

Westfield Academy - Curriculum Information

In year 12 English Literature, students examine their set texts that they are required to compare in depth. For 'Paper 1: Love Through the Ages', this requires comparing the pre-1900 poems against F Scott Fitzgerald's 'The Great Gatsby'. For 'Paper 2: Texts in Shared Contexts, Modern times: literature from 1945 to the present day', students study Dame Carol Ann Duffy's collection of poems *Feminine Gospels*. They are also expected to compare the Southern Gothic tragedy of Tennessee Williams' *A Streetcar Named Desire* against the novel *The God of Small Things* by Arundhati Roy. Students prepare for the unseen elements of both papers (poetry and prose) and learn strategies for writing effectively in timed conditions. As the year approaches its end, students are encouraged to begin giving more serious thought and attention to their independent critical study (the non exam assessment).

English Literature A Level

Head of Department	N Cowell	
Head of Department email	nmc@westfield.academy	
Lessons per 2 week cycle	6 (per teacher) amounting to 12 total	
Specification/Board details/Key stage	AQA Specification 7712 - Love Through the Ages and Option 2B: Modern times: literature from 1945 to the present day.	

Term by term

Autumn 1	Autumn 2	Spring 1
Paper 1 - Love Through the Ages pre-1900 poetry Paper 2 - The War Poetry of Wilfred Owen	Paper 1 - Love Through the Ages pre-1900 poetry and The Great Gatsby Paper 2 - The War Poetry of Wilfred Owen and The Wipers Times	Paper 1 - Love Through the Ages pre-1900 poetry and The Great Gatsby Paper 2 - The War Poetry of Wilfred Owen and The Wipers Times
Spring 2	Summer 1	Summer 2
Paper 1 - Love Through the Ages pre-1900 poetry and The Great Gatsby Paper 2 - The War Poetry of Wilfred Owen and The Wipers Times	Paper 1 - Unseen poetry practice Paper 2 - Unseen prose practice	Non-exam assessment preparation: A Doll's House by Henrik Ibsen

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		
	Key Word	Definition
	Metaphysical	A style of poetry that flourished in 17th-century England, characterised by its use of complex metaphors, intellectual or philosophical concepts, and often playful or paradoxical language to explore the human experience.
	Alexandrine	Verse form that is the leading measure in French poetry. It consists of a line of 12 syllables with major stresses on the 6th syllable (which precedes the medial caesura [pause]) and on the last syllable, and one secondary accent in each half line
	Conspicuous consumption	Flaunting wealth and possessions to impress others
	The Lost Generation	A generation disillusioned by World War I
	The American Dream	The pursuit of wealth and happiness in America
	Elegy	A poem of serious reflection, typically a lament for the dead.
	Farce	A comic dramatic work using buffoonery and horseplay and typically including crude characterization and ludicrously improbable situations.

	Parody	An imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect.
	Vaudeville	A popular form of entertainment in the late 19th and early 20th centuries that included musical performances, comedy sketches, magic and illusions, and acrobatics and stunts.
	Insubordination	Defiance of authority; refusal to obey orders.
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).	