

## GCE English Literature: Year 12 and 13 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Teacher A</b></p> <p><b>Summer transition work to include genre preparation: the Gothic, Dystopian fiction</b></p>	<p><b>A-level</b></p> <p><b>Component 2:</b> <b>Prose</b> Two prose texts from a chosen theme, including at least one pre-1900 text</p> <p><b>Pre-reading</b> activities should focus on student research into the contexts in which the novel(s) were produced.</p> <p>Example: Science and Society <i>Frankenstein</i> and <i>Never Let Me Go</i></p> <p><b>Novel 2 study</b> Students focus on the narrative structure, use of imagery and symbolism, dialect, etc.</p> <p><b>AO1,2,3 &amp; 4</b></p> <p><b>Assessments will include:</b></p> <p><b>One full exam style comparative essay 40 marks</b></p>	<p><b>A- level::</b></p> <p><b>Prose continued</b></p> <p>Two prose texts from a chosen theme, including at least one pre-1900 text</p> <p><b>Novel 2 study</b> Students add to their initial comments and focus on the narrative structure, use of imagery and symbolism, dialect, etc.</p> <p><b>Contrasts and comparisons between the two novels, with due regard to the chosen theme.</b></p> <p><b>AO1,2,3 &amp; 4</b></p> <p><b>Assessments will include:</b></p> <p><b>One full exam style comparative essay 40 marks</b></p>	<p><b>A-level:</b></p> <p><b>Component 3:</b> <b>Contemporary Poetry</b></p> <p><b>Section A:</b></p> <p><i>Text: Poems of the Decade. An Anthology of the Forward Books of Poetry 2002-11</i></p> <p><b>Introduction to Poetry</b> - links to poetry/skills studied at GCSE Students are introduced to a range of contemporary poetry and taught to explore and evaluate the first set of <b>14 poems</b></p> <p><b>Filter comparisons to unseen poetry through lessons</b></p> <p><b>AO1,2 &amp; 4</b></p> <p><b>Assessments will include:</b></p> <p><b>One full exam style comparative essay 30 marks</b></p>	<p><b>A-level</b></p> <p><b>Component 3:</b> <b>Contemporary Poetry</b></p> <p><b>Section A:</b></p> <p><i>Text: Poems of the Decade. An Anthology of the Forward Books of Poetry 2002-11</i></p> <p><b>Complete final 6 poems of the anthology</b></p> <p>Study of Poetic Form, Language and Conventions</p> <p><b>Filter comparisons to unseen poetry through lessons</b></p> <p><b>AO1, 2 and 4</b> <b>Assessments will include:</b></p> <p><b>One full exam style comparative essay 30 marks</b></p>	<p><b>Summer 1</b></p> <p><b>Revision and Trial Exam Preparation for Year 12</b></p> <p><b>Exam – Prose – 1 hour 15 mins</b></p> <p><b>Exam – Poetry 2 hours 15 mins</b></p> <p><b>Introduce context/pre reading for Coursework: Component 4</b></p>	<p><b>Summer 2</b></p> <p><b>A-Level:</b></p> <p><b>Component 4: Coursework (Preparation)</b></p> <p>Two texts linked by theme, movement, author or period.</p> <p>Example: Birdsong/ &amp; Wilfred Owen <b>Teacher A – Text 1</b></p> <p><b>Assessments will include: 1 full analytical essay addressing all AOs</b></p> <p>Extended comparative essay (2500-3000 words)</p> <p><b>AO1,2,3,4 &amp; 5</b></p> <p><b>SUMMER task for students: read widely from published list– prep for coursework</b></p> <p>While reading the novels, students can complete a reading journal with comments on characterisation, themes, setting, narrative techniques and reader response and initial ideas about comparisons.</p>

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<p>Year 12</p> <hr/> <p>Teacher B</p> <p>Summer preparation work could include completion of a reading log. While reading a range of the novels specified on the Prose choice, students complete a reading journal with comments on characterisation, themes, setting, narrative techniques and reader response with any thoughts on comparisons.</p>	<p><b>A-level:</b></p> <p><b>Component 2: Prose</b> Two prose texts from a chosen theme, including at least one pre-1900 text</p> <p><b>Pre-reading</b> activities should focus on student research into the contexts in which the novel(s) were produced.</p> <p>Example: Science and Society <i>Frankenstein</i> and <i>Never Let Me Go</i></p> <p><b>Novel 1 study</b> Students focus on the narrative structure, use of imagery and symbolism, dialect, etc.</p> <p><b>AO1,2,3 &amp; 4</b></p> <p><b>Assessments will include:</b></p> <p><b>One full exam style comparative essay 40 marks</b></p>	<p><b>A-level:</b></p> <p><b>Component 2: Prose continued</b></p> <p>Two prose texts from a chosen theme, including at least one pre-1900 text</p> <p><b>Novel 1 study</b> Students add to their initial comments and focus on the narrative structure, use of imagery and symbolism, dialect, etc.</p> <p><b>Contrasts and comparisons between the two novels, with due regard to the chosen theme.</b></p> <p><b>AO1,2,3 &amp; 4</b></p> <p><b>Assessments will include:</b></p> <p><b>One full exam style comparative essay 40 marks</b></p>	<p><b>Component3: Poetry</b></p> <p>-</p> <p>Studied poetry period or author</p> <p>Example: John Donne/John Keats/Christina Rossetti</p> <p>Students work through the poems, exploring and analysing them in the contexts in which they were produced and received.</p> <p><b>AO1,2 &amp; 3</b></p> <p><b>Assessments will include:</b></p> <p><b>One full exam style essay 30 marks</b></p>	<p><b>A-level:</b></p> <p><b>Component3: Poetry</b></p> <p>Studied poetry period or author</p> <p>Example: John Donne/John Keats/Christina Rossetti</p> <p>Students work through the poems, exploring and analysing them in the contexts in which they were produced and received.</p> <p><b>AO1,2 &amp; 3</b></p> <p><b>Assessments will include:</b></p> <p><b>One full exam style essay 30 marks</b></p>	<p><b>Revision and Trial Exam Preparation Year 12</b></p> <p><b>Exam – Prose – 1 hour 15 mins</b></p> <p><b>Exam – Poetry 2 hours 15 mins</b></p> <p><b>Introduce context for Coursework: Component 4</b></p>	<p><b>A-Level: Component 4: Coursework (Preparation)</b></p> <p>Two texts linked by theme, movement, author or period.</p> <p>Example: <i>Birdsong/</i> &amp; Wilfred Owen <b>Teacher B – Text 2</b></p> <p><b>Assessments will include: 1 full analytical essay addressing all AOs</b></p> <p>Extended comparative essay (2500-3000 words)</p> <p><b>AO1,2,3,4 &amp; 5</b></p> <p><b>SUMMER task for students: read widely from published book list–prep for coursework</b></p> <p>While reading the novels, students can complete a reading journal with comments on characterisation, themes, setting, narrative techniques and reader response and initial ideas about comparisons.</p>
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\* Poems of the Decade: Teacher Guide on the Shared Area

\*\* *A Streetcar Named Desire*, Tennessee Williams; *The Home Place*, Brian Friel; *The Importance of Being Earnest*, Oscar Wilde, *Waiting for Godot*, Samuel Beckett

\*\*\* Focus on a chosen theme. Texts must include one pre-1900 text.

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Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Teacher A</b></p>	<p><b>A-Level:</b></p> <p><b>Component 4: Coursework</b></p> <p><b>Text 1</b> linked by theme, movement, author or period.</p> <p>Students will now explore potential areas for study with their teacher and will be introduced to appropriate methods of research and presentation:</p> <ul style="list-style-type: none"> <li>• extended essay writing style</li> <li>• integrating evidence</li> <li>• avoiding plagiarism</li> <li>• citations and bibliographies</li> <li>• critical analysis</li> <li>• editing and proofreading.</li> </ul> <p>Teachers can offer tutorials as students work on their coursework</p> <p><b>AO1,2,3,4 &amp; 5</b></p> <p><b>Deadline for Coursework: TBC - November</b></p>	<p><b>A-Level:</b></p> <p><b>Component 1: Drama</b></p> <p><b>A-Level: Component 1: Drama</b></p> <p>Section A: Shakespeare, introduction to the context, themes &amp; characters of the play.</p> <p>Intro to wider critical reading (refer to critical anthology)</p> <p>Shared reading of the play. Students complete a reading journal with comments on characterisation, themes, setting, dramatic techniques and audience response.</p> <p><b>Assessments will include :one essay question on chosen play 35 marks</b></p> <p><b>AO1,2,3 &amp; 5</b></p>	<p><b>Year 13 Trial Exams;</b></p> <p><b>Drama 2 hr 15 mins</b></p> <p><b>A-Level: Component 1: Drama (cont)</b></p> <p><b>A-Level: Component 1: Drama</b></p> <p>Section A: Shakespeare, introduction to the context, themes &amp; characters of the play.</p> <p>Intro to wider critical reading (refer to critical anthology)</p> <p>Exploration of critical anthology/further criticism</p> <p><b>Assessments will include :one essay question on chosen play 35 marks</b></p> <p><b>AO1,2,3 &amp; 5</b></p>	<p><b>A-Level: Component 3: Contemporary Poetry Revision with approaches to unseen poems</b></p> <p><i>Text: Poems of the Decade. An Anthology of the Forward Books of Poetry 2002-11</i></p> <p><i>Alongside Unseen Poems</i></p> <p>Students are taught a range of strategies through which to approach unseen poetry, using unseen poems from <i>Poems of the Decade</i> and other published contemporary poetry.</p> <p><b>(Revision of Poems of the Decade)</b></p> <p>Using the poems they studied in Year 12, students are encouraged to identify common themes and approaches and to produce timed essays, comparing set poems with a range of unseen texts.</p>	<p><b>Revision and exam skills:</b></p>	<p><b>Formal examinations:</b></p> <p>Component 1: Drama 2 hours 15 minutes</p> <p>Component 2: Prose 1 hour 15 mins</p> <p>Component 3: Poetry 2 hours 15 minutes</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teacher B</b>	<p><b>A-Level: Component 4: Coursework</b></p> <p><b>Text 2</b> linked by theme, movement, author or period.</p> <p>Students will now explore potential areas for study with their teacher and will be introduced to appropriate methods of research and presentation:</p> <ul style="list-style-type: none"> <li>• extended essay writing style</li> <li>• integrating evidence</li> <li>• avoiding plagiarism</li> <li>• citations and bibliographies</li> <li>• critical analysis</li> <li>• editing and proofreading.</li> </ul> <p>Teachers can offer tutorials as students work on their coursework <b>AO1,2,3,4 &amp; 5</b></p> <p><b>Deadline for Coursework: TBC – November</b></p>	<p><b>A-Level; Component 1: Drama</b></p> <p><b>Section B:</b></p> <p>Texts eg: <i>The Importance of Being Earnest; Streetcar Named Desire; Waiting for Godot</i></p> <p>Pre-reading work with possibilities for active approaches. Pre-reading activities should focus on student research into the contexts in which the play was produced.</p> <p><b>Assessments will include :one essay question on chosen play 25 marks</b></p> <p><b>AO1,2 and 3</b></p>	<p><b>Year 13 Trial Exams</b></p> <p><b>Drama 2 hrs 15 mins</b></p> <p><b>A-Level: Component 1: Drama</b></p> <p><b>Section B:</b></p> <p>Texts: <i>The Importance of Being Earnest; Streetcar Named Desire; Waiting for Godot</i></p> <p>Focus on close reading; language , structure, style and context</p> <p><b>Assessments will include :one essay question on chosen play 25 marks</b></p> <p><b>AO1,2 and 3</b></p>	<p><b>A-Level: Component 2: Prose (Revision from Y12)</b></p> <p>Revision of <b>Prose</b> texts from Year 12</p> <p>Two prose texts from a chosen theme, including at least one pre-1900 text</p> <p>Example: <i>Frankenstein</i> and <i>Never Let Me Go</i></p> <p>AO1,2,3 &amp; 4</p> <p><b>Revision of Component3: Poetry</b></p> <p>Studied poetry period or author</p> <p>Example: John Donne/John Keats/Christina Rossetti</p> <p><b>AO1,2 &amp; 3</b></p>	<p><b>Revision and exam skills;</b></p>	<p><b>Formal examinations:</b></p> <p>Component 1: Drama 2 hours 15 minutes</p> <p>Component 2: Prose 1 hour</p> <p>Component 3: Poetry 2 hours 15 minutes</p>

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