

English Literature A-Level

Curriculum Intent 2023-2024

Reading is the golden thread of the whole curriculum. The ability to read and understand has a direct effect upon progress and attainment in all areas of the curriculum, as well as upon children's self-esteem and motivation to learn. It is our intent that all students at Brine Leas should become both competent and confident readers – able to read for information and understanding, to decode and deconstruct concepts, to develop knowledge at a deeper level, and achieve their potential.

In English lessons, reading is at the heart of everything we do. 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. Our curriculum is knowledge-rich; students are immersed in texts that inspire, 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 and depth of these texts – both fiction and non-fiction – 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.

A love of reading is key to both personal development and life-long learning. We want students to choose to read for pleasure – pleasure in reading should be separate from attainment pressures and an opportunity to develop and express their own passions and interests alongside widening their understanding of the world in which we live. Imagination and creativity are also central to writing; throughout our curriculum, students are given the challenging opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. Similarly, at KS4, English Language and Literature are closely intertwined in our curriculum (albeit assessed separately), empowering students to use their analysis of the nuances of language, structure and authorial intent to develop their own fluency, personal voice and creative flair.

Studying English at Brine Leas builds resilience and encourages ambition and aspiration. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. 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.

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 (by the class teacher in the first instance and the Key-Stage Coordinator if required).

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.

Connections to future pathways

Careers directly related to a degree in English include digital copywriter; editorial assistant, English as a foreign language teacher, lexicographer, magazine journalist, newspaper journalist, publishing copy-editor/proof-reader, secondary school teacher, web content manager, writer

Jobs where your degree would be useful include: academic librarian; advertising copywriter, arts administrator, education consultant, information officer, learning mentor, marketing executive, media researcher, PPC specialist, primary school teacher, private tutor, public relations officer, records manager, social media manager, research or education, library and resource managing, archiving, museum and gallery curating, any job involving research and presentation skills

Future Learning: English literature links with any degree which involves research, data collection, analytical investigations, extended written work and formal referencing skills such as: classical studies or history, geography, drama, English literature, English language and literature, law, politics, psychology, sociology, linguistics, theology, teacher training, ...etc.

Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn	<p align="center">Drama – Tragedy</p> <p>Explore the dramatic form of Tragedy through the analysis of two texts, Othello by William Shakespeare and Doctor Faustus by Christopher Marlowe, with support from the Shakespeare: A Critical Anthology – Tragedy. 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"> ➤ Introduction to the key concepts of the dramatic form of tragedy and key moral debates within both texts. ➤ Big picture ideas including: Morality, Atheism, Race, Gender, The Supernatural ➤ Study of the critical anthology from the exam board – 6 critical texts 	<ul style="list-style-type: none"> ➤ Wider reading ➤ Judgements during discussion ➤ Presentation on novel of student's choice in class in front of peers. 	<ul style="list-style-type: none"> ➤ Progression from study of drama and Shakespeare at GCSE – An Inspector Calls, Macbeth ➤ SMSC 1/5/6 - Prompts introspection on a wide range of morals debates through the dramatic from tragedy.
	<ul style="list-style-type: none"> ➤ Through Doctor Faustus, we want to develop knowledge and understanding of the key moral debates that existed in the late 16th century. ➤ Guided study of the text including plot, narrative, dramatic devices, characterisation, language and structure <p>Key Concepts:</p> <ul style="list-style-type: none"> ➤ Atheism ➤ Gender ➤ The Supernatural ➤ Humanism ➤ Human fallibility 	<ul style="list-style-type: none"> ➤ Text annotation ➤ Language, dramatic technique and structure knowledge quizzes (terminology) ➤ Numerous opportunities for debate ➤ Exam style questions and essays 	<ul style="list-style-type: none"> ➤ Progression from study of drama and close analysis of texts from GCSE. ➤ Links to RE, philosophy and history (Elizabethan context)

	<ul style="list-style-type: none"> ➤ The plot of Othello and tragic structure (Freytag's triangle) ➤ Dramatic impact of the play in performance and different film versions ➤ Characterisation ➤ Themes including guilt, fate, evil and race ➤ The writer's craft – language and structure ➤ Dramatic devices and terminology linked to plays/drama e.g. soliloquys ➤ The historical context of Venice/Cyprus and views about race ➤ Evaluation skills ➤ Answering exam questions and exam technique practise 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Revision of dramatic devices and stagecraft ➤ Cloze activities, comprehension questions, low stakes quizzes ➤ PEE paragraphs and whole essays using the exam style (based on an extract) ➤ Timed essays ➤ Mock exam (Y12) 	<ul style="list-style-type: none"> ➤ SMSC 2: how to deal with many prejudices and how language can be seen as insulting and derogatory. ➤ SMSC 6: tolerance and acceptance in multicultural Britain.
Spring	<p style="text-align: center;">Women in Society/Poetry of the 21st Century</p> <p>Explore the perceived role of women in society through study of <i>Mrs. Dalloway</i> by Virginia Woolf and a variety of cultural and social themes through the analysis of twenty poems within the <i>Poems of the Decade: An Anthology of the Forward Books of Poetry</i> 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.</p>		
	<ul style="list-style-type: none"> ➤ To read and interpret the twenty set poems from the <u>poetry anthology</u> ➤ Apply poetic terminology (language, form and structure) ➤ Context and writer – consider the concerns and choices of modern-day poets ➤ How texts can be grouped and compared to inform interpretation ➤ Use of narrative frames, voice, structure and other poetic devices ➤ Answering exam questions and exam technique practise 	<ul style="list-style-type: none"> ➤ Text annotation – independent, group work ➤ Presentation to class of analysis of unseen poem ➤ Debate around both themes and key quotations. ➤ PEE paragraphs and whole essays using the exam style ➤ Timed essays ➤ Mock exam (Y12). 	<ul style="list-style-type: none"> ➤ 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 ➤ Students apply their knowledge from this unit to analyse an unseen poem in the exam

	<ul style="list-style-type: none"> ➤ Through <u>Mrs. Dalloway...</u> ➤ Genre and form in PROSE ➤ Understanding of narrative voice and style such as stream of consciousness and free indirect discourse ➤ Language, structure and other narrative methods ➤ Context of 1920s (social, historical, cultural) ➤ Context of the Modernist literary movement ➤ Writer's attitudes e.g. feminism, views of war ➤ How the novel reflects key concerns from the theme of "Women in Society" 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Wider reading ➤ Cloze activities, comprehension questions, low stakes quizzes, chapter summaries ➤ PEE paragraphs and whole essays using the exam style (based on an extract) ➤ Timed essays ➤ Mock exam (Y13) 	<ul style="list-style-type: none"> ➤ SMSC 1/4: The poetry anthology encourages analysis of relevant and modern themes such as masculinity and femininity, parenthood, the human relationship with death/illness to name but a few. ➤ Links to history, government and politics, sociology, psychology. ➤ Progression from study of a novel at GCSE and contextual knowledge from 1912 linked to An Inspector Calls ➤ SMSC 2/4/5/6 Mrs. Dalloway explores a wide range of socially relevant themes such as mental illness, feminism, homosexuality etc. which ultimately allows for individual and group contemplation for the students.
Summer	<p style="text-align: center;">NEA Preparation</p> <p>Develop independent research, investigation and analysis skills to begin writing the NEA. During this period we analyse a range of previous NEAs that have been submitted by students. We critique and celebrate various aspects of each sample NEA and explore why they were given a particular mark.</p>		

	<ul style="list-style-type: none"> ➤ We read and identify the limits within which we must complete our NEA coursework. ➤ We examine the different stages of completion with a detailed focus on exactly what students are expected to have achieved by each date. ➤ We explore appropriate structures to adopt when writing our NEA. ➤ We recommend an appropriate referencing system for the coursework and explain how best to approach it. ➤ We facilitate a 'workshop' in which we explore previous pieces of NEA coursework and we encourage students to identify the strengths and areas for improvement in each before giving a detailed examiner report in relation to the mark given. 	<ul style="list-style-type: none"> ➤ 1 to 1 feedback on NEA choices ➤ NEA one page plan 	<ul style="list-style-type: none"> ➤ During the phase we guide students to the fact that the NEA coursework essentially amalgamates all assessment objectives covered in the course so far. ➤ Students are encouraged to realise that the NEA acts as a form of revision for assessments with its focus on the assessment objectives as well as writing style and structure. ➤ SMSC 2/5/6 The sample NEAs explored cover a wide range of prevalent and mature topics ranging from underrepresentation of gender, race or sexuality in society amongst many others.
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Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn & Spring 1	<p align="center">NEA Consolidation/Women in Society/The Movement Poetry</p> <p>To allow students a short period of time in which to tidy up any misconceptions or issues relating to the non-examination assessment (NEA) with regular contact with their teachers. Further students' exploration of the Women in Society module through close reading and analysis of <i>Tess of the D'Urbervilles</i> by Thomas Hardy. To expand upon students' experiences with modern poetry by analysing and interpreting the Movement poetry anthology, <i>The Less Deceived</i> by Philip Larkin.</p>		

	<ul style="list-style-type: none"> ➤ Complete NEA preparations – create a formal and academically appropriate piece of writing of 2500-3000 words. <p>Key Concepts:</p> <ul style="list-style-type: none"> ➤ Bibliography ➤ Citation ➤ Footnotes ➤ Discourse Markers ➤ Personal Voice ➤ Writing Style 	<ul style="list-style-type: none"> ➤ NEA-draft feedback as well as one-to-one time with teachers to discuss work. ➤ Summative assessment as per exam board specification – 20% of grade 	<ul style="list-style-type: none"> ➤ Students will have done most of the planning and researching for this task prior to starting year 13. ➤ Writing skills from across their secondary school education will now be elevated to produce a mature and consistent piece of extensive writing for assessment.
	<ul style="list-style-type: none"> ➤ Through <i>The Less Deceived</i> students will close read and analyse thirty poems from one writer and collection. ➤ Context of the Literary Canon and literary movements ➤ Context of the writer and Larkin's values ➤ Develop depth of knowledge about poetic style through close study of a single poet ➤ How interpretations can be enhanced by the study of context in which texts are both written and received <p>Key Concepts:</p> <ul style="list-style-type: none"> ➤ Transience ➤ Deception ➤ Ageing ➤ Relationships ➤ Time and Memory ➤ Mortality ➤ Identity ➤ Acceptance 	<ul style="list-style-type: none"> ➤ Text annotation – independent, group work ➤ Debate around both themes and key quotations. ➤ PEE paragraphs and whole essays using the exam style ➤ Timed essays ➤ Mock exam (Y13) 	<ul style="list-style-type: none"> ➤ Progression from the study of the poetry anthology in Y12 ➤ Link to comparison skills from both Paper 2 and the NEA ➤ SMSC 1/2/4/5/6 <i>The Less Deceived</i> explores the world around us through the eyes of a deeply flawed yet brutally honest poet in Philip Larkin. His oftentimes desperate wrestling with difficult concepts such as death, ageing, relationships and time allow for students to consider their own views on the world in which we live.

	<p><u>Tess of the d'Urbervilles</u></p> <ul style="list-style-type: none"> ➤ The tragic genre and generic conventions ➤ Presentation of fate and other Victorian concepts ➤ Plot and narrative structure ➤ Narrative voice and point of view ➤ Characterisation ➤ The writer's craft (language and structure) ➤ Symbolism ➤ The social and political impact and context ➤ The writer's concerns and Feminist viewpoint ➤ How the novel reflects key concerns from the theme of "Women in Society" ➤ Evaluation skills ➤ Answering exam questions and exam technique practise ➤ Revision of key language and structure terminology 	<ul style="list-style-type: none"> ➤ Knowledge quizzes on language and structure techniques ➤ Wider reading ➤ Cloze activities, comprehension questions, low stakes quizzes, chapter summaries ➤ PEE paragraphs and whole essays using the exam style (based on an extract) ➤ Timed essays ➤ Mock exam (Y13) 	<ul style="list-style-type: none"> ➤ Link to (and opportunity for revision of) tragic genre from Paper 1 – Drama ➤ Companion text to Mrs Dalloway for Paper 2 exam ➤ Link to comparison skills from both Paper 3 (Poetry) and the NEA ➤ Progression of study of narrative voice and style ➤ SMSC 2/4/5/6 Like Mrs. Dalloway, Tess of the d'Urbervilles presents pertinent themes through the lens of Victorian England. Students explore the class system, male oppression of women, gender and injustice which ultimately motivates students to consider modern society and the lingering relevance of the themes stated above.
Spring 2 & Summer	<p align="center">Exam Revision</p> <p align="center">Focus on exam skills and preparation. Revision of material for all exams.</p>		
	<ul style="list-style-type: none"> ➤ Ensure knowledge of how to write a successful essay for each question and exam ➤ Consolidate knowledge of the course and any texts which require focus ➤ Assessment Objectives ➤ Answering exam questions and exam technique practise ➤ Learn and apply precise vocabulary 	<ul style="list-style-type: none"> ➤ Practise exam papers and timed essays ➤ Final exams (June/July) 	<ul style="list-style-type: none"> ➤ Revision, organisation and time management skills are all essential

