

Mission statement:

The Benton Park English Literature graduate will have:

- An understanding of the legacy English literature has, and its power to influence and shape the thinking and attitudes of others
- The skills to analyse literature in terms of writers' intentions and contexts, and to evaluate the strength and relevance of critical views
- The ability to create and sustain a line of argument, communicating in a succinct, academic register style
- A critical understanding of a range of theories and contexts relevant to the study of literature, and the significance of their impact
- An appreciation of how their English Literature studies can apply to their life and opportunities beyond Sixth Form.

Assessment Objectives:

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.

Assessments:

Paper 1: Literary genres	Paper 2: Texts and genres	Non-exam assessment: Theory and independence
Section A: one passage-based question on set Shakespeare text	Section A: one compulsory question on an unseen passage	Two written responses applying theoretical approaches to texts: <ul style="list-style-type: none"> • exploration of prose text • exploration of poetry text
Section B: one essay question on set Shakespeare text	Section B: one essay question on set text	
Section C: one essay question linking two texts	Section C: one essay question which connects two texts	

Year 12

	CONTENT	AOs	Skills progression	Careers / higher Ed.
HT1	<p>Introduction to literature/tragedy: How to study English Literature: expectations for class and homework, study skills, note-taking, file organisation, assessment books</p> <p>What is Tragedy? Overview of genre – historical context; Aristotle terminology; AQA phrase bank. Use of Sophocles’ Oedipus Rex to exemplify tragic plot and protagonist Use of poetry to introduce and explore tragic genre, as well as recap of GCSE texts under analysis of tragedy. Benchmark assessment of ‘Out, Out – ‘</p> <p>Set Texts Teaching of set texts begins:</p> <ul style="list-style-type: none"> • King Lear (T#1) • Death of a Salesman (T#2) <p>Aim to finish at least Act 2 of KL and Act 1 of DoaS before end of first HT Activities, questions and homework tasks based around understanding of texts, relation to tragic genre, relevant contexts and further reading – no exam-style assessment until meaningful amount of both set texts has been taught.</p>	<p>All (holistic nature of course not conducive to piecemeal coverage)</p>	<p>Initial analysis of unseen text through lens of tragedy gives baseline of analytical skills</p> <p>Reading skills tested and developed through questions testing comprehension and application of genre elements</p> <p>Evaluation of context skills developed through activities in class and set as homework.</p> <p>Communication skills developed through class and group discussion, and through written responses to activities.</p>	
HT2	<p>Aspects of Tragedy</p> <p>Set Texts Teaching of set texts continues:</p> <ul style="list-style-type: none"> • King Lear (T#1) • Death of a Salesman (T#2) 	<p>All</p>	<p>Exam skills developed through the use of questions and activities from past papers, or mocked up as such; used to generate robust assessment data for tracking and monitoring.</p>	

	<p>Aim to complete DoaS and Act 4 of KL before Christmas break.</p> <p>Two Section A exam responses completed for Lear – one as class/small groups; one individually.</p> <p>Two modified Section C exam responses completed for DoaS – modified so as to not include second text, or to mimic Section B essay-style questions – completed as KL, above.</p>			
HT3	<p>Aspects of Tragedy</p> <p>Set Texts Teaching of set texts continues:</p> <ul style="list-style-type: none"> • King Lear (T#1) • Keats poetry (T#2) <p>Lear completed approx. half-way through term; Keats begun once returned from Christmas break.</p> <p>Completion of two Section B questions for Lear; one modified exam question on Keats once two poems have been completed.</p>	All	Exam skills developed through the use of questions and activities from past papers, or mocked up as such; used to generate robust assessment data for tracking and monitoring.	
HT4	<p>Critical Approaches/NEA preparation</p> <p>Set Texts Teaching of set texts continues:</p> <ul style="list-style-type: none"> • Critical Anthology (T#1) • Keats poetry/Critical Anthology (T#2) <p>Keats poetry completed by halfway through the HT; a Section C exam response using both Keats and DoaS completed.</p>	All		

	<p>The Canon, Feminism, and Marxism sections of the anthology taught, and students given overview of NEA assessment – split between the two teachers as appropriate, given progress on Keats.</p> <p>Various poems, short stories and novel extracts used as a basis to introduce and explore the initial three critical approaches. (NB: range is purposefully wide to encourage and inspire students to choose appropriate authors/texts for NEA responses)</p> <p>Links also made between set texts and critical approaches.</p> <p>At least one grade-length response completed for a Feminist exploration and another for a Marxist exploration of a text – one prose, the other poetry. Responses can be creative as well as conventional.</p>			
HT5	<p>Critical Approaches/NEA preparation</p> <p>Set Texts Teaching of set texts continues:</p> <ul style="list-style-type: none"> • Critical Anthology (T#1) • Critical Anthology (T#2) <p>Remaining sections of anthology (Narrative Theory, Ecocriticism and Postcolonial) taught and explored through wide range of poetry, short stories and novel extracts.</p> <p>Links also made between set texts and critical approaches.</p> <p>At least one grade-length response completed for each of the remaining approaches, based on prose and poetry texts. Responses can be creative as well as conventional.</p>	All		

HT6	<p>Mock Exam prep/Intro to Social & Political Protest writing/NEA prep</p> <p>Two weeks' revision of tragic texts in run up to mock exam.</p> <ul style="list-style-type: none"> • King Lear: Sec A & Sec B – T#1 • Doas & Keats: Sec C – T#2 <p>Mock Exam – full paper 1</p> <p>Upon return from mocks, Yr13 students begin introduction into the genre for Paper 2. Students informed which texts they need to purchase, and about the open book exam requirements.</p> <p>Final weeks dedicated to students focusing on the likely areas for both NEA tasks, and possible texts; reading list issued to help further this planning.</p>	All		
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Year 13

	CONTENT	AOs	Skills progression	Careers / higher Ed.
HT1	<p>What is Political and Social Protest? Overview of genre – forms of protest and aspects of protest literature. Use of poetry/unseen texts to introduce and explore genre and to practise skills for Paper 2, Section A (Unseen). Introduction to dystopian literature.</p> <p>Set Texts Teaching of set texts begins:</p> <ul style="list-style-type: none"> • The Handmaid’s Tale (T#1) • Harvest (T#2) <p>Activities, questions and homework tasks based around understanding of texts, relation to genre, relevant contexts and further reading. Assessment of Section A to determine initial understanding of genre. (Tragedy) Re-assessment of one section of Paper 1 – focus on areas of weakness in mock.</p> <p>NEA Alongside this, students also to choose a text and a theory and finalise their NEA question for prose. Moderation of questions by teachers and drafting process to begin.</p>	All	<p>Targeting of specific questions/skills that were lacking in mock to improve and develop.</p> <p>These skills can also be applied to paper 2 learning and assessment.</p>	
HT2	<p>Political and Social Protest</p> <p>Set Texts Teaching of set texts continues:</p> <ul style="list-style-type: none"> • The Handmaid’s Tale (T#1) • Harvest (T#2) <p>Aim to complete Harvest and be at least halfway through THT by Christmas.</p>	All	<p>Exam skills developed through completion of sections and full paper for mocks – development of exam skills and practice of timed conditions.</p>	

	<p>Two Section B exam responses completed for THT – one as class/small groups; one individually. One section B exam response completed on Harvest, or as above – class/individual.</p> <p>Mock Exams Paper 1(?)</p> <p>NEA First draft due in November. Redrafts throughout half term. Intervention where necessary. Questions and texts identified for Poetry piece.</p>		Redrafting skills and further practice of AOs through NEA.	
HT3	<p>Political and Social Protest</p> <p>Set Texts Teaching of set texts continues:</p> <ul style="list-style-type: none"> • The Handmaid’s Tale (T#1) • Completion of Harvest/Intro to Blake (T#2) <p>THT completed by February half term; Blake begun mid January.</p> <p>Completion of one Section B question for THT; one modified exam question on Blake once a selection of poems (around a chosen theme/area) have been completed.</p> <p>NEA Final draft of first piece submitted after Christmas holiday. First draft of second piece submitted for deadline in January.</p>	All	Continue to develop exam skills for Paper 2. Use of Paper 1, Section B feedback to inform target areas for Section B approaches for Paper 2.	
HT4	<p>Political and Social Protest</p> <p>Set Texts Teaching of set texts and key skills:</p>	All	Section C skills developed – coverage of two texts. Use of Paper 1, Section C feedback	

	<ul style="list-style-type: none"> • Blake (Could be combination of T#1/T#2 depending on lesson split) • Further practice with a range of different unseen texts across different forms <p>Blake fully/mostly completed by mock exams/Easter holidays.</p> <p>Section C assessment - one in class and one in timed conditions, practise with all 3 texts.</p> <p>Mock Exam – Full Paper 2.</p> <p>NEA Final draft of second piece submitted for deadline this half term.</p>		<p>to inform target areas for Section C approaches for Paper 2.</p> <p>Continued practice with Unseen texts to consolidate elements of protest (all Paper 2) and improve confidence in Section A.</p>	
HT5	<p>Exam prep for both papers/NEA finalised</p> <p>Carousel of revision for both papers across all sections. Particular focus on areas of weakness from most recent mock for Paper 2 and confidence in exam skills and approaches for different sections of paper. Mock feedback to inform development areas. Practice in timed conditions; recall and revision of quotations for closed book assessment of Paper 1.</p> <p>Paper 1</p> <ul style="list-style-type: none"> • King Lear: Sec A & Sec B – T#1 • DOAS & Keats: Sec C – T#2 <p>Paper 2</p> <ul style="list-style-type: none"> • THT and Unseen: Sec A and B/C – T#1 • Harvest and Blake: Sec B/C – T#2 <p>Any issues or final edits of NEA finalised early in half term and NEA moderated in May for submission.</p>	All	<p>Use Mock Exam feedback to identify development areas for final exams.</p>	
HT6	Exam Assessment	All		

