

## A-level English Literature Year 2 (Year 13) Programme of Study 2020-2021

Term/ Teacher	<b>Autumn 1</b> 31 <sup>st</sup> Aug - 23 <sup>rd</sup> Oct 7 teaching weeks	<b>Autumn 2</b> 2 <sup>nd</sup> Nov - 18 <sup>th</sup> Dec 7 teaching weeks	<b>Spring 1</b> 4 <sup>th</sup> Jan - 12 <sup>th</sup> Feb 6 teaching weeks	<b>Spring 2</b> 22 <sup>nd</sup> Feb - 1 <sup>st</sup> April 6 teaching weeks	<b>Summer 1</b> 19 <sup>th</sup> April - 28 <sup>th</sup> May 5 teaching weeks	<b>Summer 2</b> 7 <sup>th</sup> June - 21 <sup>st</sup> July 7 teaching weeks
<b>Teacher 1</b> <b>(DPe)</b>	<p><b>Paper 1 Section C revision (Comparing texts)</b> <b>Revisiting pre-1900 poetry and ‘The Great Gatsby’</b></p> <p>Paper 2 Section B - Unseen Modern Prose  (NEA skills/support)</p>	<p>Paper 2 Section B - Unseen prose extract</p> <p>Paper 1 Section B - Unseen Poetry Comparison  (NEA skills/support)</p>	<p>Paper 2 Section B (Unseen prose extract)</p> <p>Paper 1 Section B (Unseen poetry comparison)</p> <p>Mock exam feedback (Paper 1 Sections B and C/Paper 2 Section B (unseen prose extract))</p>	<p>Paper 1 Section C - Comparing texts revision</p> <p>Paper 1 Section B - Unseen poetry comparison revision</p>	<p>Paper 2 Section B Unseen prose extract revision/exam practice</p> <p>Paper 1 Sections B and C revision/exam practice</p>	
<b>Teacher 2</b> <b>(HLy)</b>	<p><b>Revise unseen poetry and ‘Othello’ before starting ‘TCP’ and ‘A Streetcar...’</b></p> <p>Paper 2 Section A Revision (‘Feminine Gospels’)</p>	<p>Paper 2 Section B - ‘A Streetcar Named Desire’ &amp; ‘The Color Purple’</p>	<p>Paper 2 Section B (Drama and Prose linking)</p> <p>Mock exam feedback (Paper 1 Section A/Paper 2 Sections A and B (linking))</p>	<p>Paper 1 Section A - ‘Othello’</p> <p>Paper 2 Section A - ‘Feminine Gospels’</p>	<p>Paper 1 Section A and Paper 2 Sections A and B revision/exam practice</p>	

## A-level English Literature Year 2 (Year 13) Programme of Study 2020-2021

	Paper 2 Section B - ‘A Streetcar Named Desire’ & ‘The Color Purple’					
<b>Whole School Dates:</b>		<b>1st Dec - Interims</b> <b>3rd Dec - Parents Evening</b>	<b>w/c 11th Jan - Mock examinations</b> <b>27th Jan - Interims</b>	<b>24th Mar - Interims</b> <b>w/c 29th Mar - Intervention week</b>		
<b>Assessment Dates &amp; Marks deadlines:</b>	w/c 7th Sept’ 2020 28th September 2020	w/c 2nd Nov’ 2020 20th November 2020 <b>Final NEA draft due: 14th December 2020 (tbc)</b>	w/c 11th Jan’ 2021 (Mocks) 27th January 2021	w/c 1st Mar’ 2021 23rd March 2021	w/c 19th April 2021 10th May 2021	

(\*Assessment tasks can be modified but must use the A-level exam question format)

### The rationale for content choices and curriculum sequencing

#### Content

##### ‘A Streetcar Named Desire’

- Suitably challenging modern play 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 homophobia, 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

##### Modern Prose Fiction extracts (from 1945 onwards)

- Students are exposed to a range of different prose extracts in preparation for the Section B unseen prose extract task
- The extracts are all from modern texts (1945 onwards) and used to explore common themes/issues that occur in modern texts and link to the set texts (‘A Streetcar Named Desire’ and ‘The Color Purple’). These include isolation, identity, marriage, violent/destructive relationships, loneliness, male dominance and sexuality

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- The extracts used are taken from a range of texts including 'The Bell Jar', 'Oranges Are Not the Only Fruit', 'The Help', 'Revolutionary Road', 'Trumpet', 'The Woman Who Walked into Doors' and 'Brick Lane' to expose students to different styles of prose as well as a variety of contemporary themes

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### **'The Color Purple'**

- 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 setting and historical background linked to racial segregation, discrimination, patriarchy, Black American culture and identity
- A well-established A-level set text so there are a range of teaching resources available
- There are numerous key links, in terms of ideas, attitudes and themes, with the drama set text ('A Streetcar Named Desire') which have to be compared in the second part of the Section B examination task

### **Sequencing**

- Beginning Autumn 1 term with 'Othello' and the 'comparing texts' section of Paper 1, and using these as 'baseline assessments', serves two purposes. Firstly, it enables teachers to monitor student performance and to re-visit elements of the course that had to be delivered remotely and/or through blended learning. Students' literal and inferential comprehension: exploring aspects of plot, characterisation, events and settings - is focused upon in the first two weeks to establish students' understanding/engagement during remote learning
- The coverage of new content has been 'pushed back' to the last 3 weeks of Autumn 1 and all of Autumn 2 to ensure all students have 'caught up' with work set/covered remotely
- This year less time has been allocated in lessons to the NEA (which should be a very independent form of study) and 'Feminine Gospels' – study/support materials have been shared with students to aid them in these areas via Google Classroom and email – the bank of resources will continue to grow throughout the course of the academic year in preparation for being fully resourced and available when study leave begins
- Studying all texts/developing all skills required for Paper 2 by the end of Autumn 2 allows students to sit both Papers 1 and 2 in their entirety for their mock examination in Spring 1. This provides Year 13 students with the experience of sitting both examinations and teachers the opportunity to obtain a clear and holistic picture of student attainment/progress. Teachers are then best able to identify specific students that require intervention or particular elements of the examinations which require more revision/focus
- Summer 1 is allocated solely to revision and, more specifically, examination technique and practice. All sections in both papers are re-visited (50% is covered by each of the two teachers) in the final half term to ensure all students are clear on the examination format and assessment criteria