

# Year 12 A Level Literature

English Literature B

Knowledge of crime genre is tied together and assessed by applying to unseen extracts. NEA deadlines are for the end of Year 12.

## NEA completion

Unseen  
Extracts  
NEA

Crime  
NEA

Term  
6

Students begin to make personal choices about coursework texts and use key critical lenses from the anthology in order to create critical questions or recreative writing options.

## Theory and Independence

Atonement  
NEA

Crime  
NEA

Term  
5

Term  
3

Elements  
of Crime

The Murder  
of Roger  
Ackroyd &  
unseen  
extracts

Term  
4

Elements  
of Crime

Rime of the  
Ancient  
Mariner  
Atonement

## The Golden Age of Crime Fiction

Students begin with *The Murder of Roger Ackroyd* as a grounding for crime fiction – applying the same analysis and tenets of the genre to a range of unseen extracts.

## Diachronic Elements of Crime

A modern novel (Ian McEwan's *Atonement*) is introduced to consolidate and develop understanding of the genre and how to write better informed arguments.

Othello  
Death of a  
Salesman

Aspects  
of  
Tragedy

Term  
2

Othello  
Keats

Aspects  
of  
Tragedy

Term  
1

## Writing Tragedy

A close focus on writing skills and how to plan and engage A level style essays with a clear line of argument for AO1. A focus on dramatic techniques is supported by beginning Arthur Miller's *Death of a Salesman*.

## Tragic conventions and tropes

Students use existing knowledge of Shakespeare and tragedy from GCSE and look at how that applies to study at A Level. Students begin by looking at Shakespeare's *Othello* and the poetry of John Keats.

# Year 13 A Level Literature

English Literature B

Drawing together all elements of the course and applying best practice to essay writing and recall of key context and narrative.

## Feedback and Practice

Exams

All exam texts

Revision  
of key  
texts

Term  
5

The Murder  
of Roger  
Ackroyd  
Atonement

Novel  
Revision  
and  
retrieval

Term  
4

Tragic play  
texts

Drama  
revision

Term  
3

## Othello and Death of a Salesman

Embedding dramatic techniques and critical contextual theory into responses in order to produce best practice for writing paper 1 essays.

## Memory and Key Moments

Ensuring the ability to call upon any argument at any time by ensuring knowledge of the longer prose texts is completely assured.

Term  
1

Crime:  
Connecting  
Texts

Comparison  
s using all  
texts for  
Paper 2

Term  
2

Linking  
Texts

Keats and  
Death of a  
Salesman

## Links and Comparison

Focusing on exam skills and application of the critical anthology to responses in order for critical writing and analysis.

## Exam Practice and Connecting the Comparable

Time to refine exam practice. Using existing knowledge of crime texts in order to address the demands of the elements of crime paper.

# Year 12 A Level Language and Literature

Students will continue their study of 'Dramatic encounters' exploring the significance of conflict in drama, utilising their knowledge of context (AO3). NEA deadlines are for the end of Year 12.

## NEA completion

**Dramatic encounters**  
A streetcar named Desire

**Making connections**  
NEA

**Term 6**

Students begin to make personal choices about coursework texts and use existing knowledge and understanding to develop lines of argument and make connections between fiction and Non-fiction texts

## Theory and Independence

**Dramatic encounters**  
A Streetcar named Desire

**Making connections**  
NEA

**Term 5**

**Term 3**

**Remembered places**

**Imagined worlds**

**Term 4**

**Remembered places**

**Imagined worlds**

## Non-fiction and Fiction

Students will study a variety of non fiction texts with the focus on how Paris is presented. Students will also begin their study of 'Frankenstein' with a specific focus on point of view and genre.

Students continue their study of both non-fiction and fiction, honing their skills of analysis (AO2) and structuring A level style responses.

**Carol Ann Duffy**

**Poetic voices**

**Term 2**

**Carol Ann Duffy**

**Poetic voices**

**Term 1**

## The forms and functions of poetic voices

## Comparing poetic voices

A close focus on writing skills and how to plan and engage A level style essays with a clear line of argument for AO1 as well as a clear comparative approach (AO4)

Students use existing knowledge of poetry from GCSE and look at how that applies to study at A Level. Students begin by looking at a collection of poems by Duffy

# Year 13 A Level Language and Literature

English Literature B

Drawing together all elements of the course and applying best practice to essay writing and recall of key context and narrative.

## Feedback and Practice

Exams

All exam texts

Revision  
of key  
texts

Term  
5

Frankenstein  
A Streetcar  
Named Desire

Revision  
and  
retrieval

Term  
4

Poetic voice

Remembered  
places  
Paris

Term  
3

## Revision and comparative responses

Embedding comparative techniques in written responses using the texts already studied for A Level

## Memory and Key Moments

Ensuring the ability to use key terminology that is completely assured to aid with analysis and development of arguments.

Term  
1

Writing about  
society  
The Great  
Gatsby

Comparative  
responses

Term  
2

Writing about  
society  
The Great  
Gatsby

Imagined  
worlds/Drama  
tic encounters  
revision and  
retrieval.

## Re-creative writing and commentaries

Time to refine exam practice. Using existing knowledge of the poetry texts and non-fiction texts studied, students focus on structuring comparative responses. Students also begin their study of 'The Great Gatsby' with the focus of 'recreative' writing.

## Commentaries and analysis

Continued development of re-creative writing and analysis of your own language and structure choices. Students will also revisit the texts studied in year 12, focusing on skills and development of analytical response.