

YEAR 12 – AUTUMN TERM

Introduction to Unseen Prose:

- Students are asked to explore the impact of a theme within an unseen prose extract.
- Students may be asked to explore any of the following: personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism.
- Students will be taught to explore both language and structural features such as speech, narrative perspective, paragraph structure, line lengths, motifs etc. Students are expected to use their knowledge of modern times to make links to context and draw connections between the extract and wider literature of the time.

Introduction to Unseen Poetry:

- Students study a range of poetry from the Medieval period to the modern day.
- During the course, students will explore tropes of poetry and literature throughout history as well as looking at key contextual factors.
- Students will also explore how love has been depicted throughout literature and how this has influenced poetry throughout time.
- Within the exam, students are provided with two unseen poems and asked to compare them in relation to a statement. Statements are often focused on overarching themes within love such as lust, motherhood, grief, parting, devotion, and relationships.
- Students will learn how to effectively compare two poems focusing on the methods used by poets e.g. form, structure, language, imagery, meter etc.

YEAR 12 – SPRING TERM

Pre-1900 Poetry Anthology compared to 'The Great Gatsby' by F. Scott Fitzgerald:

- Students will study Francis-Scott Fitzgerald's iconic novella, 'The Great Gatsby', and the Pre-1900 poetry anthology. This topic forms part of Paper 1: Love Through the Ages.
- Students will study a range of themes regarding love (such as passion, desire, infidelity, barriers to love, and commitment) in both 'The Great Gatsby' and the poetry anthology.
- The section requires candidates to compare how a chosen theme is presented in both the novella and two poems, chosen by the student from the anthology. In the examination, students will have a blank copy of both the anthology and the text thus, this section is not closed book.
- Students will be expected to evaluate the different presentations of love from characters in the novella and compare these with themes presented in the poems.
- Students' analytical skills will be explored and their ability to compare themes and evaluate writers' intentions across the three texts.

YEAR 13 – AUTUMN TERM

'Feminine Gospels' by Carol Ann Duffy:

- Students will study Carol Anne Duffy's poetry collection Feminine Gospels.
- This topic forms part of Paper 2: Modern Times. Students will study the general theme of women in modern society and how this has developed over time.
- Students are provided with a blank copy of the text in the examination therefore, this section is not closed book. They will be expected to evaluate the different presentations of women through a variety of personas and speakers in the poems that share their feminine experiences and perceptions of the world in this controversial, yet compelling literature.
- Themes such as misogyny, religion, oppression, superficiality, sexual exploitation, and views on relationships are explored.
- Students will annotate each poem and develop their analytical skills and explore the writer's intentions in context to modern society.
- Students will either be given a statement or theme question and will need to explore two to three poems in their response.

'Othello' by William Shakespeare:

- Students to study Shakespeare's representations of love in a tragedy play. This topic forms part of Paper 1: Love through the Ages.
- Students will study the general theme of love over time within this paper, starting with Othello, which is closed book. This means that students are provided with an extract and must refer to other parts of the text from memory.
- They will be expected to evaluate the different presentations of love: betrayal, traditional, non-conforming, family etc. Although the central characters, Desdemona and Othello, will be explored in depth, other characters' views of love will be explored e.g. Brabantio, Roderigo, Iago, Emilia, Bianca and Cassio.
- Students must explore language, form, structure, genre, and critical theory when exploring this text and focus on closed extract analysis.

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- This topic forms part of Paper 2: Modern Times. Students will study the general theme of women in modern society and how this has developed over time.
- Students are provided with a blank copy of the text in the examination therefore, this section is not closed book. They will be expected to evaluate the different presentations of women through a variety of personas and speakers in the poems that share their feminine experiences and perceptions of the world in this controversial, yet compelling literature.
- Themes such as misogyny, religion, oppression, superficiality, sexual exploitation, and views on relationships are explored.
- Students will annotate each poem, develop their analytical skills and explore the writer's intentions in relation to modern society.
- Students will either be given a statement or theme question and will need to explore two to three poems in their response.

Non-Exam Assessment:

- Students are guided and supported in their process to select the texts they want to explore.
- Students must select one pre-1900 text to explore in their NEA and two different authors must be studied. This section of the course is committed to the notion that autonomous personal reading and texts across time provides a challenging and wide-ranging opportunity for independent study.
- Although it is called independent study, students will be guided in the stages to achieving their essay through: revision, writing structures, context exploration, criticism, and bibliography creation.
- The essay is comparative and connective so equal attention must be paid to both texts throughout study. The NEA is worth 20% of the students' overall grade.

YEAR 13 – SPRING TERM

'A Streetcar Named Desire' by Tennessee Williams compared to 'The Handmaid's Tale' by Margaret Atwood.

- Students will study Margaret Atwood's The Handmaid's Tale in comparison to Tennessee Williams' A Streetcar Named Desire. This topic forms part of Paper 2: Modern Times.
- This section requires candidates to compare how a chosen theme is presented in both the novel and the play.
- Students will learn how to effectively compare the two texts equally and evaluate key themes throughout modern times from 1945 to the present day such as: politics, feminism, cultural differences, conflict, insecurity.
- Whilst evaluating the theme, students will be expected to explore authorial methods like characters, stage directions, analepsis, narration, speech, language choices. In the examination, students will have a blank copy of both texts thus, this section is not closed book.

Revision of Paper 1 and Paper 2 – PPE's used to identify priority areas.