

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12 Lit MRY	<p><b><u>An Introduction to Comedy: Poetry Anthology Paper 1B</u></b></p> <ul style="list-style-type: none"> <li>• Tropes of comedic poetry</li> <li>• Exploration of form and structure and their comedic effect.</li> <li>• Various contexts explored surrounding the poems.</li> <li>• Skills of linking and comparison developed.</li> <li>• Terminology of poetry developed and explored.</li> </ul>		<p><b><u>An Introduction to Crime: The Murder of Roger Ackroyd Paper 2A</u></b></p> <ul style="list-style-type: none"> <li>• Tropes of crime fiction</li> <li>• Crime subgenres</li> <li>• 1920s context</li> <li>• Role of Christie as a female author</li> <li>• Role of victim</li> <li>• Social Commentary</li> <li>• Narrative structure</li> <li>• Christie's influence on other writers within the genre</li> <li>• Construction of evaluator essays</li> </ul>		<p><b><u>NEA Narrative Coursework: Theory and Independence.</u></b></p> <ul style="list-style-type: none"> <li>• Taught narrative theory based on the AQA Critical Anthology</li> <li>• Independent text choice based on discussion with teacher</li> <li>• Setting of essay question based on text and specific area of narrative interest</li> </ul>	<p><b><u>An Introduction to Shakespearean Context and Comedy: Paper 1B</u></b></p>
	<p><b>Initial essays based on poems in isolation using AS level questions. As the course progresses this is replaced by comparison questions as used in the A2 exams.</b></p>		<p><b>Context and theory test in week 3. Assessed essays every three weeks. Final timed essay at end of Spring Term 2.</b></p>		<p><b>First drafts due in week 4. Final drafts due in before the end of summer term.</b></p>	<p><b>Final Y12 mock exam.</b></p>
12 Lit JJN	<p><b><u>An Introduction to Comedy: Emma Paper 1B</u></b></p> <ul style="list-style-type: none"> <li>• Novel as a literary form</li> <li>• Comedic tropes within the genre.</li> <li>• Context of the Regency era.</li> <li>• The role of women in literature</li> <li>• Satire</li> </ul>			<p><b><u>NEA Critical Theory: Feminism and Marxism</u></b></p> <p>Exploration of AQA Critical Anthology: Feminism and Marxism.</p>	<p><b><u>NEA Rossetti Coursework: Marxism and Feminism</u></b></p> <ul style="list-style-type: none"> <li>• Taught content to include a range of Christina Rossetti poems</li> <li>• Linked to Marxist and/or Feminist theory.</li> <li>• Setting of essay question based on choice of poems and area of critical interest.</li> </ul>	<p><b><u>An Introduction to Crime Poetry – Robert Browning: Paper 2A</u></b></p>
	<p><b>Assessment initially based on small context tests and checks. As reading of the novel progresses, written assessment becomes more formal including timed essays and homework responses. Mock exam comparing poetry with Emma at the end of Term 1.</b></p>			<p><b>Content tests based on theory learned over the course of the term.</b></p>	<p><b>First drafts due in week 4. Final drafts due in before the end of summer term.</b></p>	<p><b>Final Y12 mock exam.</b></p>

13 Lit MRY	<u>Shakespearean Comedy: Twelfth Night</u> <u>Paper 1B</u> <ul style="list-style-type: none"> <li>Conventions of Elizabethan drama</li> <li>Context: Literary/Social/Historical</li> <li>Commedia Del'arte</li> <li>Dramatic terminology</li> <li>Conventions of comedy</li> <li>Role of women in drama</li> <li>Interpretations and the play in performance</li> </ul> <p>Approaches to both extract and evaluation questions.</p>		<u>Crime Poetry – Crabbe and Wilde</u> <u>Paper 2A</u> <ul style="list-style-type: none"> <li>Ballad of Reading Goal</li> <li>Peter Grimes</li> </ul> <p>Associated context and poetical terminology to the poem taught as the term progresses.</p>	<u>Unseen Crime Extracts:</u> <u>Paper 2A</u> <ul style="list-style-type: none"> <li>Revision of crime subgenres</li> <li>Exposure to a wide range of crime extracts</li> <li>Teaching of how to identify genre tropes, context and effects.</li> </ul>	<u>Revision of whole course</u> <ul style="list-style-type: none"> <li>Revision of all texts studied</li> <li>Final explanation and exploration of exam demands</li> <li>Practice planning and essays under timed conditions</li> <li>Meeting with individual students to discuss areas of specific need.</li> </ul>	<u>Exams</u>	
<p><b>Initial focus on extract based questions</b>  <b>As reading and study of the play continues, focus shifts to evaluation style questions.</b>  <b>Assessment at regular intervals including an initial mock at five weeks.</b></p>		<p><b>Two essays over the course of the term in the order of teaching.</b></p>	<p><b>Exam questions planned in each lesson.</b>  <b>Two essays over the course of the half-term</b></p>	<p><b>Regular timed essays and content test based on identified, specific needs of students.</b></p>			
13 Lit JJN	<u>Crime Poetry: Robert Browning</u> <u>Paper 2A</u> <ul style="list-style-type: none"> <li>Porphyria's Lover</li> <li>My Last Duchess</li> </ul> <p>Conventions of crime and poetry. Context of Browning.</p>	<u>Comedy Pre-1900 Drama: The Importance of Being Earnest</u> <u>Paper 1B</u> <ul style="list-style-type: none"> <li>Satire</li> <li>Dramatic conventions</li> <li>Context of late 19<sup>th</sup> century performance</li> <li>Wilde's personal context.</li> </ul>	<u>Crime: Atonement</u> <u>Paper 2A</u> <ul style="list-style-type: none"> <li>Exploration of complex narrative structure</li> <li>Context of the novels settings</li> <li>Post-modernism as a genre</li> <li>Exam practice at regular intervals</li> <li>Conventions of crime genre including character, setting, tone etc.</li> <li>Social commentary</li> <li>Role of the victim</li> <li>Detection</li> </ul>		<u>Revision of whole course</u> <ul style="list-style-type: none"> <li>Revision of all texts studied</li> <li>Final explanation and exploration of exam demands</li> <li>Practice planning and essays under timed conditions</li> <li>Meeting with individual students to discuss areas of specific need.</li> </ul>	<u>Exams</u>	
<p><b>Two essays over the course of the term.</b></p>		<p><b>Two essays over the course of the term.</b></p>	<p><b>Comprehension tests at regular intervals.</b>  <b>Exam style questions at regular intervals throughout the term as reading progresses.</b></p>		<p><b>Regular timed essays and content test based on identified, specific needs of students.</b></p>		