SUBJECT: English A-Level

Key Stage 5: Curriculum Intent (BRIEF): Year 12

	Year 12 Teacher (a)	Year 12 Teacher (b)
Autumn 1	Topic: Intro to English A-Level/ The Handmaids Tale	Topic: The Great Gatsby
	Brief explanation of content covered: The aim of this topic area	Brief explanation of content covered: The aim of this topic area is to
	is to encourage students to explore aspects of literature	encourage students to explore aspects of a central literary theme as see
	connected through a period of time. Option B takes the end of	over time, using unseen material and set texts. Students should be
	WW2 as its historical starting point and explores both modern and	prepared for Love through the ages by reading widely in the topic area,
	contemporary literature's engagement with some of the social,	reading texts from a range of authors and times. Although not an
	political, personal and literary issues which have helped to shape	exhaustive list of aspects of Love through the ages, areas that can
	the latter half of the 20 th century and the early decades of the	usefully be explored include: romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the
	21 st century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: wars and the	ages according to history and time; love through the ages according
	legacy of wars; personal and social identity; changing	to individual lives (young love, maturing love); jealousy and guilt;
	morality and social structures; gender, class; political	truth and deception; proximity and distance; marriage; approval ar
	upheaval and change; resistance and rebellion; imperialism,	disapproval.
	post-imperialism and nationalism; engagement with the social,	The range of comparative prose texts on offer allows students to
	political, personal and literary issues which have helped to shape	study representations of love by a variety of authors across time.
	the latter half of the 20 th century and the early decades of the	Drief autling of how comparis and skills begins due to a Through The
	21 st century. Students should prepare for Texts in shared contexts by	Brief outline of key concepts and skills learned: Love Through The Ages Paper 1
	reading widely within their chosen option. Studying	AO1 essentially requires informed and relevant responses which are
	representations of the key themes identified below will allow	accurately written and use appropriate concepts and terminology. (11.5
	them to encounter a range of ideas and opinions relevant to	
	the shared context.	AO2 requires students to analyse ways in which meanings are shaped
		literary texts, with particular focus on the structures of texts as a form of
	Brief outline of key concepts and skills learned: Texts in	shaping. (9.6%)
	Shared Contexts Paper 2.	
	AO1 essentially requires informed and relevant responses which	AO3 relates to the many possible contexts which arise out of the text, the precision text and the period being studied $(0, 0)$
	are accurately written and use appropriate concepts and terminology. (11.5%)	specific task and the period being studied. (9.6%)
		AO4 involves connections across texts and sees possible meanings an
		interpretations arising not only out of the contexts of the text itself (AO3
		above) but also out of the wider and broader contexts which comes from

	AO2 requires students to analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping. (9.6%)	the study of period. Thus even when an individual text is being investigated it should still be seen as being framed by a wider network of texts and contexts to which it connects. (4.8%)
	 AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%) AO4 involves connections across texts and sees possible meanings and interpretations arising not only out of the contexts of the text itself (AO3 above) but also out of the wider and broader contexts which comes from the study of period. Thus even when an individual text is being investigated it should still be seen as being framed by a wider network of texts and contexts to which it connects. (4.8%) AO5 completes the picture by acknowledging that if work in AOs 2, 3 and 4 had been included in the response to the question then debate and interpretations will arise out of this work showing that the interpretation of texts is not a fixed process but a dynamic one. (4.8%) 	AO5 completes the picture by acknowledging that if work in AOs 2, 3 and 4 had been included in the response to the question then debate and interpretations will arise out of this work showing that the interpretation of texts is not a fixed process but a dynamic one. (4.8%)
Autumn 2	Topic: The Handmaids Tale	Topic: The Great Gatsby
	Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Option B takes the end of WW2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the 21 st century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape	Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of a central literary theme as seer over time, using unseen material and set texts. Students should be prepared for Love through the ages by reading widely in the topic area, reading texts from a range of authors and times. Although not an exhaustive list of aspects of Love through the ages, areas that can usefully be explored include: romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval. The range of comparative prose texts on offer allows students to study representations of love by a variety of authors across time.

 21st century. Students should prepare for Texts in shared contexts by reading widely within their chosen option. Studying representations of the key themes identified below will allow them to encounter a range of ideas and opinions relevant to the shared context. Brief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2. AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%) 	 Ages Paper 1 AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%) AO2 requires students to analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping. (9.6%) AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%) AO4 involves connections across texts and sees possible meanings and interpretations arising not only out of the contexts of the text itself (AO3
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AO2 requires students to analyse ways in which meanings are	above) but also out of the wider and broader contexts which comes from
	the study of period. Thus even when an individual text is being
texts as a form of shaping. (9.6%)	investigated it should still be seen as being framed by a wider network of texts and contexts to which it connects. (4.8%)
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text, the specific task and the period being studied. (9.6%)	AO5 completes the picture by acknowledging that if work in AOs 2, 3 and 4 had been included in the response to the question then debate and
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Spring 1	Topic: The Handmaids Tale	Topic: Othello
	Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Option B takes the end of WW2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the 21 st century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the latter half of the 20 th century and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the	Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of a central literary theme as see over time, using unseen material and set texts. Students should be prepared for Love through the ages by reading widely in the topic area, reading texts from a range of authors and times. Although not an exhaustive list of aspects of Love through the ages, areas that can usefully be explored include: romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages accordin to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval. Students to study Shakespeare's representations of love in a range of different dramatic genres: tragedy, comedy, problem play or late play
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	Brief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2. AO1 essentially requires informed and relevant responses which	AO2 requires students to analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping. (9.6%)
	are accurately written and use appropriate concepts and terminology. (11.5%)	AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%)
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Spring 2	Topic: The Feminine Gospels	Topic: Othello
	Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Option B takes the end of WW2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the 21 st century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the 21 st century. Students should prepare for Texts in shared contexts by reading widely within their chosen option. Studying representations of the key themes identified below will allow them to encounter a range of ideas and opinions relevant to the shared context.	 Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts. Students should be prepared for Love through the ages by reading widely in the topic area, reading texts from a range of authors and times. Although not an exhaustive list of aspects of Love through the ages, areas that can usefully be explored include: romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval. Students to study Shakespeare's representations of love in a range of different dramatic genres: tragedy, comedy, problem play or late play Brief outline of key concepts and skills learned: Love Through The Ages Paper 1 AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)
	Brief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2.	

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Summer 1	Topic: The Feminine Gospels	Topic: A Streetcar Named Desire
	Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Option B takes the end of WW2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the 21 st century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and	Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Option B takes the end of WW2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issue which have helped to shape the latter half of the 20 th century and the ea decades of the 21 st century. Although not an exhaustive list of aspects o Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-

shape the latter half of the 20th century and the early decades of the 21st century.Intervention of the 20th century and the early decades of the 21st century.Students should prepare for Texts in shared contexts by reading widely within their chosen option. Studying representations of the key themes identified below will allow them to encounter a range of ideas and opinions relevant to the shared context.StBrief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2. AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)AO2 requires students to analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping. (9.6%)AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%)AO4 involves connections across texts and sees possible meanings and interpretations arising not only out of the contexts of the text itself (AO3 above) but also out of the wider and broader contexts which comes from the study of period. Thus even when an individual text is being investigated it should still be seen as being framed by a wider network of texts and contexts to which it connects. (4.8%)AC	 dersonal and literary issues which have helped to shape the latter alf of the 20th century and the early decades of the 21st century. At the early decades of the 21st century. At the early within their chosen option. Studying representations of the ey themes identified below will allow them to encounter a range of deas and opinions relevant to the shared context. Brief outline of key concepts and skills learned: Texts in Shared contexts Paper 2. CO1 essentially requires informed and relevant responses which are ccurately written and use appropriate concepts and terminology. (11.5%) CO2 requires students to analyse ways in which meanings are shaped in terary texts, with particular focus on the structures of texts as a form of haping. (9.6%) CO3 relates to the many possible contexts which arise out of the text, the pecific task and the period being studied. (9.6%) CO4 involves connections across texts and sees possible meanings and therpretations arising not only out of the contexts of the text itself (AO3 bove) but also out of the wider and broader contexts which comes from the study of period. Thus even when an individual text is being hovestigated it should still be seen as being framed by a wider network of exts and contexts to which it connects. (4.8%) CO5 completes the picture by acknowledging that if work in AOs 2, 3 and the preventions will arise out of this work showing that the interpretation of exts is not a fixed process but a dynamic one. (4.8%)
	opic: Coursework – Frankenstein and The Bloody Chamber

 Brief explanation of content covered: The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Option B takes the end of WW2 as its historical starting point and explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century. Students should prepare for Texts in shared contexts by reading widely within their chosen option. Studying representations of the key themes identified below will allow them to encounter a range of ideas and opinions relevant to the shared context. Brief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2. AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%) AO2 requires students to analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts, as a form of shaping. (9.6%) AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%) AO4 involves connections across texts and sees possible meanings and interpretations arising not only out of the contexts of the text itself (AO3 above) but also out of the wider and broader contexts which comes from the stud	 Brief explanation of content covered: In Texts across time, students write a comparative critical study of two texts. This specification is committed to the notion of autonomous personal reading and Texts across time provides a challenging and wide-ranging opportunity for independent study. Texts chosen for study must maximise opportunities for writing about comparative similarity and difference and must allow access to a range of critical views and interpretations, including over time. Students should take an autonomous approach to the application and evaluation of a range of critical views. The title 'Independent critical study' highlights the important idea that, within a literature course, students should have the opportunity to work independently. In Texts across time, students write a comparative critical study of two texts on a theme • the Gothic Brief outline of key concepts and skills learned: Texts Across Time Coursework Weightings for each question are as follows: AO1: 7 marks; AO2: 6 marks; AO3: 6 marks; AO4: 3 marks; AO5: 3 marks AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2: Analyse ways in which meanings are shaped in literary texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts. AO5: Explore literary texts informed by different interpretations.
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