

NEW: FRANKENSTEIN: ACHIEVING A*A IN AQA ENGLISH LANGUAGE AND LITERATURE: PAPER 1 – TELLING STORIES

CODE 8428

ABOUT THIS COURSE

This course will guide the most ambitious and motivated A-Level Language and Literature and English Teachers into new ways to maximise their teaching and learning. Led by respected subject specialist Gwen Nelson, the course will demonstrate advanced teaching and learning ideas for teaching the combined AQA Language and Literature A-Level which will stretch and challenge able students and develop their higher level skills. Using feedback from the first two years of examinations with the new specifications, the course will explore what is expected of high ability students and outline ways to build your teaching practice around this. This course is also ideal for English teachers who wish to discover the pedagogical practices that underpin the Language and Literature A-Level course.

- Language Levels, what are they, why do they matter, how to introduce them to students, making them stick, applying them to text and text types appropriately, what do examiners want to see and why?
- Paper 1 – Telling Stories: section B Imagined Worlds –Frankenstein, how to teach it for LangLit, using language levels with key concepts of narrative, narrate, point of view, the Gothic, and how Shelley constructs them.
- Making use of some cognitive grammar concepts e.g. specificity, ambiguity, foregrounding and backgrounding to strengthen a Stylistic (LangLit) response.
- Exam questions – Making best use of the question focus, how do exam Qs work, how to get students to understand how they work, how to avoid pitfalls identified in the examiner's reports.

PROGRAMME

4.00 – 6.00pm

Language Levels – the what, why and how

- What do AQA and examiners mean by 'Language Levels'?
- Why are they important – to you and the students?
- How do you teach them explicitly? How do you make it stick?
- What do examiners look for when they say they want 'a range of language levels applied appropriately' by pupils? How can this be done in practical effective ways that maximise student outcomes?

Imagined Worlds

- Why is Shelley's Frankenstein a good choice for this paper and section?
- Shelley's global narrative structure and the Gothic, how does form influence language usage in the text? Multiple embedded narrators – make the complexity of the narrative work for you.
- Victor's narrative point of view and the Gothic – how does Shelley set up her Promethean 'monster' Victor Frankenstein? Learn some simple, but effective ideas to explore Victor's narrative and the (multiple) flaws in his character.

Break

- The monster's narrative – Shelley's creation of pathos for the Creature – how is this achieved? How can we teach it, why? Exploring the Gothic narrator using language levels.
- Extract analysis using some useful tools from cognitive grammar
- Tying things together: making the question focus work for you and your students, using simple, but easily replicable methods, for example via 'dissection' of the exam question – exposing the mechanics of the questions to use it, how this can enable success at higher grades, avoiding pitfalls identified by examiners.

LOCATION/DATE

Online

Thursday 21 January 2021

Thursday 03 June 2021

COURSE LEADER

Gwen Nelson has been teaching A-Level Language and Literature for well over a decade, and has nearly two decades experience teaching in both secondary schools and the FE sector. She has taught A-Level Language and Literature, A-Level Literature, and A-Level Media Studies, and was the course leader for each. She has a strong track record of excellent results, along with being published in several education books: Don't Change the Lightbulbs, Dual Coding with Teachers, and soon a chapter in Teaching English Language and Literature 16-19 published by Routledge. A frequent attendee at Research Ed events since its inception, Gwen's approach to teaching is knowledge rich, and practical.

WHO SHOULD ATTEND?

- All teachers of GCSE English Language and English Literature. Heads of English, English NQT and teachers of SEN students in English Literature.

BENEFITS OF ATTENDING

- Maximise your teaching and student learning
- Adapt what you already know and do to suit the combined Language and Literature (Stylistic) approach to teaching the course
- Improving subject knowledge so the spirit of the specification is upheld in your teaching
- Focused resources and strategies to make sure students answer the question they've been given, not the one that they wish that they had.