

Key Stage 5 (12)

Course title: A-Level English Literature

Exam board: AQA

Specification code: English Literature (A) 7711, 7712

Topic: Love Through the Ages (paper one exam)

The course is arranged thematically/ conceptually. Broadly speaking, the year 12 course focuses on Paper 1 and Year 13 will focus on 'WW1 and its aftermath.' Students are advised to read widely in order to enhance and strengthen their understanding of the set texts. In the spring term, students will start to prepare for the non-exam assessment which comprises of 20% of their final A-Level result. Assessments take place regularly and students will be given clear guidance and success criteria prior to any formal testing/mock exams. Ultimately, we aim to ensure that all students, of all abilities, can access the course and that our bespoke, in-house resources are tailored to meet the specific needs of our students and enhance their learning experience. We recognise that the English literature course is challenging, and that wider reading is a non-negotiable part of the course. In the light of this, we issue students with a recommended reading list on entry to the course and we make our expectations explicit at the start of the year 12 course. Students are made aware of the increased complexity of the A level course (in comparison to GCSE course) and about the 2-year linear course. To best support students with their wider reading, a 'mobile' library is available in classrooms so that students have some of the best critical debate to hand. The A level course provides students with a rich experience of English literature through time and offers students the opportunity to cultivate their own critical voice and share ideas in a learning environment which encourages debate and discussion.

Autumn 1
(September-
October) &
Autumn 2
(October-
January) &
Spring 1
(February -
April)

Sequence: (Termly)

Preparation for Paper One 40%

Paper 1

- **Section A:** *Othello*
- **Section B:** Unseen poetry (comparative on 2 poems)
- **Section C:** *Wuthering Heights* & anthology love poetry (pre-1900)

Section A: (1 hour) Extract is provided but closed text exam (play)

Students are required to write about a short passage from *Othello* and make wider links to the whole play. Throughout this course, the challenge is incremental and students will be assessed on ALL assessment objectives in each question. For Section A, students must be able to comment on the writer's language, form and structure; to comment on the impact of social and historical context; consider how to 'read' the extract from a range of critical angles and perspectives and be judicious in selection of supporting textual evidence.

Section B: (1 hour) Unseen poetry

Students are required to compare and contrast two unseen love poems and consider the significance of the times in which the poems were written and conceived; understand the significance of poetic form and explore typicality/atypicality within the writing. Writing must be clear and coherent and sustain a relevant focus on the question.

<p>Spring 2 (April-May)</p>	<p>Section C: (1 hour) <i>Wuthering Heights</i> (prose) + selected pre-1900 poetry (open text exam – copies of each of the texts will be provided in the exam) Students will be required to comment on the effects of Bronte’s style and consider similarities and differences with the selected love poetry. (The anthology comprises of 15 pre-1900 love poems and students are advised to write about 3 poems in depth.)</p> <p>Spring term: Launch of the non-exam assessment: 20% The coursework will be launched in the spring term and students will have formal guidance in terms of success criteria. AQA stipulate that this is an independent submission and at least one of the selected texts should be pre-1900. Again, as a department, we ensure that clear guidance is given to our students and that they are made aware of the formal requirements of this submission.</p> <p>Complete reading/preparation for <i>Othello</i>, unseen poetry & <i>Wuthering Heights</i> & selected pre-1900 poetry.</p>
<p>Summer 1 (May-June) & Summer 2 (June-July)</p>	<p>Summer term: Continue to work/prepare ideas for non-exam assessment. Introduce students to unseen prose (preparation for Section B: Paper 2 WW1 and its aftermath).</p> <p>In this unit, students will be introduced to Paper 2 and will explore the rich context of WW1. Focus will include discussion & reading of extracts from:</p> <ul style="list-style-type: none"> • Erich Maria Remarque’s ‘All Quiet on the Western Front’ • Susan Hill’s ‘Strange Meeting’ • Sebastian Faulk’s ‘Birdsong’ <p>In this section of Paper 2, students must be able to make discriminating links between an unseen prose extract and possible thematic links to wider war literature that they have read. Students should be able to comment on literary style and political stance and understand the significance of when the text was written and conceived. It is of paramount importance that the student can comment on how meanings have been shaped by the writer and apply their understanding of ‘schools’ of thought such as psychoanalytical and new-historicist readings of the text.</p>