

Roundwood Park School

KS5 English Literature



RPS English students will have creative and enquiring minds.

They will have the ability to communicate respectfully, with kindness and empathy, gain knowledge, take inspiration from literature and make links with the wider world. All students will flourish, reach their potential and achieve their dreams.

Components Studied:

Component 01: Poetry

This 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

This 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

This 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

This 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
Teacher A (2 hrs)	Drama: Hamlet/The Tempest	Drama: Hamlet	Poetry: Rossetti	Poetry: Rossetti	NEA: The Color Purple	Mock Exam Revision
Why this? Why Now?	Texts are complex and challenging, but the narratives are engaging. This also has a clear progression from GCSE, which means students are starting with something that they are familiar with but studying to a much deeper level. A perfect start to A Level skills.	Due to the length of the play and depth of study this will continue into Autumn Two.	Skills and understanding of methods from the prior can now be applied to a range of texts over time and how a writer's style and themes can adapt and change. There is now more of a focus on AO5 and building the skills students need to integrate this.	Students continue to study Rossetti's poetry, this time with a greater understanding of the assessment objectives, with more of a focus on AO5 and building the skills students need to integrate this.	Teacher A will introduce the comparison coursework, which will continue into Year 13. This time will focus on the study of their pre 1980 text and they can start their reading to select their partner text into exam revision and the summer break.	Students will revise texts studied so far in preparation for the end of year exams.
Teacher B (2 hrs)	Drama: Streetcar and Malfi	Drama: Streetcar and Malfi	Poetry: Larkin and Duffy	Poetry: Larkin and Duffy	Revision: Year 12 Exams	Revision: Year 12 Mock
Why this? Why now?	Similar to the reasons for placing the Shakespeare text at the start of the year, 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 the students such as the impact of	Due to the length of the plays and depth of study this will continue into Autumn Two.	Skills and understanding of methods from the prior can now be applied to a range of texts over time and comparing the themes explored writers across time periods. There is now more of a focus on AO5 and building the skills students need to integrate this.	Due to the length of the novel and depth of study this will continue into Autumn Two.	Due volume of content and additional comparative work, Teacher B begins revision earlier.	Students will revise texts studied so far in preparation for the end of unit exams once exams are over students will have a brief introduction to the context of the inter-war period.

	abuse, control and gender relations.					
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Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teacher A (3 hrs)	NEA: The Color Purple/Unseen Poetry	Mock Revision/Unseen Poetry/NEA drafting	NEA: The Color Purple/Revision	Interleaved Revision	Interleaved Revision	Interleaved Revision
Why this? Why Now?	Students are now considering their partner text, developing their question based on their own interests and area of study. Unseen poetry skills are interleaved.	Students will revise texts studied so far in preparation for the end of unit exams as well as working on coursework alongside classwork.	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 will also have time to revise texts alongside independent coursework final draft.	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.
Teacher B (2 hrs)	Unseen Texts: Interwar	Mock Revision	Interleaved Revision	Interleaved Revision	Interleaved Revision	Interleaved Revision
Why this? Why now?	Students learn to engage with Critical theory and context in timed conditions, as well as clear analysis of writers' methods. This allows students to focus on the different interpretations and schools of thought	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.

	that can be used to assess texts.					
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