

# A Level English Literature

## Curriculum Overview 2021-2022

### Core intent of the subject at Key Stage 5

A love of reading is key to both personal development and life-long learning. We aim to provide students with the skills they need to appreciate the beauty of language and structure through the exploration of the writer's craft. At A-level, students will read widely; take part in exploratory discussions to express, develop and challenge their own opinions; and discover and utilise their written voice. Our curriculum is knowledge-rich; students are immersed in inspirational texts, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. These are under constant review to ensure students are equipped with the knowledge and cultural capital they need to become reflective and life-long learners in an ever-changing world. The breadth of these texts offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs, the world around them and the faiths, feelings and values of others, in order to develop mutual tolerance and respect. We pride ourselves on using the strong moral purpose of literature to prepare our students for a future in which they can find their place in society – to participate fully in, and contribute positively to, life in modern Britain. Students of Literature build resilience, aspiration, passion through the lens of analysis and critical theory; the skills that they develop through the subject are invaluable future preparation for employment and future study.

### Assessment

Students are assessed regularly by their class teachers –homework, classwork, judgments during discussion. Assessments might be essays or sections of essays (using exam materials and mark schemes), questioning and written/verbal answers, analysis of texts, use of critical material and wider reading. Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning. There will be a focus on exam technique, writing stamina and timed essays to increase familiarity with exam skills.

External summative assessment:

Exam Paper 1: Drama (Othello, The Tragic Anthology, Dr Faustus) – 2 hours 15 mins, 30% of grade Exam

Paper 2: Women in Society (Mrs Dalloway, Tess of the D'Urbervilles) – 1 hr 15 mins, 20% of grade

Exam Paper 3: Poetry (Poems of the Decade, The Less Deceived) – 2 hours 15 mins, 30% of grade NEA:

Comparison of two texts – 20% of grade

### Homework

Students are set homework weekly by BOTH teachers. This will be a combination of - essays, writing tasks, text annotation, wider reading, knowledge quizzes, exam practice

### Clubs and/or intervention

Students working consistently below target are offered 1 to 1 meetings to discuss next steps and support.

### Parental/Carer support

Parents evenings, data entry, formal targets/support – information is recorded on BromCom for parents to view via My Child At School.

### Helpful sources of information

[Exam Board Specification](#)

[Course Outline](#)

[Reading List](#)

English And Media Centre – [E-Magazine for wider reading](#)

Microsoft Teams is an excellent resource – teaching materials and tasks are all uploaded here and can be reviewed at any time.

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p style="text-align: center;"><b>Drama – Tragedy</b></p> <p>Explore the dramatic form of <b>Tragedy</b> through the analysis of two texts, <b>Othello by William Shakespeare</b> and <b>Doctor Faustus by Christopher Marlowe</b>, with support from the <b>Shakespeare: A Critical Anthology – Tragedy</b>. We aspire to analyse the human condition and prompt discussion and debate on a variety of topics related to morality, both in the past and in the present day.</p>			

<ul style="list-style-type: none"> <li>➤ Introduction to the key concepts of the dramatic form of tragedy and key moral debates within both texts.</li> <li>➤ Big picture ideas including: Morality, Atheism, Race, Gender, The Supernatural</li> <li>➤ Study of the critical anthology from the exam board – 6 critical texts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wider reading</li> <li>➤ Judgements during discussion</li> <li>➤ Presentation on novel of student's choice in class in front of peers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progression from study of drama and Shakespeare at GCSE – An Inspector Calls, Macbeth</li> </ul>	<p>Careers</p> <p>Jobs directly related to a degree in English include:</p> <ul style="list-style-type: none"> <li>➤ Digital copywriter</li> <li>➤ Editorial assistant</li> <li>➤ English as a foreign language teacher</li> <li>➤ Lexicographer</li> <li>➤ Magazine journalist</li> <li>➤ Newspaper journalist</li> <li>➤ Publishing copyeditor/proof-reader</li> </ul>
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<ul style="list-style-type: none"> <li>➤ Through Doctor Faustus, we want to develop knowledge and understanding of the key moral debates that existed in the late 16<sup>th</sup> century.</li> <li>➤ Guided study of the text including plot, narrative, dramatic devices, characterisation, language and structure Key</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>➤ Atheism</li> <li>➤ Gender</li> <li>➤ The Supernatural</li> <li>➤ Humanism</li> <li>➤ Human fallibility</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text annotation</li> <li>➤ Language, dramatic technique and structure knowledge quizzes (terminology)</li> <li>➤ Numerous opportunities for debate</li> <li>➤ Exam style questions and essays</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progression from study of drama and close analysis of texts from GCSE.</li> <li>➤ Links to RE, philosophy and history (Elizabethan context)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Secondary school teacher</li> <li>➤ Web content manager</li> <li>➤ Writer</li> </ul> <p>Jobs where your degree would be useful include:</p> <ul style="list-style-type: none"> <li>➤ Academic librarian</li> <li>➤ Advertising copywriter</li> <li>➤ Arts administrator</li> <li>➤ Education consultant</li> <li>➤ Information officer</li> <li>➤ Learning mentor</li> <li>➤ Marketing executive</li> <li>➤ Media researcher</li> <li>➤ PPC specialist</li> <li>➤ Primary school teacher</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ The plot of Othello and tragic structure (Freytag's triangle)</li> <li>➤ Dramatic impact of the play in performance and different film versions</li> <li>➤ Characterisation</li> <li>➤ Themes including guilt, fate, evil and race</li> <li>➤ The writer's craft – language and structure</li> <li>➤ Dramatic devices and terminology linked to plays/drama e.g. soliloquys <ul style="list-style-type: none"> <li>➤ The historical context of Venice/Cyprus and views about race</li> </ul> </li> <li>➤ Evaluation skills</li> <li>➤ Answering exam questions and exam technique practise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge quizzes on language and structure techniques</li> <li>➤ Revision of dramatic devices and stagecraft</li> <li>➤ Cloze activities, comprehension questions, low stakes quizzes</li> <li>➤ PEE paragraphs and whole essays using the exam style (based on an extract)</li> <li>➤ Timed essays</li> <li>➤ Mock exam (Y12)</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC: how to deal with many prejudice and how language can be seen as insulting and derogatory.</li> <li>➤ SMSC: tolerance and acceptance in multicultural Britain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Private tutor</li> <li>➤ Public relations officer</li> <li>➤ Records manager</li> <li>➤ Social media manager</li> </ul> <p>Future Learning</p> <p>Degrees in essay based and analytical studies such as: ➤</p> <p>Classical Studies or history</p> <ul style="list-style-type: none"> <li>➤ Drama</li> <li>➤ English Literature</li> <li>➤ English Language and Literature</li> <li>➤ Law</li> <li>➤ Politics</li> <li>➤ Theology</li> <li>➤ Teacher Training</li> </ul>
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### Women in Society/Poetry of the 21<sup>st</sup> Century

Explore the perceived role of women in society through study of *Mrs. Dalloway* by Virginia Woolf and a variety of cultural and social themes through the analysis of twenty poems within the *Poems of the Decade: An Anthology of the Forward Books of Poetry* selected by William Sieghart. We aim to open students' eyes up to a wide range of relevant topics to encourage an open mind in relation to Literature as well as to the world around them.

Spring

<ul style="list-style-type: none"> <li>➤ To read and interpret the twenty set poems from the poetry anthology</li> <li>➤ Apply poetic terminology (language, form and structure)</li> <li>➤ Context and writer – consider the concerns and choices of modern-day poets</li> <li>➤ How texts can be grouped and compared to inform interpretation</li> <li>➤ Use of narrative frames, voice, structure and other poetic devices</li> <li>➤ Answering exam questions and exam technique practise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text annotation – independent, group work</li> <li>➤ Presentation to class of analysis of unseen poem</li> <li>➤ Debate around both themes and key quotations.</li> <li>➤ PEE paragraphs and whole essays using the exam style</li> <li>➤ Timed essays</li> <li>➤ Mock exam (Y12).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progression from the terminology and understanding of how to read poems and group them from GCSE – but with a much broader and more mature scope</li> <li>➤ Students apply their knowledge from this unit to analyse an unseen poem in the exam</li> </ul>	<p>See above</p>
<ul style="list-style-type: none"> <li>➤ Through Mrs. Dalloway...</li> <li>➤ Genre and form in PROSE</li> <li>➤ Understanding of narrative voice and style such as stream of consciousness and free indirect discourse</li> <li>➤ Language, structure and other narrative methods</li> <li>➤ Context of 1920s (social, historical, cultural)</li> <li>➤ Context of the Modernist literary movement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge quizzes on language and structure techniques</li> <li>➤ Wider reading</li> <li>➤ Cloze activities, comprehension questions, low stakes quizzes, chapter summaries</li> <li>➤ PEE paragraphs and whole essays using the exam style (based on an extract)</li> <li>➤ Timed essays</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC: Opens up an insight to mature themes.</li> <li>➤ Links to history, government and politics, sociology, psychology.</li> <li>➤ Progression from study of a novel at GCSE and contextual knowledge from 1912 linked to An Inspector Calls</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Writer's attitudes e.g. feminism, views of war</li> <li>➤ How the novel reflects key concerns from the theme of "Women in Society"</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mock exam (Y13)</li> </ul>		
	<p><b>NEA Preparation</b></p> <p>Develop independent research, investigation and analysis skills to begin writing the NEA. The study and analysis of Chinua Achebe's <i>Things Fall Apart</i> and Angela Carter's <i>The Bloody Chamber and Other Short Stories</i> in a manner that students can then follow when researching and preparing for their own essay and text choices.</p>			
<b>Summer</b>	<ul style="list-style-type: none"> <li>➤ To read and interpret key themes and ideas in Things Fall Apart e.g. post colonialism and tragedy.</li> <li>➤ How to approach the themes and ideas in a novel independently</li> <li>➤ Comparison skills</li> <li>➤ How to select a text and justify and contextualise the choice</li> <li>➤ Use accurate referencing</li> <li>➤ Analyse texts independently</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparative task on Things Fall Apart</li> <li>➤ 1 to 1 feedback on NEA choices</li> <li>➤ NEA one page plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extends prior learning on context and race, especially from Othello and the poems.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Research or education</li> <li>➤ Library and resource managing</li> <li>➤ Archiving</li> <li>➤ Museum and gallery curating</li> <li>➤ Any job involving research and presentation skills</li> </ul> <p>University</p> <ul style="list-style-type: none"> <li>➤ Any degree which involves research, data collection and investigations e.g. psychology, sociology, linguistics, PPE, natural</li> </ul>
	<ul style="list-style-type: none"> <li>➤ To read and interpret key themes and ideas in The Bloody Chamber</li> <li>➤ Introduction to feminist literary criticism e.g. Bertens</li> <li>➤ How to approach the themes and ideas in short stories independently</li> </ul>	<ul style="list-style-type: none"> <li>➤ Comparative task on The Bloody Chamber and one other story</li> <li>➤ 1 to 1 feedback on NEA choices</li> <li>➤ NEA one page plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mirrors and extends the focus on Women and Society for Paper 2 (Prose) study – Mrs Dalloway and later Tess of the D'Urbervilles</li> </ul>	

	➤ Making connections between texts to open up meanings			
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## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<p style="text-align: center;"><b>NEA Consolidation/Women in Society/The Movement Poetry</b></p> <p>To allow students a short period of time in which to tidy up any misconceptions or issues relating to the <b><u>non-examination assessment (NEA)</u></b> with regular contact with their teachers. Further students' exploration of the Women in Society module through close reading and analysis of <b><u>Tess of the D'Urbervilles</u></b> by Thomas Hardy. To expand upon students' experiences with modern poetry by analysing and interpreting the Movement poetry anthology, <b><u>The Less Deceived</u></b> by Philip Larkin.</p>			

	<ul style="list-style-type: none"> <li>➤ Complete NEA preparations – create a formal and academically appropriate piece of writing of 2500-3000 words. Key Concepts:</li> <li>➤ Bibliography</li> <li>➤ Citation</li> <li>➤ Footnotes</li> <li>➤ Discourse Markers</li> <li>➤ Personal Voice</li> <li>➤ Writing Style</li> </ul>	<ul style="list-style-type: none"> <li>➤ NEA-draft feedback as well as one-to-one time with teachers to discuss work.</li> <li>➤ Summative assessment as per exam board specification – 20% of grade</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will have done most of the planning and researching for this task prior to starting year 13.</li> <li>➤ Writing skills from across their secondary school education will now be elevated to produce a mature and consistent piece of extensive writing for assessment.</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Research or education</li> <li>➤ Library and resource managing</li> <li>➤ Archiving</li> <li>➤ Museum and gallery curating</li> <li>➤ Any job involving research and presentation skills</li> </ul> <p>University</p> <ul style="list-style-type: none"> <li>➤ Any degree which involves research, data collection</li> </ul>
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				<p>and investigations e.g. psychology, sociology, linguistics, PPE, natural</p> <ul style="list-style-type: none"> <li>➤ All degrees which require extended written work to be submitted and formal referencing skills</li> </ul>
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<ul style="list-style-type: none"> <li>➤ Through The Less Deceived_students will close read and analyse thirty poems from one writer and collection.</li> <li>➤ Context of the Literary Canon and literary movements</li> <li>➤ Context of the writer and Larkin's values</li> <li>➤ Develop depth of knowledge about poetic style through close study of a single poet</li> <li>➤ How interpretations can be enhanced by the study of context in which texts are both written and received</li> <li>Key Concepts:</li> <li>➤ Transience</li> <li>➤ Deception</li> <li>➤ Ageing</li> <li>➤ Relationships</li> <li>➤ Time and Memory</li> <li>➤ Mortality</li> <li>➤ Identity</li> <li>➤ Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text annotation – independent, group work</li> <li>➤ Debate around both themes and key quotations.</li> <li>➤ PEE paragraphs and whole essays using the exam style</li> <li>➤ Timed essays</li> <li>➤ Mock exam (Y13)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progression from the study of the poetry anthology in Y12</li> <li>➤ Link to comparison skills from both Paper 2 and the NEA</li> </ul>	<p>Careers</p> <p>Jobs directly related to a degree in English include:</p> <ul style="list-style-type: none"> <li>➤ Digital copywriter</li> <li>➤ Editorial assistant</li> <li>➤ English as a foreign language teacher</li> <li>➤ Lexicographer</li> <li>➤ Magazine journalist</li> <li>➤ Newspaper journalist</li> <li>➤ Publishing copyeditor/proof-reader</li> <li>➤ Secondary school teacher</li> <li>➤ Web content manager</li> <li>➤ Writer</li> </ul> <p>Jobs where your degree would be useful include:</p> <ul style="list-style-type: none"> <li>➤ Academic librarian</li> <li>➤ Advertising copywriter</li> <li>➤ Arts administrator</li> <li>➤ Education consultant</li> <li>➤ Information officer</li> <li>➤ Learning mentor</li> <li>➤ Marketing executive</li> <li>➤ Media researcher</li> <li>➤ PPC specialist</li> <li>➤ Primary school teacher</li> <li>➤ Private tutor</li> </ul>
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	<p>Tess of the d'Urbervilles</p> <ul style="list-style-type: none"> <li>➤ The tragic genre and generic conventions</li> <li>➤ Presentation of fate and other Victorian concepts</li> <li>➤ Plot and narrative structure</li> <li>➤ Narrative voice and point of view</li> <li>➤ Characterisation</li> <li>➤ The writer's craft (language and structure)</li> <li>➤ Symbolism</li> <li>➤ The social and political impact and context</li> <li>➤ The writer's concerns and Feminist viewpoint</li> <li>➤ How the novel reflects key concerns from the theme of "Women in Society"</li> <li>➤ Evaluation skills</li> <li>➤ Answering exam questions and exam technique practise</li> <li>➤ Revision of key language and structure terminology ➤ Comparison of Mrs Dalloway to revise key methods studied in lockdown</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge quizzes on language and structure techniques</li> <li>➤ Wider reading</li> <li>➤ Cloze activities, comprehension questions, low stakes quizzes, chapter summaries</li> <li>➤ PEE paragraphs and whole essays using the exam style (based on an extract)</li> <li>➤ Timed essays</li> <li>➤ Mock exam (Y13)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link to (and opportunity for revision of) tragic genre from Paper 1 – Drama</li> <li>➤ Companion text to Mrs Dalloway for Paper 2 exam</li> <li>➤ Link to comparison skills from both Paper 3 (Poetry) and the NEA</li> <li>➤ Progression of study of narrative voice and style</li> </ul>	<ul style="list-style-type: none"> <li>➤ Public relations officer</li> <li>➤ Records manager</li> <li>➤ Social media manager</li> </ul> <p>Future Learning</p> <p>Degrees in essay based and analytical studies such as: ➤</p> <p>Classical Studies or history</p> <ul style="list-style-type: none"> <li>➤ Drama</li> <li>➤ English Literature</li> <li>➤ English Language and Literature</li> <li>➤ Law</li> <li>➤ Politics</li> <li>➤ Theology</li> </ul> <p>Teacher Training</p>
<p><b>Summer</b></p>	<p><b>Exam Revision</b></p> <p>Focus on exam skills and preparation. Revision of material for all exams.</p>			

	<ul style="list-style-type: none"> <li>➤ Ensure knowledge of how to write a successful essay for each question and exam</li> <li>➤ Consolidate knowledge of the course and any texts which require focus</li> <li>➤ Assessment Objectives</li> <li>➤ Lockdown recovery – Mrs Dalloway, anthology poems studied independently</li> <li>➤ Answering exam questions and exam technique practise</li> <li>➤ Learn and apply precise vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practise exam papers and timed essays</li> <li>➤ Final exams (June/July)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision, organisation and time management skills are all essential</li> </ul>	<p>Any future study which requires reflection and revision of knowledge.</p>
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