

Year 13 A Level English Language and Literature

Component 3 (NEA): Investigating and Creating Texts - completing the original writing and commentary

Learning Objectives

- Review NEA progress from Year 12 and set clear individual deadlines for the remainder of the course.
- Complete, redraft and submit two pieces of original writing - one fiction and one creative non-fiction - demonstrating expertise and creativity in the use of English (AO5).
- Respond to the permitted general feedback to redraft pieces 1 and 2 (Term 2, Weeks 5-6).
- Plan and write an analytical commentary that reflects on research, evaluates the influence of the two studied texts (style models) and analyses language choices made through the drafting process (AO1-AO4).
- Reference sources accurately and complete a bibliography and the authentication declaration.

What previous knowledge is required?

- Year 12 NEA preparation (Terms 5-6): the NEA booklet, reading and research on the chosen fiction and non-fiction style models, and initial fiction drafting.
- Linguistic frameworks and literary terminology from Year 12 needed to analyse their own writing.
- Understanding of how voice is crafted in the Anthology, drama and prose texts.

How will this term's content help with future learning?

- Completes 20% of the final A Level grade before the exam season, allowing Terms 4-5 to focus on examination revision.
- The reflective, evaluative analysis required in the commentary reinforces AO2 and AO4 skills needed for both examination papers.
- Develops independent research, drafting and self-editing skills essential for university-level study and creative or professional writing.

Common Misconceptions

- That the commentary is a description of what the student wrote, rather than an analytical evaluation of choices using linguistic and literary frameworks.
- Referring to the style models in general terms without identifying specific features that were adopted or adapted.
- Exceeding or falling well short of the word guidance (1500-2000 words across both pieces; 1000-1250 words for the commentary).
- Expecting detailed teacher correction of drafts - only general feedback is allowed and work must be the student's own.
- Treating deadlines as flexible; late pieces compress time for redrafting and for exam revision.

National Curriculum / Specification

- **Component 3: Investigating and Creating Texts (NEA, 9EL0/03)** - internally assessed, externally moderated; 20% of the qualification.
- Assignment 1: two pieces of original writing (one fiction, one creative non-fiction), 1500-2000 words in total (36 marks; AO5).
- Assignment 2: one analytical commentary, 1000-1250 words (24 marks; AO1, AO2, AO3, AO4).
- Two studied texts (one fiction, one non-fiction) act as stimulus/style models and must differ from the examination texts.

Paper 1, Section A: Comparing Voices Anthology texts with unseen texts

Learning Objectives

- Consolidate knowledge of all Voices Anthology texts studied in Year 12.

- Analyse unseen 20th- and 21st-century extracts quickly and accurately, identifying mode, genre, audience, purpose and context.
- Select an appropriate Anthology text to compare with an unseen extract, and construct a focused comparative argument about how voice is created (AO4).
- Integrate linguistic frameworks (lexis, grammar, phonology/prosodics, pragmatics, discourse) with literary analysis, using precise terminology (AO1, AO2).
- Evaluate how contexts of production and reception shape meaning in both texts (AO3).
- Develop timed essay-writing and planning strategies for the open-book examination.

What previous knowledge is required?

- Year 12 study of the Voices Anthology (Terms 1-4), including the concept of 'voice' and the language levels.
- Year 12 practice in analysing spoken, written and multimodal texts.
- GCSE and Year 12 skills in comparing texts.

How will this term's content help with future learning?

- Prepares for Paper 1 Section A in the Term 2 PPE and the final public examination.
- Unseen analysis skills transfer directly to Paper 2 Section A (unseen prose non-fiction).
- Individual PPE feedback informs the bespoke revision targets set in Terms 4-5.

Common Misconceptions

- Writing about the two texts separately rather than comparing throughout (AO4).
- Choosing an Anthology text with superficial links to the unseen extract, making comparison thin.
- Feature-spotting terminology without explaining effect and meaning.
- Neglecting the conclusions of extracts, or working line by line rather than thematically.
- Treating context as background information rather than a factor that shapes voice and meaning.

National Curriculum / Specification

- Component 1: Voices in Speech and Writing (Paper 1, 9EL0/01)** - 2 hr 30 min open-book examination, 40% of the qualification.
- Section A: Voices in 20th- and 21st-Century Texts** - one comparative essay on an unseen extract from 20th- or 21st-century sources and one text from the Voices Anthology (25 marks).
- Assessment Objectives: AO1, AO2, AO3 and AO4.

Paper 2, Society and the Individual: The Great Gatsby and The Whitsun Weddings, and unseen prose non-fiction

Learning Objectives

- Recap The Great Gatsby (chapters 1-6, then the full novel), focusing on key societal issues and links to post-war Britain.
- Complete close study of The Whitsun Weddings and develop detailed comparisons with Gatsby on how the individual and society are presented (AO4).
- Integrate analysis of narrative voice and poetic voice, form and structure, using linguistic and literary frameworks (AO1, AO2).
- Compare contexts of production and reception: 1920s America and post-war Britain (AO3).
- Analyse unseen prose non-fiction extracts linked to the theme 'Society and the Individual' (Section A), developing an efficient approach to unfamiliar texts.
- Practise timed comparative essays and unseen responses in preparation for the Term 3 PPE.

What previous knowledge is required?

- Year 12 study of The Great Gatsby (Terms 3-5) and introduction to The Whitsun Weddings (Terms 5-6).
- Understanding of the 'Society and the Individual' theme.

Unseen analysis skills from Paper 1 Section A.
How will this term's content help with future learning?
- Prepares for the Paper 2 PPE (Term 3) and the final public examination. - PPE feedback (Term 3, Week 6; Term 4 recap) will inform individual revision targets for Terms 4-5. - Comparative and contextual skills support progression to degree-level literary and linguistic study.
Common Misconceptions
- Assuming the Section A unseen extract will be fiction - it is prose non-fiction linked to the theme. - Spending too long retelling the plot of Gatsby instead of analysing method. - Comparing only content and theme while neglecting how genre (prose vs poetry) shapes meaning, form and structure. - Equating Larkin's speakers with Larkin and Nick with Fitzgerald. - Not integrating the four AOs - examiners note that few candidates meet all four fully in Section B.
National Curriculum / Specification
Component 2: Varieties in Language and Literature (Paper 2, 9EL0/02) - 2 hr 30 min open-book examination, 40% of the qualification. Theme: Society and the Individual. Section A - one essay question (from a choice of four, one per theme) on an unseen prose non-fiction extract (20 marks; AO1, AO2, AO3). Section B - one comparative essay on the anchor text, The Great Gatsby, and the other studied text, The Whitsun Weddings (30 marks; AO1, AO2, AO3, AO4). - Open-book: clean copies of the prescribed texts are permitted.
Paper 1, Section B: A Streetcar Named Desire - revision and exam technique
Learning Objectives
- Revisit the play's plot, structure, characters and themes studied in Year 12. - Refine analysis of dramatic voice, dialogue, stage directions and dramatic methods using linguistic and literary frameworks (AO1, AO2). - Strengthen integration of context (the post-war American South, gender, class, desire and madness) into analysis (AO3). - Practise extract-based essays that move confidently from the extract to the rest of the play under timed, open-book conditions. - Use PPE feedback to set and act on individual targets.
What previous knowledge is required?
- Year 12 study of A Streetcar Named Desire (Terms 1-2). - Conversation analysis and spoken language frameworks from the Voices Anthology.
How will this term's content help with future learning?
- Prepares for Paper 1 Section B in the Term 2 PPE and the final public examination. - Section B revision is completed in Term 4 so that Term 5 can focus on bespoke Paper 1 and 2 revision.
Common Misconceptions
- Relying on the open-book text instead of revising key quotations and scenes. - Writing only about the extract, or only about the wider play, instead of balancing both. - Treating characters as real people and ignoring Williams' dramatic construction. - Neglecting stage directions and non-verbal dramatic methods.
National Curriculum / Specification
Component 1: Voices in Speech and Writing (Paper 1, 9EL0/01), Section B: Drama Texts - one essay question on A Streetcar Named Desire, based on a given extract (25 marks).

- Assessment Objectives: AO1, AO2 and AO3.

PPEs, bespoke revision and preparation for the public examinations

Learning Objectives

- Sit Paper 1 (Term 2) and Paper 2 (Term 3) PPEs under exam conditions and reflect on feedback.
- Recap and review both PPEs to identify individual strengths and set bespoke revision targets.
- Revise Paper 1 Section A and Section B systematically (Term 4) and complete bespoke Paper 1 and 2 revision (Term 5).
- Master timing across the 2 hr 30 min papers, including planning, and using the clean texts effectively.
- Demonstrate the mark scheme's requirements for each AO in every section.

What previous knowledge is required?

- All content from Year 12 and Year 13: the Voices Anthology, A Streetcar Named Desire, The Great Gatsby, The Whitsun Weddings and unseen text analysis.
- Knowledge of the assessment objectives and mark schemes.

How will this term's content help with future learning?

- Final preparation for the public examinations in Term 5.
- Independent revision and self-assessment skills support progression to higher education and employment.

Common Misconceptions

- That open-book exams require less revision.
- Revising content only, without practising timed responses.
- Ignoring PPE feedback when planning revision.
- Believing the NEA is 'done' and has no bearing on exam skills - the analytical skills are the same.

National Curriculum / Specification

- **Component 1 (Paper 1, 9EL0/01):** Sections A and B - 40%.
- **Component 2 (Paper 2, 9EL0/02):** Sections A and B - 40%.
- **Component 3 (NEA, 9EL0/03):** marked and moderated in Term 4 - 20%.
- All Assessment Objectives: AO1 (25%), AO2 (25%), AO3 (25%), AO4 (13%), AO5 (12%).