



St John's Curriculum Overview – A-level



Subject title	English Literature (AQA A-level)
Setting arrangements	
Time allowance each fortnight	9 hours

Introduction

This AQA linear course focuses on reading texts within a shared context. It encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood.

Students are encouraged to develop their interest in, and enjoyment of, English Literature through reading widely, critically and independently, across centuries, genre and gender.

The two year A-level course is composed of two exam papers (one focused on 'Love Through the Ages' and one on 'WWI and its Aftermath'), and one Non-exam Assessment.

Year 12 involves the study of poetry, Shakespeare and prose texts linked by the theme of 'Love Through the Ages'. Texts studied include 'Othello' and 'The Great Gatsby', as well as an AQA Anthology of Poetry.

Year 13 allows students to explore literature arising out of WWI, but extends this period to allow reflection on the full impact of the war that reverberates up to the present day. It involves the study of three texts: one prose, one poetry, and one drama. Texts studied will include: a novel, 'All Quiet on the Western Front'; a poetry anthology, 'Up the Line to Death'; and a play, 'My Boy Jack'.

Students also write an extended essay studying two texts on a theme of their choice. This aspect of the course provides a challenging and wide-ranging opportunity for independent study. This is effectively an element which would have in the past been called 'coursework'.

Topics, Skills and Assessment covered during the course

	Topics covered	Skills developed	Assessment
Year 12	Love through the Ages		
Term 1	Poetry Skills – Unseen poetry skills through the AQA Poetry Anthology ‘Love Through the Ages’ Introduction to literature- Love literature across time.	<ul style="list-style-type: none"> • Analysis skills for poetry and prose. • Terminology for literature study. • Introduction to key theoretical concepts for studying literature at A-level: psychoanalytical criticism, Feminism and Marxism, modernism and post-modernism etc. • Understanding of how Literature has developed over time and key genre conventions. associated with literature from various periods • How context influences the reading and writing of literature. 	Assessment: <ol style="list-style-type: none"> 1. Question based on Paper I Section B: Poetry anthology- comparing poetry. 2. A short comparative essay task based on Paper I section C.
Term 2	Introduction to Renaissance Drama and ‘Othello’. Introduction to comparative study: ‘The Great Gatsby’.	<ul style="list-style-type: none"> • Key essay skills for comparative study: detailed comparison, engagement with question, establishing and maintaining a sense of debate. • Detailed exploration and explanation of writers’ authorial methods when comparing two texts. • Practice in critical application of key terminology. • Detailed exploration of form, genre, narrative structure, language, tone, imagery. • How to explore significant contextual influences and explain effects of these on authorial choices in literature including gender, social class, culture and socio-historical period • More detailed exploration how typical a text is of its period and how it represents attitudes to love. • Comparative exploration of Renaissance drama and how love is represented by key renaissance dramatists. • Exploration and application of the concept of ‘typicality’. 	Assessment: <ol style="list-style-type: none"> 1. Question based on Paper I Section A: ‘Othello’. 2. A short comparative essay task based on Paper I section C.

Term 3	Paper One Sections A and C Practice: ‘Othello’, ‘The Great Gatsby’ and ‘The AQA Poetry Anthology’	<ul style="list-style-type: none"> • Key essay skills for comparative study: detailed comparison, engagement with question, establishing and maintaining a sense of debate. • Detailed exploration of form, language, plot, genre conventions, character and structure and context of ‘Othello’. • Detailed textual analysis of ‘Othello’ and application of relevant concepts, context and terminology. • Revision and consolidation of essay-writing skills, including structure and building a sense of argument. 	Assessment: <ol style="list-style-type: none"> 1. Question based on Paper I Section A: ‘Othello’. 2. A short comparative essay task based on Paper I section C- comparing seen poetry with ‘The Great Gatsby’.
Term 4	Exam technique and consolidation of ‘Othello’: focus on Typicality. Unseen poetry skills and exam practice	<ul style="list-style-type: none"> • Key skills revision for unseen poetry: terminology, planning and comparison skills, detailed analysis of language structure and form, building a sense of debate in relation to a given statement, discursive exploration of how texts represent attitudes to love, essay structure and academic writing skills. • Detailed exploration of form, language, plot, genre conventions, character and structure and context of ‘Othello’. • Detailed textual analysis of ‘Othello’ and application of relevant concepts, context and terminology. • Revision and consolidation of essay-writing skills, including structure and building a sense of argument. • Introduction to key aspects of Renaissance drama and the idea of ‘typicality’: What is Renaissance drama? What is a tragedy? How do Renaissance dramatists portray attitudes to love, women, relationships and marriage? 	Assessment: <ol style="list-style-type: none"> 1. Question based on A Level paper I Section B: Unseen Poetry 2. Question based on A Level paper I section A: ‘Othello’
Term 5	Exam technique and consolidation of texts: ‘Gatsby’, ‘Othello’ and ‘AQA unseen Poetry Anthology’. Introduction to the NEA (coursework) section of the course, using example texts: ‘The Yellow Wallpaper’ and ‘A Doll’s	<ul style="list-style-type: none"> • Development and revision of key skills for prose and drama: terminology, planning and comparison skills, detailed analysis of language structure and form, building a sense of debate in relation to a given statement, discursive exploration of how texts represent attitudes to love, essay structure 	Assessment: <ol style="list-style-type: none"> 1. Question based on A Level Paper I: Either Section B: Unseen Poetry or Section C: Comparing texts, depending on the needs of group. 2. A short comparative task which allows

	House'	<p>and academic writing skills.</p> <ul style="list-style-type: none"> • Revision and development of textual analysis of set texts and application of relevant concepts, context and terminology as appropriate. • Development of exam skills: planning and timing and understanding of the mark schemes and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. • Key skills for the NEA: independent research and critical reading, exploration of contextual factors, research and application of critical theory and concepts, comparative analysis skills of language, form and structure, revision of key terminology. • Understanding of the structure and assessment objectives for the NEA. 	students to access and practice the same AOs tested in the NEA.
Term 6	NEA Summer Preparation and Introduction to Year 13 Literature: Context WWI	<ul style="list-style-type: none"> • Introduction to key contextual understanding needed for year 13 Literature: WWI- its causes, conditions and consequences. • Introduction to year 13 wider reading texts: 'Birdsong' and 'Regeneration': key themes and points of analysis in terms of language, form and structure. • Key skills for the NEA: independent research and critical reading, exploration of contextual factors, research and application of critical theory and concepts, comparative analysis skills of language, form and structure, revision of key terminology. • Understanding of the structure and assessment objectives for the NEA. • Support with analysis of chosen NEA texts and formulation of a suitable question. • Research skills for NEA: critical responses to chosen texts and key aspects of context and themes. 	Assessment: Year 12 end of year exam: paper 1 sections A, B and C
Year 13			

Term 1	NEA, Introduction to Unseen Prose, set text: 'all Quiet on the western Front'.	<ul style="list-style-type: none"> • Development of key contextual understanding needed for year 13 Literature: WWI- its causes, conditions and consequences. • Revision of format of the NEA introduced in term 4. • Support with analysis of chosen NEA texts and formulation of a suitable question. • Research skills for NEA: critical responses to chosen texts and key aspects of context and themes. • Extended essay writing skills: academic style, application of previous research, development of logical argument etc. • Development of understanding of the mark schemes and assessment objectives for the NEA through close examination of exemplars and model answers. • Development of analysis skills exploring form, genre, narrative structure and language, etc for unseen prose texts. • How to apply terminology accurately and usefully to support detailed analysis. • How to explore significant contextual influences and explain effects of these on authorial choices in literature. 	Assessment: <ol style="list-style-type: none"> 1. NEA drafting and final version 2. Analysis question based on 'All Quiet of the Western front'.
Term 2	'My Boy Jack' and 'Up the Line to Death' Poetry Anthology	<ul style="list-style-type: none"> • Development and revision of key skills for set poetry and drama texts: terminology, planning and comparison skills, detailed analysis of language structure and form, building a sense of debate in relation to a given statement, discursive exploration of how texts represent attitudes to war, essay structure and academic writing skills. • Development of understanding of the mark schemes and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. 	Assessment: <ol style="list-style-type: none"> 1. Exam question comparing 'My Boy Jack' and 'All Quiet on the western Front'. 2. Discursive essay based on the Poetry Anthology: 'Examine the view that...'
Term 3	Revision and Preparation for Mock Exams: 'The Great Gatsby', 'AQA Love Poetry Anthology'. 'Othello', WWI Unseen Prose, 'All Quiet of the Western Front', 'My Boy Jack', 'Up the line to death WWI Poetry Anthology'.	<ul style="list-style-type: none"> • Revision of key aspects of set texts: themes, structure, language, form, context. • Development and revision of key skills for set poetry, prose and drama texts: terminology, planning and comparison skills, application of key terminology, detailed analysis of language structure and form, building 	Assessment: A-Level mock Papers 1 and 2

	Continuation of ‘Up the Line to Death’ and unseen prose	<p>a sense of debate in relation to a given statement, discursive exploration of how texts represent attitudes to war/ love, essay structure and academic writing skills.</p> <ul style="list-style-type: none"> • Development of understanding of the mark schemes and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. • Focus on key exam skills: timings, how to maximise marks, construction of an effective argument, detailed analysis, etc. 	
Term 4	WWI Poetry Anthology: further study Consolidation and revision of ‘My Boy Jack’ and ‘All Quiet’	<ul style="list-style-type: none"> • Development and revision of key skills for set poetry and unseen prose texts: terminology, planning and comparison skills, detailed analysis of language structure and form, building a sense of debate in relation to a given statement, discursive exploration of how texts represent attitudes to war, essay structure and academic writing skills. • Development of understanding of the mark schemes and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Discursive essay based on the Poetry Anthology: ‘Examine the view that...’ or Comparative essay on set texts ‘MBJ’ and ‘AQ’ 2. NEA final drafts
Term 5	Revision and Exam Practice ‘The Great Gatsby’, ‘AQA Love Poetry Anthology’. ‘Othello’, WWI Unseen Prose, ‘All Quiet of the Western Front’, ‘My Boy Jack’, ‘Up the line to death WWI Poetry Anthology’.	<ul style="list-style-type: none"> • Revision of key aspects of set texts: themes, structure, language, form, context. • Development and revision of key skills for set poetry, prose and drama texts: terminology, planning and comparison skills, application of key terminology, detailed analysis of language structure and form, building a sense of debate in relation to a given statement, discursive exploration of how texts represent attitudes to war/ love, essay structure and academic writing skills. • Development of understanding of the mark schemes and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. • Independent revision skills: planning, revision activities, use of notes and resources. • Key exam skills revision: planning, timing, proof-reading etc. 	<p>Assessment:</p> <p>Any two timed practice essays from either paper 1 or paper 2 as appropriate to needs of students- eg., weakest questions from year 12 mocks.</p>

Resources Recommended for Revision and where they are available:

E magazine

Recommended online resources such as:

<https://www.bl.uk/>

<https://www.iwm.org.uk/collections>

Study guides for set texts available from the library

Revision resources uploaded to SMHW

Homework

Expected time allocation for the subject

Students should complete at least 2 hours of extra study, revision or further reading each week.

Additional support and help for the course

Revision sessions, intervention and pre-exam sessions are run by the department in the run-up to summer exams

Extra-Curricular:

Theatre and field trips as and when available.