

Course Outline: English Literature

Why this?/Why now? – English Literature Specification B begins with an introduction to tragedy. This is split between two teachers, both experts on their chosen texts. After an overview of tragedy and some key terminology, texts are studied whilst simultaneously beginning to work on previous exam questions and broader debate topics. With this knowledge, topics are chosen for two NEA pieces to comprise 20% of your A Level. Both teachers present critical lenses, again focussing on their own literary specialisms. In year 13, having considered a plethora of debates and critical approaches, you are ready to engage with the genre of Social and Political Protest writing. Again, both teachers lead study on their chosen texts.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Year 12 Autumn Term	<p>The Tragedy lens is the key focus of Paper 1 and informs the teaching of all texts. We begin with this as you will already have a grounding in the genre from your study of Shakespeare at GCSE.</p> <p>The move to A Level allows you to develop a critical evaluation of contexts and writers' methods.</p> <p>Texts taught:</p> <ul style="list-style-type: none"> • <i>Othello</i> • <i>Tess of the D'urbervilles</i> OR • <i>Death of a Salesman</i> 	<ul style="list-style-type: none"> • Know the elements and terminology of Tragedy • Track the history of Tragedy through understanding Aristotle's poetics. • Study the conventions of form – drama and prose. • Explore the impact of setting and culture on a text. • Learn how to write a commentary of a drama extract. • Learn how to write a thesis statement to introduce debate in your responses. • Learn how to respond to a 'To what extent....?' Question for one text. 	<ul style="list-style-type: none"> • Transition units to be handed in and ongoing tasks for Core Learning explained. • Class-planned extract question for <i>Othello</i> (Sec A) • Independently completed extract on <i>Othello</i> question. • Class-planned character or theme question on second text (Sec C). • Independently completed character or theme question (Sec C).
	Half-term		
	<p>Continuation of first two Tragedy texts.</p> <p>Introduction to second Tragedy text (Keats or DOAS)</p>	<ul style="list-style-type: none"> • Track key ideas across texts. • Be able to debate characters and themes using a range of evidence. • Develop sequencing an argument in written responses. • Confidently embed quotes from across the text. • Develop understanding of the 	<ul style="list-style-type: none"> • Timed in-class <i>Othello</i> extract question (Sec A). • Timed in-class <i>Tess (SA)</i> or <i>DOAS (SJF)</i> essay (Sec C). • Class-planned <i>Othello</i> debate essay (Sec B).

		<p>complex structure of texts.</p> <ul style="list-style-type: none"> • Understand Elizabethan and modern dramatic conventions. • Explore the complexities of poetic voice (SJF). • Learn how to respond to a 'To what extent....?' question for two texts. 		
Christmas Holiday				
Year 12 Spring Term	<p>Completion of study of <i>Othello</i>.</p> <p>Continuation of second Tragedy text.</p>	<ul style="list-style-type: none"> • Track genre elements within a text to enable confident exploration. • Look for patterns across texts and how themes emerge. • Explore how characters are foils or mirror other characters. • Practise thesis statements and sequencing an argument. 	<ul style="list-style-type: none"> • Timed, in-class <i>Othello</i> Section A. • Timed, in-class Section C essay. • Class-planned dual-text Section C essay. • Class-planned <i>Othello</i> debate essay (Paper 1 Section B format). 	
	Half-term			
	<p>Completion and revision of all Tragedy texts and focus on writing skills.</p>	<ul style="list-style-type: none"> • Track elements of Tragedy across all three texts. • Understand the requirements of an 'Explore the significance of...' • Vocabulary for academic hedging. • Use evaluative verbs to explore authorial intent. 	<ul style="list-style-type: none"> • Class-planned <i>Othello</i> debate essay (Sec B). • Independent <i>Othello</i> debate essay (Sec B format). • Class-planned dual-text essay (Sec C). • Independent dual-text essay (Sec C). 	
Easter Holiday				
Year 12 Summer Term	<p>Revision of the three Tragedy texts.</p> <p>Introduction of critical lenses in preparation for you to make choices for the Non-Examined Assessment (NEA).</p> <p>Read widely to support NEA.</p>	<ul style="list-style-type: none"> • Know the theories surrounding Feminism, Marxism, Literary Canon, Narrative Theory, Eco-Criticism, Post-Colonial lenses. • Revise thesis statements and establishing an element of debate in your writing. 	<p>FULL PAPER 1 MOCK EXAM – SECTIONS A, B AND C ON ALL TRAGEDY TEXTS</p>	
	Half-term			

	Continued work on NEAs, including exposure to a range of texts.	<ul style="list-style-type: none"> Learn to independently apply these theories to a range of extracts. Know how to reference critical viewpoints and use them to develop your own argument. Explore the requirements of recreative texts as an NEA option. 	NEA proposals and plans.
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	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Year 13 Autumn Term	<p>The Political and Social Protest lens is the focus of Paper 2 and informs the teaching of all texts. You are already experts at tracking genre features in texts so are ready to deal with a more varied and wider genre, as well as unseen texts.</p> <p>Your NEA study will also allow you to apply the critical approaches to a range of texts, including modern texts.</p> <p>Texts taught:</p> <ul style="list-style-type: none"> <i>The Kite Runner</i> <i>A Doll's House (SA)</i> or <i>The Handmaid's Tale (SJF)</i> 	<ul style="list-style-type: none"> Know the elements of Political and Social Protest writing. Explore and debate the power of literature in history. Explore the impact of setting and culture on a text. Explore the impact of an author's life and literary heritage on a text. Writing a thesis statement and sequencing an argument. Understand narrative perspective and poetic voice. Understand poetic forms and meter. 	<ul style="list-style-type: none"> Submission of one NEA draft (up to 1500 words) and reworking using teacher feedback. Submission of one NEA deadline. Class-planned thematic essay on <i>The Kite Runner</i> (Sec B question). Class-planned thematic essay on <i>The Handmaid's Tale</i> or <i>A Doll's House</i> (sec B).
	Half-term		
	<p>Continuation of first two Social and Political Protest texts for Paper 2:</p> <ul style="list-style-type: none"> <i>The Kite Runner</i> <i>A Doll's House (SA)</i> or <i>The Handmaid's Tale (SJF)</i> 	<ul style="list-style-type: none"> Revise 'Explore the significance of' and 'To what extent do you agree?' questions. Track genre elements within a text to enable confident exploration. 	<ul style="list-style-type: none"> Submission of second NEA draft (up to 1500 words) and reworking using teacher feedback. Independent character essay on

	Revision of Paper 1 for mock exams.	<ul style="list-style-type: none"> • Understand conventions of form and structure for prose and drama texts. • Using evaluative verbs to explore authorial intent. • Vocabulary for academic hedging. 	<p><i>The Kite Runner</i> (Section B).</p> <ul style="list-style-type: none"> • Independent character essay on <i>The Handmaid's Tale</i> or <i>A Doll's House</i> (Section B). • Second Full Paper 1 Mock Exam: Sections A, B and C.
	Christmas Holiday		
Year 13 Spring Term	Introduction of Unseen (Paper 2 Section A). Poetry of William Blake for Sections B and C.	<ul style="list-style-type: none"> • Recalling and applying elements of Political and Social Protest genre. • Understand intersectionality and that a text can explore several SPP aspects. • Writing a commentary of an unseen text. • Exploring impact of setting and culture on a text. • Revision of poetic voice, form and meter. • Revising 'Explore the significance of' essay questions. 	<ul style="list-style-type: none"> • Submission of final NEA piece. • Class-planned essay on <i>William Blake</i> (Sec B format). • Independent essay <i>William Blake</i> (Sec C format). • Class-planned dual-text essay (Sec C format). • Independent dual-text essay (Sec C format).
	Half-term		
	Continuation of Unseen (Paper 2 Section A). Revisit poetry of William Blake for Sections B and C. Revision through working on past questions.	<ul style="list-style-type: none"> • Recalling and applying elements of Political and Social Protest genre. • Look for patterns across texts and how themes emerge. 	<ul style="list-style-type: none"> • Class-planned Unseen extract essay (Sec A). • Independent Unseen extract essay (Sec A). • Timed Section B essay on one SPP text.
	Easter Holiday		
Year 13 Summer Term	Continuation of Unseen element (Paper 2 Section A) Revision of all Paper 2 texts.	<ul style="list-style-type: none"> • Track genre elements within texts to enable confident exploration. • Making suitable choices of texts for Sections B and C. 	<ul style="list-style-type: none"> • Full Paper 2 mock sat in 3 x 1 hour sittings. • Feedback on and reworking of mock responses.
	Half-term		
	Paper 1 and Paper 2 revision		<ul style="list-style-type: none"> • Teachers will work with the class to embed suitable opportunities for timed assessment and revisiting past essays.