



English Literature Year 12 Curriculum Overview

A Level English Literature in Year 12 builds on the range of literary texts students experienced at GCSE by exposing them to the depth and variety of the literary canon. This is framed through the exploration of AQA's *Texts in shared contexts: Modern times: Literature from 1945 to the present-day* syllabus where students are firstly introduced to the ways that Literary analysis is grounded using historicist criticism, where texts are placed in their time, country, culture and social environment. Students will explore a variety of factors which may influence an author's presentation of a specific theme or idea, this may include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century. The breadth of this curriculum is balanced by positioning students to incrementally develop their understanding of these concepts, whilst also developing their own critical and analytical voices, drawing on literary criticism and using critical lenses to gain a rounded perspective on Modern literature and its exploration of the human condition.

On the completion of this study, students begin exploring the idea of Love Through the Ages with Shakespeare's tragedy *Othello*. Their prior learning in KS3 and KS4 allows the clear placement of this text, allowing the historicist analysis of love's portrayal that is explored further in Year 13.

Alongside the main specification curriculum students will be reading and their NEA texts, building on their exposure to the plethora of texts and their concepts that have been experienced this year and preparing them sufficiently for their final year of A Level studies. Academic processes such as undertaking research and referencing will also help prepare students for the rigour of any potential future pursuits in academia.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Teacher 1	Paper 2B: Section C - Introduction to <i>A Streetcar Named Desire</i>. This scheme is designed to introduce students to dramatic conventions and the post-World War context of which is so crucial to the study of the set text. Students will study the play alongside the text they will compare it to, <i>The Handmaid's Tale</i> (Teacher 2) and will gain appreciation of feminist and Marxist readings of texts. Students	Explore the significance of barriers between people in this extract. Remember to include in your answer relevant detailed analysis of the ways that Williams shapes meanings. (25 marks) NB: This assessment will mirror an unseen extract question as students will not be able to compare at this earlier stage. An example paper can be found here:	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. Optional homework tasks and resources:

	will be tasked with exploring themes like gender, class and racial identity. ➤ Begin to learn how to write about a text at a Sixth Form level ➤ Analyse dramatic conventions such as stage directions, monologues and other performance-related symbolism ➤ Consider how specific contexts shape the presentation of theme and character ➤ Identify other literary influences on a text (students will understand that literary texts are often in reaction or in response to others)	https://pmt.physicsandmathstutor.com/download/English-Literature/A-level/Past-Papers/AQA-A/Paper-2B/QP/June%202022%20QP.pdf NB: This will not be the paper used in the assessments. The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.	• https://www.physicsandmathstutor.com/english-revision/a-level-aqa/ • https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers • <i>An Interpretation of Blanche's Tragic Fate in A Streetcar Named Desire</i> • National Theatre Online (log-in details available only to students) to access previous productions • KS5 resources on the Digital Learning Hub
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Autumn Teacher 2	Paper 2, Section C: Introduction to <i>The Handmaid's Tale</i> This scheme is designed to introduce students to the set text and the conventions of prose. Students will develop their debate skills with various speaking and listening activities to support their ability to have an 'angle' and perspective on a text. Students will also develop a further understanding of the dystopian genre and contextual influences such as waves of feminism. ➤ Begin to learn how to write about a text at a Sixth Form level ➤ Analyse prose conventions such as narrative voice and structure ➤ Consider how specific contexts shape the presentation of theme and character	Explore the significance of barriers between people in this extract. Remember to include in your answer relevant detailed analysis of the ways that Atwood shapes meanings. (25 marks) NB: This assessment will mirror an unseen extract question as students will not be able to compare at this earlier stage. An example paper can be found here: https://pmt.physicsandmathstutor.com/download/English-Literature/A-level/Past-Papers/AQA-A/Paper-2B/QP/June%202022%20QP.pdf NB: This will not be the paper used in the assessments.	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work Optional homework tasks and resources: https://www.physicsandmathstutor.com/english-revision/a-level-aqa/

	➤ Identify other literary influences on a text (students will understand that literary texts are often in reaction or in response to others)	The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts informed by different interpretations	https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers • <i>Discourse and Oppression in Margaret Atwood's The Handmaid's Tale</i>, Fredrik Pettersson • <i>Offred's Complicity and the Dystopian Tradition.</i>, Alan Weiss • <i>"From a Distance it Looks Like Peace": Reading Beneath the Fascist Style of Gilead in Margaret Atwood's The Handmaid's Tale</i>, Angela Laflen • KS5 resources on the Digital Learning Hub
Spring Teacher 1	Paper 2B, Section A: Skirrid Hill This scheme explores Owen Sheers' collection of poetry exploring Welsh Identity,	'In Skirrid Hill, lovers' relationships are uncommunicative and distant'	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include:

	relationships, family and gender. Students will familiarise themselves with poetic conventions which they can analyse and make connections throughout the anthology. ➤ Recognize and analyse the effects of poetic conventions such as caesura, enjambment, meter, conceits etc. ➤ Make thematic connections between different poems and how they contribute to the main ideas behind the anthology ➤ A deeper, focused contextual exploration of a poet and the social, cultural factors which influence them ➤ Evaluate the validity of criticism and statements in relation to a text/texts	Examine Sheers' presentation of relationships between lovers in the light of this view. (25 marks) 'Sheers reveals a more vulnerable, nuanced masculinity that blends physical strength with emotional care' Examine this view of the collection.(25 marks) An example paper can be found here: https://pmt.physicsandmathstutor.com/download/English-Literature/A-level/Past-Papers/AQA-A/Paper-2B/QP/June%202022%20QP.pdf NB: This will not be the paper used in the assessments. The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and	➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work Optional homework tasks and resources: • https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers • Sarah Crown, 'Review of Skirrid Hill' in The Guardian https://www.theguardian.com/books/2006/feb/25/featuresreviews.guardianreview28 • 'An Interview with Owen Sheers' The Poetry Archive https://poetryarchive.org/interviews/interview-owen-sheers/ • https://literature.britishcouncil.org/writer/owen-sheers - Gives some background information about Sheers and an analysis of his work. • https://www.theguardian.com/travel/2016/jul/28/black-mountains-wales-walking-myth-folklore Sheers' walking tour taking in the view of the Black Mountains from Hatterall Ridge https://surfnslide.wordpress.com/2011/05/27/hatterall-hill/ This blog features pictures of Ysgryd Fawr and Hatterall Ridge and will provide
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		terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts informed by different interpretations	context for some of the discussion on landscape above. Merlin Gable, 'A Monument to the Communal' https://www.iwa.wales/agenda/2019/01/a-monument-to-the-communal/ This primarily focuses on Sheers' two film-poems but gives some useful information about his career and his views on writing and Wales • KS5 resources on the Digital Learning Hub
Spring Teacher 2	Paper 2B: Section B Unseen prose This unit supports students with narrative and prose analysis and offers further insight into post-WW2 society. Unseen texts can cover a range of broad themes including isolation, gender, identity, memory, conflict and power. Students will be exposed to texts which reflect how social	Analytical responses to text (25 marks) Explore the significance of [...] in this extract. Remember to include in your answer relevant detailed analysis of the ways that [the writer] shapes meanings.	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing

	changes such as multiculturalism, immigration, feminism and civil rights can impact the individual and collective. ➤ Develop planning and written responses to unseen texts ➤ Identify relevant contextual elements from a broad range of texts ➤ Deeper exploration of authorial prose methods such as internal and external characterisation, dialogue and narrative voice to ensure analytical depth	An example paper can be found here: NB: This will not be the paper used in the assessments. The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.	➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work Optional homework tasks and resources: • KS5 resources on the Digital Learning Hub https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers https://www.aqa.org.uk/resources/english/as-and-a-level/english-literature-a/teach/modern-times-literature-from-1945-to-the-present-day-resource-package
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Summer Teacher 1	A Level Literature: Love Through the Ages Shakespeare Students develop a historicist approach to the study of the anchor text <i>Othello</i> During the study of this text students will focus on: ➤ A Introduction to Shakespearean tragedy ➤ How Shakespeare engages the audience in the opening scene of 'Othello'. ➤ Exploring the significance of the pivotal Acts and imagery ➤ Practising crafting an argument from close textual analysis ➤ Teasing out more interpretative comments in essay writing	Analytical responses to text (25 marks) 'Typically texts present women as the victim of men's idealised versions of them.' In the light of this view, discuss how Shakespeare presents Desdemona in this extract and elsewhere in the play. [25 marks] Full Transition Exam Paper 2 An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2023/june/AQA-77121-QP-JUN23-CR.PDF	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Producing thematic revision notes ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing past exam questions ➤ Practice essay writing ➤ Producing revision notes and materials in preparation for examination. ➤ Completing NEA work Optional homework tasks and resources: • KS5 resources on the Digital Learning Hub https://www.physicsandmathstutor.com/english-revision/a-level-aqa/

	Students then prepare for their end of Year 12 Transition Exams with a focus on developing the skills needed to analyse, assess and compare unseen poems from different period and securing an understanding of how different periods impact on the forms, style and approach of poets as well as revising key themes, ideas and analytical and critical approaches to <i>Skirrid Hill</i>, <i>The Handmaid's Tale</i> and <i>A Streetcar Named Desire</i>.	NB: This will not be the paper used in the assessments. The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts informed by different interpretation	https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers https://www.shakespeare-online.com/essays/othelloessays.html
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Summer Teacher 2	Non exam-assessment: Texts across time Whilst also preparing for the progression examination, teacher 2 will devote lesson time in this term to NEA planning, construction and writing. ➤ Develop independence with a sustained piece of writing ➤ Construction of academic reference to cite effective and appropriate secondary research ➤ Ambitious articulation of argument at a Band 4/5 level with coherent/perceptive comments ➤	The assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts. ➤ Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. ➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts informed by different interpretations	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Reading critical analysis to broaden students' breadth of understanding. ➤ Creating vocabulary lists ➤ Completing NEA work ➤ Reviewing examples of AQA NEA work Optional homework tasks and resources: https://www.aqa.org.uk/files/resources.english.AQA-7712-TG-NEA_PDF/78f0884495cd9c3042c448ce072d1e2cab3c37a3.pdf
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