

Roundwood Park School



KS5 English Literature

Students in English will be confident when communicating their voice: their expressive voice in creative writing; their academic and critical voice in response to their wide and diverse reading; their spoken voice when communicating with 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 answers 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*
- Carol Ann Duffy: *Mean Time*
- Philip Larkin: *The Whitsun Weddings*

These texts have been selected because they allow students to explore poetry and drama from both the English Literary heritage and further their understanding of sexuality through feminism. The 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 dramatic techniques. The second question will present a view of the play 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 answers 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: *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 controlling 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. To prepare them for this, students will study a range of poetry in different forms and from different time periods and develop their confidence in effective comprehension and analysing how meaning is created.

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** prose texts from different periods, one pre-2000 and one post-2000. Students' responses must be 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. The recommended word length for this task is 2500 – 3500 words, excluding quotations, task title, footnotes and bibliography.

Pre-2000 Text Studied in Class:

Achebe: *Things Fall Apart*

Students will choose their own Post-2000 text, with recommendations from their teacher. All nominated texts must be approved by the exam board.

***Things Fall Apart* has been chosen because the texts on the specification do not offer the widest experience in terms of diversity. *Things Fall Apart*, widely celebrated as the founding text of modern African literature, provides an authentic voice and helps to offer students a wider experience of literature. Our recommended comparison texts such as *A Thousand Splendid Suns*, *Purple Hibiscus* and *Homegoing* also offer voices and experiences that are outside Euro-centric traditions and help to widen students' engagement, empathy and identification.**

A Level English Literature Course Outline

Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teacher A (2 hrs)	Drama: <i>The Tempest</i>	Drama: <i>The Tempest</i>	Poetry: Rossetti	Poetry: Rossetti	NEA: <i>Things Fall Apart</i>	Mock Exam Revision
Why this? Why Now?	Starting with Shakespeare provides clear progression from GCSE, so that students are starting with a form with which they are familiar, but they are now learning how to study it to a deeper level. The play is challenging, but the narrative is engaging and allows for a clear introduction to different interpretations. A perfect start to A Level skills.	Due to the length of the play and depth of study required, <i>The Tempest</i> will continue into Autumn Two and will include how to approach the Shakespeare exam questions.	Students will now be familiar with poetic voice and poetic forms from their work on Larkin and Duffy and so studying a Victorian poet provides additional challenge and opportunities to develop their skills. They will start to explore how a poet's collection develops over time.	Students continue to study Rossetti's poetry, this time with a greater understanding of the assessment objectives and exam requirements, and building the skills students need to integrate this. The teacher will aim to cover nearly half of the 30 required poems, with the rest taught in Year 13. HL will cover extracts from recommended texts in preparation for NEA after Easter.	Students will start preparation for their NEA now, due to the amount of reading required. Students will read <i>Things Fall Apart</i> for themselves over Easter and in class will undertake an in-depth analysis of the text and context. Students can start their reading to select their comparison text into exam revision and in the summer break.	Students will revise <i>The Tempest</i> and Rossetti's poetry in preparation for the end of year exams. They will finish the year with detailed exam feedback and preparation for summer reading.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why this? Why now?	Studying this unit first allows for early development of comparison and essay skills that will support comparison of the plays in the next unit. Students can also build on their prior study of modern poetry from GCSE and now apply these to in-depth study of two poets. Duffy and Larkin are engaging and accessible as an introduction to A Level study.	Having established comparison skills and how to write a comparative essay, students can now move on to reading and studying their pair of drama texts. Students will start with the modern play <i>A Streetcar Named Desire</i> as an engaging introduction to dramatic techniques	Having finished their class reading of <i>A Streetcar Named Desire</i> and having a grasp of key concepts and dramatic features, students will move on to their second play, <i>The Duchess of Malfi</i>. They will be encouraged to make constant links and connections back to <i>A Streetcar Named Desire</i>. Studying <i>The Duchess of Malfi</i> at this point allows students to use their knowledge of Jacobean plays, genres and ideas about revenge gained from studying <i>The Tempest</i>. Both plays 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 abuse, control and gender relations.	Students now return to the poetry of Larkin and Duffy, as there are over 50 poems to cover. Students will deepen their comparison skills and gain expertise at covering the AOs successfully as part of developing their comparative essay responses. All core texts for Teacher A and B have been covered by Easter, to allow for revision as home learning and then examination in Summer 2.	Due to the 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 Year 12 exams. Once exams are over, students will have a brief introduction to the context of the inter-war period and set up their summer reading.

Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teacher A (3 hrs)	NEA: Comparison with <i>Things Fall Apart</i>	Unseen Poetry/Mock Revision	Poetry: Rossetti	Interleaved Revision	Interleaved Revision	Study Leave
Why this? Why Now?	Students return in September having read their chosen comparison prose text over the summer. They develop their own questions based on their individual interests and areas of study. There is time in class for drafting before a first draft is submitted at the end of September. Students will receive individual verbal feedback on their essay before being given an opportunity to re-draft a final version for early November. An early deadline allows redrafting to be completed before the mock revision period begins, to help ease the pressure on students.	Having previously studied poetry across time through Rossetti, Larkin and Duffy, students will bring those reading skills to the study of their final unit: Unseen Poetry. They will practise their comprehension and skills of independent reading for meaning, before analysing how meaning is created. There will be space for brief interleaved revision before the mock exams.	Students return to the study of Rossetti's poetry and complete the rest of the named poems. Rossetti's later poems tend to be more challenging in nature due to their religious focus and complexity, making them more suited to Year 13 and when students are informed by their secure knowledge of contexts and by their deepening knowledge of the whole collection.	Students have now covered the knowledge and content of the course. Teachers have the space to tailor lessons to address the particular learning needs of their class at this point, informed by data from the mock exams.	During this final period, students have time to fine-tune their coverage of the assessment objectives, identify areas to improve and develop their academic writing skills.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teacher B (2 hours)	Unseen Prose: Period 1918-1939	Mock exam revision	Unseen Prose: Period 1918-1939	Interleaved Revision	Interleaved Revision	Study Leave
Why this? Why now?	Interwar has been chosen over Victorian literature as it gives students a wider experience of time periods, styles, voice and messages than they have encountered before. This wide experience of the canon also supports those going on to study Literature at university. This demanding part of the course has deliberately been placed in Year 13 as students have developed in their maturity and experience of literature, as well as bringing to unseen prose the skills they have gained from Year 12 study. 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 that can be used to assess texts.	Students will revise texts studied so far in preparation for their mock exams.	There is opportunity for students to continue and deepen their study, with particular reference to the feedback from their mock exams.	Students have now covered the knowledge and content of the course. Teachers have the space to tailor lessons to address particular learning needs of their class at this point, informed by data from the mock exams.	During this final period, students have time to fine-tune their coverage of the assessment objectives, identify areas to improve, and develop their academic writing skills.	