**The curriculum builds on the prior learning, knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications.** **When teaching this curriculum, pupils’ knowledge from KS4 is taken into consideration**

# KS5 Curriculum Overview

**The A- Level English Literature course is linear and a candidate will be expected to take all the components together at the end of the course, in Y13, in one examination session.**

There are three components to the AQA English Literature course at A-Level, two compulsory text-based closed-book examination papers which include unseen poetry and prose. Timed examination papers are supplemented by a Non-Exam Assessment (NEA). The intention is to create a balance of set texts and to encourage wide reading in preparation for the pursuit of individual pupils’ enthusiasms in the NEA. Assessment will cover at least six texts, including poetry, prose and drama. They will include Shakespeare, and texts both before and after 1900.

**Aims of the Course**

**AQA English Literature A-Level course encourage and challenge students to develop:**

* A critical and informed response to writing in a range of forms, styles and contexts
* The use of knowledge and understanding of individual texts to explore comparisons and connections between texts, informed by an appreciation of the traditions of English literature
* An understanding and appreciation of the ways in which writers use form, structure and language to shape meaning and effect
* Confident, independent, reflective engagement with a range of texts, leading to effective expression of responses to texts in speech and writing
* The use of critical concepts and terminology with understanding and discrimination
* learners’ ability to respond to texts, informed by other readers’ interpretations, with an awareness of the contexts in which texts were written and the significance of cultural and historical influences upon readers and writers
* A habit of critical thinking.

**Assessment Objectives**

 The **Assessment Objectives** (**AOs**) are as follows:

**AO1** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. (28%)

**AO2** Analyse ways in which meanings are shaped in literary texts. (24%)

**AO3** Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. (24%)

**AO4** Explore connections across literary texts. (12%)

**AO5** Explore literary texts informed by different interpretations. (12%)

**A2 (Y13) Assessments:**

**Coursework: NEA**   
**Comparative critical study of two texts, at least one of which must have been written pre-1900**

One extended essay (2500 words) and a bibliography

50 marks; 20% of A Level

**Assessed by teachers**

**Moderated by AQA**

**Examination: Paper 1 Love through the ages**  
**Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play**. Examination will include two unseen poems

Written exam: 3 hours, **open book in Section C only**

75 marks; 40% of A-level

* **Section A- Shakespeare:** One passage-based question with linked essay (25 marks) *Othello*
* **Section B- Unseen poetry:** Compulsory essay question on two unseen poems (25 marks)
* **Section C- Comparing texts:** One essay question linking two texts (25 marks) pre-1900 *Love Poetry and The Great Gatsby*

**Examination: Paper 2B Texts in shared contexts**

**Option 2B: Modern times: literature from 1945 to the present day**

* Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000
* Examination will include an unseen extract
* written exam: 2 hours 30 minutes, **open book**
* 75 marks; 40% of A-level

**Students can choose from three options. We will only teach Option 3** and direct students in Section B to compare Feminine Gospels and Streetcar for the non-extract based question. However, in the exam, students can decide on which option to do if option 3 is not the best suited to you.

**Section A**: Set texts. One essay question on set text (25 marks) *Handmaid’s Tale*

**Section B:** Contextual linking one compulsory question on an unseen extract (25 marks)

One comparison question on two other texts (25 marks) *Feminine Gospels /Streetcar*

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| **When teaching this curriculum, Pupils knowledge from KS4 is taken into consideration** | |
| **Autumn 1**  **8 weeks** | *Othello* (Paper 1 Section A) |
| **Skills**  **Knowledge** | |
| **Autumn 2**  **8 weeks** | *Othello* (Paper 1 Section A) 2weeks  *Love Poetry* (Paper 1 Section C) |
| **Skills**  **Knowledge** | |
| **Spring 1**  **6 weeks** | *The Great Gatsby* (Paper 1 Section C) |
| **Skills**  **Knowledge** | |
| **Spring 2**  **6 weeks** | The Great Gatsby and Love Poetry comparisons (Paper 1 Section C) |
| **Skills**  **Knowledge** | |
| **Summer 1**  **6 weeks** | Unseen Poetry comparison (Paper 1 Section A) |
| **Skills**  **Knowledge** | |
| **Summer 2**  **7 weeks** | NEA (Coursework)  UNSEEN PROSE EXTRACTS (Paper 2 Section B)/EXAM PREP |

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| **SUMMER**  **Transition work** | * Students to read *The Handmaid’s Tale* and *Streetcar –texts for Paper 2B* * Students to read their two core texts for their NEA and research potential critical readings |
| **Autumn 1**  **8 weeks** | *Handmaid’s Tale* (Paper 2) |
| **Autumn 2**  **8 weeks** | *A Streetcar Named Desire* (Paper 2)    *Feminine Gospels (2 weeks)*  NEA support – final week   * **NEA draft 1 to be completed over Christmas** |
| **Spring 1**  **6 weeks** | *Feminine Gospels* /A Streetcar  1 week NEA workshop |
| **Spring 2**  **6 weeks** | Revise Love poetry but with comparative focus on *Gatsby* (*Unseen Prose Extracts*  Revise *Othello* (Paper 1)  Unseen poetry (paper 1)  6 weeks |
| **Summer 1**  **6 weeks** | FG& Streetcar (Paper 1 and Paper 2B)  Revision and Exam practice  Teacher 2 – Revision and Exam practice (Paper 2B Handmaid’s & Unseen Prose Extract). Finish unseen poetry  **A2 Mock exam**  Important dates:   * **NEA moderation** * **NEA submission deadline: to be confiremed** |
| **Summer 2**  **7 weeks** | **A2 Examinations:**  **7712/1 – Love through the ages – June 2026**  **7712/2B – Modern times- texts in shared context – June 2026** |
| **Skills and Knowledge: A Level literature** is a subject that requires a deep understanding of texts and the ability to analyse them critically. It's a subject that tests your reading comprehension, critical thinking, and writing skills.  Here are some **key skills and knowledge** areas which **students will develop and enhance throughout the teaching of the curriculum t**o enable them excel in the course: **Core Skills:**  * **Reading Comprehension:** Understanding the plot, characters, themes, and symbolism in literary texts. * **Close Reading**: Analysing texts at a detailed level to understand their meaning, structure, and language. * **Critical Analysis:** Breaking down texts into their constituent parts and analysing how they work together to create meaning. * **Writing Skills:** Producing clear, concise, and well-structured essays that effectively communicate understanding and analysis of literary texts. * **Research Skills:** Gathering information from various sources to support your arguments and interpretations. * **Argumentation:** Constructing coherent and persuasive arguments based on your analysis of literary texts. * **Critical Thinking:** Evaluating the effectiveness of literary techniques and considering different interpretations. * **Critical Evaluation:** Assessing the effectiveness of literary techniques and considering different interpretations.   **Specific Skills for Different Genres:**   * **Poetry:** Understanding poetic form, metre, rhyme, and imagery. * **Drama:** Analysing dramatic structure, characterization, and stagecraft. * **Prose:** Understanding narrative structure, point of view, and character development.   **Additional Skills:**   * **Time Management:** Effectively managing their time to complete assignments and prepare for exams. * **Self-Discipline:** Maintaining focus and motivation throughout their studies. * **Problem-Solving:** Thinking critically and creatively to overcome challenges in your analysis.   **Knowledge:**   * **Themes and Ideas:** Exploring the underlying themes and ideas present in literary texts, such as love, loss, identity, and power. * **Contextual Understanding:** Considering the historical, social, and cultural context of literary works. * **Philosophical Questions:** Exploring the philosophical questions raised in literary works. * **Social and Political Issues:** Understanding how literature can address social and political issues. * **Literary Periods:** Understanding the key characteristics of different literary periods, such as the Renaissance, Romanticism, and Modernism. * **Literary Genres:** Understanding the characteristics of different literary genres, such as poetry, drama, and prose. * **Literary Devices:** Recognizing and analysing literary devices, such as metaphor, simile, symbolism, and irony. * **Literary Theory:** Familiarity with different literary theories, such as Marxism, feminism, and postcolonialism, and how they can be applied to the analysis of texts. * **Historical and Cultural Context:** Understanding the historical and cultural context in which literary works were created. * **Contextual Factors:** Considering the historical, social, and cultural factors that influenced the creation and reception of literary works. * **Historical Events:** Knowing how historical events can influence literary works. * **Cultural Influences:** Understanding the cultural factors that shape literature, such as religion, philosophy, and social norms. | |
| **Literacy**   * Opportunities for students to discuss the texts, ideas and characters embedded into lessons * Focus on accuracy of writing – clarity of expression and technical accuracy embedded in lessons * Focus on structuring responses for exam practice * Students reading to class or within groups with emphasis on being able to infer/deduce meanings and investigate writer’s language and structure and form * Key words for analysing texts and social historical context * Focused work on annotating small extracts and language use * Writing extended paragraphs * Modelling writing * Spoken language activities exploring key concepts and ideas   **SMSC**   * Students given opportunities to work collaboratively in pairs, small groups and as in large groups * Students given opportunities to reflect upon and consider the behaviour and actions of characters in the play and to explore how they would do things differently * Students to discuss and evaluate how language has changed/changes over time * Students to explore relevant social issues through the play (such as racism and gender inequality)   **Personal, Learning and Thinking skills:**  **Independent Enquiry** – Students need to be able to explore a text confidently and this unit develops this skill from the start  **Creative thinking** – students are asked to challenge their own interpretations and the interpretations of others. Original and creative responses receive higher bands  **Team work** – students are required to work collaboratively each lesson  **Self-management** – students are given opportunities to manage timings in preparation for the exam  **Effective participation** – students are given opportunities to share ideas and to do presentations to the class  **Reflective Learning** – students continuously reflect on performance and use self and peer assessment to recognise strengths and set targets for improvement | |