


Westfield Academy - Curriculum Information

In year 13 English Literature, students engage with their set texts on both papers in the form of William Shakespeare's seminal Othello' and Pat Barker's beloved 'Regeneration'. Students must also take more responsibility for their progress by completing their non exam assessment and will learn how to produce an evaluative academic essay with a bibliography amounting to 2,500 words.

English Literature A Level

Head of Department	C Black	
Head of Department email	cbl@westfield.academy	
Lessons per 2 week cycle	5 (per teacher) amounting to 10 total	
Specification/Board details/Key stage	AQA Specification 7712 - Love Through the Ages and Option A World War One and its Aftermath.	

Term by term

Autumn 1	Autumn 2	Spring 1
Paper 1 - Othello by William Shakespeare Paper 2 - Regeneration by Pat Barker	Paper 1 - Othello by William Shakespeare Paper 2 - Regeneration by Pat Barker Mock preparation - both papers	Independent critical study: texts across time. Encourage set text: 'A Doll's House' by Henrik Ibsen. Papers 1 and 2 - revision of course content
Spring 2	Summer 1	Summer 2
Independent critical study: texts across time. Encourage set text: 'A Doll's House' by Henrik Ibsen. Papers 1 and 2 - revision of course content	Revision of course content A Level exams	
Key Skills developed	Throughout this A Level, students learn many transferable skills, including the ability to engage in discourse about power and language and how to refine their written and verbal communication skills in order to produce a coherent	

	and well-reasoned argument. This qualification additionally has a strong focus on independence - students are expected to complete a non-exam assessment in year 13 worth 20% of their qualification with a 2,500 word count called independent critical study: texts across time. Students learn a useful skill for university: how to craft a bibliography and how to cite reliable sources.										
Useful Websites	AQA website Sparknotes Cliffnotes The Royal Shakespeare Company The Imperial War Museum The British Library										
Reading/Literacy requirements /Key Words	<ol style="list-style-type: none"> 1. Realism 2. Moral rectitude 3. Bourgeois respectability 4. Selfhood 5. Recriminations 6. Domesticity 7. Nuclear family 8. Sobering reality vs blind idealism 9. Straited 10. Diatribe <table border="1"> <thead> <tr> <th>Key Word</th><th>Definition</th></tr> </thead> <tbody> <tr> <td>Zeitgeist</td><td>The defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time.</td></tr> <tr> <td>Moral rectitude</td><td>The quality of being morally correct and upright. It implies adherence to moral principles and standards of behaviour. A person with moral rectitude is honest, just, and has strong moral values.</td></tr> <tr> <td>Bourgeois respectability</td><td>A set of social norms and behaviours associated with the middle class, emphasising morality, propriety, and adherence to traditional values.</td></tr> <tr> <td>Verisimilitude</td><td>The idea that literature should somehow be true to</td></tr> </tbody> </table>	Key Word	Definition	Zeitgeist	The defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time.	Moral rectitude	The quality of being morally correct and upright. It implies adherence to moral principles and standards of behaviour. A person with moral rectitude is honest, just, and has strong moral values.	Bourgeois respectability	A set of social norms and behaviours associated with the middle class, emphasising morality, propriety, and adherence to traditional values.	Verisimilitude	The idea that literature should somehow be true to
Key Word	Definition										
Zeitgeist	The defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time.										
Moral rectitude	The quality of being morally correct and upright. It implies adherence to moral principles and standards of behaviour. A person with moral rectitude is honest, just, and has strong moral values.										
Bourgeois respectability	A set of social norms and behaviours associated with the middle class, emphasising morality, propriety, and adherence to traditional values.										
Verisimilitude	The idea that literature should somehow be true to										

		reality: the idea that textual elements—characters, dialogue, setting, images—should be believable, plausible, authentic, lifelike
	Selfhood	The experience of being a distinct, holistic entity, capable of global self-control and attention, possessing a body and a location in space and time.
	Recrimination	An accusation in response to one from someone else.
	Domesticity	The exploration of domestic life, family relationships, and the home environment.
	Nuclear family	A family unit typically consisting of two parents and their children
	Sobering reality vs blind idealism	These two concepts represent opposing perspectives on life and the world. Sobering reality involves a realistic and often pessimistic view of the world. Blind idealism on the overhand is association with an overly optimistic and unrealistic view of the world, often ignoring or downplaying its problems.
	Straitened	Characterised by poverty.
	Diatribes	A forceful and bitter verbal attack against someone or something.
Homework requirements	It is an expectation at the academy that all sixth form students complete some set pre-reading ahead of their lesson. Teachers will guide this. In terms of homework, for each hour of study, students will be set about one hour's home learning to complete - this can be in the form of extended compositions, redrafting and editing work, rewriting class notes, revising material and/or annotating texts.	

Personal Development Links	This A Level encourages students to think critically about what they read and to consider the idea of reliability of narrators. Furthermore, students engage with how the socioeconomic status quo of time periods influence the style of and moral codes entrenched in the literature that they read, in order to consider systems of power and who they benefit. Students examine the link between language and power.
Trips/Visits (If applicable)	Where possible we try to undertake a theatre trip of an adaptation of a set text (or one within the same genre e.g. war).