

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: Regeneration by Pat Barker (Prose)Single text focus

Specific details:

The novel fits within the context of WW1 through its exploration of the psychological impact of war on soldiers, using real historical figures like Siegfried Sassoon and W.H.R. Rivers to highlight issues such as trauma, masculinity, and the ethics of war. Through its blend of fiction and historical fact, *Regeneration* invites critical discussion about how war shapes identity, memory, and societal norms, making it an ideal text for examining the cultural and emotional aftermath of conflict.

Students must be able to consider the text from a New Historicist perspective and consider a range of interpretations

(Autumn Term cont.)

Paper 2 preparation: **Comparative text focus Section C:** *The Wipers Times* (post-2000 text) & Oxford War Anthology (open text exam). *The Wipers Times*, a satirical trench newspaper written by soldiers, provides a unique insight into the use of humour and irony as a coping mechanism in the face of war's horrors. In contrast, *The Oxford Anthology* presents a wide range of poetic voices, from idealistic patriotism to disillusionment and grief which reflects the emotional and psychological evolution of soldiers and society. Together, these texts allow students to explore varied perspectives, literary forms, and tonal approaches to representing war, deepening their understanding of how language, structure, and context shape responses to conflict.

	Poets studied will include (but is not limited to): • Siegfried Sassoon • Wilfred Owen • Issac Rosenberg • Rupert Brooke • Ivor Gureny End of Autumn term: Submission of final draft of non-exam assessment
Spring 1 (February - April) & Spring 2 (April-May)	Spring term: Complete reading/preparation for Paper 2 WW1 and its Aftermath. Practice 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 prior learning and focus will be on completing responses in timed conditions and learning key quotations (for closed text tasks). Summer: Examination