

# English Literature

**Exam Offered:** AQA AS/A2 English Literature (2745)

## Teachers for 6<sup>th</sup> Form

**Anita Jacob: Head of English**

Specialist Areas of Interest: Teacher of English Literature and Language

**Mary Liddane: KS5 Coordinator / Head of Year**

Specialist areas of interest: Teacher of English Literature and English Combined

**Mary Leacy: KS3 Coordinator / Assistant Head of Dept.**

Specialist Areas of Interest: Teacher of English Literature

**Martin Doolan: Assistant Head of Year / Literacy Coordinator**

Specialist Areas of Interest: Teacher of English Literature and English Combined

**Caroline Taylor: Lead Teacher for Gifted and Talented**

Specialist Areas of Interest: Teacher of English Literature and English Combined

## Department Learning and Teaching Policy and Practice

“I have always imagined that Paradise will be a kind of library.”

Jorge Luis Borges

Studying English Literature requires much more from you than learning a set of facts. You must develop your own ideas influenced by your wider reading of both criticism and contextual material, in order to be successful. You must be willing to engage with wide-ranging texts from differing periods, and work alongside your teachers in developing original and independent work based on these texts. Most of all you should bring a passion for reading.

- **Master Learner**

In order to be a successful literature student you will need to develop various skills, attitudes, attributes, and behaviours. We group these together as steps on your **Master Learner Learning Journey**. We believe that any student can achieve the very highest quality work and grades. Improvement and excellence is achieved through commitment, focus and effort. In the table below you can see some broad descriptions of steps that you might take on your journey. We have called these steps Elements, Rudiments, Grammar, Syntax and Poetry. It is possible that you will start your journey at Element or Rudiments level, it is hoped that by the end of your course you will be working at Syntax or Poetry level. The sooner you work at the higher levels the better your time on the course and, therefore, your grades will be. There will be formal Master Learner Assessment reviews during the course of the year.

## Master Learner Learning Journey. (English literature)

**Elements:** The student is currently failing to work independently, reading beyond the confines of the syllabus.

The student does not persevere in tasks, but completes the minimum possible.

The student does not self-assess, handing in work which is incomplete or littered with basic errors.

The student is not creative in their approach to literary texts but merely regurgitates notes.

**Rudiments:** The student must begin to work independently, reading more widely, focusing on criticism related to the texts studied on the course.

The student must persevere to complete tasks fully and to the best of their ability, especially when they find the task difficult.

The student must begin to self-assess work, attempting to proof read completed work.

The student must try to think through the task and be creative, attempting to move their discussion beyond that which took place in the lesson.

**Grammar:** The student should be beginning to work independently, attempting to read widely in relation to the writers studied, both in terms of criticism and context.

The student should be persevering to complete all work to the best of their ability.

The student should be self-assessing all work before it is handed in, proofreading thoroughly after completion.

The student should be beginning to take a creative and original approach to work, in terms of their ideas and discussion.

**Syntax:** The student should be working independently, reading beyond the works studied as well as wider criticism and contextual material.

The student will persevere to complete all work to the best of their ability.

The student will self-assess all work after completion, thoroughly proofreading and correcting where necessary.

The student will be beginning to take a creative and original approach to their work.

**Poetry:** The student will be working independently, reading a wide range of literature and criticism.

All work will be completed to the best of their ability, and will go beyond the confines of the question asked.

Self-assessment will be taking place and work drafted so that final versions are the best work the student is capable of.

A creative and original approach is taken to work in terms of their ideas and how they are expressed.

- **Assessment Policy and Practice**

You will be assessed on a day-to-day basis, periodically and transitionally

**Day-to-Day:**

Class Discussion: you will be asked to discuss texts and genres and comment on these critically. A far greater independence is expected and desirable at this level with homework becoming subsumed into the general study required. Students will be set texts, essays and research to read as well as at least one substantial formal essay every two weeks. You will assess your work and that of others and you will mark your work and that of others using the exam criteria. Your teacher will comment on your work regularly and you should act on this advice. You will receive comments and detailed annotation on all pieces of written work.

**Periodic:**

You will be set essay questions and exam style tasks where you will use a combination of information from lessons and your own independent research in your responses. You will also self and peer assess this work. You will receive a progress report, a mock report and two master learner current performance reports per year.

**Transitional:**

You will sit one exam in year 12 and one in year 13. These will be as outlined in the course information.

## Course Outline:

- **Year 12**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Intro to the course</li> <li>• Aspects of Narrative</li> <li>• Study of The Great Gatsby</li> <li>• Study of writers' methods</li> <li>• Study of a collection of poetry from a set anthology</li> </ul>	<ul style="list-style-type: none"> <li>• Study of the genre of Tragedy (elements of Aristotle's Poetics)</li> <li>• Study of a Shakespeare play (Othello / Hamlet)</li> <li>• Study of Death of A Salesman</li> <li>• Exam Technique and Past Questions</li> <li>• Mock Written Papers</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Enduring Love/ Birdsong</li> <li>• Study of collection of poetry from set anthology</li> <li>• Revision</li> </ul>
<p>Suggested reading/resources</p> <p>The Cambridge Companion to English Literature</p> <p>Critical Essays on F.Scott Fitzgerald's The Great Gatsby by S. Donaldson</p> <p>Gatsby by H.Bloom</p> <p><a href="http://www.aqa.com">www.aqa.com</a></p>	<p>Themes and Conventions of Elizabethan Tragedy by M.C Bradbrook</p> <p>Othello Casebook</p> <p>Arthur Miller: Collection of Critical Essays by R.Corrigan</p> <p><a href="http://www.englishresources.com">www.englishresources.com</a></p> <p><a href="http://www.britishliterature.com">www.britishliterature.com</a></p>	<p>Ian McEwan's Enduring Love by P.Childs</p> <p>Thomas Hardy and British Poetry by D.Donald</p>
<p>Key pieces of work</p> <ul style="list-style-type: none"> <li>• Essay Questions</li> <li>• Poetry Analysis</li> <li>• Exam style responses</li> </ul>	<ul style="list-style-type: none"> <li>• Production of a coursework portfolio</li> <li>• Mock Exam</li> <li>• Wider Reading</li> <li>• Essay questions</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Questions</li> <li>• Poetry Analysis</li> <li>• Exam style responses</li> <li>• Mock Exam</li> <li>• Timed questions</li> </ul>

- **Year 13**

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Study of The Elements of Gothic</li> <li>• Study of Wuthering Heights</li> <li>• Study of a pre released critical anthology</li> <li>• Study of a prose text</li> </ul>	<ul style="list-style-type: none"> <li>• Study of two prose texts for comparison</li> <li>• Study of two Gothic texts (Macbeth / Carter / Shelley)</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Gothic text</li> <li>• Revision</li> <li>• Exam practice</li> </ul>
<p>Suggested reading/resources</p> <p>The Cambridge Companion to English Literature</p> <p>The Concise Oxford Dictionary of Literary Terms</p> <p><a href="http://www.aqa.com">www.aqa.com</a></p>	<p>The Gothic Tradition</p> <p>David Stevens</p> <p>The Gothic Reader: A Critical Anthology</p> <p><a href="http://www.englishresources.co.uk">www.englishresources.co.uk</a></p> <p><a href="http://www.sparknotes.com">www.sparknotes.com</a></p> <p><a href="http://www.britishliterature.com">www.britishliterature.com</a></p>	<p>Cambridge Companion to the Gothic</p> <p><a href="http://www.englishresources.co.uk">www.englishresources.co.uk</a></p> <p><a href="http://www.sparknotes.com">www.sparknotes.com</a></p> <p><a href="http://www.britishliterature.com">www.britishliterature.com</a></p>
<p>Major pieces of work</p> <ul style="list-style-type: none"> <li>• Production of coursework (part A)</li> <li>• Essay Questions</li> <li>• Textual Analysis</li> <li>• Exam style responses</li> </ul>	<ul style="list-style-type: none"> <li>• Production of coursework (part B)</li> <li>• Essay Questions</li> <li>• Textual Analysis</li> <li>• Exam style responses</li> <li>• Mock Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Questions</li> <li>• Timed tasks</li> <li>• Mock exam</li> <li>• Exam style responses</li> </ul>

## **Wider Learning Opportunities**

Students are given opportunities to deepen and widen their learning through specialised reading lists. In addition there is an opportunity to attend summer schools run by higher education establishments. Students can also complete short Open University courses and Open Learn online.

We offer coursework workshops and exam revision classes that take place during lunch times and after school.

Students with creative flair can put their skills to the test and enter any of the Writing Competitions that occur throughout the year.

## **Wider Reading and Study:**

### **Books**

Shakespeare, William, Othello  
Miller, Arthur, Death of A Salesman  
Faulks, Sebastian, Birdsong  
McEwan, Ian, Enduring Love  
Hardy, Thomas, Selected Poems  
Auden, W.H., Selected Poems  
Tennyson, Selected Poems  
York Notes Advanced: Death of a Salesman  
The Cambridge Companion to Arthur Miller, ed. Christopher Bigsby  
Hurrell, John D, Two Modern American Tragedies: Reviews and Criticism of Death of a Salesman and A Streetcar Named Desire  
Bradley, A.C. Shakespearean Tragedy  
Lerner, Laurence, Shakespeare's Tragedies  
The Cambridge Companion to English Literature  
The Concise Oxford Dictionary of Literary Terms    Baldick, Chris  
Patterns of Spoken English                                Knowles, Gerard  
Gatsby    Bloom, Harold  
Critical Essays on F. Scott Fitzgerald's The Great Gatsby    Donaldson, Scott  
The Wheel of Fire    Wilson Knight, Gordon  
Themes & Conventions of Elizabethan Tragedy        Bradbrook, M.C  
Othello Casebook    John Wain  
Post - Colonial Shakespeare                                Ania Loomba & Martin Orkin  
The Romantic Imagination                                 Spencer Hill, John  
Thomas Hardy and British Poetry                        Davie, Donald  
Ian McEwan's Enduring Love                               Childs, Peter  
Arthur Miller: A Collection of Critical Essays         Corrigan, Robert  
The Problem of Measure for Measure                     Myles, R  
The Problem Plays of Shakespeare                     Schanzer, Ernest  
Shakespeare's Living Art                                    Colie, Rosalie  
Casebook Series (Coleridge: The Ancient Mariner and Other Poems) A. E. Dyson

### **Magazines**

Emazine  
English and Media