

## SUBJECT: English A-Level

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

	Year 12 Teacher (a)	Year 12 Teacher (b)
Autumn 1	<p><b>Topic:</b> Intro to English A-Level/ The Handmaids Tale</p> <p><b>Brief explanation of content covered:</b> The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. <b>Option B</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<sup>th</sup> century and the early decades of the 21<sup>st</sup> century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: <b>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;</b> engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20<sup>th</sup> century and the early decades of the 21<sup>st</sup> century.</p> <p><b>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.</b></p> <p><b>Brief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2.</b> AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)</p>	<p><b>Topic:</b> The Great Gatsby</p> <p><b>Brief explanation of content covered:</b> 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: <b>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.</b></p> <p><b>The range of comparative prose texts on offer allows students to study representations of love by a variety of authors across time.</b></p> <p><b>Brief outline of key concepts and skills learned: Love Through The Ages Paper 1</b> AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)</p> <p>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%)</p> <p>AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%)</p> <p>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</p>

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%)

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%)

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%)

<p>Autumn 2</p>	<p><b>Topic:</b> The Handmaids Tale</p> <p><b>Brief explanation of content covered:</b> The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. <b>Option B</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<sup>th</sup> century and the early decades of the 21<sup>st</sup> century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: <b>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;</b> engagement with the social, political, personal and literary issues which have helped to shape</p>	<p><b>Topic:</b> The Great Gatsby</p> <p><b>Brief explanation of content covered:</b> 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: <b>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.</b></p> <p><b>The range of comparative prose texts on offer allows students to study representations of love by a variety of authors across time.</b></p>
-----------------	---	---

the latter half of the 20<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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 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%)

**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%)

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%)

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%)

Spring 1

**Topic:** The Handmaids Tale

**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<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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%)

**Topic:** Othello

**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%)

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%)

	<p>AO4 involves connections across texts and sees possible meanings and interpretations arising not only out of the contexts</p>	
--	--	--

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%)

Spring 2

**Topic:** The Feminine Gospels

**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<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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.**

**Topic:** Othello

**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**

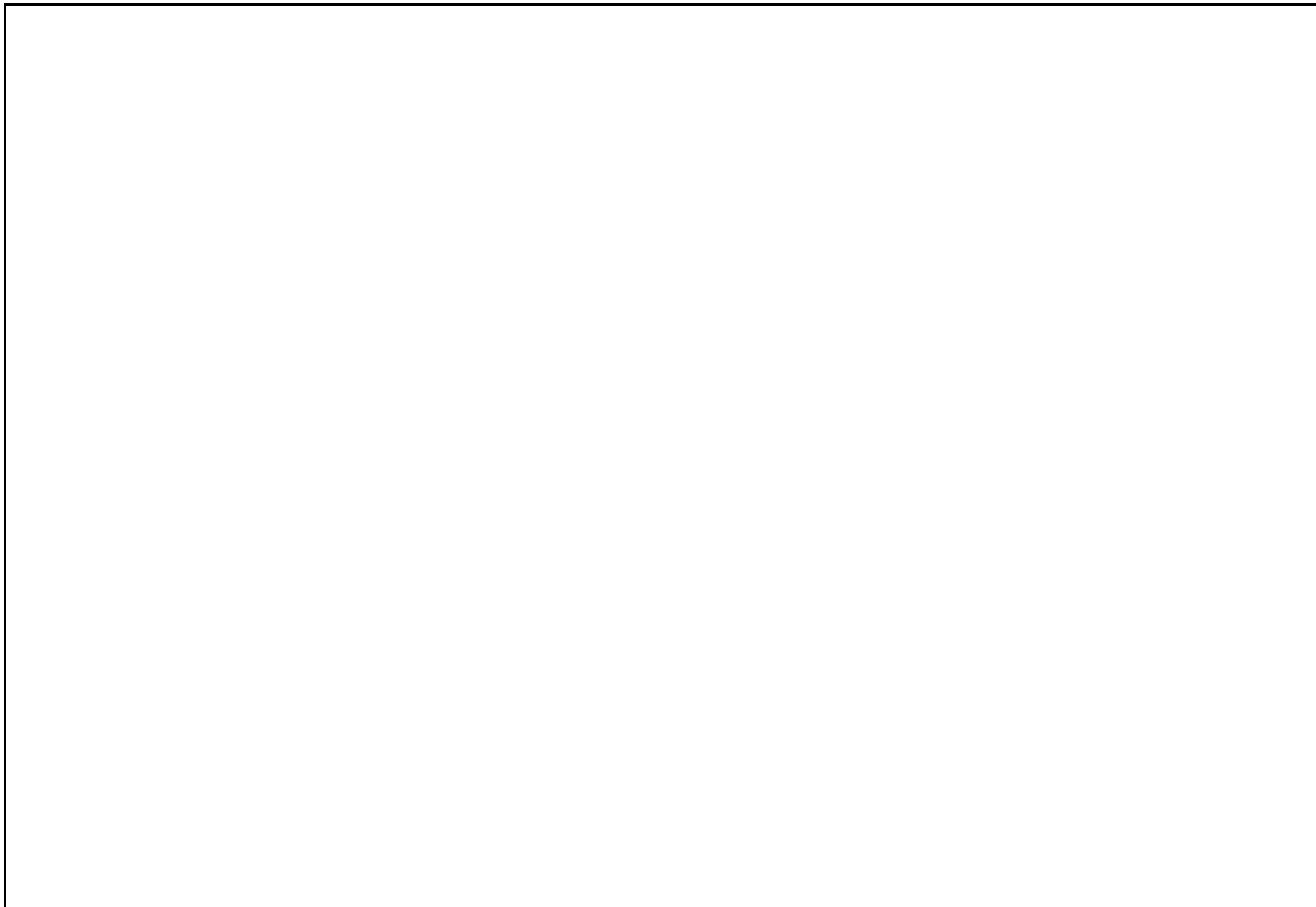
AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)



	<p>AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)</p> <p>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%)</p> <p>AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%)</p> <p>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%)</p> <p>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%)</p>	<p>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%)</p> <p>AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%)</p> <p>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%)</p> <p>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%)</p>
<p>Summer 1</p>	<p><b>Topic:</b> The Feminine Gospels</p> <p><b>Brief explanation of content covered:</b> The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. <b>Option B</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<sup>th</sup> century and the early decades of the 21<sup>st</sup> century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: <b>wars and the legacy of wars; personal and social identity; changing</b></p>	<p><b>Topic:</b> A Streetcar Named Desire</p> <p><b>Brief explanation of content covered:</b> The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. <b>Option B</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<sup>th</sup> century and the early decades of the 21<sup>st</sup> century. Although not an exhaustive list of aspects of Modern times, areas that can usefully be explored include: <b>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,</b></p>

	<p>morality and social structures; gender, class, race and ethnicity; political upheaval and change; engagement with the</p>	<p>postimperialism and nationalism; engagement with the social, political,</p>
--	--	--

	<p>social, political, personal and literary issues which have helped to shape the latter half of the 20<sup>th</sup> century and the early decades of the 21<sup>st</sup> century.</p> <p><b>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.</b></p> <p><b>Brief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2.</b></p> <p>AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)</p> <p>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%)</p> <p>AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%)</p> <p>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%)</p> <p>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%)</p>	<p><b>personal and literary issues which have helped to shape the latter half of the 20<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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.</b></p> <p><b>Brief outline of key concepts and skills learned: Texts in Shared Contexts Paper 2.</b></p> <p>AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology. (11.5%)</p> <p>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%)</p> <p>AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied. (9.6%)</p> <p>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%)</p> <p>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%)</p>
Summer 2	<b>Topic: Unseen Prose</b>	<b>Topic: Coursework – Frankenstein and The Bloody Chamber</b>



**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<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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<sup>th</sup> century and the early decades of the 21<sup>st</sup> 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

**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 are written and received.

**AO4:** Explore connections across literary texts.

**AO5:** Explore literary texts informed by different interpretations.

	<p>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</p>	
--	---	--

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%)