborah Tannen</p> <p>Beginning Theory by Peter Barry</p> <p>Harvard Referencing system.</p>
<p>Careers links</p>	<p>Journalism, creative writing, law, politics, teaching, research</p>	<p>Journalism, creative writing, law, politics, teaching, research, playwright</p>	<p>Journalism, creative writing, law, politics, teaching, research, travel writer, blogger.</p>	<p>Journalism, creative writing, law, politics, teaching, research</p>