

## DAGENHAM PARK SUBJECT CURRICULUM

<b>Subject</b>	<b>English Literature A-Level</b>	
<b>Year Group</b>	<b>Year 12 2019-2020</b>	
<b>Overview</b>	<p>Students in Year 12 work through two components of the linear A-Level in parallel: creating coursework exploring the themes of selfhood and oppression, whilst also becoming experts in the Gothic genre ahead of the Yr13 examinations. (Component 1 is studied in Yr13)</p>	
<b>Term by Term</b>		
	<b><i>COMPONENT 2 – The Gothic</i></b>	<b><i>COMPONENT 3 - Coursework</i></b>
<b>Autumn Half term 1</b>	<p style="text-align: center;"><b><u>Dracula / Anthology</u></b></p> <p>The first weeks of the course are focussed on providing students with a grounding in the historical and social context that gave rise to the Gothic (AO3). This development of cultural capital is reinforced by explorations of key examples of the Gothic canon, illustrative of key features (AO2 and AO5).</p> <p>With this groundwork laid, students move on to analysing the text of Bram Stoker’s <i>Dracula</i> in close detail (AO2), comparing and contrasting elements with other Gothic extracts (AO4).</p> <p>Key LOs:</p> <ul style="list-style-type: none"> <li>• To understand the social and historical context of the late 18<sup>th</sup> and 19<sup>th</sup> Centuries</li> <li>• To consider the development of the Gothic canon</li> <li>• To develop close reading skills, with regards to generic features and techniques</li> <li>• To make links between the text of <i>Dracula</i> and other Gothic texts</li> </ul>	<p style="text-align: center;"><b><u>Streetcar Named Desire</u></b></p> <p>Students begin by familiarising themselves with the narrative style of Tennessee Williams (AO1), as well as the dramatic setting of the mid-century Deep South (AO3).</p> <p>Having developed an understanding of the key conflicting themes – oppression and compassion – students are guided through the creation of an extended language analysis of a given extract (AO5). This serves as both a gateway to the text and as a pre-draft of material for the final coursework.</p> <p>Key LOs:</p> <ul style="list-style-type: none"> <li>• To understand social and historical context of the ante-bellum South</li> <li>• To build a critical appreciation of Tennessee Williams’ style</li> <li>• To practice analysis of language</li> </ul> <p><b>Internal assessment: SCND Extract Analysis</b></p>

<p style="text-align: center;"><b>Autumn Half term 2</b></p>	<p style="text-align: center;"><b><u>Dracula / Anthology</u></b></p> <p>Students continue reading <i>Dracula</i> and developing their close understanding of the text (AO2). New concepts relevant to the late Victorian context are introduced (AO3), with supporting non-fiction texts to highlight relevant elements (AO5).</p> <p>Students also begin practicing essay writing skills more regularly, with a view to building on VIMA feedback (AO1).</p> <p>Key LOs -</p> <ul style="list-style-type: none"> <li>• To develop a deeper understanding of the language and generic techniques used in the Gothic</li> <li>• To articulate relevant contextual historical and autobiographical information</li> <li>• To formulate coherent arguments regarding the development of the Gothic, drawing on alternative critical interpretations</li> </ul> <p><b>VIMA1 – Walking-talking mock of Gothic questions (as set by Southern Consortium)</b></p>	<p style="text-align: center;"><b><u>One Flew Over the Cuckoo's Nest</u></b></p> <p>Building on their existing contextual knowledge developed in the preceding term, students now shift their attention to the prose text – Ken Kesey's <i>One Flew Over the Cuckoo's Nest</i>.</p> <p>Students are expected to compare the common themes of oppression and compassion in the texts (AO4), exploring Kesey's use of language and the cultural impact of the post-war era (AO3). As with Autumn Term 1, this knowledge is brought together in the final week with students drafting a critical response to an extract, again as a component for the final coursework.</p> <p>Key LOs</p> <ul style="list-style-type: none"> <li>• To compare the presentation of themes across the texts</li> <li>• To formulate a personal and critical response to the extracts</li> </ul> <p><b>Internal assessment: OFOTCN Extract Analysis</b></p>
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<p style="text-align: center;"><b>Spring Half term 1</b></p>	<p style="text-align: center;"><b><u>Dracula / The Bloody Chamber / Anthology</u></b></p> <p>In this term, students will begin exploring complex critical readings of the Gothic, building their understanding of Freudian, Feminist and Marxist ideas and their relevance within literature.</p> <p>Students will also develop their extract and proposition response skills, in preparation for the mock-style VIMA2 assessment.</p> <p>Key LOs –</p> <ul style="list-style-type: none"> <li>• To develop astute arguments regarding the presentation of key Gothic tropes in unseen texts</li> <li>• To draw out relevant links across comparative texts</li> <li>• To build knowledge of key critical ideas</li> </ul> <p><b>VIMA2 – Extract analysis (as set by Southern Consortium)</b></p>	<p style="text-align: center;"><b><u>Comparative coursework development</u></b></p> <p>Having developed a familiarity with the two texts and their respective contextual backgrounds, students are now guided into the drafting process of the full comparative coursework (AO1). As the term progresses, students are expected to become increasingly self-directed with their research and writing.</p> <p>Key LOs –</p> <ul style="list-style-type: none"> <li>• To develop research skills, looking into both contextual and critical sources</li> <li>• To improve analytical readings of the texts, drawing on relevant secondary sources</li> </ul> <p><b>Internal deadline – submit proposal and draft plan</b></p>
<p style="text-align: center;"><b>Spring Half term 2</b></p>	<p style="text-align: center;"><b><u>Dracula / The Bloody Chamber / Anthology</u></b></p> <p>The aim of this half term is for students to bring together their understanding of the Gothic and their intimate reading of <i>Dracula</i>, comparing (AO2) this core text with the techniques used by Angela Carter in her collection of short stories <i>The Bloody Chamber</i>.</p> <p>Students should be able to formulate complex and nuanced assessments of how themes are presented across the texts (AO1), drawing on critical references where relevant (AO5).</p> <ul style="list-style-type: none"> <li>• To understand, summarise and question the writer’s viewpoint</li> <li>• To evaluate alternative critical readings of texts, including feminist and Marxist critics</li> </ul>	<p style="text-align: center;"><b><u>Comparative coursework drafting</u></b></p> <p>Students continue drafting their coursework, receiving feedback and direction following the submission of a 1,500 word sample. The department aims to model the practices of tertiary level education, providing students with valuable experience to prepare them for post Sixth Form study, familiarising them with the expectations made of them later in their educational careers.</p> <p>Key LOs -</p> <ul style="list-style-type: none"> <li>• To continue develop research skills, looking into both contextual and critical sources</li> <li>• To build a critical voice and bring it to bear on the relevant texts</li> </ul> <p><b>Internal deadline – Final draft of comparative coursework</b></p>

<p style="text-align: center;"><b>Summer Half term 1</b></p>	<p style="text-align: center;"><b><u>Dracula / The Bloody Chamber</u></b></p> <p>Students continue to develop their understanding of <i>The Bloody Chamber</i>, augmenting their reading with deep social, historical and biographical context regarding Carter (AO3). This will be explored in contrast to the era of Stoker (AO4), allowing students to formulate personal responses to the texts that illuminate the development of the genre as a whole (AO1).</p> <p>Key LOs –</p> <ul style="list-style-type: none"> <li>• To develop an understanding of key contextual factors regarding Angela Carter</li> <li>• To analyse and critique the presentation of Gothic themes and techniques across the core texts.</li> </ul>	<p style="text-align: center;"><b><u>Carol Ann Duffy – recreative response</u></b></p> <p>Having largely completed the comparative element of the coursework, students move on to the recreative response to the poetry aspect of the course.</p> <p>Making use of the close reading skills developed over the preceding terms, students begin by exploring the language and ideas of former poet laureate Carol Ann Duffy (AO1). Students then submit proposals for a re-creative response to the poems (AO4), incorporating critical and contextual elements explored during the term (AO3).</p>
<p style="text-align: center;"><b>Summer Half term 2</b></p>	<p style="text-align: center;"><b><u>Review and Revise</u></b></p> <p>In this truncated final half term, students will review the content explored so far, with an emphasis on improving essay skills and revision strategies for the summer.</p> <p>They will also be given the chance to lead seminars and revision sessions, consolidating and demonstrating the skills they have developed over the preceding terms.</p> <p>Key LOs</p> <ul style="list-style-type: none"> <li>• To summarise content and ideas explored so far (AO4)</li> <li>• To develop self-directed study skills</li> <li>• To improve personal critical voices in written and oral expression (AO1)</li> </ul> <p><b>VIMA3 – Full mock of extract analysis and comparative proposal (as set by Southern Consortium)</b></p>	<p style="text-align: center;"><b><u>Carol Ann Duffy – response drafting</u></b></p> <p>As with Spring Term 2, students are expected to commit the remaining weeks of the year to the completion and improvement of the recreative aspect of the coursework. Additional guidance will be provided as with potential critical and supporting sources, although the emphasis is placed on independent learning and research.</p> <p>Key LOs -</p> <ul style="list-style-type: none"> <li>• To continue develop research skills, looking into both contextual and critical sources</li> <li>• To build a critical voice and bring it to bear on the relevant texts</li> </ul> <p><b>Internal deadline – final draft of recreative module</b></p>
<p style="text-align: center;"><b>Homework</b></p>	<p><b>Homework will be provided weekly via <i>Show My Homework</i>. Homework set will reinforce the skills learnt in lesson. Students will also be expected to carry out extensive reading in self-directed study time, both of core texts and supporting critical material.</b></p>	

<p><b>Useful Resources</b></p>	<p>The English department has designed a range of supporting resources that are used throughout the course, including the following bespoke anthologies:</p> <ul style="list-style-type: none"><li>• <i>The Gothic Anthology</i></li><li>• <i>Anthology of Gothic Criticism</i></li><li>• <i>Anthology of American Literature Criticism</i></li></ul> <p>Slides of lessons are also made available on request to students after lessons.</p>
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