

English Department: Linear A-level English Literature Long Term Plan YEAR ONE

<p>Autumn Term - 14 weeks Paper 2 – Option 2 Autumn 1 T1: 7 weeks – ‘Life Class’ by Pat Barker (post- 2000) – historical and social context, reading, plot, structure, language, themes Autumn 1 T2: 7 weeks – unseen prose (literary non-fiction extracts WW1) Autumn 2 T1: 7 weeks – Poetry ‘Scars Upon My Heart’ - historical and social context, reading, language, structure, themes Autumn 2 T2: 7 weeks – ‘Journey’s End’ - historical and social context, reading, plot, structure, language characterisation</p>	<p>Spring Term - 12 weeks Paper 1 Spring 1 T2: 7 weeks - ‘Rebecca’ - historical and social context, reading, plot, structure, language, themes Spring 1 T2: 5 weeks – Poetry anthology pre-1900 - historical and social context, reading, language, structure, themes Spring 1&2 T1: 12 weeks – ‘Life Class & Poetry ‘Scars Upon My Heart’ - Comparative essays and preparation</p>	<p>Summer Term - 11 weeks Paper 1 Summer 1&2 T2: 11 weeks - ‘Rebecca’ and Poetry anthology - comparative essay Summer 1 T1: 11 weeks NEA</p>
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Content and Range

<p>Teacher 1 <u>Paper 2: ‘WW1 and its aftermath’</u> <u>Section C: ‘Life Class’</u> Make students familiar with the conventions of prose fiction, narrative</p>	<p>Teacher 2 <u>Paper 2: ‘WW1 and its aftermath’</u> Introduction to the time period – the idea of a historicist approach by considering how texts relate to their contexts of production. Introduce literary terms which may</p>	<p>Teacher 1 <u>Paper 2: ‘WW1 and its aftermath’</u> <u>Section C: ‘Life Class’ + ‘Scars upon my Heart’</u> Select material for comparison carefully.</p>	<p>Teacher 2 <u>Paper 1: ‘Love through the ages’</u> <u>Section C: ‘Rebecca’</u> Analyse narrative structure, use of time and place, characterisation and point of view.</p>	<p>Teacher 1 NEA NEA Students may complete an individual choice of two texts for comparison and of task (with</p>	<p>Teacher 2 <u>Paper 1: ‘Love through the ages’</u> <u>Section C: ‘Rebecca’+ Poetry Anthology</u> Select material for comparison carefully.</p>
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<p>structure, use of time and place, characterisation and point of view.</p> <p>Consider TV/film adaptations and critical views to engage students with possible alternative interpretations.</p> <p><u>Section B:</u> poetry 'Scars Upon My Heart'</p> <p>Ensure students are familiar with the conventions of poetry of the time and how poems reflect these or otherwise.</p> <p>Analyse poems for: subject matter, voice, attitudes and ideas; poetic structure, imagery and sound effects</p>	<p>be unfamiliar to students. Group work to research and present visually the key events</p> <p><u>Section B:</u> unseen prose</p> <p>Unseen literary prose extract could be either fiction or non-fiction (autobiographies, letters, diaries, etc.)</p> <p><u>Section A:</u> drama study 'Journey's End'</p> <p>Make students familiar with the conventions of drama of the time.</p> <p>Analyse the play for: dramatic structure, stagecraft, dramatic characterisation, dramatic speech and language.</p> <p>Consider the representation of key aspects of their chosen time period in their set drama text; how this</p>	<p>Ensure sustained focus on comparison.</p> <p>Ensure precise focus on the question.</p> <p>Focus on differences between poetic methods and prose methods.</p> <p>Practise succinct writing.</p> <p>Concentrate on shaping a coherent argument across the chosen texts</p>	<p>Consider the representation of aspects of love, how this reflects the time in which the novel was written and how this compares with the representation of these aspects in other reading about love from across time.</p> <p>Consider TV/film adaptations and critical views to engage students with possible alternative interpretations.</p> <p><u>Section C:</u> poetry anthology</p> <p>Analyse set poetry text for: subject matter, voice, attitudes and ideas, poetic structure, imagery and sound effects.</p> <p>Consider the representation of</p>	<p>appropriate teacher guidance).</p> <p>Students may all study one common text with individual choice of the second text, area of comparison and task.</p> <p>Students may all study one common text and have choice of the second text from a given list with independent choice of area of comparison and of task.</p> <p>Homework for Summer holidays</p> <p>NEA Text 1 and Text 2 should be read</p> <p>Relevant quotations on the chosen theme</p>	<p>Ensure sustained focus on comparison.</p> <p>Ensure precise focus on the question.</p> <p>Focus on differences between poetic methods and prose methods.</p> <p>Practise succinct writing.</p> <p>Concentrate on shaping a coherent argument across the chosen texts.</p>
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Consider critical views to engage with possible alternative interpretations.	reflects the time in which the text was written and how this compares with the representation of these aspects in other reading from this period (including the prose set text and the unseen prose extracts).		aspects of love, how this reflects the time in which the poems were written and how this compares with the representation of these aspects in other reading about love from across time.	should be highlighted together with the taken notes.	
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Assessment Objectives

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

Opportunities for assessment

- Autumn Term: October 2024
 - o Baseline assessment: Paper 2 Section B(1) - unseen prose

- Spring Term: January 2025
 - o Paper 2 Section A: Journey's End
- Spring Term: March 2025
 - o Paper 2 Section B(2) - 'Life Class' + 'Scars upon My Heart'
- Summer Term: June 2025
 - o Paper 2 - full paper

The structure of Paper 1 and Paper 2

Paper 1: Love through the ages (3 hour exam)

Section A: Shakespeare: one passage- based question with linked essay (25 marks) - closed book

Othello

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) – open book

Paper 2: Texts in Shared Context (2 hour 30 minutes)
Option 2A: WW1 and its aftermath

Section A: set texts. One essay question on set text (25 marks) – open book

Section B: Contextual Linking

One compulsory question on an unseen extract (25 marks)

One essay question linking two texts (25 marks) – open book

Suggested resources:

Section A: 'Othello' – ppt and activities on shared area; York notes; teachit; TES resources; Andrew Moore's resource site

Section B: Love poetry through different eras: **Elizabethan period** (16th century) - Thomas Wyatt 'They Flee from Me'; Edmund Spenser 'One day I wrote her name...'; Sir Philip Sidney 'Since There's No Help'; Christopher Marlowe 'The Passionate Shepherd to His Love'; Shakespeare's sonnets

Metaphysical poets (17th century) – John Donne 'The Good-Morrow', 'To His Mistress Going to Bed', 'The Anniversary'; Robert Herrick 'To the virgins, to make much of time'; Richard Lovelace 'To Lucasta, going to the Wars'

Romantic poets (18th century) - Samuel Taylor Coleridge 'Frost at Midnight', Percy Bysshe Shelley 'One Word is Too Often Profaned', 'I Arise From Dreams Of Thee'; John Clare, 'Evening'; Christina Walsh 'A Woman to Her Lover'; Lord Byron 'Oh! Snatched Away in Beauty's Bloom'

Victorian poets: Elizabeth Barrett Browning's Sonnets; Christina Rossetti 'Birthday'; Alfred Tennyson 'Mariana'; Robert Browning 'Porphyria's Lover'

Contemporary poets: Edward Estlin Cummings 'i like my body when it is with your'; W.H. Auden 'Dearest tmoniac'; Robert Hayden 'Those Winter Sundays'; Philip Larkin 'An Arundel Tomb'; Elizabeth Jennings 'One Flesh'; Adrian Henri 'Without you...'

Section C: Anthology pre-1900 poetry and 'The Great Gatsby' by F. Scott Fitzgerald – York notes, study guides, teachit, TES resources

Suggested resources:

Section A: Option 2 (Drama Set Text)

'Journey's End' by R.C. Sheriff – ppt and activities on shared area
York notes, TES resources, teachit

Section B:

1.1 Prose and Poetry Contextual Linking

Fiction and Literary Non-fiction extracts from WW1 – AQA resources, Internet search

1.2 'Life Class' by Pat Barker (post-2000) and 'Scars Upon My Heart' – ed. Catherine Reilly

