

	<p>Intent 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 16th Century, all the way up to those 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>English Literature (OCR) Year 13</p>	<p style="text-align: center;">Unit 1 (September – December)</p> <p>NEA (Component 03: Close reading AND Comparative essay) Close Reading Essay (LML) Study of poetry is completed and close reading essay is written. In previous years collections have been analysed from various poets: Duffy, Heaney, Plath and Armitage. Comparative Essay (ZHS) Text 2 is studied to prepare for the comparative essay, in previous years this has been The History Boys by Alan Bennett. Students then compose their essay comparing back to A Clockwork Orange.</p>	<p style="text-align: center;">Unit 2 (January – April) Followed by revision (May)</p> <p>Hamlet by William Shakespeare ZHS (Component 01: Shakespeare & Drama and poetry pre-1900)</p>	<p style="text-align: center;">Unit 3 January – April) Followed by revision (May)</p> <p>Close Reading of Gothic texts LML (Component 02: Close reading in chosen topic area & Comparative and contextual study from chosen topic area)</p>
<p>Knowledge (facts, information, concepts and key terminology)</p>	<p>Close Reading preparation <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 Comparative Essay preparation <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>Hamlet <i>Learners have knowledge of:</i> Hamlet: its key representations, themes, characters; Shakespeare's crafting of language; Shakespeare's crafting of plot and narrative; the technical vocabulary which underpins linguistic and dramaturgical analysis; performed interpretations of the play; critical perspectives on the play; ways of interpreting the play using schools of thought.</p>	<p>Close Reading of Gothic texts <i>Learners have knowledge of:</i> a range of Gothic texts; the conventions and tropes of the Gothic genre and the way they can be used effectively; the technical vocabulary which underpins linguistic and narratological analysis</p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>Close reading <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 Comparative Essay <i>Learners demonstrate understanding of:</i> how post-2000s writers' works correspond to the world in which they're produced; ow critics and readers have responded to the text over time; how post-2000s writers use language and structure purposefully; key representations within the post-2000s text; what the connections are across the two texts (post-1900 & post-2000).</p>	<p>Hamlet <i>Learners demonstrate understanding of:</i> how Shakespeare has closely crafted language to generate dramatic effects; how specific extracts from Hamlet raise issues and highlight ideas that relate to their understanding of the play as a whole; ways in which the Hamlet is/has been interpreted by different audiences, including over time.</p>	<p>Close Reading of the Gothic <i>Learners demonstrate understanding of:</i> a range of Gothic texts, having read widely and independently; how to closely analyse unseen prose extracts; how to identify and consider how attitudes and values are expressed in unseen extracts; how to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts; ways in which texts relate to their literary traditions, movements and genres.</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>Close Reading 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. Comparative Essay 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.</p>	<p>Hamlet Extract Analysis 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. Critical Evaluation AO1: Articulate informed, personal and creative responses to both literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO5: Explore literary texts informed by different interpretations.</p>	<p>Close Reading of the Gothic 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.</p>
<p>Formal Assessments (those done by all/vast majority of the cohort)</p>	<p>Assessed Task 1 (September) <u>Drama & Poetry pre-1900:</u> A Doll's House and Paradise Lost comparison <u>Comparative & Contextual Study:</u> Rebecca and The Bloody Chamber comparison</p>	<p>Mock Examinations (November) <u>Drama & Poetry pre-1900</u> A Doll's House and Paradise Lost comparison <u>Comparative & Contextual Study:</u> Rebecca and The Bloody Chamber comparison NEA grading is usually completed around Easter. NEAs are marked by one class teacher and then moderated by another, following standardisation using OCR mark schemes/exemplars.</p>	<p>Mock Examinations (February) Students will complete a full suite of examination papers: Paper 1 and Paper 2 FINAL (EXTERNAL) EXAMINATIONS ARE USUALLY EXPECTED TO TAKE PLACE MAY-JUNE</p>
<p>By the end of the year, students on course for at least a grade B will...</p> <ul style="list-style-type: none"> work will demonstrate security and good understanding, perhaps without achieving consistency across responses. work will often show development and clarity, with some perception and detail emerging structure writing largely successfully using analytical methods and illustrative quotations blended into discussion offer a good understanding of the contexts of production and reception as relates to the texts studied, clearly discussing literary/social/cultural/historical contexts. clearly discuss relationships and connections across texts explore how different interpretations and changing views of texts correspond to their own views have a good body of knowledge which they can apply in an examination context 			