

English Department Rationale

Haslingden High School English Faculty's overarching aim is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

National Curriculum Aims KS5

The overarching aim for English in the national curriculum is to develop a keen interest in and the enjoyment of literature and literary studies at KS5, as well as encouraging the resilience and independence students need in order to undertake academic study at a higher level. Students will be encouraged to;

- Read widely and independently both set texts and others they have selected for themselves.
- Engage critically and creatively, with a substantial body of texts and ways of responding to them.
- Develop and effectively apply their knowledge of literary analysis and evaluation.
- Explore the contexts of the texts they are reading and a variety of interpretations of them.
- Develop their interest in an enjoyment of literature and literary studies as they undertake independent and sustained studies to deepen their appreciation.

YEAR 12	Content	Skills	Rationale / Link to Specification
Autumn Term 1	<p>Component 1: Drama and poetry pre-1900</p> <p>Pre 1900 Drama: Henrik Ibsen – 'A Doll's House' Context – Fin de Siecle and Europe. Critical views/theory</p> <p>Students will annotate the full text in class. They will also be given notes on critical views and context.</p> <p>Independent study Ibsen independent study tasks will encourage students to explore these areas further.</p>	<p>To understand the significance of cultural and contextual influences on readers and writers.</p> <p>To identify and consider how attitudes and values are expressed in their chosen text.</p>	<p>This text is a good starting point for A level study. It is the simplest text and we will be able to read it together in class. Links with GCSE (Dickens and Victorian Literature) will aid knowledge and build confidence of students in this new subject. Assessment of AO5 will be introduced through this text. Students will explore critical views in relation to the play and begin to apply them in written responses. Later, students will begin written responses in relation to all relevant assessment objectives and mark schemes.</p>

:	<p>Component 2:</p> <p>Contextual & Comparative Study</p> <p>'Dracula' – Bram Stoker</p> <p>Study of Dracula – Characterisation/Themes/Gothic tropes/narrative techniques</p> <p>Context – History of Gothic Genre, Victorian Gothic & 'Fin De Siecle'</p> <p>Independent Study – Individual chosen text study & presentation</p>	<p>To read widely and independently in their chosen topic of study.</p> <p>To use literary critical concepts and terminology with understanding and discrimination.</p> <p>To explore contrasts, connections and comparisons between different literary texts</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p> <p>To explore ways in which texts are interpreted by different readers, including over time.</p>	<p>To begin with the larger Gothic set text allows students to explore and understand gothic conventions, literary context and historical context needed throughout the course.</p> <p>Also, students can consolidate understand of 'Fin de Siecle' context explored in Ibsen.</p> <p>Students will be expected to engage with the genre on an independent level by reading other gothic texts in order to deepen their appreciation and knowledge of the subject – whilst building their independent learning and confidence in the subject.</p> <p>Students will also be familiarised with the exam and AOs.</p>
---	---	--	--

<p>Autumn Term 2</p>	<p>Component 1:</p> <p>Drama and poetry pre-1900</p> <p>Chaucer – ‘The Merchant’s Tale’</p> <p>Study of ‘The Merchant’s Tale’ – characterisation/themes/narrative techniques etc</p> <p>Full annotation of text.</p> <p>Context – Chaucer/Canterbury Tales/Anti-feminism/literary context</p> <p>Independent study- students will produce presentations on the context of the 1300s.</p>	<p>To understand the significance of cultural and contextual influences on readers and writers.</p> <p>To identify and consider how attitudes and values are expressed in their chosen text</p> <p>To explore contrasts, connections and comparisons between their chosen literary texts.</p> <p>To explore ways in which texts relate to each other and to literary traditions, movements and genres.</p>	<p>Students will read and analyse Chaucer’s ‘The Merchant’s Tale’ whilst exploring and understanding the literary and historical context.</p> <p>Students will be encouraged to make links with Ibsen’s play, alongside developing essay writing skills in relation to the AO’s and mark scheme.</p>
	<p>Component 2:</p> <p>Contextual & Comparative Study</p> <p>‘Dracula’ – Bram Stoker & 18th/19th Century Unseen Extracts</p> <p>Unseen Prose Extract Booklet: Stevenson/H.G Wells/Poe/Lewis etc</p> <p>Context – History of Gothic Genre, Victorian Gothic & ‘Fin De Siecle’ Critical Theory – Feminism/Psychoanalysis/ Marxism</p> <p>Independent Study – Individual chosen text study & presentation.</p>	<p>To demonstrate close reading skills in analysing unseen prose extracts.</p> <p>To identify and consider how attitudes and values are expressed in unseen extracts.</p> <p>To explore contrasts, connections and comparisons between different literary texts</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements</p> <p>To communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</p>	<p>Students will begin to develop their close reading skills by exploring a variety of gothic extracts. This is to help them develop their understanding of gothic conventions alongside developing an understanding of the literary context of the genre.</p> <p>Students will continue to explore, analyse and evaluate Stoker’s novel, whilst considering and applying critical views in written responses to exam style questions.</p> <p>The main aim is to build knowledge and ensure students are aware of the Assessment objectives when writing responses.</p>

<p>Spring Term 1</p>	<p>Component 1:</p> <p>Drama and poetry pre-1900</p> <p>Chaucer - 'The Merchant's Tale'</p> <p>Critical views of Chaucer.</p> <p>Comparison with Ibsen</p> <p>Independent Study - Students will be encouraged to explore critical interpretations, ready for the comparative essays.</p>	<p>To understand the significance of cultural and contextual influences on readers and writers.</p> <p>To identify and consider how attitudes and values are expressed in their chosen text</p> <p>To explore contrasts, connections and comparisons between their chosen literary texts.</p> <p>To explore ways in which texts relate to each other and to literary traditions, movements and genres.</p>	<p>Students will continue to read and analyse Chaucer's text whilst making direct links with Ibsen's. Students will be encouraged to make comparisons between character/theme/ context.</p> <p>Whilst developing critical responses to Chaucer's text, students will begin answering exam style questions that address all AO requirements.</p> <p>Skills learnt here will be used during the summer term when comparative coursework begins. From past experience, linking argument effectively is a weakness of many students. Practice of this essential skill throughout this half term will aid success in coursework.</p>
	<p>Component 2:</p> <p>Contextual & Comparative Study :</p> <p>Angela Carter – 'The Bloody Chamber'.</p> <p>Comparative & Contextual Study Text 2</p> <p>Study of 'Bloody Chamber' – Characterisation/themes/gothic tropes/narrative techniques. In the following stories;</p> <ul style="list-style-type: none"> • The Bloody Chamber • The Snow Child • The Lady of the House of Love • The Werewolf • The Tiger's Bride <p>Context – Female Gothic & Feminism/links with Dracula</p> <p>Independent Study – Extract Booklet & Gothic literary timeline</p>	<p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p> <p>To explore ways in which texts are interpreted by different readers, including over time.</p> <p>To use literary critical concepts and terminology with understanding and discrimination.</p>	<p>Students will begin to read and analyse Angela Carter's collection of short stories, whilst exploring and understanding Carter's use of gothic conventions, literary context and historical context</p> <p>Students will be expected to begin to make links between Carter's gothic and Stoker's novel.</p> <p>Students will explore the literary context of the 'female gothic' and feminist critical views and how this may relate to Carter's writing.</p> <p>Students will begin to explore gothic style essay questions whilst considering direct links between both texts.</p>

<p>Spring Term 2</p>	<p>Component 1: Drama and poetry pre-1900</p> <p>Shakespeare: 'Hamlet'</p> <p>Study of Hamlet – Characterisation & Themes and Shakespeare's Tragedy & Revenge Tragedy – Extract analysis (AO2)</p> <p>Independent Study Booklet (AO5)</p>	<p>To analyse the text in close detail, exploring Shakespeare's use of language and dramatic effects.</p> <p>To consider issues raised in a specific extract in relation to their understanding of the play as a whole.</p> <p>To explore ways in which the chosen play is/has been interpreted by different audiences, including over time</p>	<p>As students have now learnt how to address all AOs, they are now ready to begin the most challenging text (in terms of AO requirements).</p> <p>Students will begin by exploring plot, character, theme, language, structure and the conventions of tragedy in Hamlet.</p> <p>Alongside reading the play, key extracts will be analysed in order to develop AO1 and AO2 skills needed for the Block C exam. Skills built on last term (close reading gothic responses) will aid students here.</p> <p>Also, students will be given regular independent study tasks in a booklet provided, that will develop independence and interest in literature beyond the classroom, whilst continuing to build on AO5 skills.</p>
	<p>Component 2:</p> <p>Contextual & Comparative Study :</p> <p>\Angela Carter – 'The Bloody Chamber' & Unseen Extracts</p> <p>(Female Gothic – Radcliffe/Bronte/Morrison/20th Century Gothic)</p> <p>Independent Study – 'Regeneration' by Pat Barker Booklet</p>	<p>To demonstrate close reading skills in analysing unseen prose extracts.</p> <p>To identify and consider how attitudes and values are expressed in unseen extracts.</p> <p>To communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</p> <p>To explore ways in which texts relate to one another and to literary traditions, movements and genres.</p> <p>To explore ways in which texts are interpreted by different readers, including over time.</p> <p>To use literary critical concepts and terminology with understanding and discrimination.</p>	<p>Students will continue to make links between Carter's gothic and Stoker's novel.</p> <p>Students will continue to explore the literary context of the 'female gothic' and feminist critical views in Carter's writing and a series of extracts.</p> <p>Students will develop their critical appreciation of a variety of Gothic extracts.</p> <p>Students will to continue explore gothic style essay questions whilst making direct links between both texts in order to develop essay writing skills.</p> <p>Students will read 'Regeneration' independently, whilst completing tasks in booklet provided. This is to ensure that students are prepared for NEA.</p>

<p>Summer Term 1</p>	<p>Component 1: Drama and poetry pre-1900</p> <p>Shakespeare: ‘Hamlet’</p> <p>Psychoanalytical theory: Freud, Feminist readings and other critical views.</p> <p>The study of various film adaptations (focus on key scenes): Olivier/Branagh/Zeffereilli/Dorane.</p> <p>Independent Study Booklet - Students will also be expected to read, and make notes on, film reviews (past and present)</p> <p>Revision for Block C – exam style Hamlet response</p>	<p>To explore ways in which the chosen play is/has been interpreted by different audiences, including over time</p>	<p>Having understood the key ideas, character, conventions of tragedy and Shakespeare’s use of language and literary devices, students will begin to evaluate a variety of interpretations in order to inform their own opinions/critical views about Shakespeare’s text.</p> <p>Students will also be encouraged to watch film adaptations at home to strengthen their knowledge.</p>
	<p>Component 3 – NEA Comparative essay (12.5%)</p> <p>‘The Not Dead’ by Armitage & ‘Regeneration’ by Pat Barker.</p> <p>Independent Study: NEA planning & Preparation – students will use a ‘coursework tracker’ that will be checked on a weekly basis.</p>	<p>To explore the contexts of the texts they are reading and others’ interpretations of them.</p> <p>To explore connections across the texts.</p> <p>To identify and consider how values are expressed in texts.</p> <p>To draw on their understanding of different interpretations in responding to and evaluating the chosen texts.</p> <p>To communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.</p>	<p>The main aim is to start the longer piece of NEA (2000 words) in order to give students time to plan their essay focus, which will prepare them for their independent planning during the summer break.</p> <p>The main rationale behind this is to ensure that NEA is not prolonged in y13 and focus on task is paramount.</p> <p>All work completed in previous terms will ensure that the students are confident in addressing all AO requirements for this piece.</p>
<p>Summer Term 2</p>	<p>Component 3 – NEA</p> <p>Close Reading CWK</p> <p>Death of A Salesman.- Miller’s Tragedy & The Modern Man</p>	<p>To demonstrate close reading skills.</p> <p>To identify and consider how attitudes and values are expressed in the chosen text.</p>	<p>Rationale as above.</p> <p>Close reading skills that have been developed throughout previous terms will be of paramount importance to success in this piece.</p>

	<p>Independent Study: NEA planning & Preparation – students will use a 'coursework tracker' that will be checked on a weekly basis.</p>	<p>To communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.</p>	
--	---	---	--