



## A-Level English Literature (A)

### Year 12: Cycle of Topics

Paper 1	1. <b>Prose Study:</b> <i>The Great Gatsby</i>	2. <b>Prose Study:</b> <i>The Great Gatsby</i>	3. <b>Poetry Study:</b> <i>Pre-1900 Poetry</i>	4. <b>Poetry Study:</b> <i>Pre-1900 Poetry</i>	5. <b>Revision and Internal Exam</b>	6. <b>Non-Examination Assessment (NEA)</b>
	1. <b>Drama Study:</b> <i>A Streetcar Named Desire</i>	2. <b>Drama Study:</b> <i>A Streetcar Named Desire</i>	3. <b>Poetry Study:</b> <i>Feminine Gospels</i>	4. <b>Poetry Study:</b> <i>Feminine Gospels</i>	5. <b>Revision and Internal Exam</b>	6. <b>Non-Examination Assessment (NEA)</b>

### Year 12 Overview

In Year 12, students are introduced to the specification, AQA A-Level Literature (A) and its historicist approach to the study of literature texts, which rests upon reading texts within a shared context. Working from the principle that no text exists in isolation but is the product of the time in which it is produced, the course encourages students to explore the relationships that exist between texts and the contexts in which they are written, received and understood. The historicist method of studying texts diachronically (across a very broad time period) is at the centre of the specification. Paper 1, 'Love Through the Ages' explores the theme of love – one of the most central themes in literature – across time and working within historical principles means that students are required to read widely across a range of texts, looking at ways in which authors shape meaning.

The approach to the curriculum privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses. Texts and their meanings are not fixed, meaning that interpretation is not fixed and multiple interpretations are possible. The set texts studied in class in Year 12 are *The Great Gatsby* by F. Scott Fitzgerald, the *AQA Pre-1900 Poetry Anthology*, *A Streetcar Named Desire* by Tennessee Williams and *Feminine Gospels*, a poetry anthology by Carol Ann Duffy. Key characters, themes and contexts are indicated in the topics of learning below.

Students are taught in small seminar-style groups where they are encouraged to share their own ideas with their teacher and peers. Homework will be set at least twice weekly with students expected to undertake additional reading and research which may be guided by the teacher and sometimes led by the student. There will be a greater emphasis on independent work at A level, especially when students are writing their Non-Examined Assessment. Teachers will guide students to appropriate texts and support them with planning their NEA. Work on the NEA will begin in the summer term of Year 12.

The specification is available in full at <https://www.aqa.org.uk/>



Topic of Learning	Half-Termly Overview: Knowledge and Skills	Key Assessments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>HT1 and HT2</b></p> <p><b>Prose Study</b></p> <ul style="list-style-type: none"> <li><i>The Great Gatsby</i> by F. Scott Fitzgerald</li> </ul> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p><b>Key Characters:</b> J. Gatsby, N. Carraway, D. Buchanan, T. Buchanan.</p> <p><b>Key Themes:</b> Desire, Dreams, Isolation, Memory, Materialism, Obsession.</p> <p><b>Key Contexts:</b> The American Dream, Social Class, Gender.</p> </div> <p><b>Drama Study</b></p> <ul style="list-style-type: none"> <li><i>A Streetcar Named Desire</i> by Tennessee Williams</li> </ul> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p><b>Key Characters:</b> B. DuBois, Stella Kowalski, Stanley Kowalski, H. Mitchell.</p> <p><b>Key Themes:</b> Desire, Fantasy &amp; Illusion, Loneliness, Cruelty.</p> <p><b>Key Contexts:</b> Old South and New South, Sexuality, Great Depression.</p> </div> <p>Study of these texts will be organised around exploration of character, theme, structure, use of form, contexts of production and reception and critical interpretation.</p>	<p><b>Paper 1: By the end of the unit students should:</b></p> <ul style="list-style-type: none"> <li>Be familiar with the hugely diverse range of types of 'love' that can be studied in relation to literature</li> <li>Begin to understand that attitudes to love in a text may be dependent upon the time in which it was written.</li> <li>Be able to analyse their set prose text for in depth, with a particular focus on narrative structure, use of time and place, characterisation and point of view.</li> <li>Be able to consider the representation of aspects of love in their set prose text, how this reflects the time in which the text was written and how this compares with the representation of these aspects of love in texts about love from other time periods.</li> </ul> <p><b>Paper 2: By the end of the unit students should:</b></p> <ul style="list-style-type: none"> <li>Be familiar with the conventions of drama and how their set text reflects these or otherwise.</li> <li>Be able to analyse their set drama text, with a particular focus on dramatic structure, stagecraft, dramatic characterisation and dramatic speech and language.</li> <li>Be able to consider how the drama text reflects the time in which it was written and how interpretations of its key characters and themes may vary according to context.</li> </ul>	<p>Exam-Style Question, e.g.</p> <p>Compare how ideas about enduring love are presented in <i>The Great Gatsby</i>.</p> <p>'Stella is, in fact, the most abhorrent character in <i>A Streetcar Named Desire</i>.' To what extent do you agree?</p>



HT3 and HT4

### Poetry Study

- AQA Pre-1900 Poetry Anthology

**Key Themes:** Loss, Betrayal, Desire, Separation, Loneliness, Passion, Acceptance, Family, Infidelity, Loyalty, Marriage.

### Poetry Study

- *Feminine Gospels* by Carol Ann Duffy

**Key Themes:** Love, Motherhood, Childbirth, Childhood, Female Suffering, Isolation, Grief, Influence, Participation.

Study of these texts will be organised around exploration of character, theme, structure, use of form, contexts of production and reception and critical interpretation.

### Paper 1: By the end of the unit students should:

- Be able to analyse the individual poems in their poetry anthology with a particular focus on subject matter; voice, attitudes and ideas; imagery and sound effects and poetic structure.
- Be able to consider the representation of aspects of love in their poetry anthology, how this reflects the time in which the poems were written and received and how this compares with the representation of these aspects in other reading about love from across time.
- Be able to use critical views of their anthology poems to engage with possible alternative interpretations.
- Be able to make links between the anthology poems and the prose text. These links should include links between types of love, authorial methods and relevant contextual factors.
- Be able to write comparatively about their prose text and their poetry text.

### Paper 2: By the end of the unit students should:

- Be familiar with the conventions of poetry of the time and how their set poetry text reflects or challenges these.
- Be able to analyse the individual poems in their poetry anthology with a particular focus on subject matter; voice, attitudes and ideas; imagery and sound effects and poetic structure.
- Be able to consider representations in their poetry anthology, how these reflect the time in which the poems were written and received and how these compare with representations in other texts from across time.

Exam-Style Question, e.g.

Compare how the authors of two texts you have studied present ideas about romantic commitment.

You must write about at least two poems in your answer as well as a prose text you have studied.

Exam-Style Question, e.g.

Examine the view that the collection 'fails because it falls apart into three totally different sections that have nothing in common with each other'.

You should refer to at least two poems in your answer.



<b>HT5</b>	<b>Revision and Internal Examination</b>	<b>By the end of the unit students should have:</b> <ul style="list-style-type: none"><li>• Developed strategies for revision.</li><li>• Targeted key areas to revise.</li><li>• Recapped and recalled key characters, themes and contexts in relation to each of the set texts studied.</li><li>• Practised exam technique.</li></ul>	Internal Exam: <b>Paper 1</b> , Sections B and C (AQA Exam Material)  <b>Paper 2</b> , Sections A and B (AQA Exam Material)
<b>HT6</b>	<b>NEA: Non-Examination Assessment</b>  Pupils will begin to identify texts and topics for their NEA, with support from their teachers. The focus is on independent study, research and reading.	<b>By the end of the unit students should have:</b> <ul style="list-style-type: none"><li>• Read and independently studied their first NEA text (with guidance from their teachers) and started to research appropriate secondary sources.</li><li>• Considered the areas of interest arising from their study and possible texts for comparison (with teacher support where appropriate).</li><li>• Started to read widely. Texts might include biographical works, other texts by the same author, television, film and stage adaptations and critical sources.</li></ul>	N/A: Ongoing feedback and support with NEA.



## A-Level English Literature (A)

### Year 13: Cycle of Topics

Paper 1	1. <b>Shakespeare Study:</b> <i>Othello</i>	2. <b>Shakespeare Study:</b> <i>Othello</i>	3. <b>Unseen practice:</b> <b>Poetry</b>	4. <b>Revision and</b> <b>practice papers</b>
	1. <b>Prose Study:</b> <i>A Handmaid's Tale</i>	2. <b>Prose Study:</b> <i>A Handmaid's Tale</i>	3. <b>Unseen practice:</b> <b>Prose</b>	4. <b>Revision and</b> <b>practice papers.</b>
Paper 2				

### Year 13 Overview

The objective of the Year 13 curriculum is to revise, consolidate and develop the skills acquired during Year 12 by applying them to new and challenging texts which were produced in different contexts. Sufficient time is allocated to revision and practice papers to support pupils' independent revision at home.

The set texts studied in class in Year 13 are *Othello* by William Shakespeare and *A Handmaid's Tale* by Margaret Atwood. Key characters, themes and contexts are indicated in the topics of learning below. Students will also study a range of unseen poems and prose extracts to prepare them for the unseen section of each exam, which will require them to write analytically about a text they have not encountered before.

Students will continue to be taught in small seminar-style groups where they are encouraged to share their own ideas with their teacher and peers. Homework will be set at least twice weekly with students expected to undertake additional reading and research which may be guided by the teacher and sometimes led by the student. There will be a greater emphasis on independent work at A level, especially when students are writing their Non-Examined Assessment. There will be some class time allocated for students to complete their NEA and the final submission date is just before the Easter holiday.



Topic of Learning	Half-Termly Overview: Knowledge and Skills	Key Assessments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>HT1 and HT2</b></p> <p><b>Shakespeare Study</b></p> <ul style="list-style-type: none"> <li><i>Othello</i> by William Shakespeare</li> </ul> <div style="border: 1px solid red; padding: 5px;"> <p><b>Key Characters:</b> Othello, Iago, Desdemona, Bianca, Cassio, Roderigo, Brabantio.</p> <p><b>Key Themes:</b> Prejudice, Passion, Jealousy, Betrayal, Isolation, Sexual Prowess</p> <p><b>Key Contexts:</b> Tragic Hero, Revenge Tragedy, War of Cyprus, Contemporary Prejudice</p> </div> <p><b>Prose Study</b></p> <ul style="list-style-type: none"> <li><i>A Handmaid's Tale</i> by Margaret Atwood</li> </ul> <div style="border: 1px solid red; padding: 5px;"> <p><b>Key Characters:</b> Offred, The Commander, Serena Joy, Aunt Lydia, Nick, Ofglen, Cora.</p> <p><b>Key Themes:</b> Women's Bodies as Political Instruments, Language as a Tool of Power, Causes of Complacency.</p> <p><b>Key Contexts:</b> Feminism, Sexual Revolution, Totalitarian Society.</p> </div> <p>Study of these texts will be organised around exploration of character, theme, structure, use of form and key contexts.</p>	<p><b>Paper 1: By the end of the unit students should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse their Shakespeare play, with a specific focus on dramatic structure, stagecraft, dramatic characterisation and dramatic speech and language.</li> <li>Consider the representation of aspects of love in their Shakespeare play, how this reflects the time in which the play was written and received and how this compares with the representation of love in other texts across time.</li> <li>Consider television, film or stage adaptations and/or critical views of their Shakespeare play, using these to engage with alternative interpretations and exploring how they reflect contexts of reception.</li> <li>Analyse key passages from the play and make links to the wider play.</li> </ul> <p><b>Paper 2: By the end of the unit students should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse prose extracts taken from key points of their set prose text study which exemplify relevant aspects of the chosen time period.</li> <li>Demonstrate familiarity with the conventions of prose fiction of the time and how their set prose text reflects or challenges these.</li> <li>Analyse their set prose text and unseen prose extracts, with a particular focus on narrative structure, the use of time and place, characterisation and perspective.</li> <li>Consider the representation of key aspects of their chosen time period in their set prose text, how this reflects the time in which the text was written and how this compares with the representations in other texts from the period.</li> </ul>	<p>Exam-Style Question, e.g.</p> <p>'As lovers, Othello and Desdemona either worship or despise one another. There is no middle ground.'</p> <p>In the light of this view, discuss how Shakespeare presents Othello's and Desdemona's attitudes towards one another in this extract and elsewhere in the play.</p> <p>Exam-Style Question, e.g.</p> <p>Examine the significance of Ofglen in the novel.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HT3</p>	<p><b>Unseen Practice</b></p> <ul style="list-style-type: none"> <li>Unseen Poetry</li> </ul> <p><b>Unseen Practice</b></p> <ul style="list-style-type: none"> <li>Unseen Prose</li> </ul> <p>Students will be presented with a challenging and diverse range of unseen poems and prose. These will be selected by the teacher and include a range of writers and genres.</p>	<p><b>Paper 1: By the end of the unit students should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse and interpret a range of unseen poetry.</li> <li>Apply the contextual knowledge and understanding they have gained across the course to their analysis and interpretation.</li> <li>Respond critically and creatively to literature.</li> <li>Write comparatively about unseen poems.</li> <li>Use appropriate poetic terminology confidently and fluently within their written analysis.</li> <li>Write succinctly and coherently within timed conditions.</li> </ul> <p><b>Paper 2: By the end of the unit students should be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse and interpret a range of unseen literary texts.</li> <li>Apply the contextual knowledge and understanding they have gained across the course to their analysis and interpretation.</li> <li>Respond critically and creatively to literature.</li> <li>Use appropriate poetic terminology confidently and fluently within their written analysis.</li> <li>Write succinctly and coherently within timed conditions.</li> </ul>	<p>Exam-Style questions based on unseen poems and prose extracts.</p> <p>Mock Exam: <b>Paper 1</b>, Sections A, B and C (AQA Exam Material)</p> <p><b>Paper 2</b>, Sections A and B (AQA Exam Material)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HT4</p>	<p><b>Revision and Practice Papers</b></p> <p>Revision of all set texts:  <i>The Great Gatsby</i>  <i>AQA Pre-1900 Poetry Anthology</i>  <i>A Streetcar Named Desire</i>  <i>Feminine Gospels</i>  <i>Othello</i>  <i>A Handmaid's Tale</i></p>	<p><b>By the end of the unit students should have:</b></p> <ul style="list-style-type: none"> <li>Developed strategies for revision.</li> <li>Targeted key areas to revise.</li> <li>Recapped and recalled key characters, themes and contexts in relation to each of the set texts studied.</li> <li>Practised exam technique.</li> </ul>	<p>Exam questions completed regularly in timed conditions.</p> <p>Mock Exam: <b>Paper 1</b>, Sections A, B and C (AQA Exam Material)</p> <p><b>Paper 2</b>, Sections A and B (AQA Exam Material)</p>