



Content

This year's Year 12 students will be preparing for an internal exam on the following texts:

- "The Duchess of Malfi" by John Webster. This powerful Jacobean revenge tragedy is full of intense imagery, and features one of the great heroines in theatre.
- "Poems of the Decade: An Anthology of the Forward Books of Poetry". Students will analyse a selection of poems from 2000-2010, offering them a stimulating opportunity to engage with contemporary poetry: works that speak of danger and wonder, fear and love.
- Prose: 1 hour exam
- "The Handmaid's Tale" by Margaret Atwood and 'Never Let Me Go' by Kazuo Ishiguro. These two brilliant dystopian novels will be studied comparatively, with students encouraged to connect and contrast them in terms of language, structure, theme and context.

In Year 13, students complete a piece of coursework (20% of the A-level), and also study two more texts, while also revising and developing the skills required for success in their final summer exams.

Students will study two more exam texts:

- "Othello" by William Shakespeare. This intense tragedy allows students to explore ideas about race and gender in early modern England and Europe, while also analyses some of Shakespeare's greatest characterisation and language.
- Romantic poetry. Students analyse an anthology of poems representative of the Romantic movement, from Wordsworth and Blake to Keats and Byron, while also discovering about the ideological, political and socio-economic contexts of late eighteenth and early nineteenth-century Britain.

Coursework: one 3,000 word critical, comparative essay on twentieth-century drama:

- "Betrayal" by Harold Pinter and "Who's Afraid of Virginia Woolf" by Edward Albee will be the two texts studied for the coursework. Students will be given a selection of questions to choose from, allowing them to demonstrate their engagement with the complexities and contexts of such seemingly contrasting plays. Critical material will also be studied, and students will produce an academically rigorous essay which covers all the exam board's assessment objectives.

Skills:

- To encourage an enjoyment and appreciation of English Literature.
- To develop a sense of style, period and form.
- To demonstrate knowledge, insight and understanding in the interpretation of texts and of essay questions.
- To demonstrate the ability to communicate responses clearly in a style appropriate to literary study.

Homework

In addition to classes on set books there are units of work on close reading and criticism. Essays are the main form of homework, though supplementary reading and other exercises are set from time to time. There is usually one essay per week for Year 12. In Year 13 students are expected to write extended essays under examination conditions. Students of English Literature are expected to spend at least five

hours per week on the subject outside class time. They are expected to take a thoughtful interest in the arts and other adjacent areas of study.

Assessment

Ongoing internal assessment is carried out during the year through essays and during internal examinations. The student sits their main internal examination in the summer term. In Year 13 the student sits their external examination in the summer term. Coursework is completed in the Spring term.

Digital usage in this subject

All students use Google Classroom to access resources and homework tasks, as well as study and revision advice. Recommended websites and videos will be posted through Google Classroom. Most teaching resources (such as Study Guides to A level English Literature texts) are shared with pupils via Google Classroom.

Students may also be asked to use Pages, Keynote and Numbers to produce work and to collaborate using Google Education apps including Docs, Slides and Forms. Some members of the department also use the Showbie app. Pupils are regularly asked to work collaboratively (in groups, pairs etc) and to present ideas to the class. This will often involve a digital element (usually Keynote).

Pupils may also use digital versions of texts in the classroom for annotation, although books are preferred. Where books are inaccessible pupils may refer to digital texts. Film versions which aid understanding of texts in performance can be found on the film page of the Runnymede website.

Massolit is a key academic resource for learning and revision.

Average time spent each homework

One hour

Typical tasks set

- Consulting resources on Google Classroom
- Producing presentations
- Collaborative work
- Research
- Reading exemplar/modelled work from teachers/peers

Resources and Materials

The school library and the English Department book collection offer a wide range of background reading in all genres, from the medieval times to the present day.

Apps and websites habitually used

- Google Classroom
- Showbee
- Intranet film page
- Massolit