

	<p><b>Intent</b> Our aim is to encourage students to develop their interest in and enjoyment of a broad range of English literature. The examined content is rich and challenging; the NEA texts are modern and speak to students' own experiences. Students explore texts from the 16<sup>th</sup> Century, all the way up to texts written post-2000. Students are enabled to clearly locate, within any fictional text they read, the tropes and traditions inherited from previous works whilst also engaging, critically and creatively, with the interpretations of fellow literary academics – allowing their own voice to join a history of debate and discussion over themes still pertinent in today's society. Students of Literature will excel in the construction of written argument and develop their own voice in classroom debates too. Studying A Level Literature lays the foundations for future academic studies at University and beyond. Holistically, the course seeks to provide bright, enthusiastic students with an opportunity to ground their vibrant personal responses, to a thrilling range of Literary texts, in thorough, perceptive argumentation.</p>		
<p><b>English Literature (OCR) Year 12</b></p>	<p style="text-align: center;"><b>Unit 1 &amp; 2 (September – December)</b></p> <p><b>A Doll's House by Henrik Ibsen</b> ZHS (Component 01: Shakespeare &amp; Drama and poetry pre-1900)  <b>Dracula by Bram Stoker</b> LML (Component 02: Close reading in chosen topic area &amp; Comparative and contextual study from chosen topic area)</p>	<p style="text-align: center;"><b>Unit 3 &amp; 4 January – May)</b></p> <p><b>Paradise Lost (Books IX and X) by John Milton</b> ZHS (Component 01: Shakespeare &amp; Drama and poetry pre-1900)  <b>The Bloody Chamber (collection) by Angela Carter</b> LML (Component 02: Close reading in chosen topic area &amp; Comparative and contextual study from chosen topic area)</p>	<p style="text-align: center;"><b>Unit 5 (June – July)</b></p> <p>NEA (Component 03: Close reading AND Comparative essay)  <b>Close Reading Essay</b> LML  Some poems are studied in preparation for the <b>close reading essay</b>. In previous years collections have been analysed from various poets: <b>Duffy, Heaney, Plath and Armitage</b>.  <b>Comparative Essay</b> ZHS. <b>Text 1</b> is studied to prepare for the comparative essay, in past years this has been <b>Burgess' A Clockwork Orange</b>.</p>
<p><b>Knowledge</b> (facts, information, concepts and key terminology)</p>	<p><i>Learners have knowledge of:</i> Ways in which texts relate to literary traditions, movements and genres; the significance of cultural and contextual influences on readers and writers; how to identify and consider the attitudes and values expressed in their texts; literary critical concepts and terminology; key representations in their texts</p>	<p><i>Learners have knowledge of:</i> Contrasts, connections and comparisons between their literary texts; ways in which texts relate to <i>each other</i> and to literary traditions, movements and genres; the significance of cultural and contextual influences on readers and writers; how to identify and consider how attitudes and values expressed in their texts; literary critical concepts and terminology; key shared representations across texts</p>	<p><b>Close Reading Preparation</b> <i>Learners have knowledge of:</i> The precise language choices of poets; the structural decisions of poets; how to identify and consider the attitudes and values expressed in texts; literary critical concepts and terminology; how to write with fluency and communicate their judgements effectively  <b>Comparative Essay Preparation</b> <i>Learners have knowledge of:</i> Ways in which texts relate to literary traditions, movements and genres; the significance of cultural and contextual influences on readers and writers; how to identify and consider the attitudes and values expressed in their texts; literary critical concepts and terminology; key representations in their texts; how to write with fluency and communicate their judgements effectively</p>
<p><b>Understanding</b> (ability to connect and synthesise knowledge within a context)</p>	<p><b>A Doll's House by Henrik Ibsen</b>  <i>Learners demonstrate understanding of:</i> How Ibsen was influenced by the historical context which surrounded him at the time of writing; how Ibsen's play relates to the genre of dramatic realism; how critics and readers have responded to the text over time; key representations within the play of: gender, marriage, criminality, identity, justice  <b>Dracula by Bram Stoker</b>  <i>Learners demonstrate knowledge of:</i> How Stoker was influenced by the historical context which surrounded him at the time of writing; how Stoker's novel relates to the Gothic genre; how critics and readers have responded to the text over time; key representations within the novel of: gender, power, mental states, sexuality, religion, outsiders</p>	<p><b>Paradise Lost (Books IX and X) by John Milton</b>  <i>Learners demonstrate understanding of:</i> How Milton was influenced by the historical context which surrounded him at the time of writing; how Milton's poem relates to the epic poem as a genre; how critics and readers have responded to the text over time; how Milton's poem compares (and contrasts) with ideas and representations apparent in <i>A Doll's House</i>  <b>The Bloody Chamber (collection) by Angela Carter</b>  <i>Learners demonstrate knowledge of:</i> How Carter was influenced by the second wave of feminism and other historical context which surrounded her at the time of writing; how Carter's collection of short stories relates to the Gothic genre; how critics and readers have responded to the text over time; how Carter's collection compares (and contrasts) with ideas and representations apparent in <i>Dracula</i></p>	<p><b>Close reading</b>  <i>Learners demonstrate understanding of:</i> How individual poems manifest themes which tie collections together; how to language and structure are used by poets purposefully  <b>Comparative Essay</b>  <i>Learners demonstrate understanding of:</i> How post-1900s writers' works correspond to the world in which they're produced; how critics and readers have responded to the text over time; how post-1900s writers use language and structure purposefully; key representations within the post-1900s text in readiness to generate comparison</p>
<p><b>Skills</b> (successful application of knowledge and understanding to a specific task)</p>	<p><b>At this initial stage, work on A Doll's House and Dracula will demonstrate this skillset:</b> <b>AO1:</b> Articulate informed, personal and creative responses to the set text, using associated concepts and terminology, and coherent, accurate written expression. <b>AO3:</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. <b>AO5:</b> Explore literary texts informed by different interpretations.</p>	<p><b>Drama &amp; Poetry, pre-1900: A Doll's House and Paradise Lost &amp; Comparative &amp; Contextual Study Dracula and The Bloody Chamber</b> <b>AO1:</b> Articulate informed, personal and creative responses to both literary texts, using associated concepts and terminology, and coherent, accurate written expression. <b>AO3:</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. <b>AO4:</b> Explore connections across literary texts. <b>AO5:</b> Explore literary texts informed by different interpretations.</p>	<p><b>Close Reading AO1:</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. <b>AO2:</b> Analyse ways in which meanings are shaped in literary texts. <b>At this initial stage, work on the Comparative Essay will demonstrate this skillset:</b> <b>AO1:</b> Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. <b>AO2:</b> Analyse ways in which meanings are shaped in literary texts. <b>AO3:</b> Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. <b>AO5:</b> Explore literary texts informed by different interpretations.</p>
<p><b>Formal Assessments</b> (those done by all/vast majority of the cohort)</p>	<p><b>Assessed Task 1 (October)</b> A Doll's House and Dracula  <b>Assessed Task 2 (December)</b> A Doll's House and Dracula</p>	<p><b>Assessed Task 3 (February)</b>  Drama &amp; Poetry pre-1900: Paradise Lost and A Doll's House comparison  Comparative &amp; Contextual Study: Dracula and The Bloody Chamber comparison  <b>End of Year Exam – internal (May)</b>  Drama &amp; Poetry pre-1900 and Comparative &amp; Contextual Study</p>	<p><b>Formative Assessment</b>  Students will be guided through their NEA construction; teachers will only provide formative feedback.</p>
<p><b>By the end of the year, students on course for at least a grade B will...</b></p> <ul style="list-style-type: none"> <li>work will demonstrate security and good understanding, perhaps without achieving consistency across responses.</li> <li>work will often show development and clarity, with some perception and detail emerging</li> <li>structure writing largely successfully using analytical methods and illustrative quotations blended into discussion</li> <li>offer a good understanding of the contexts of production and reception as relates to the texts studied, clearly discussing literary/social/cultural/historical contexts.</li> <li>clearly discuss relationships and connections across texts</li> <li>explore how different interpretations and changing views of texts correspond to their own views</li> <li>have a good body of knowledge which they can apply in an examination context</li> </ul>			