



English Literature Year 13 Curriculum Overview

The historicist exploration of Love Through the Ages continues into Year 13 with the further revision of love poetry through the ages. This involves reading poetry critically; constructing and responding to critical views with close analysis of the text and the authorial voice within and then constructing comparative responses.

Students also explore the concept of Love Through the Ages with Shakespeare's tragedy *Othello*. This unit builds on the analysis of Shakespeare's dramatic form that were covered in KS3 and 4 but explores more mature themes of jealousy, racism, adultery and manipulation from various critical angles. Students are expected to consider the text from within its original context and are also invited to explore how interpretations of the play may have changed over time in line with the synchronic and diachronic approaches which underpin the historicist course.

Students will also complete their study of Modern Times through an exploration of *Oranges are not the Only Fruit* by Jeannette Winterson which serves as the post-1945 comparison with *A Streetcar Named Desire*. Experimental with genre, this novel pairs nicely with Williams' play as students compare the approaches to gender, sexuality, class and more at different stages of history.

As with the previous year, the main examined units runs simultaneously to the students' completion of their independent critical study which is their NEA. It is expected that students will have completed this by Christmas to reduce cognitive load to focus on the examinations.

The final stages of the course steer students through the revisiting and revision of all topics, with targeted improvements to their responses and there is a build towards their final exams in the May/June period.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1 Teacher 1	Revision of Paper 1, Section C: Love Through the Ages The aim of this revisit is to focus on the comparative demands of the question whereby students must bring together their analysis of <i>The Great Gatsby</i> and pre-1900 LTTA poetry. This will also encompass a revision of key poetic	Analytical comparative response: Compare how ideas about enduring love are presented in two texts you have studied. You must write about at least two poems in your answer as well as the prose text you have studied. [25 marks]	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

	movements including the Metaphysical, Victorian and Romantic poets.	An example paper can be found here: https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2020/november/AQA-77111-QP-NOV20.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.	➤ 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/ https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level/english-literature-level-past-papers/aqa-level-english-literature-past-papers • KS5 resources on the Digital Learning Hub
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		➤ Assessment Objective 4: Explore connections across literary texts. ➤ Assessment Objective 5: Explore literary texts	
Autumn 1 & 2 Teacher 2	A Level Literature: Paper 1, Section A: 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: ➤ An 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 Students will also be supported in the run up to their Autumn mock examinations which will be a	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] 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 NB: This will not be the paper used in the assessments. The assessments will be marked based upon all of the Assessment Objectives:	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/ 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

	Paper 1. This will include unseen poetry preparation.	➤ 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	
Autumn 2 and Spring 1 Teacher 1	A Level Literature: Paper 2, Section C: <i>Oranges are not the Only Fruit</i> Students develop knowledge of more complex forms of prose	Explore the significance of barriers between people in this extract. Remember to include in your answer relevant detailed analysis of the ways that Winterson shapes meanings. (25 marks)	Minimum homework expectation - to be set on G4S 360 minutes of compulsory homework per week that will include: ➤ Planning essay questions ➤ Tracking and identifying comparative themes between <i>Oranges</i> and <i>Streetcar</i>

	where genre conventions are used more fluidly. ➤ Analyse the unconventional narrative voice and review the significance of how Winterson intertwines realist and fantasy elements within her novel ➤ Compare themes of identity, alienation and changing morality amongst more between <i>Oranges</i> and <i>Streetcar</i>	How is conflict presented in <i>Oranges are not the only Fruit</i>. 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 terminology, and coherent, accurate written expression. ➤ Assessment Objective 2: Analyse ways in which meanings are shaped in literary texts.	➤ 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 <i>Integrating Fantasy and Reality in Jeanette Winterson's "Oranges Are Not the Only Fruit"</i> - Mara Reisman <i>'Reading Lessons'</i> by Carol Atherton (2024) – chapter on <i>'Oranges are not the Only Fruit': 'On Not Fitting In'</i>. • KS5 resources on the Digital Learning Hub
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Spring 1- Summer 1 Teacher 2 Spring 2 – Summer 1	Bespoke revision With all course materials taught at this stage, both teachers will split the revision of the two exam components using this very valuable time of year to work on essay writing and timed practice. This is where we will aim for students to make gains with their analytical voice, striving for 'Thorough' and 'Perceptive' comments. Students will also be supported in the run up to the February mock examination (which will be paper 2, Modern Times)	Various analytical responses in timed, exam-conditions (TBD based on group need) but certainly coverage of unseen prose and poetry questions. February mock examination (Paper 2) These assessments will be marked based upon all of the Assessment Objectives: ➤ Assessment Objective 1: Articulate informed, personal and creative responses to	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

		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	Optional homework tasks and resources: 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 • KS5 resources on the Digital Learning Hub
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