

**Year 12 English Literature Curriculum/Assessment Map**

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT 1	<p>Introduction to A Level Literature - exploring genres: detective fiction or gothic prose.</p> <p>Modern Poetry: Ted Hughes and Sylvia Plath</p> <p>A Streetcar Named Desire - Tennessee Williams</p>	<p>Developing academic style Considering critical opinions and KS5 focus on relevant context including introduction to critical lenses - feminist, desconstructionalist, Marxist etc.</p> <p>New concepts: plastic theatre, confessional poetry, modernist poetry,</p>	<p>Plath/Hughes: Explore how a poet presents a given theme, e.g. nature.</p> <p>A Streetcar Named Desire: response to a statement question</p>	<p>AO1:</p> <ul style="list-style-type: none"> <li>• Creating a clear line of argument.</li> <li>• Sensible use of key concepts - realism, animism, shamanism, .</li> <li>• Use of textual support.</li> <li>• Analysis of writer's techniques (FLIRTS - Form, language, Imagery, Rhythm &amp; Rhyme, Tone, Speaker).</li> </ul> <p>AO3:</p> <ul style="list-style-type: none"> <li>• Context and impact on content, characters and themes.</li> </ul> <p>AO5:</p> <ul style="list-style-type: none"> <li>• Considering alternative interpretations</li> </ul>	<p><a href="http://thetedhughessociety.org/sagar">Keith Sagar — The Ted Hughes Society</a></p> <p>(<a href="http://thetedhughessociety.org/sagar">http://thetedhughessociety.org/sagar</a>)</p> <p>Read 'Cat on a Hot Tin Roof' OR watch the play version on Youtube: <a href="https://www.youtube.com/watch?v=8kg4wa2WLKc">https://www.youtube.com/watch?v=8kg4wa2WLKc</a></p> <p><a href="https://www.youtube.com/watch?v=s13-BxOynDY&amp;t=0s">https://www.youtube.com/watch?v=s13-BxOynDY&amp;t=0s</a></p>
HT 2	<p>Ted Hughes and Sylvia Plath: comparing and connecting</p> <p>Streetcar - extended study: themes, critical debate clash of context - impact on audience viewpoint</p>	<p>Ability to make sound, secure and purposeful connections and comparisons between poems and poets.</p> <p>Application of critical theory, 1940s and 2000s context impact on how actions and characters are perceived, received and portrayed</p>	<p>Plath/Hughes: Comparative essay - reaction to a critical statement</p> <p>Response to a critical opinion: formulate a line of argument and draw upon other interpretations of the play through application of a particular critical lense.</p>	<p>AO1: Personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO3 Exploration of significance and influence of the contexts in which literary texts are written and received</p> <p>AO2 Analysis of meaning</p> <p>AO4 Explore connections across literary texts</p>	<p>Read beyond set texts: <a href="#">The Bell Jar</a> and many articles in the <a href="#">BL including this one:</a></p> <p>Explore the structuralist approach to 'A Streetcar Named Desire'. <a href="https://www.yorknotes.com/alevel/english-literature/a-streetcar-named-desire-2017/study/contexts-intepretations/04010204_critical-intepretations#:~:text=Structuralists%20would%20also%20consider%20the%20successes%20and%20reverses'%3B%20a%20">https://www.yorknotes.com/alevel/english-literature/a-streetcar-named-desire-2017/study/contexts-intepretations/04010204_critical-intepretations#:~:text=Structuralists%20would%20also%20consider%20the%20successes%20and%20reverses'%3B%20a%20</a></p> <p>Gain an understanding of deconstruction: watch 'Zizek':</p> <p><a href="https://www.youtube.com/watch?v=K5WNCrOCXCM">https://www.youtube.com/watch?v=K5WNCrOCXCM</a></p>
HT3	<p>Renaissance Drama inc. Shakespeare Play Hamlet</p>	<p>An understanding of a Shakespearean Tragedy and the techniques used by Shakespeare to engage his audience in the plot, characters and themes.</p> <ul style="list-style-type: none"> <li>• Study of Shakespearean Tragedy:</li> <li>• Character, plot, language, imagery, stagecraft and theme.</li> <li>• Explore dramatic influences - expectations of</li> </ul>	<p>With close reference to language and imagery in the extract, examine how Shakespeare presents the character/theme of...at this point in the play</p>	<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2: Analyse ways in which meanings are shaped in literary</p>	<p>Students can also: Read another tragedy and compare e.g. Othello <a href="#">Othello (Wordsworth Classics): Amazon.co.uk</a></p> <p>Read resources from EMC emagazine archive library</p>



		<p>different historical contexts and their impact on the literature produced during this period..</p> <p>Explore the concept of modernism and its associated stylistic conventions: stream of consciousness, free indirect discourse, disruption of linear time, links to new psychological thinking of the era</p> <p>In depth analysis of prose and poetry</p> <p>Thoughtful and personal vs. mechanical and literal: the art of educated speculation</p> <p>Building confident and sophisticated analysis to unseen texts</p>		<p>concepts and terminology, and coherent, accurate written expression</p> <p>AO2: Analyse ways in which meanings are shaped in literary texts</p> <p>AO3: Demonstrate the significance and influence of the contexts in which literary texts are written and received</p> <p>AO5: Explore literary texts informed by different interpretations</p>	
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