

Key Stage 5 (13)

WW1 and its Aftermath (Paper 2) 40%

Throughout the A level course, the knowledge and skills required are extended and the demand for wider reading increases as the students enter Year 13 and become incrementally more challenging. There are regular opportunities for students to learn through recall and retention activities and, in the early stages of Year 13, scaffolded resources and guidance will still be provided. This exam paper allows the students to focus on shifts in society and how attitudes to war have shifted over time. Once again, in the run up to assessments, students will be given bespoke, in-house revision materials which will support them with course coverage and success criteria. There is an even greater expectation on the students to consolidate their learning beyond the classroom and after-school revision sessions will run from September-May to help students revise/ revisit Paper One. The A level course is arranged conceptually and thematically, and students will look at a broad range of war literature from 1914- modern day. The expectation, at this stage, is that students will have been able to hone their skills as writers and will have a secure understanding of the assessment criteria. Students are encouraged to consider the shifting political and ideological landscape of war – for example, they should be able to comment on literary bias within literature and to examine the particular stance of the writer. Additionally, students should now find that they have greater understanding of the conventions of literary form and should draw on their prior knowledge from Year 12 to support their study of set texts. The first draft of coursework will be submitted in the Autumn term.

Autumn 1
(September-
October) &
Autumn 2
(October-
January)

**Paper 2 Section A: Journey's End by R C Sherriff
(Drama) Single text focus**

Specific details:

Students will study the play for Section A of Paper 2 and will place the play in the context of war - Sherriff's own experiences in WW1.

Particular focus will be on depictions of trench life & the experience of the combatant & writer's intention and purpose.

Students must be able to make discriminatory comments about dramaturgy & impact on contemporary & modern audience.

Additionally, focus/discuss will be on staging and dramatic effects and links to wider war literature and drama such as anti-war plays of the 1920s/30s.

Students must be able to consider the text from new-historicist/feminist/psychoanalytical/Marxist perspectives and consider how the play was received in 1928/production history such as Lawrence Olivier production/Watermill Theatre Production 2014.

(Autumn Term cont.)

Paper 2 preparation: **Comparative text focus Section C: *Life Class* by Pat Barker (post-2000 text) & Oxford War Anthology (open text exam)**

Students will compare attitudes/ideologies in prose & poetry. Focus will be on poetic form, style & structure and typicality/ atypicality in terms of political stance/poetic convention/shifts in poetic form over time. Additionally, students must understand the conventions of prose and comment on the ways in which meanings are shaped; characterisation and thematic concerns.

Barker's novel enables students to discuss attitudes towards combatant/ non-combatant + the role of art in WW1 and consider the significance of Barker's stance as female writer of fiction looking back at war from retrospect. This section of the A level course, also enables students to consider

	<p>how warfare has changed since WW1 – from trench fighting to chemical warfare. A key focus is to track how ideologies have shifted through the 20th century and into the 21st century. It is imperative that students can identify ballads, odes, elegies, lyric poems and have a secure understanding of holistic and internal structure/ poetic voice and impact on the reader.</p> <p>Poets studied will include (but is not limited to):</p> <ul style="list-style-type: none"> • Siegfried Sassoon • Wilfred Owen • Issac Rosenberg • William Stafford • May Wedderburn Cannan • Denise Levertov <p>End of Autumn term: Submission of final draft of non-exam assessment</p>
<p>Spring 1 (February - April) & Spring 2 (April-May)</p>	<p>Spring term: Complete reading/preparation for Paper 2 WW1 and its Aftermath. Practise papers/model answers/regular opportunities for assessments/activities to build resilience and recall. Interleaved revision plan – revisit Paper One. At this point in the year, students will consolidate all of their prior learning and focus will be on completing responses in timed conditions and learning key quotations (for closed text tasks).</p> <p>Summer: Examination</p>