

Year 12

TERM 1 & 2 TOPIC	*Key Skills/Subject Links	*Career links & BV
<p>We follow the Edexcel English Literature A Level (9ETO)</p> <p>Component 2 – Prose: The Supernatural Comparative study of Sarah Waters’s <i>The Little Stranger</i> and Oscar Wilde’s <i>A Portrait of Dorian Gray</i></p> <p>For wider reading and understanding of the genre, the unit also includes Gothic/Supernatural extracts from some of the following: <i>The Monk</i>, <i>Dracula</i>, <i>Castle of Otranto</i>, <i>Jane Eyre</i>, <i>The Bloody Chamber</i>.</p> <p>Assessed at the end of the course in Year 13: Students answer one comparative essay question from a choice of two on their studied theme (AO1, AO2, AO3, AO4 assessed). 20% of overall course.</p>	<ul style="list-style-type: none"> • read widely and independently set texts and others (AO1) • develop and effectively apply their knowledge of literary analysis and evaluation (AO2) • explore the contexts of the texts they are reading and others’ interpretations of them (AO3) • explore connections across literary texts (AO4) 	<p>Creating a love for reading and literature supports skills for creative careers such as journalism, marketing, media, theatre/acting, education, being an author, poet, playwright etc.</p> <p>The exploration of different authors and the themes they write about promotes creativity and individual liberty.</p> <p>Exploration of historical practices, beliefs, and traditions allows for reflection and comparisons to the present and our beliefs and practices.</p> <p>The critical skills necessary to effectively analyse a piece of text establish the foundational skills necessary in professions such as law and consulting.</p>
TERMS 3 & 4 TOPIC	*Key Skills/Subject Links	*Career links & BV
<p>Component 3 – Poetry Poems of the Decade Romantic Poetry</p> <p>Assessed at the end of the course in Year 13: Section A – Post-2000 Specified Poetry: one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text <i>Poems of the Decade</i> (AO1, AO2, AO4 assessed). Section B – <i>Romantic Poetry</i>: one essay question (AO1, AO2, AO3 assessed) 30% of overall course.</p>	<ul style="list-style-type: none"> • read widely and independently set texts and others (AO1) • develop and effectively apply their knowledge of literary analysis and evaluation (AO2) • explore the contexts of the texts they are reading and others’ interpretations of them (AO3) • explore connections across literary texts (AO4) 	<p>Creating a love for reading and literature supports skills for creative careers such as journalism, marketing, media, theatre/acting, education, being an author, poet, playwright etc.</p> <p>The exploration of different authors and the themes they write about promotes creativity and individual liberty.</p> <p>Exploration of historical practices, beliefs, and traditions allows for reflection and comparisons to the present and our beliefs and practices.</p>
TERM 5 & 6 TOPIC	*Key Skills/Subject Links	*Career links & BV

<p>Non-examination assessment – Dystopian literature</p> <p>Students produce one assignment, comparing Margaret Atwood’s <i>The Handmaid’s Tale</i> to one other dystopian novel:</p> <ul style="list-style-type: none"> ● one extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed) ● advisory total word count is 2500–3000 words <p>20% of overall course.</p>	<ul style="list-style-type: none"> ● read widely and independently set texts and others that they have selected for themselves (AO1) ● develop and effectively apply their knowledge of literary analysis and evaluation (AO2) ● explore the contexts of the texts they are reading and others’ interpretations of them (AO3) ● explore connections across literary texts (AO4) ● engage critically and creatively with a substantial body of texts and ways of responding to them (AO5) ● undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions. (NEA) 	<p>Developing independent research skills links well to career paths in writing and editing such as advertising copywriter, newspaper journalist, screenwriter, author, copy editor, proofreader and publisher.</p> <p>Dystopian texts explore the importance of individual freedom and democracy and provide opportunities to discuss personal values and human rights.</p>
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KS5 Curriculum Overview **A LEVEL English Literature**

Year 13

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<p>Component 1 – Drama</p> <ul style="list-style-type: none"> ● Section A – William Shakespeare’s <i>Othello</i>: one essay question, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed). ● Section B – Tennessee Williams’ <i>A Streetcar Named Desire</i>: one essay question (AO1, AO2, AO3 assessed). <p>30% of overall course</p>	<ul style="list-style-type: none"> ● read widely and independently set texts and others (AO1) ● develop and effectively apply their knowledge of literary analysis and evaluation (AO2) ● explore the contexts of the texts they are reading and others’ 	<p>Creating a love for reading and literature supports skills for creative careers such as journalism, marketing, media, theatre/acting, education, being an author, poet, playwright etc.</p> <p>The exploration of different authors and the themes they write about promotes creativity and individual liberty.</p>

	<p>interpretations of them (AO3)</p> <ul style="list-style-type: none"> • explore connections across literary texts (AO4) • engage critically and creatively with a substantial body of texts and ways of responding to them (AO5) 	<p>Exploration of historical practices, beliefs, and traditions allows for reflection and comparisons to the present and our beliefs and practices.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Prose Revision		
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Poetry Revision		
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
Drama Revision		