

Introduction to A-level Literature.
Session led by:
Miss Khatiri



Lesson Objective: To get a taster of English Lit

Explanation

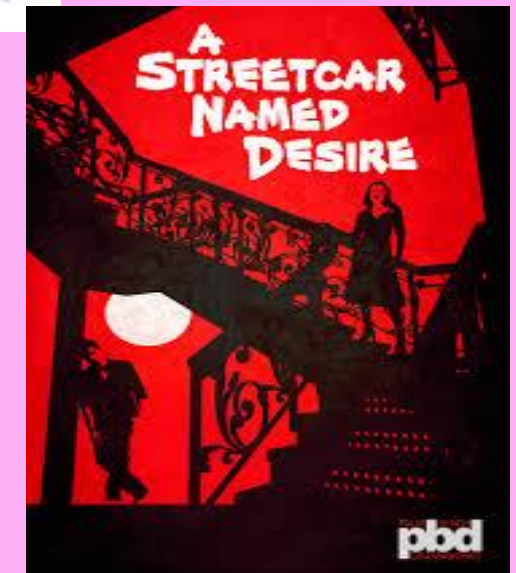
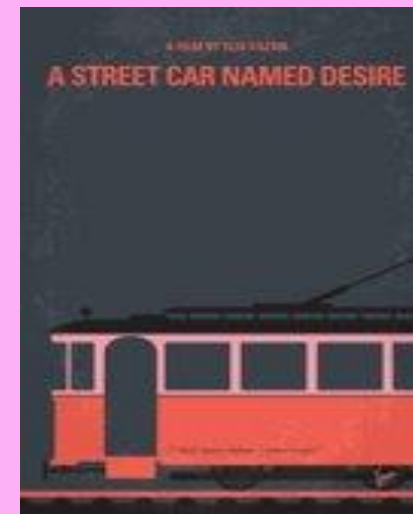
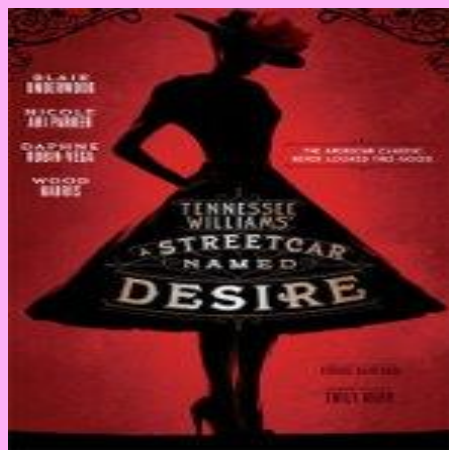
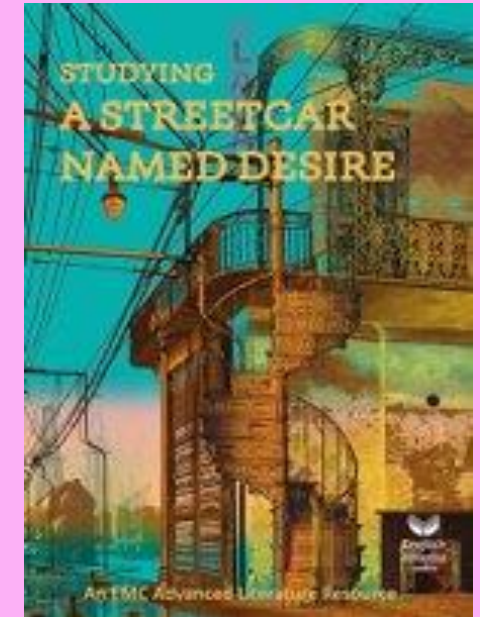
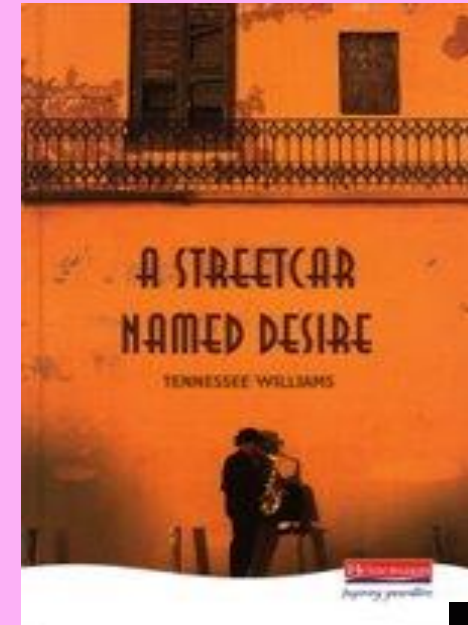
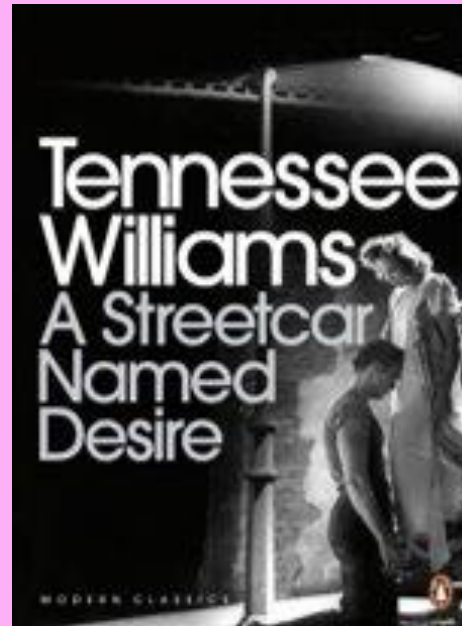
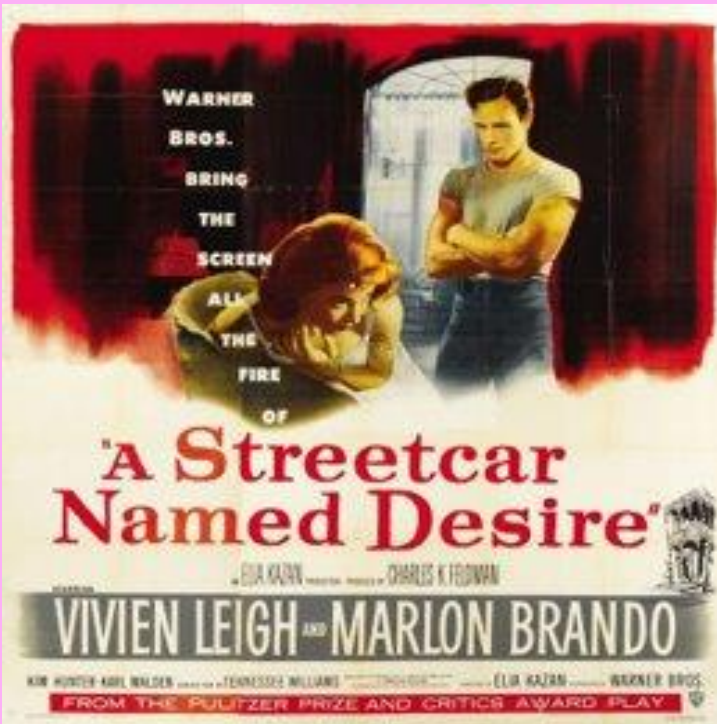
Core Expectations for **Every Lesson**

1. Attend lessons on time and in professional attire
2. Be prepared for each lesson by ensuring you bring the appropriate equipment
3. Ensure all work is organised in the appropriate section of your subject folder
4. All deadlines must be met to avoid a 6 week “Risk of Failure” program
5. Respect the classroom, Replace chairs, Rubbish in bins
6. Speak to **ALL** members of the HT community with respect
7. No mobile phones/ear pods to be used in lessons or around the school
8. Starters are to be completed in silence
9. Be proactive and not reactive
10. Expect to work harder than you ever have before



Taster starter for Streetcar.

What can we tell about the story ...



Lesson Objective: To get a taster of English Lit

AO	Description	Weighting
AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	25%
AO2	Analyse ways in which meanings are shaped in literary texts	25%
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	25%
AO4	Explore connections across literary texts	12.5%
AO5	Explore literary texts informed by different interpretations	12.5%

- 3 hours.
- 75 marks.
- 40% of total marks.
- Open book in Section C.
- 3 sections:
 - Section A: One passage-based question on a Shakespeare play (25 marks)
 - Section B: Compulsory essay question on two unseen poems (25 marks)
 - Section C: One essay question (from a choice of two) linking one poetry and one prose text (25 marks).

Course outline for year 12: Love through the Ages

KS5 2-year curriculum plan 2023-2024

Specification at a glance

COMPONENT 1: Love through the Ages WRITTEN PAPER	40%	<ul style="list-style-type: none"> • 3 TASKS • 75 MARKS – 25 MARKS PER TASK • 3 HOURS • OPEN BOOK IN SECTION (C) ONLY
COMPONENT 2: Texts in Shared Contexts WRITTEN PAPER	40%	<ul style="list-style-type: none"> • 3 TASKS • 75 MARKS – 25 MARKS PER TASK • 2 HOURS AND 30 MINS • OPEN BOOK
COMPONENT 3: Independent Critical Study: Texts across Time	20%	<ul style="list-style-type: none"> • 1 TASK • 50 MARKS • WORD COUNT 2500 • MODERATED BY AQA

Paper 1: Love through the ages	Paper 2: Texts in shared contexts	Non-exam assessment: Independent critical study: texts across time
What's assessed Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Exam will include two unseen poems	What's assessed Choice of two options Option 2A: WW1 and its aftermath Option 2B: Modern times: literature from 1945 to the present day Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000 Exam will include an unseen extract	What's assessed Comparative critical study of two texts, at least one of which must have been written pre-1900. One extended essay (2,500 words) and a bibliography
Assessed <ul style="list-style-type: none"> • written exam: 3 hours • open book in Section C only • 75 marks • 40% of A-level 	Assessed <ul style="list-style-type: none"> • written exam: 2 hours 30 minutes • open book • 75 marks • 40% of A-level 	Assessed <ul style="list-style-type: none"> • 50 marks • 20% of A-level • assessed by teachers • moderated by AQA
Questions Section A: Shakespeare: one passage-based question with linked essay (25 marks) Section B: Unseen poetry: compulsory essay question on two unseen poems (25 marks) Section C: Comparing texts: one essay question linking two texts (25 marks)	Questions Section A: Set texts. One essay question on set text (25 marks) Section B: Contextual linking <ul style="list-style-type: none"> • one compulsory question on an unseen extract (25 marks) • one essay question linking two texts (25 marks) 	

Course outline for year 12: Love through the Ages

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.

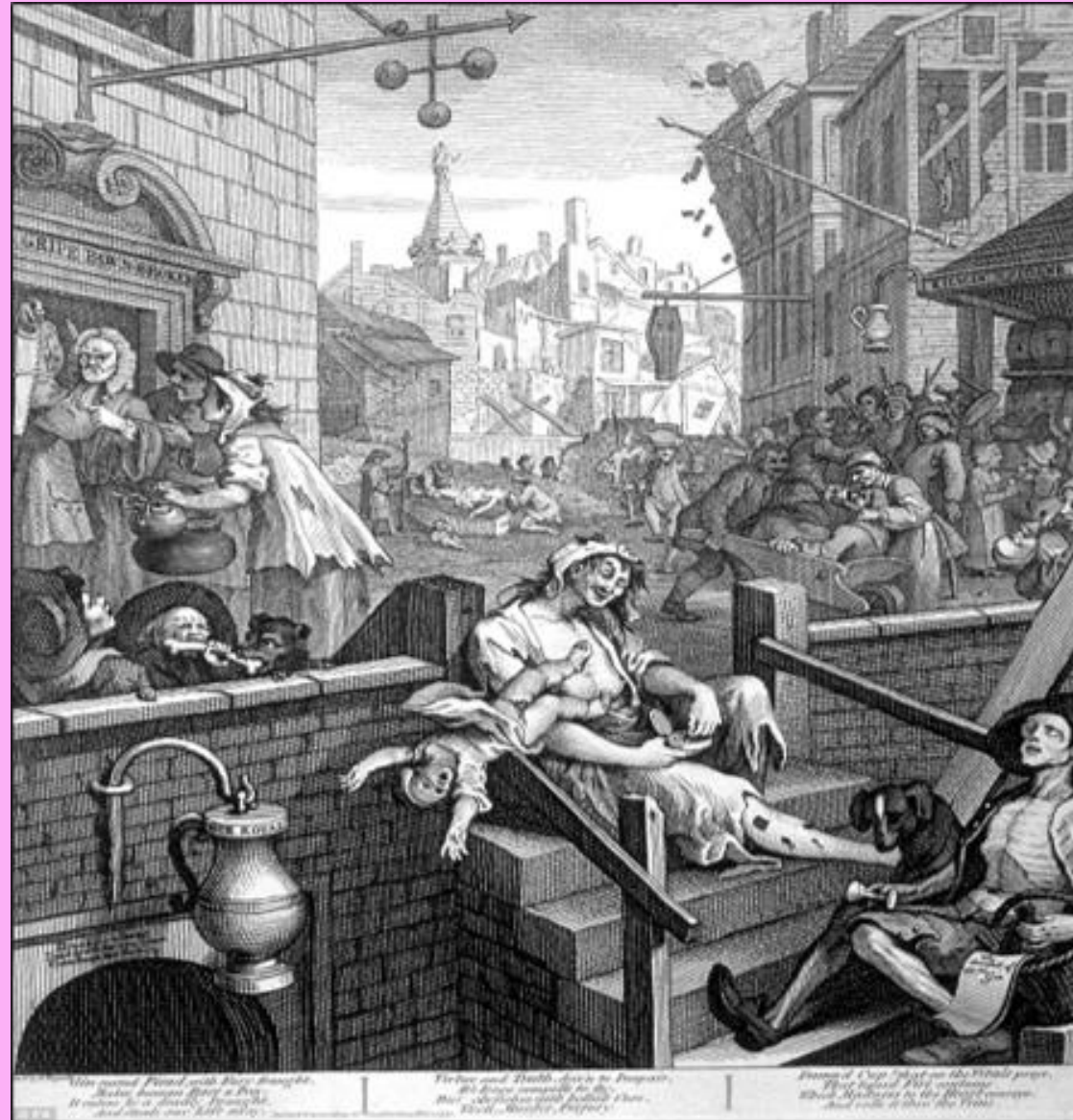
AO3: Demonstrate understanding of the significance and influence of the **contexts in which literary texts are written and received**.

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

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

A roundabout way
of explaining
Assessment
Objectives!

Write down what
you think is
happening in this
image – first
thoughts only

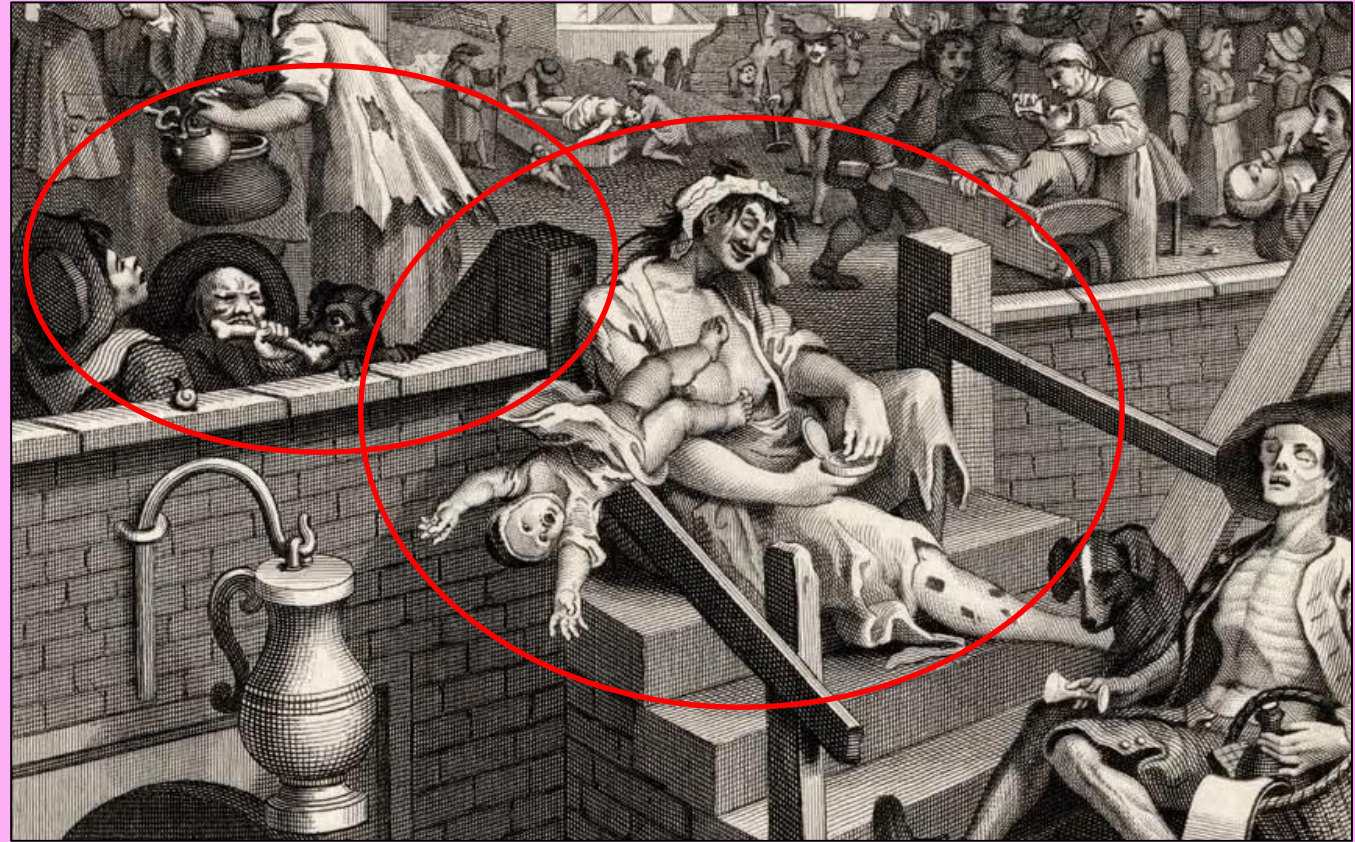


Checking progress

Can you **analyse** what you can see in this excerpt from the image?

Challenge: Can you tell when in history this image is set in?

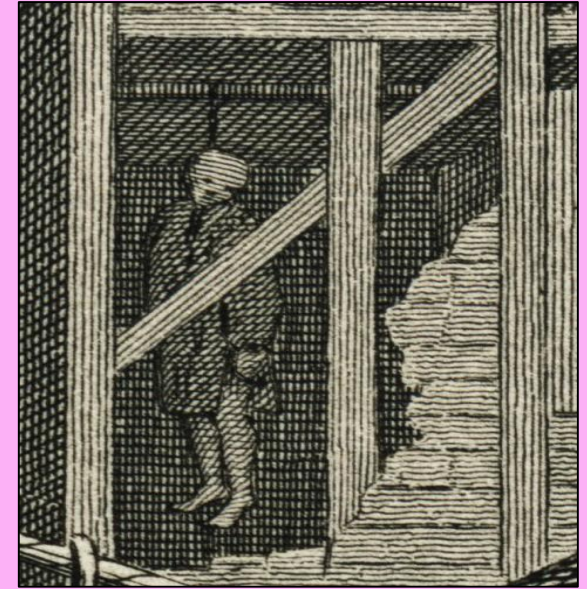
The focus is here on **A02** – close analysis is needed to really understand a text.



Checking progress

Can you **analyse** what you can see in these excerpts from the image?
(AO2)

How has your view of the picture changed?
(AO1)



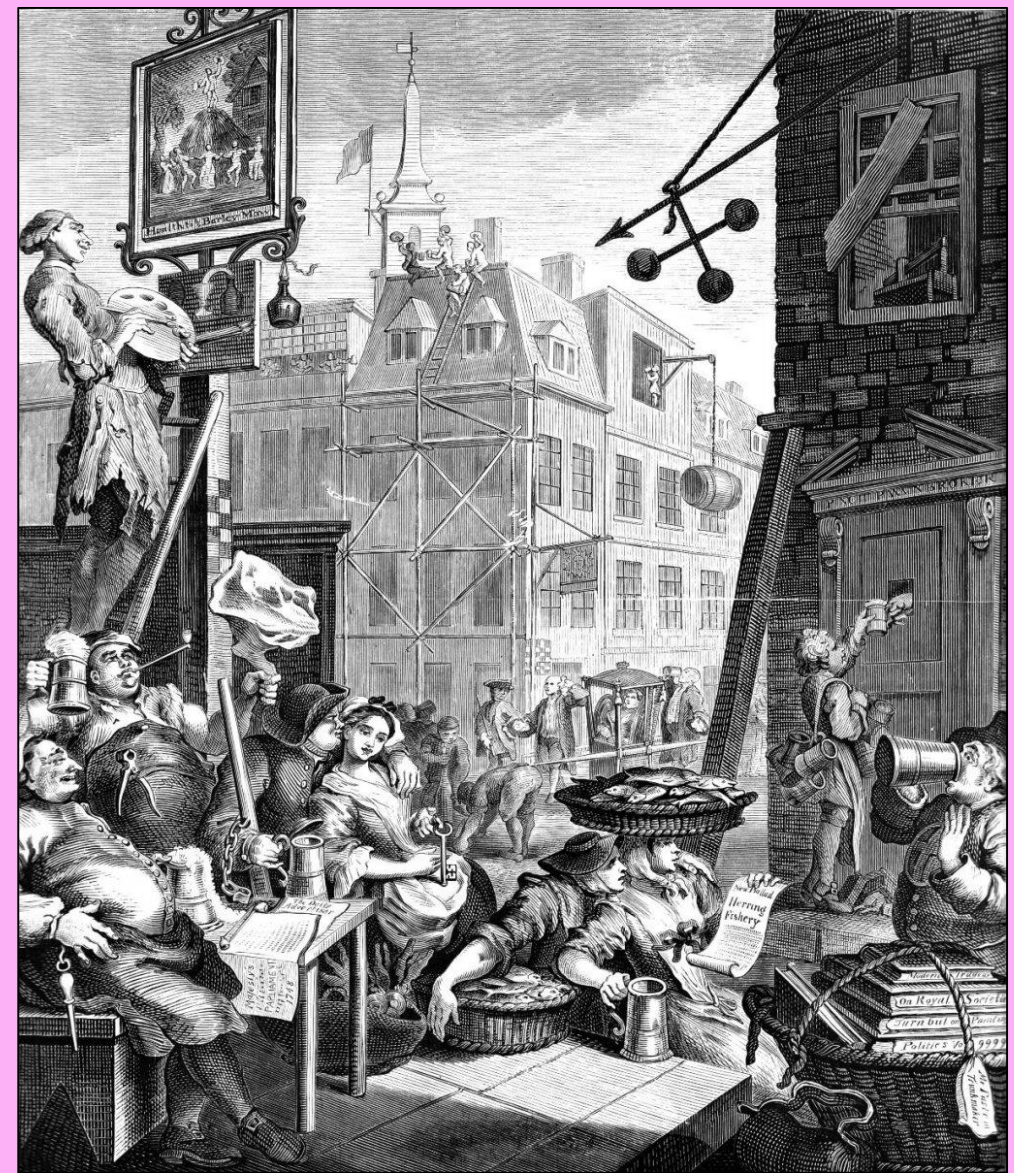
Checking progress



What happens when you compare the first picture to this one?

Explanation

What if I told you that both pictures were **allegories**? They make use of **symbolism** [There were no actual lanes known as Gin Lane or Beer Street.] This was a piece of **propaganda**. **This relates to AO4 - Explore connections** across literary texts.



Explanation

The focus here is obviously on **AO3**. This contextual information changes the way you see the picture dramatically.

Has your view of the picture changed?

Challenge: Have you seen new things you hadn't seen before? What do you think the picture is about now?

If I tell you:

- The first painting is called Gin Alley
- The second picture is called Beer Street
- It was painted in 1751, during what was perceived as a national crisis known as the 'Gin Craze'
- Water supplies in the period were not clean and the source of many diseases.
- Gin is a cheap alcoholic drink.
- The selling and consumption of gin was widespread in poor areas: one out of five households sold gin in the slum of St Giles-in-the-Fields alone.
- One of the symptoms of syphilis is sores on the legs.
- By 1743, England was drinking 2.2 gallons (10 litres) of gin per person per year.
- Hogarth completed this picture as part of a national campaign to ... which also involved the writer Henry Fielding. Hogarth created Beer Street and Gin Lane in order to add some punchy visual rhetoric to the campaign.

Learning objectives:

- TAT 1 The Great Gatsby



Explanation

The focus here is on alternative viewpoints (AO5).

Gin Alley

This is a gin-fuelled, topsy-turvy world of mob rule, precipitating the breakdown of society in general – symbolised by the collapsing building at the far end of the miserable vista. (Alastair Sooke)

Challenge: Go back to your first statement. How has your view changed?



Beer Street

Nearby, fishwives with overflowing baskets suggest that a society based on solid, honest mercantile [relating to trade or commerce - 'Britain is a nation of shopkeepers' according to Napoleon] values – untainted by that foreign spirit, gin – will be rewarded with abundance and prosperity. (Alastair Sooke)

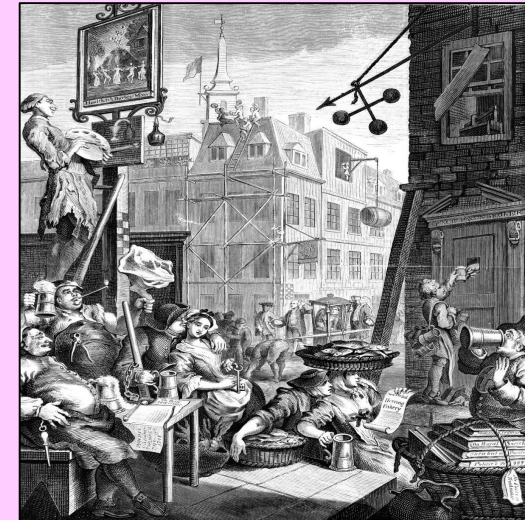
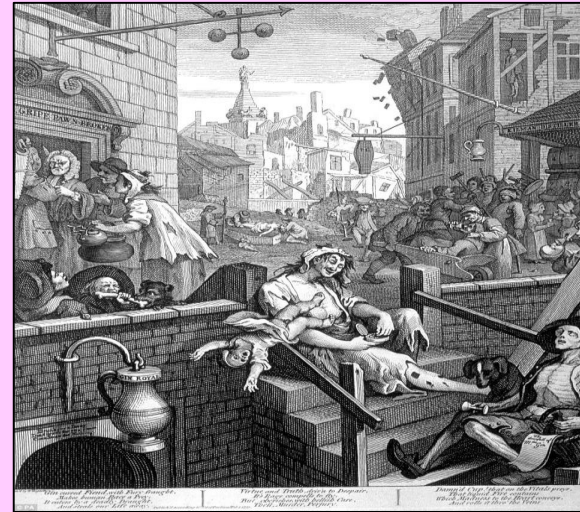


Learning objectives:



Now write a paragraph including all of the AO's in answer to this question:
What do you think is the purpose of the two paintings?

- Going back though the process you have been through offers the chance to explain the different AOs:
- Your initial ideas were maybe vague and unclear
 - By focusing on some **details** the **analysis** was stronger (AO2)
 - **Comparing** Gin Alley to a similar picture illuminated the first picture (AO4)
 - Having a grasp of some **terminology** made you look at the image in a different way (AO1)
 - Knowing something about the **context** made your conclusions sharper and opened up new ideas (AO3)
 - Having an expert's view gave you another, **alternative perspective** on the text. (AO5)



Challenge: Can you think of any literature written around 1751?



What do the next two years look like?

KS5 2-year curriculum plan 2023-2024

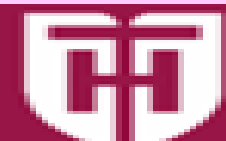
2023/24 YEAR 12

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
TEACHER 1 AGO	<i>Introduction to A-Level English (2 weeks)</i> SKILLS AND WIDER WORKING FOR SUCCESS <i>Handmaids Tale</i> Introduction and context	<i>Handmaids Tale</i> Paper 2 Texts in shared contexts	<i>Handmaids Tale</i> Paper 2 Texts in shared contexts	<i>Feminine Gospels</i> Paper 2 Texts in Shared Contexts	<i>Feminine Gospels</i> Paper 2 Texts in Shared Contexts	<i>Unseen prose</i> Paper 2 Texts in Shared Contexts	YEAR 12
TEACHER 2	<i>Great Gatsby</i> Paper 1 Love through the Ages	<i>Great Gatsby</i> Paper 1 Love through the Ages	<i>Othello</i> Paper 1 Love through the Ages	<i>Othello</i> Paper 1 Love through the Ages	<i>Streetcar Named Desire</i> Paper 2 Texts in Shared Contexts	<i>COURSEWORK (independent Critical Study)</i> The Gothic Frankenstein and Bloody Chamber	YEAR 12 Coursework deadline – essay to be planned over the summer

YEAR 13

TEACHER 1 AGO	<i>Love Anthology pre 1900</i> Paper 1 Love through the Ages	<i>Revisit Handmaids Tale</i> Paper 2 Texts in Shared Contexts	<i>Revisit Feminine Gospels</i> Paper 2 Texts in Shared Contexts	<i>Revisit Unseen prose</i> Paper 2 Texts in Shared Contexts <i>Revisit Unseen poetry</i> Paper 1 Love through the Ages	<i>PAPER 2 REVISION</i>	<i>EXAM</i>	YEAR 13 FULL MOCK POSSIBLE AT CHRISTMAS FOR BOTH PAPERS
TEACHER 2	<i>Coursework study: 1st draft due October half term</i> <ul style="list-style-type: none"> Bloody Chamber Lessons Planning redrafts Writing essays 	<i>Unseen poetry</i> Paper 1 Love through the Ages <i>2nd draft due Christmas break</i>	<i>Revisit Streetcar Paper 2</i> Texts in Shared Contexts <i>Final draft due February half term</i>	<i>Revisit Gatsby</i> Paper 1 Love through the Ages Exam practice	<i>Revisit Othello</i> Paper 1 Love through the Ages	<i>EXAM</i>	YEAR 13

Learning objectives:



Follow up homework task for summer

Sonnet XVIII



Rough winds do shake the darling buds of May,

TASK

Research and choose one of Shakespeare's sonnets and then write a response to it – what does it mean? Can you comment on the Historical context? Can you analyse it?

CHALLENGE: Can you write a modern day response to it? What would an audience say in return?

Sonnet 18

William Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimin'd;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st;
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee

