

# EPCHS English Department: Year 12 Programme of Study

## AQA A level English Literature B

Year/Term	Unit of Work	Intent
<b>Overall</b>		
<p><b>Autumn Term 1</b></p> <p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2: Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4: Explore connections across literary texts.</p> <p>AO5: Explore literary texts informed by different interpretations.</p>	<p>Paper 1: Literary Genres, option 1a, Section a and b</p> <p>4.1 Literary Genres 4.1.1 Aspects of Tragedy</p> <p>Paper 2, Option 2a, Texts and Genres: Section A 4.2 Texts and Genres</p>	<p><b>Teacher 1: 5 hours per fortnight</b></p> <p><b>Introduction to Tragedy – Othello</b></p> <p>Paper 1: Literary Genres, option 1a, Section a and b Students will study the Shakespeare play Othello and identify the tragic elements within the text.</p> <p>All lessons will also look at improving understanding of the 5 assessment objectives whilst building the skills to effectively answer two of the questions in paper 1.</p> <p>Elements of Tragedy</p> <p>There can be no exhaustive list of the ‘aspects’ of tragedy but areas that can usefully be explored include:</p> <ul style="list-style-type: none"> <li>• the type of the tragic text itself, whether it is classical and about public figures, like Lear, or domestic and about representations of ordinary people, like Tess</li> <li>• the settings for the tragedy, both places and times</li> <li>• the journey towards death of the protagonists, their flaws, pride and folly, their blindness and insight, their discovery and learning, their being a mix of good and evil</li> <li>• the role of the tragic villain or opponent, who directly affects the fortune of the hero, who engages in a contest of power and is partly responsible for the hero’s demise</li> <li>• the presence of fate, how the hero’s end is inevitable</li> <li>• how the behaviour of the hero affects the world around him, creating chaos and affecting the lives of others</li> <li>• the significance of violence and revenge, humour and moments of happiness</li> <li>• the structural pattern of the text as it moves through complication to catastrophe, from order to disorder, through climax to resolution, from the prosperity and happiness of the hero to the tragic end</li> <li>• the use of plots and sub-plots</li> <li>• the way that language is used to heighten the tragedy</li> <li>• ultimately how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition.</li> </ul> <p><b>Teacher 2: 4 hours per fortnight</b></p> <p><b>Introduction to Crime – Unseen Extracts and Crime Poetry</b></p> <p>Unseen Texts - Paper 2, Option 2a, Texts and Genres: Section A (essay question on an unseen passage) Students will look at a range of unseen extracts and use these to identify a range of elements traditionally found in crime writing.</p> <p>Crime Poetry (Crabbe, Browning, Wilde) – Paper 2, Option 2a, Section B, Texts and Genres (essay question on set text). <b>This will act as the crime</b></p>

	<p>4.2.1 Elements of Crime Writing</p>	<p><b>poetry. Students will also study the 19<sup>th</sup> century text Oliver Twist and the post-2000 prose Atonement</b></p> <p>Students will study the following texts: 'Peter Grimes', 'The Laboratory', 'My Last Duchess', 'Porphyria's Lover', 'The Ballad of Reading Gaol'</p> <p>Students will then look for the elements of crime writing whilst looking to improve their skills in the 5 assessments objectives.</p> <p>Elements of Crime Writing</p> <p>All set texts are narratives which focus on transgressions against established order and the specific breaking of either national, social, religious or moral laws. The focus in this component must be on 'Elements' and students need to consider the elements that exist in each of their texts. The elements that might be explored, depending on the individual text, include:</p> <ul style="list-style-type: none"> <li>• the type of the crime text itself, whether it is detective fiction, a post-modern novel, a revenge tragedy, an account of a life lost to crime</li> <li>• the settings that are created as backdrops for criminal action and for the pursuit of the perpetrators of crime: both places and times will be significant here</li> <li>• the nature of the crimes and the criminals, the criminals' motives and actions</li> <li>• the inclusion of violence, murder, theft, betrayal</li> <li>• the detection of the criminal and the investigation that leads to his or her capture or punishment</li> <li>• how far there is a moral purpose and restoration of order</li> <li>• guilt and remorse, confession and the desire for forgiveness</li> <li>• the creation of the criminal and their nemesis, the typical detective hero</li> <li>• the sense that there will be a resolution and the criminal will be punished</li> <li>• the victims of crime and the inclusion of suffering</li> <li>• the central motifs of love, money, danger and death</li> <li>• punishment, justice, retribution, injustice, accusation, the legal system, criminal trials and courtroom dramas, imprisonment, death</li> <li>• the structural patterning of the text as it moves through a series of crises to some sense of order</li> <li>• the specific focus on plotting</li> <li>• the way that language is used in the world that is created; there may be use of a criminal register, legal register, police register</li> <li>• the way that crime writing is used to comment on society, particularly the representation of society at particular historical periods</li> <li>• ultimately, how crime stories affect audiences and readers, creating suspense, repugnance, excitement and relief.</li> </ul>
<p><b>Autumn Term 2</b></p>		<p><b>Teachers will be continuing skills and texts studied during HT 1.</b></p>
<p><b>Spring Term 1</b></p>	<p>Paper 2 Texts and Genres – Section B and C 4.2 Texts and Genres</p>	<p><b>Teacher 1 Crime – Atonement</b></p> <p><b>This novel will act as the post-2000 prose. Students will also study crime poetry and Oliver Twist</b></p>

	<p>4.2.1 Elements of Crime Writing</p> <p>Paper 1: literary Genres – Section 3 an essay question linking two texts</p>	<p>Students will study the key themes in the novel and look to improve all AO skills throughout the unit.</p> <p><b>Teacher 2</b> <b>Tragedy – Death of a Salesman</b></p> <p>Students will look at the dramatic and tragic elements of the play. All lessons will cover the 5 assessment objectives and look at the skills needed to compare and contrast texts and their context.</p> <p><b>Texts Covered in 4.1 Literary Genres:</b> Othello Tess of the D'Urbervilles Death of a Salesman</p>
<p><b>Spring Term 2</b></p>	<p>Paper 2 Texts and Genres – Section B and C</p> <p>4.2 Texts and Genres</p> <p>4.2.1 Elements of Crime Writing</p> <p>Paper 1: literary Genres – Section 3 an essay question linking two texts</p>	<p><b>Teacher 1</b> <b>Crime - Atonement</b></p> <p><b>This novel will act as the post-2000 prose. Students will also study crime poetry and Oliver Twist</b></p> <p>Students will study the key themes in the novel and look to improve all AO skills throughout the unit.</p> <p><b>Teacher 2</b> <b>Tragedy – Death of a Salesman</b></p> <p>Students will look at the dramatic and tragic elements of the play. All lessons will cover the 5 assessment objectives and look at the skills needed to compare and contrast texts and their context.</p> <p><b>Texts Covered in 4.1 Literary Genres:</b> Othello Tess of the D'Urbervilles Death of a Salesman</p>
<p><b>Summer Term 1</b></p>	<p>Paper 1: literary Genres – Section 3 an essay question linking two texts</p> <p>4.3 Theory and Independence</p>	<p><b>Teacher 1</b> <b>Tragedy – Tess of the D'Urbervilles</b></p> <p>Tess will form the compulsory pre-1900 century component of 4.1 Literary Genres section of the course. Students will study the key themes of the novel with the lessons in the unit looking at all 5 AOs.</p> <p><b>Texts Covered in 4.1 Literary Genres:</b> Othello Tess of the D'Urbervilles Death of a Salesman</p> <p><b>Teacher 2</b> <b>NEA Piece 1</b></p> <p>Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology</p>

		<p>Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology One essay can be re-creative. The re-creative piece will be accompanied by a commentary.</p> <p>Students will be taught the skills for both a conventional essay linking analysis with critical theories and the ways to write an effective re-creative text and commentary.</p> <p>A conventional essay will focus on debate and explore potential meanings in a literary text using critical theories and ideas.</p> <p>A re-creative response allows students to explore aspects of a text and its potential meanings and at the same time show enjoyment in the creative aspects of their task. The purpose of a re-creative response is to offer a critical reading of the base text that has been informed by working with the Critical anthology.</p> <p>Re-creative work can find the ‘narrative gaps’ or ‘absence’ in a base text and by filling some of these gaps students offer a critical reading of the text. New light can be shed on a text and its potential ambiguities by re-creating part of it through a new voice and genre.</p> <p>New light can also be shed on a conventional reading of a text by offering a reading from a different critical and/or contextual starting point.</p> <p><b>Students will study the following critical methods and ideas:</b></p> <ul style="list-style-type: none"> <li>• narrative theory</li> <li>• feminist theory</li> <li>• Marxist theory</li> <li>• eco-critical theory</li> <li>• post-colonial theory</li> <li>• literary value and the canon.</li> </ul>
<p><b>Summer Term 2</b></p>		<p><b>Teachers will be continuing skills and texts studied during Summer Term 1.</b></p>