

EPCHS English Department: Year 13 Programme of Study

AQA A level English Literature B

Year/Term	Unit of Work	Intent
Overall		
<p>Autumn Term 1</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>Teacher 2: 5 hours per fortnight Othello and Atonement will cover Autumn term 1 and Spring Term 1</p> <p>Introduction to Tragedy – Othello</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"> • 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 • the settings for the tragedy, both places and times • 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 • 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 • the presence of fate, how the hero’s end is inevitable • how the behaviour of the hero affects the world around him, creating chaos and affecting the lives of others • the significance of violence and revenge, humour and moments of happiness • 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 • the use of plots and sub-plots • the way that language is used to heighten the tragedy • 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.
Autumn Term 2		Teachers will be continuing skills and texts studied during HT 1.
Spring Term 1	<p>Paper 2 Texts and Genres – Section B and C</p> <p>4.2 Texts and Genres</p>	<p>Teacher 1 Crime Teacher 1 Atonement Elements of crime writing</p>

	<p>4.2.1 Elements of Crime Writing</p> <p>Paper 2: literary Genres – Section B and C an essay question linking two texts</p>	<p>In the case of Elements of crime writing, many of the texts pre-date the crime fiction genre that emerged as a recognisable literary genre in the mid-19th century and with academic recognition in the 20th century. However, in all the texts a significant crime drives the narrative and the execution and consequences of the crime are fundamentally important to the way the text is structured.</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"> • 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 • 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 • the nature of the crimes and the criminals, the criminals’ motives and actions • the inclusion of violence, murder, theft, betrayal • the detection of the criminal and the investigation that leads to his or her capture or punishment • how far there is a moral purpose and restoration of order • guilt and remorse, confession and the desire for forgiveness • the creation of the criminal and their nemesis, the typical detective hero • the sense that there will be a resolution and the criminal will be punished • the victims of crime and the inclusion of suffering • the central motifs of love, money, danger and death • punishment, justice, retribution, injustice, accusation, the legal system, criminal trials and courtroom dramas, imprisonment, death • the structural patterning of the text as it moves through a series of crises to some sense of order • the specific focus on plotting • the way that language is used in the world that is created; there may be use of a criminal register, legal register, police register • the way that crime writing is used to comment on society, particularly the representation of society at particular historical periods • ultimately, how crime stories affect audiences and readers, creating suspense, repugnance, excitement and relief. <p>Texts Covered in 4.1 Literary Genres: Othello Tess of the D’Urbervilles Death of a Salesman</p>
<p>Spring Term 2</p>		<p>Teacher 2 Crime Revision – Unseen/Atonement/OT and Crime Poetry Revision</p>

		<p>This novel will act as the post-2000 prose. Students will also study crime poetry and Oliver Twist</p> <p>Students will study the key themes in the novel and look to improve all AO skills throughout the unit.</p> <p>Texts Covered in 4.1 Literary Genres: Othello Keats Poetry Death of a Salesman</p> <p>Teacher 1 Othello/Keats/DOAS Interleaved and Skills covered for Paper 1</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>
Summer Term 1		Exam skills and revision up to the summer examinations
Summer Term 2		Exam skills and revision up to the summer examinations