

Year 12					
AUTUMN HALF TERM 1 OF YEAR 12	Teacher A	Teacher B	Additional Information	Assessment	Component Aims
<p><u>COMPONENT 2: PROSE- 20%</u></p> <p>One exam scored out of 40 marks. Time: 1 hour 15 minutes.</p> <p>Thematic study of a prose comparative question on the theme of the supernatural:</p> <p>Pre 1900: "The Picture of Dorian Gray" by Wilde.</p> <p>Post 1900: "Beloved" by Toni Morrison.</p> <p>Candidates have to answer one examination question from a choice of two questions. (AO1, AO2, AO3, AO4)</p>	<p><u>Prose Comparison</u></p> <p><i>The Picture of Dorian Gray</i> Oscar Wilde</p>	<p><u>Prose comparison</u></p> <p>Introduction to Literary Criticism</p> <p><i>Beloved</i> Toni Morrison</p> <p>Introduction of the supernatural</p>	<p>Both teachers to review and teach comparative links between texts.</p> <p>The question not attempted in the assessment will be used in the DIRT process.</p>	<p>Bridging Project Assessed</p> <p>One comparative essay under the theme of the supernatural. Choice from two questions.</p>	<ul style="list-style-type: none"> <li>● Show knowledge and understanding of how genre features and conventions operate in prose fiction texts</li> <li>● Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively</li> <li>● Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>● Show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation</li> <li>● Show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning</li> <li>● Identify and explore how attitudes and values are expressed in texts</li> <li>● Communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts</li> <li>● Use literary critical concepts and terminology with understanding and discrimination</li> <li>● Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.</li> </ul>

AUTUMN HALF TERM 2 OF YEAR 12	Teacher A	Teacher B	Additional Information	Assessment	Component Aims
	<p><u>Prose Comparison</u> <i>The Picture of Dorian Gray</i> Oscar Wilde</p> <p><u>Focus:</u> Comparison and essay writing</p>	<p><i>Beloved</i> Toni Morrison</p> <p><u>Focus:</u> Comparison and essay writing</p>	<p>The question not attempted in the assessment will be used in the DIRT process.</p>	<p>One comparative essay under theme of the supernatural. Choice from two questions.</p> <p>November/December <b>MOCK EXAMINATION: PROSE COMPARISON</b></p>	<ul style="list-style-type: none"> <li>● Set out a robust course of study to develop knowledge, skills and understanding</li> <li>● Engage critically and creatively with a substantial body of texts and ways of responding to them</li> <li>● Develop and effectively apply their knowledge of literary analysis and evaluation</li> <li>● Explore the contexts of the texts they are reading and others' interpretations of them</li> </ul>
SPRING HALF TERM 1 OF YEAR 12	Teacher A	Teacher B	Additional Information	Teacher A Assessment	Component Aims
<p><u>COMPONENT 1: DRAMA – 30%</u> One exam. 60 marks. Time: 2 hours 15 minutes. Section A: Tragedy William Shakespeare: "King Lear" There will be two questions and the candidate will choose one on their chosen text worth 35 marks. <b>(AO1, AO2, AO3, AO5)</b></p>	<p>'King Lear' William Shakespeare</p>	<p>'A Streetcar named Desire' Tennessee Williams</p>	<p>Pupils to study King Lear alongside Shakespeare Critical Anthology; a collection of critical essays on the theme of tragedy that will enrich the study 'King Lear'. Pupils explore the essays that relate to their chosen genre and play.</p> <p>The question not attempted in the assessment will be used in the DIRT process.</p>	<p>Choice of two questions. Pupils select one.</p>	<ul style="list-style-type: none"> <li>● Show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences</li> <li>● Show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning</li> <li>● Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>● Show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively</li> <li>● Respond to and evaluate texts, drawing on their understanding of</li> </ul>

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<p>One Drama text: "A Streetcar Named Desire" by Tennessee Williams. There will be two questions and the candidate will choose one worth 25 marks. (AO1, AO2, AO3)</p>				<p><b>Teacher B Assessment</b></p> <p>Choice of two questions: character and theme. Pupils select one.</p>	<p>interpretations by different readers such as literary critics</p> <ul style="list-style-type: none"> <li>Identify and explore how attitudes and values are expressed in texts</li> <li>Communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts</li> </ul>
<p><b>SPRING HALF TERM 2 OF YEAR 12</b></p>	<p><b>Teacher A</b></p>	<p><b>Teacher B</b></p>	<p><b>Additional Information</b></p>	<p><b>Teacher A Assessment</b></p>	
	<p>'King Lear' William Shakespeare</p>	<p>'A Streetcar named Desire' Tennessee Williams</p>	<p>The question not attempted in the assessment will be used in the DIRT process.</p> <p>Distribute wider reading list to begin preparation for coursework</p>	<p>Choice of two questions. Pupils select one.</p> <p><b>Teacher B Assessment</b></p> <p>Choice of two questions: character and theme. Pupils select one.</p> <p><b>May MOCK EXAMINATION: PROSE COMPARISON AND DRAMA</b></p>	
<p><b>SUMMER HALF TERM 1 OF YEAR 12</b></p>	<p><b>Teacher A</b></p>	<p><b>Teacher B</b></p>	<p><b>Additional Information</b></p>	<p><b>Teacher A Assessment</b></p>	<p><b>Component Aims</b></p>
<p><u>COMPONENT 4: COURSEWORK – 20%</u></p>	<p>'King Lear' William Shakespeare</p>	<p><i>The Great Gatsby</i> F. Scott Fitzgerald</p>	<p>Non-examination assessment will be assessed via two texts. There are no prescribed texts but centres must select</p>	<p>Choice of two questions. Students select one.</p>	<p><b>King Lear:</b></p> <ul style="list-style-type: none"> <li>Use literary critical concepts and terminology with understanding and discrimination</li> </ul>

<p>One extended comparative essay referring to two texts.</p> <p>There is a free choice of texts and the candidate can choose which two texts to study and analyse to pursue their own interests. The texts must be linked by theme, movement, author or period. The texts may be poetry, prose, drama or literary non-fiction.</p> <p>60 marks. (AO1, AO2, AO3, AO4, AO5)</p> <p>Core set text: "The Great Gatsby" F Scott Fitzgerald</p>	<p>Exam Skills</p>		<p>complete texts which may be drawn from poetry, drama, prose or literary non-fiction.</p> <p>The selected texts may be linked by theme, movement, author or period. Literary study of both texts should be enhanced by study of the links and connections between them, different interpretations and the contexts in which they were written and received.</p> <p>One extended comparative essay referring to two texts. Total advisory word count: 2500–3000.</p> <p><b>Word count:</b></p> <p>It is strongly recommended that students write between 2500–3000 words in total for their chosen assignment. This does not include footnotes and bibliographies. It is advisable that the upper word limit is adhered to by students to enable them to satisfy the requirement to produce a concise and</p>	<p><b>Teacher B assessment</b></p> <p>Teachers will only read coursework <b>once</b> and provide <b>general feedback</b> once before the final deadline.</p> <p>Teachers may annotate students' final draft. The marks awarded should be justified and teachers should add comments to the Non-examination assessment authentication sheet</p> <p>Refer to Wider Reading List along with recommendations of suitable texts from Edexcel.</p>	<ul style="list-style-type: none"> <li>● Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.</li> </ul> <p><b>The Great Gatsby:</b></p> <ul style="list-style-type: none"> <li>● Show knowledge and understanding of a variety of strategies for reading texts, including reading for detail of how writers use and adapt language, form and structure in texts</li> <li>● Show knowledge and understanding of ways to interpret and evaluate texts independently and in response to interpretations by different readers</li> <li>● Show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning</li> <li>● Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>● Show knowledge and understanding of the ways texts can be grouped and linked to inform interpretation</li> <li>● Identify and explore how attitudes and values are expressed in texts</li> </ul>
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			coherently structured response.	<b>First draft: October half-term</b>	<ul style="list-style-type: none"> <li>• Communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts</li> <li>• Use literary critical concepts and terminology with understanding and discrimination</li> <li>• Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources</li> <li>• Make connections and explore the relationships between texts</li> </ul>
				<b>Final draft: February half-term</b>	
<b>SUMMER HALF TERM 2 OF YEAR 12</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Additional Information</b>	<b>Assessment</b>	
	'King Lear' William Shakespeare	<i>The Great Gatsby</i> F. Scott Fitzgerald		Teacher's discretion – Assess areas where further work is needed	
	Reflection on year 12 Revision of skills and texts	Preparation for comparison text (individual choice). Essay writing skills			
<b>Year 13</b>					
<b>AUTUMN HALF TERM 1 OF YEAR 13</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Additional Information</b>	<b>Teacher A Assessment</b>	<b>Component Aims</b>
<u>Component 3: Poetry - 30%</u>  Two specific poetry texts;	'The Wife of Bath' Geoffrey Chaucer	Poems of the Decade	Whilst pupils are studying the poetry component they will be working on their coursework. First draft due October half-term. Some	Choice of two questions. Students select one.	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of the function of genre features and conventions in poetry</li> <li>• Show knowledge and understanding of a range of ways to read texts,</li> </ul>
				<b>Teacher B Assessment</b>	

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<p>A range of poems that cover a wide variety of forms and themes.</p> <p>One examination lasting 2 hours and 15 minutes. 60 marks – 30 marks for Section A and 30 marks for Section B.</p> <p>Section A will be on an anthology of modern (twenty-first century) poetry – Poems of the Decade. (AO1, AO2, AO4)</p> <p>We choose to study Geoffrey Chaucer 'The Wife of Bath's Prologue and Tale'. (AO1, AO2, AO3)</p>			<p>lesson will be used to monitor coursework.</p> <p>The question not attempted in the assessment will be used in the DIRT process.</p>	<p>Choice of two questions. Pupils select one.</p>	<p>including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively</p> <ul style="list-style-type: none"> <li>• Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>• Show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning</li> <li>• Communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation of texts</li> <li>• Use literary critical concepts and terminology with understanding and discrimination</li> <li>• Make appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources.</li> </ul>
<p><b>AUTUMN HALF TERM 2 OF YEAR 13</b></p>	<p><b>Teacher A</b></p>	<p><b>Teacher B</b></p>	<p><b>Additional Information</b></p>	<p><b>Assessment</b></p>	

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	'The Wife of Bath' Geoffrey Chaucer	Poems of the Decade  Unseen poetry	Whilst students are studying the poetry component they will be working on their coursework. First draft due October half-term. Some lesson will be used to monitor coursework.  Preliminary coursework draft due for pupils to reflect.  The question not attempted in the assessment will be used in the DIRT process.	<b>November/December FULL MOCK EXAMINATION:</b>  <b>PROSE, DRAMA, POETRY</b>	
<b>SPRING HALF TERM 1 OF YEAR 13</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Additional Information</b>	<b>Assessment</b>	
	'The Wife of Bath' Geoffrey Chaucer	Poems of the Decade Unseen poetry		Coursework: Final draft due	
<b>SPRING HALF TERM 2 OF YEAR 13</b>	<b>Teacher A</b>	<b>Teacher B</b>	<b>Additional Information</b>	<b>Assessment</b>	<b>Aims</b>
<u>Revision Skills</u>	Exam Writing  <i>The Picture of Dorian Gray</i> Oscar Wilde  'King Lear' William Shakespeare	Exam Writing  <i>Beloved</i> Toni Morrison  'A Streetcar named Desire' Tennessee Williams	{ Focus on comparison writing }  <i>Completion of course</i>	<b>March FINAL MOCK EXAMINATION</b>  <b>FULL MOCKS: PROSE, DRAMA, POETRY</b>	<ul style="list-style-type: none"> <li>• Consolidate all learning</li> <li>• Build confidence with exam writing</li> <li>• Support students with time management and exam pressures</li> </ul>