

Year 13 English Literature

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| Subject Title | GCE AS and A Level English Literature |
| Exam board | Edexcel |
| Specification code | 9ETO |
| Exam details | Paper 1: Drama 9ETO/01 2 hrs 15 mins. Paper 2: Prose 9ETO/02 1 hr 15 mins. Paper 3: Poetry 9ETO/03 2 hrs 15 mins. (AS: Paper 1 Drama and Poetry; Paper 2 Prose) |
| Setting arrangements | Students are not set |
| Time allowed | 11 lessons per fortnight |
| Link to the Toolkit: | Teachers use the class TEAMS page to share useful materials with A Level students and these can also be found on the student portal here Literature Toolkit They contain folders with the following key resources: <ol style="list-style-type: none"> Exam Papers Mark Schemes and Examiners Reports Exemplar Essays General Information and Resources which contains the document <i>Literature Course Handbook</i>. |
| Textbooks and revision guides | No textbooks. Anthologies and guides published by the exam board are made freely available to students and are on the portal English Faculty (<i>KS5/English Literature/General Information and Resources</i>). Classes study a range of poetry, prose and drama. The most commonly studied texts are listed in the course handbook (toolkit). Wherever possible, teachers will advise students which texts will be studying on Year 12 Induction Day. Teachers will help students choose appropriate revision guides to the set texts. |
| Homework information | Homework may involve reading, writing, researching, wider reading, and predicting, whilst |

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| | <p>also practising and consolidating learning from lessons.</p> <p>Students should devote additional time to reading set texts outside of lessons. This may be an initial read through in advance of lessons, reading ‘alongside’ the study of the text with the class, and independent re-reading of texts at least once more to consolidate learning.</p> <p>Suggestions for work above and beyond formal homework tasks are listed in the course handbook.</p> |
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| Term | Topics | Skills | Assessment |
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| 1 Both Teachers | <p><u>Continuation of Unit 4: NEA coursework</u></p> <p>Continued from Term 6 Year 12</p> <ul style="list-style-type: none"> • Further guidance on secondary critical reading – what to read and how to incorporate it successfully in writing. • Final negotiation of coursework title. • Further guidance given for effective planning of a longer essay. • First draft completed partly in lessons and in own time. • Teacher guidance after first draft. • Second and final draft completed in own time with tutorials to check student progress. | <ul style="list-style-type: none"> • Thorough understanding of all assessment objectives within the structure and assessment of the NEA. • AO1 Application of subject related vocabulary. • AO1 Develop planning and writing of a sustained piece of work, organising time and keeping to deadlines. • AO2 Analysis of writers’ methods. • AO3 Develop independent understanding of relevant contextual factors: literary, biographical, social, cultural and historical. • AO4 Comparative analysis skills. • AO5 Independent research and critical reading. • AO5 Application of critical theories. • Highlighting skills that cross over to exam units. | <p>Students keep a log of progress and targets during 1 to 1 or small group meetings with supervising teacher.</p> <p>Draft essay submitted at start of term 2.</p> <p>Work on subsequent, final version continues after term one but largely in students’ own time with guidance and support given from teachers via 1 to 1 or small group tutorials. Submitted end of term 2.</p> |
| 2 and 3 Teacher A | <p><u>Component 3: Poetry Section B</u></p> <p><u>Section B Specific poetry pre or post 1900 (single poet or movement) Romantic Poetry or John Donne</u></p> <p>One essay question (AO1, AO2, AO3 assessed)</p> | <p>Introduce students to a body of work by a single poet or movement.</p> <ul style="list-style-type: none"> • AO1 Introduce new/revise previous terminology. • AO1 and AO2 Build on knowledge of poetic forms and how writers present ideas in poems. • AO1 and AO2 Explore a series of poems that could | <p>Compulsory assessments:</p> <p>2 timed classroom essays over the terms.</p> |

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| | <ul style="list-style-type: none"> • Introduction to the poet/literary period. • Teaching sequence of poems can be chronological; by poet, if a collection; by theme. • Literary, historical, social, cultural and biographical contextual knowledge explored in depth. • Encourage independent study and revision of poems through research and presentations to peers. | <p>suggest common themes/poetic messages, how the poet experiments with different styles and techniques and if this changes over time.</p> <ul style="list-style-type: none"> • AO2 Develop depth of knowledge about poetic style and methods. • AO2 show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively. • AO3 show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning. | |
| 2 and 3 Teacher B | <p><u>Component 1: Drama Section A Shakespeare</u></p> <ul style="list-style-type: none"> • Study of one Shakespeare play, either tragedy or comedy, usually <i>Othello, Hamlet or King Lear.</i> • One essay question (AOs 1, 2, 3, 5) • Scene by scene reading and analysis of text. • Literary, historical, social, cultural and biographical contextual knowledge explored in depth. • Study informed by other academic critical interpretations from the essays in the exam board critical anthology and others. | <ul style="list-style-type: none"> • AO1 Examine the playwright's presentation of characters, settings, themes. • AO1 learn and critically apply dramatic literary terminology to the play. • AO1 develop further essay writing skills. • AO2 Analyse the playwright's chosen style and methods of creating meaning through language, structure and form. • AO2/AO3 Analysing the impact on audiences. • AO3 Understand how context influences the reading and writing of literature. • AO5 Engage effectively with other critical interpretations. • AO5 Conduct independent wider research into other critical interpretations. | <p>Compulsory assessments: 2 timed classroom essays over the terms.</p> |

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| start of term 3 | <u>IA preparation</u> | <ul style="list-style-type: none"> Revision of set texts and key skills. See terms 4 and 5. | 3 exam papers. Drama: Shakespeare and modern drama (one question on each) Prose: one comparative question linking both texts Poetry: Section A only, one comparative question linking an unseen poem to a poem from the <i>Poems of the Decade</i> collection. |
| 4 Teacher A | <u>Component 3: Poetry Section A (Unseen element)</u> <u>Section A Specific poetry pre or post 1900 (single poet or movement)</u> Some practice in weeks prior to January IAs to introduce, and then intermittent practice whilst studying for the named poet or movement (Section B). <ul style="list-style-type: none"> Revision of <i>Poems of the Decade</i>. Introduce approaches to reading and analysing an unseen poem. Practise using past papers, mark schemes and examiners reports. Paired worked answers and presentations on unseen poems using exam board Anthology and other chosen texts. | <u>Component 3: Poetry Section A</u> <ul style="list-style-type: none"> Practise different strategies for approaching unseen poems in the exam, developing an informed critical response and drawing on knowledge about reading poems developed through the duration of the course AO1 Embed effective application of poetic terminology. AO1 and AO2 Build on knowledge of poetic forms and how writers present ideas in poems. AO2 Develop depth of knowledge about poetic style and methods. AO2 show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts. | Compulsory Assessment: timed class essays: pre-IA Term 1 and pre-summer exam. |
| 4 and 5 Teacher B | <u>Revision:</u> <ul style="list-style-type: none"> Retrieval practice throughout year. Essay per week post mock exams. Revision projects for Feb half term and over Easter. In class revision from after Easter and regular exam practice. | <ul style="list-style-type: none"> Revision of key aspects of set texts: themes, structures, language, form, context. Development and revision of key skills for set drama, prose and poetry texts: application of key terminology, planning and comparison skills, detailed analysis of writers' methods, building a sense of | Timed practice essays chosen by teacher as appropriate to the needs of the class/student. |

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| | | <p>coherent debate/argument into a given statement, essay structure, and academic writing skills.</p> <ul style="list-style-type: none"> • Development of understanding of the mark schemes and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. • Independent revision skills: planning, revision activities, use of notes and resources. • Key exam skills: revision: planning, timing, proof reading etc. | |
| 5 Teacher A | <p>Revision:</p> <p>As above</p> | As above | Timed practice essays chosen by teacher as appropriate to the needs of the class/student. |
| Links to websites and revision materials: | | <p>A selection of links can be located in the course handbook. Some of the most useful are:</p> <ul style="list-style-type: none"> • The E magazine – an online faculty subscription which requires a username and password. • https://www.bl.uk/ (British Library collections website) • Study guides on the set texts published by York notes and Hodder. Online study guides such as Sparknotes, Cliffnotes, genius and Interpreture are freely available and are useful if used with caution. They are study guides as opposed to critical academic writing. • The Edexcel website. • Sheldon English Faculty Sharepoint site. | |