

Subject:

English Literature

English Intent:

The English department aim to provide our English Literature students with an understanding of a wide-range of topics from Chaucer to present-day authors, including works in English from writers outside the UK. Works are studied from the three genres of drama, prose, and poetry. The dual aim of the A-Level course is to stimulate a personal, imaginative response to literary texts, and to develop the techniques of critical appreciation. It is this critical appreciation which we want students to adopt to their experiences outside of the classroom.

Our Exam Board is: AQA

The Big Questions...

Year 12

- **Love through the Ages: Shakespeare and Poetry**
- **Love through the Ages: Prose**
- **Non Examined Assessment: Independent Critical Study: Texts Across Time**
- **Big Questions Explored:**
 - How far do you agree that the reader's sympathy is the essential agent that controls the shift between victim and villain?
 - How far do you agree that devotion always results in tragic consequences for love?
 - How far do you agree that naivety of women's approach to love only produces sympathy for their tragic ends?
 - How significant do you consider the characters' world view to be upon their understanding of love?
 - How far do you agree that marriage is presented as a flawed institution?
 - how far do you agree that deception is the main cause of the tragic conclusions of love?

Year 13

- **Texts in Shared Contexts: WW1 and its Aftermath**
- **Independent Critical Studies: Texts Across Time**
- **Big Questions Explored:**
 - How far do you agree that cowardice was the admission of the realities of war, and not a sign of dishonour?
 - Humour is one of the main themes used within texts. How far do you agree that the use of humour is disrespectful to the context of war?
 - How far do you agree that within a modern context, audiences cannot see past the futility of war?
 - How far do you agree that stories grounded on real life stories draw out more emotion in their audiences?
 - How far do you agree that a writer's use of dramatic techniques is the biggest influence on the audience viewpoint of WW1?

What skills will I develop?

- Students will understand that behind every text ever written there is writer intent.
- Students to know that we can and should make predictions about any text both fiction and non-fiction by asking a set of initial questions both of fiction and non-fiction texts.
- There are a set of fundamental universal and timeless themes/ideas that influence the intentions of writers and this spans the 'entire' chronology of literary canon including what will become the canon of the future as these ideas/themes transcend the boundaries of time. E.g. Class divide, abuse of power, gender boundaries and inequality.
- Students to know that they too are connected to these universal and timeless themes/ideas and this can inform their own personal responses to a text.
- To understand and acquire a control over language both written and spoken so that students can discover the potential power it can have and can give.

How will I be assessed?

At Key stage 5 work is assessed termly through A-Level graded exams so students can understand their strengths and weaknesses on each unit. Teacher feedback is given both verbally, in essays and on assessed work so that pupils can improve their work before moving on to the next section of the course

Examination:

Yr12 will complete an exam on Love through the Ages: Shakespeare and Poetry and Love through the Ages: Prose during Yr12 mock week in the spring term.

Yr13 will complete an two exams on the complete A Level Course in the spring term

What great resources can I use?

- <https://www.quizlet.com> contains flashcards which can be used to consolidate knowledge
- <https://www.senecalearning.com> an excellent online revision tool
- <https://www.unifrog.org/student/subjects/keywords/english> complete the suggestions in the 'Geek Out' section of UniFrog for English
- The revision resources created in class

Three ways that parents/carers can help...

1. Shadow reading the texts studied in class and asking your child to share their ideas on the text
2. By testing your son/daughter with their flashcards
3. By contacting the English department whenever you need additional support or have questions about the course english@yateley.hants.sch.uk.