

# Roundwood Park School



## KS5 English Literature

**RPS English Department Mission Statement:** To deliver an authentic and meaningful English curriculum, that challenges our students by combining tradition with contemporaneity and that inspires our students to think critically and beyond their own time and place.

We want our students to leave us with creative and enquiring minds; making links between what is explored in the classroom and wider social, political and moral issues. We prepare our students to communicate accurately, with the ability to convey their ideas confidently and with respect for others.

### Components Studied:

#### Component 01: Poetry

It represents 30% of the marks for A Level.

#### Section A: Poetry Pre-1900

This section of the A Level assesses students' ability to analyse language, exploration of themes and then their ability to place poetry in context. The first question will focus on close reading and analysis of language and effect on the reader. The second question will present a view of Rossetti's works, and candidates are required to present an argument in response that demonstrates critical understanding of the different ways in which the poems can be interpreted and how this has changed over time.

#### Section B: Poetry Post 1900

This section requires candidates to explore contrasts, connections and comparisons between different literary texts. In their answer's candidates must refer to two poetry texts, one from Carol Ann Duffy's writing and one from Philip Larkin's.

There will be a **choice of two different questions** each with a different focus. Candidates must select one question, and base their answer on a comparative study, with substantial discussion of both texts.

Candidates are required to show critical understanding of the connections and comparisons between the texts and to demonstrate understanding of the significance and influence of the **contexts** in which literary texts are written and understood.

#### Set texts are as follows:

- **Christina Rossetti – Selected Poems of Christina Rossetti**
- **Carol Ann Duffy – Mean Time**
- **Philip Larkin – The Whitsun Weddings**

**These texts have been selected because it allows students to explore poems from both the English Literary heritage and further their understanding of sexuality through feminism. Both texts explore power balance and gender rights, which is both interesting and relevant for students to cover when understanding their place in the world and why they have the freedoms that they do today.**

## **Component 02: Drama and Poetry**

It represents 30% of the marks for A Level.

### Section A: Shakespeare

This section of the A Level assesses students' ability to analyse language, exploration of themes and then their ability to place plays in context. The first question will focus on close reading and analysis of language and effect on the reader. The second question will present a view of Shakespeare's character/works, and candidates are required to present an argument in response that demonstrates critical understanding of the different ways in which the play can be interpreted and how this has changed over time.

### Section B: Drama Pre and Post 1900

This section requires candidates to explore contrasts, connections and comparisons between two different plays from different time periods. In their answer's candidates must refer to the two texts.

There will be a choice of two different questions each with a different focus. Candidates must select one question, and base their answer on a comparative study, with substantial discussion of both texts.

Candidates are required to show critical understanding of the connections and comparisons between the texts and to demonstrate understanding of the significance and influence of the contexts in which literary texts are written and understood and can be appreciated in different ways.

### **Texts:**

**Shakespeare: Hamlet/The Tempest**

**Webster: The Duchess of Malfi**

**Williams: A Streetcar Named Desire**

**These texts have been selected because it allows students to explore powerful and influential texts. They explore themes that are appropriate for modern audiences and allow students to express ideas about mental health, female empowerment, hyper masculinity and abusive relationships.**

### **Component 03: Unseen Texts**

It represents 20% of the marks for A Level.

#### Section A: Texts in Context 1918 - 1939

A close, critical analysis of a section of an interwar text, which is further informed by extracts with contextual and critical information. Students will study a range of extracts focusing on modernism and other texts from the era.

#### Section B: Unseen Poetry

Students explore the use of language and structure in an unseen poem. Exploring how poet's create meaning in detail.

### **Component 04: Novel Study**

It represents 20% of the marks for A Level.

#### **Non-Examined Coursework Unit**

##### **Comparative essay**

Candidates are required to submit an essay which explores contrasts and comparisons between **two** texts, informed by different interpretations and an understanding of contexts. Quotations from secondary sources, whether different interpretations or contextual material, must be acknowledged by footnotes and a bibliography. This task must be based on **two one pre-2000 and one post 2000** literary texts. The recommended word length for this task is 2500 – 3000 words, excluding quotations, task title, footnotes and bibliography.

##### **Pre-2000 Text Studied in Class:**

**Walker: The Color Purple**

# A Level English Literature Course Outline 2021-2022

## Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teacher A</b> <b>(2 hrs)</b>	Poetry: Rossetti	Drama: Hamlet/The Tempest	Drama: Hamlet	Poetry: Rossetti	Mock Exam Revision	NEA: The Color Purple
<b>Why this?</b> <b>Why Now?</b>	This unit provides students with the grounding they need to explore texts to an A Level standard. It also allows students to build on their knowledge of the genre.	These texts are both complex and challenging. Students are given an opportunity to explore these texts and the critical theories in context.	Due to the length of the novel and depth of study this will continue into Spring One.	Students return to studying Rossetti's poetry, this time with a greater understanding of the assessment objectives.	Students will revise texts studied so far in preparation for the end of unit exams.	Teacher A will continue to focus on the comparison coursework into Year 13. This will allow them to introduce their first text.
<b>Teacher B</b> <b>(2 hrs)</b>	Poetry: Larkin and Duffy	Drama: Streetcar and Malfi	Drama: Streetcar and Malfi	Poetry: Larkin and Duffy	Revision: Year 12 Mock	Unseen Texts: Interwar
<b>Why this?</b> <b>Why now?</b>	This unit prepares students to study these texts and introduces them to context and the different ideas explored within their poetry. Students form links between the two different texts.	Streetcar and Malfi are part of the literary canon and give students the opportunity to compare sophisticated links across time. Themes explored are relevant to let students see the impact of abuse and gender relations.	Due to the length of the novel and depth of study this will continue into Spring One.	Students return to studying Larkin and Duffy's poetry, this time with a greater understanding of the assessment objectives.	Students will revise texts studied so far in preparation for the end of unit exams	Students will begin to look at a challenging academic genre/time period. This gives students the opportunity to explore this period of literature after building up their confidence and skills, leaving them prepared for this unit at this point.

## Year 13

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Teacher A</b> <b>(3 hrs)</b>	NEA: The Color Purple/Unseen Poetry	Mock Revision/Unseen Poetry	NEA: The Color Purple	Interleaved Revision	Interleaved Revision	Interleaved Revision
<b>Why this? Why Now?</b>	Students are now considering their partner text, developing their question based on their own interests and area of study.	Students will revise texts studied so far in preparation for the end of unit exams.	Due to the length of the novel and depth of study this will continue into Spring One. This also incorporates the drafting process, which is an important skill to develop for students' future choices.	Students have now covered the knowledge and content of the course. They now have this time to develop their academic writing skills.	Students have now covered the knowledge and content of the course. They now have this time to develop their academic writing skills.	Students have now covered the knowledge and content of the course. They now have this time to develop their academic writing skills.
<b>Teacher B</b> <b>(2 hrs)</b>	Unseen Texts: Interwar	Mock Revision	Interleaved Revision	Interleaved Revision	Interleaved Revision	Interleaved Revision
<b>Why this? Why now?</b>	Critical theory and understanding the different ways in which A Level texts (and beyond) are studied is a vital element of the course. This allows students to focus on the different interpretations and schools of thought that can be used to assess texts.	Students will revise texts studied so far in preparation for the end of unit exams.	Students have now covered the knowledge and content of the course. They now have this time to develop their academic writing skills.	Students have now covered the knowledge and content of the course. They now have this time to develop their academic writing skills.	Students have now covered the knowledge and content of the course. They now have this time to develop their academic writing skills.	Students have now covered the knowledge and content of the course. They now have this time to develop their academic writing skills.