

Learning Programme – English Language & Literature

Topic: 'The Kite Runner' (UVI Language & Literature Paper 2: Exploring Conflict – Writing about Society)

Topic/ Content	Objectives/Skills	Homework	Assessment	Success Criteria (for A Level examination)	Stretch & Challenge (Thirst for Learning)
Approaching creative 'recasting' in a text ('The Kite Runner')	To read and respond, both creatively and analytically, with confidence-learning not only how to create a successful character voice, but how to analyse and evaluate the success of independent work to form a critical commentary on linguistic choices made in the recast.	Revise/learn linguistic terminology & that of Farsi terms from glossary (AO1 & AO2 focus)	Key terminology class test (AO1 & AO2 focus) Context test – on different characters and the wider Afghanistan cultural aspects.	'Recast' task (AO5 Only) <u>Level 5</u> Show a high degree of flair and originality. Sustain a chosen style or styles of writing throughout. Use the base text convincingly	Read other novels by Khaled Hosseini (<i>A Thousand Splendid Suns</i> would be a great start!); or other books on Afghanistan such as 'The Bookseller of Kabul' or 'The Reluctant Fundamentalist' (AO4 focus)
Using Specialist terminology	To revise/learn some advanced specialist terminology to be included in the analytical commentary element of the exam paper (The following list is a guide to the areas of <u>language analysis</u> students are expected to be familiar with: phonetics, phonology and prosodics – for example, how aspects of <u>spoken language</u> are produced and interpreted; lexis and semantics – for example, the different connotations of terms of address; grammar – for example, how structural features express characters' attitudes; pragmatics – for example, the assumptions made about listeners/readers by the speaker's/writer's language choices; discourse – for example, the conventions of drama texts. To understand a range of terminology and be able to identify examples within your own recast and use it judiciously in responses.	Revise specialist terminology for test next lesson (AO1 & AO2 focus) Complete Character tables and tracking grids. Complete chapter grids of action and perspective. Complete character linguistic analysis sheet.	Full recast and commentary task based on the novel as studied (AO1, AO2, AO3, AO4 & AO5). Focusing on success criteria, timed conditions and word limits.	<u>Level 4</u> Some flair and originality. Sustain a chosen style or styles of writing strongly. Use the base text mainly convincingly <u>Level 3</u> Produce writing that is imaginative in parts, but where some aspects are also derivative or unoriginal. Sustain a chosen style or styles of writing in most of the text. Use the base text with some success <u>Level 2</u> Produce writing which has one or two imaginative elements, but where more of the writing is derivative or unoriginal. Sustain a chosen style or styles of writing with only partial success. Use the base text sporadically. <u>Level 1</u> Produce some writing but with limited new perspectives introduced. Attempt to sustain a	Practise responding to sections of the text outside those discussed in lessons. Think carefully about which literary and spoken language devices are effective and how a character's voice is created through specific language choices (AO1, AO2 & AO3 focus) Read articles from the British Library website on Afghanistan (AO4 & AO5 focus) Explore the British Library timeline (AO4 & AO5 focus) Create a glossary of key specialist terminology, which can be added to throughout the year (AO1 and AO2 focus) and key Farsi terms that need to be embedded within your recast Links to wider reading in the shared area (W drive) in the English / A Level folder

	To learn key Farsi vocabulary to embed within recast task.			style but with limited success. Use the base text minimally
Concepts and issues from wider literature study	Individual research and presentations on Afghanistan (historical and cultural information that is relevant to the understanding of 'The Kite Runner')	Individual research for presentation and handouts for class.		'Commentary' task (AO2, AO4, AO5) <u>Level 5</u> Provide perceptive accounts of how meanings are shaped. Offer perceptive insights about particular aspects of language and likely effects produced in the base text, compared with their transformed text. Produce a commentary which is well organised and accurately written.
Practise responses to specific questions – understanding the question prompt ... 'Recast the base text from the perspective of... a Write a commentary explaining the decisions you have made in transforming the base text	<p>To be able to extract relevant information from a question and base text to form an appropriate recast</p> <p>To be able to choose relevant contextual information about character from other sections of the novel to provide a clear narrative voice.</p> <p>To focus on particular aspects (literary methods/spoken language techniques) to support your critical commentary and evaluate the effectiveness of your recast in your commentary.</p> <p>To be able to structure a well written and critical commentary.</p>	<p>Practice response to Chapter 2 'Sanaubar' recast. (AO5)</p> <p>Practice response for 'Sanaubar' commentary. (AO2, AO4 and AO5).</p> <p>Practice response for 'Rahim Khan' recast (AO5)</p> <p>Practice response for 'Rahim Khan' commentary (AO2, AO4, AO5)</p>		<p><u>Level 4</u> Provide competent accounts of how meanings are shaped, by carefully selecting and identifying some significant language features and by exploring the choices they made. Offer productive comments about relevant aspects of language and likely effects produced in the base text, compared with their transformed text. Produce a commentary which is organised competently, and which is mostly accurate.</p> <p><u>Level 3</u> Provide clear accounts of how meanings are shaped, by identifying some language features and by making some observations about the choices they made. Offer some useful comments about relevant aspects of language and likely effects produced in the base text, compared with their transformed text. Produce a commentary</p>
Assessment	To be able to respond to feedback and improve response(s) as a result To respond to a question on 'The Kite Runner' for both the recast and commentary tasks, focusing on re-writing the extract from another characters perspective, and produce a response in timed conditions, together with writing within the word limit for the recast task .		End of unit assessment focusing on these skills. This will follow the A Level Language & Literature format.	

				<p>which is uneven both in its organisation and in its level of accuracy.</p> <p><u>Level 2</u> Provide broad accounts of how meanings are shaped, by identifying one or two language features and offering generalised comments about the choices they made. Offer limited comments, not always with relevance, about aspects of language and likely effects produced in the base text, compared with their transformed text. Produce a commentary which attempts to organise ideas, but with limited success and with basic errors.</p> <p><u>Level 1</u> Provide minimal accounts of how meanings are shaped, by offering scant reference to language features and little or no comment about the choices they made. Offer generalised comments, with little relevance, about aspects of language and likely effects produced in the base text, compared with their transformed text. Produce a commentary with limited cohesion and frequent errors.</p>	
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The homework highlighted in red or green is used when forming judgements/interim grades. The final grades are based on the one off end of unit assessment. Tasks highlighted in green will be teacher assessed with diagnostic feedback provided. Tasks highlighted in red will be self or peer assessed with marks recorded.