

## A-level English Literature Year 1 (Year 12) Programme of Study 2020-2021

<b>Term/ Teacher</b>	<b>Autumn 1</b> 31 <sup>st</sup> Aug - 23rd Oct 7 teaching weeks	<b>Autumn 2</b> 2nd Nov - 18th Dec 7 teaching weeks	<b>Spring 1</b> 4th Jan - 12th Feb 6 teaching weeks	<b>Spring 2</b> 22nd Feb - 1st April 6 teaching weeks	<b>Summer 1</b> 19th April - 28th May 4 teaching weeks	<b>Summer 2</b> 7th June - 21st July 7 teaching weeks
<b>Teacher 1</b>	'The Great Gatsby' Paper 1 Section C	'The Great Gatsby' Paper 1 Section C	Pre-1900 poetry anthology Paper 1 Section C	Comparing Pre-1900 poetry anthology with 'The Great Gatsby' Paper 1 Section C	Feedback/Reflection on Paper 1 Section C  Comparing unseen love poetry Paper 1 Section B	Introduction to NEA: outline requirements/research/ look at exemplars/select texts  Option to read 'The Yellow Wallpaper' and 3-4 other stories by Gilman (group ability dependent)
<b>Term/ Teacher</b>	<b>Autumn 1</b> 31 <sup>st</sup> Aug - 23rd Oct 7 teaching weeks	<b>Autumn 2</b> 2nd Nov - 18th Dec 7 teaching weeks	<b>Spring 1</b> 4th Jan - 12th Feb 6 teaching weeks	<b>Spring 2</b> 22nd Feb - 1st April 6 teaching weeks	<b>Summer 1</b> 19th April - 28th May 4 teaching weeks	<b>Summer 2</b> 7th June - 21st July 7 teaching weeks
<b>Teacher 2</b>	'Othello' Paper 1 Section A	'Othello' Paper 1 Section A	Comparing unseen love poetry Paper 1 Section B	'Feminine Gospels' Paper 2 Section A Revision for Paper 1 Section A - 'Othello' Section B - Unseen poetry	Feedback/Reflection on Paper 1 (Sections A and B)  'Feminine Gospels' Paper 2 Section A	'Feminine Gospels' Paper 2 Section A
<b>Whole School Dates:</b>		3rd Nov - Interims	20th Jan - Interims	w/c 29th March - Mock examinations	27th April - Mock examination results 29th April - Parents Evening 24th May - Work Experience Week	30th June - Interims

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### **The rationale for content choices and curriculum sequencing**

#### **Content**

##### **'Othello'**

- Suitably challenging Shakespeare text – students will not have come across it before either at KS3 or GCSE level
- Encourages the exploration of a range of challenging and relevant issues including racism, stereotyping, the position and treatment of women within a patriarchal society, marriage and relationships, male identity/dominance
- A well-established A-level set text so there are a range of teaching resources available
- A popular text choice at A-level so exemplar responses and thorough examination feedback is available from AQA

##### **Pre-1900 Love Through the Ages poetry**

- Students are exposed to a range of different forms of poetry in preparation for the Paper 1 unseen poetry comparison task, in addition to the section C 'Comparing Texts' task
- The poems from the post-1900 bank in the anthology can be used to prepare students for the unseen poetry section in Paper 1
- The poems come from a spectrum of time periods / backgrounds / movements (from the 16<sup>th</sup> to the 19<sup>th</sup> century) but are linked by a common theme, thus encouraging students to compare viewpoints and methods used as well as develop their knowledge of different poetic forms and movements
- The themes already explored in 'The Great Gatsby' can then be considered and explored in the pre-1900 poetry anthology – including the pains of love, obsessive love, lost love, unrequited love, barriers to love/relationships

##### **'The Great Gatsby'**

- Studying one of the seminal texts of American literature fosters the development of the students' love for reading and appreciation of the writer's craft
- Prior to reading the text, students are introduced to contextual information, helping them to understand the mind-set of a 1920s American audience, especially with regards to religion, position of women, marriage and class divisions, fashion and trends, the effects of World War I and life during the inter-war period
- Due to the novel's length it can be explored and read in great depth with the support and guidance of the teacher – introducing new A-level students to the close and critical reading that is required at A-level
- A well-established A-level set text so there are a range of teaching resources available

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- There are key links, in terms of ideas, attitudes and themes, with the pre-1900 poetry anthology which students must fully explore/engage with for the Paper 1 Section C comparison task

### **'Feminine Gospels'**

- Comparing and contrasting poems within the collection, referring where relevant to theme, characterisation, style and literary quality; comparing two or three texts critically with respect to the above
- Discussing and maintaining a point of view when writing analytical responses that also require students to express and support their opinion on a writer's intentions/viewpoint
- A modern text which deals with a range of contemporary and relevant issues that post-16 students can engage with

### **Sequencing**

- Beginning Autumn 1 term with 'Othello' and 'The Great Gatsby' gives students a chance to practise their literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions to build upon their literature studies of GCSE
- Studying a novel and play from the outset enables students to revise/re-familiarise with key elements/differences between two of the main genres they will be assessed on and be required to explore more independently for their NEA essay in Year 13
- Moving to poetry in Spring 1 enables the students to apply their analytical skills to different, more concise and therefore often more challenging types of text. Studying poetry with both teachers simultaneously (but for different sections of the paper 1 examination) allows students to work on fully developing the analytical skills required to confidently examine poetry but also be aware of the differences in the skills assessed/question types that Paper 1 includes which involve the exploration of poetry.
- Studying all texts/developing all skills required for Paper 1 by the end of Spring 2 allows students to sit a complete Paper 1 examination for their mock examination in Summer 1. This provides Year 12 students with the experience of sitting a three-hour examination and teachers the opportunity to obtain a clear and holistic picture of student attainment/progress
- Summer 2 is used to begin covering the content for Paper 2 and results in students finishing Year 12 with a clear outline of both examination papers and what they can begin to study/read over the summer break before beginning Year 13
- The NEA essay is introduced to students in Summer 2 so that they can read and research their chosen two texts over the summer break and begin the planning process prior to returning in September. Also, task titles can be agreed and checked with the AQA NEA advisor and any modifications made in good time (before October/November) so that students can begin the drafting process with confidence/clarity. Completing the NEA (worth

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20%) early in Year 13 ensures sufficient time is allocated to examination revision and practice (worth 80%). Students are made aware of the weightings and reminded of the independence required when completing their NEA tasks.

- The option to read/teach students 'The Yellow Wallpaper and other Stories' is provided to support less able/less confident students who may struggle with the demands of the independence required for the NEA task.