

Year 12 English Literature

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| Subject Title | GCE AS and A Level English Literature |
| Exam board | Edexcel |
| Specification code | 9ETO |
| Exam details | <p>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)</p> |
| Setting arrangements | Students are not set |
| Time allowed | 11 lessons per fortnight |
| Link to the Toolkit: | <p>In <i>English Faculty/KS5/English Literature</i> on the portal there are 3 particularly useful folders for toolkit materials:</p> <ol style="list-style-type: none"> 1. Exam Papers Mark Schemes and Examiners Reports 2. Exemplar Essays 3. General Information and Resources which contains the document <i>Literature Course Handbook</i>. Students are also issued with a paper version and it includes vital information about the course, expectations and assessments. |
| Textbooks and revision guides | <p>No textbooks.</p> <p>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>).</p> <p>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.</p> <p>Teachers will help students choose appropriate revision guides to the set texts.</p> |
| Homework information | Homework may involve reading, writing, researching, wider reading, and predicting, whilst also practising and consolidating learning from lessons. |

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| | <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. 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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| <p>1 and 2 Teacher A</p> | <p>Unit 1 Drama: Section B: A Streetcar Named Desire or Dr Faustus</p> <p>...y lessons on context - social, historical, literary, biographical ...cal scene by scene reading and ...ke up the main teaching</p> | <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 skills in essay planning, creating a thesis for argument, essay structure, writing effective introductions, topic sentences and conclusions. • 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 Study of other critical readings as appropriate and how they influence us (officially AS only, but desirable to introduce to full A Level students. • AO5 Conduct independent wider research into other critical interpretations. | <p>Compulsory Assessments:</p> <p>1. One timed essay in class for baseline assessment in early October</p> <p>2. A further timed class assessment in December</p> <p>(other opportunities for essay practice set as homework/classwork at teacher discretion)</p> |
| <p>1 and 2 Teacher B</p> | <p>Unit 2 Prose: Science and Society topic The Handmaid’s Tale (NB other texts/topics may be studied as an alternative eg Women and Society with A Thousand Splendid Suns and</p> | <ul style="list-style-type: none"> • AO1 Examine the author’s presentation of characters, settings, themes. • AO1 learn and critically apply appropriate literary terminology to the novel. | <p>Compulsory Assessments:</p> <p>Two timed classroom essays on just a single set text at this stage in the course, one in Term 1 and one in Term 2.</p> |

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| | <p><i>Wuthering Heights</i> and the specifics of the bullet points are representative and for guidance only)</p> <p><u>Lessons on Context</u></p> <ul style="list-style-type: none"> • Nature vs nurture argument in relation to the text • Treatment of women/ outsiders in society • Margaret Atwood as a feminist, highlighting injustices of a patriarchy • Use of settings. • Fear of the unknown/new frontiers in technology and/or science. <p><u>Lessons on Style</u></p> <ul style="list-style-type: none"> • Pathetic fallacy and symbolism; use of narrative voice; time; Introspective narrative style. <p><u>Characterisation</u></p> <ul style="list-style-type: none"> • The concept of an unreliable narrator. • Intertwined character journeys • Religion and religious values | <ul style="list-style-type: none"> • AO1 develop skills in essay planning, creating a thesis for argument, essay structure, writing effective introductions, topic sentences and conclusions. • AO2 Analyse the author's chosen style and methods of creating meaning through language, structure and form. • AO2/AO3 Analyse the impact of the author's choices on readers. • AO3 understand how context influences the reading and writing of literature. • AO4 develop skills comparing themes and ideas across different texts. | <p>(other opportunities for essay practice set as homework/classwork at teacher discretion)</p> |
| <p>3 and 4 Teacher A</p> | <p><u>Unit 3 (Unit 1 AS): Poetry Section A</u> AS assessment: comparing two named poems from the collection</p> <p><i>Poems of the Decade</i> - 20 named poems from established poets from the English Literature canon, and new voices. All poets have been recognised for their work in various journals/ awards.</p> <p>Themes include: family, relationships, gender issues, contemporary society, childhood, change, ordinary and extraordinary events</p> <p>Introductory lessons on 'why study poetry?', 'what makes a good poem' and 'the value of modern poetry.'</p> | <ul style="list-style-type: none"> • AO1 Examine and evaluate poets' treatment of contemporary themes and issues through poetry. • AO1 Develop a confident personal response to the poems in the collection. • AO1 Introduce/revisit key poetic methods and be able to apply relevant poetic terminology • AO1 Develop essay writing skills from Term 1, in particular detailed comparative essay writing skills • AO2 Analyse how meaning is shaped through poetic methods of language choice, poetic structure and form. | <p>Compulsory Assessments: Two timed classroom essays using the AS format of comparing two poems from the collection, one in Term 3 and one in Term 4.</p> <p>(other opportunities for essay practice set as homework/classwork at teacher discretion)</p> |

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| | Teaching sequence groups poems by themes and style and suggests pairings of poems that lead to possible comparative essay questions. | <ul style="list-style-type: none"> • AO4 develop skills comparing themes and ideas across different texts. | |
| 3 and 4 Teacher B | <p>Unit 2 Prose: Science and Society topic <i>Frankenstein</i></p> <p><u>Lessons on Context</u></p> <ul style="list-style-type: none"> • How Mary Shelley's experiences shaped her writing • The nature vs nurture argument in relation to the text • Treatment of women/outside in society • Use of settings. • Fear of the unknown/new frontiers in technology and/or science. <p><u>Lessons on Style</u></p> <ul style="list-style-type: none"> • Frankenstein - Romantic style <p><u>Characterisation</u></p> <ul style="list-style-type: none"> • The concept of an unreliable narrator. • Intertwined character journeys • Religion and religious values • Frankenstein's science. | <ul style="list-style-type: none"> • AO1 Examine the author's presentation of characters, settings, themes • AO1 learn and critically apply appropriate literary terminology to the novels. • AO1 develop skills in essay planning, creating a thesis for argument, essay structure, writing effective introductions, topic sentences and conclusions. • AO2 Analyse the author's chosen style and methods of creating meaning through language, structure and form. • AO2/AO3 Analyse the impact of the novels on different readers: contemporary and modern. • AO3 understand how context influences the reading and writing of literature, including how writers' experiences and their views on the world shape the way they write. • AO4 develop skills comparing themes and ideas across different texts. | <p>Compulsory Assessments: Two timed classroom essays comparing both set texts, one in Term 3 and one in Term 4.</p> <p>(other opportunities for essay practice set as homework/classwork at teacher discretion)</p> |
| 5 Teachers A and B | Consolidation, exam practice and revision for AS external exams and internal mocks. | <ul style="list-style-type: none"> • Revision of key aspects of set texts: themes, structure, language, form, contexts. • Development and revision of key skills for set poetry, prose and drama texts: applying subject vocabulary, analysis of language structure and form, essay structure and academic writing skills. • Development of understanding of mark schemes and assessment | A selection of practice essays chosen by teacher as appropriate to the needs of the class/student. |

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| | | <p>objectives through close examination of model answers, shared writing and self and peer assessment.</p> <ul style="list-style-type: none"> • Promotion of independent revision skills. • Key exam skills revision: planning, timing, proof-reading etc. • Supplementary teaching of AO5 Skills for Unit I Section A of AS exam. | |
| <p>6 Teachers A and B</p> | <p><u>Introduction to Unit 4: NEA coursework</u> A student handbook is issued for this unit.</p> <p>Students eventually create their own essay question –with guidance- and produce a 2500-3000 essay based on two texts they have read, supported by a list provided by teachers.</p> <p>Students address all of AO1 – 5 in this essay, including contextual links, comparison and critical reading</p> <ul style="list-style-type: none"> • Initial reading/study of primary text through class teaching and independent study. • Selection and independent reading/studying of second text from a shortlist supplied by teachers. • Teaching to support understanding of texts’ contexts | <p>Introduction of the NEA unit in Term 6 allows time to develop independent study skills and utilise the summer break for extended reading.</p> <p><u>Key skills for the NEA:</u></p> <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>Keeping a log of reading and research.</p> |
| <p>Links to websites and revision materials:</p> | <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. | | |

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| | <ul style="list-style-type: none">• The Edexcel website.• Sheldon English Faculty Sharepoint site/Teams pages |
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