

	Autumn Term	Spring Term	Summer Term
Year 12	<p>Curriculum:</p> <p>First 10 weeks (Teachers 1 & 2) Paper 1: Aspects of Tragedy Tragic Theory: Classical, Medieval and Morality, Jacobean, Shakespeare, Victorian, Modern.</p> <p>Paper 1: Aspects of Tragedy Section A and B <i>Othello</i>, by William Shakespeare (c. 1603) a study of plot, characters, themes, context, and links with the wider genre of tragedy. Discussion of pupils' varying interpretations of the text in order to develop A01, constructing articulating and justifying an individual viewpoint on the text.</p> <p>Final 4 weeks Teacher 1: Paper 1: Aspects of Tragedy Section C <i>The Great Gatsby</i>, F. Scott Fitzgerald (1925) a study of plot, characters, themes, context, and links with the wider genre of tragedy.</p> <p>Teacher 2: Paper 1: Aspects of Tragedy Section C <i>Richard II</i>, by William Shakespeare (c. 1597) a study of plot, characters, themes, context, and links with the wider genre of tragedy.</p>	<p>Curriculum:</p> <p>First 10 weeks Teacher 1: Paper 1: Aspects of Tragedy Section C <i>The Great Gatsby</i>, F. Scott Fitzgerald (1925) a study of this collection of poetry focusing on key themes, the poet's methods, and the multiple different possible interpretations of the work.</p> <p>Teacher 2: Paper 1: Aspects of Tragedy Section C <i>Richard II</i>, by William Shakespeare (c. 1597) a study of this collection of poetry focusing on key themes, the poet's methods, and the multiple different possible interpretations of the work.</p> <p>Final 2 weeks (Teachers 1 & 2) Critical Anthology NEA Introduction to different critical lenses presented in the exam board anthology and how to incorporate these schools of literary criticism into students' own writing.</p>	<p>Curriculum:</p> <p>First 2 weeks (Teachers 1 & 2) Critical Anthology NEA Further study of different critical lenses; students select which ones they intend to use in NEA.</p> <p>Next 8 weeks Teacher 1: Poetry NEA: <i>The World's Wife</i>, Carol Ann Duffy a study of this collection of poetry focusing on key themes, the poet's methods, and the multiple different possible interpretations of the work.</p> <p>Teacher 2: Poetry NEA: <i>Selected Poems</i>, T.S. Eliot a study of this collection of poetry focusing on key themes, the poet's methods, and the multiple different possible interpretations of the work.</p> <p>Final 2 weeks (Teachers 1 & 2) Prose NEA: with guidance, students select their prose text, formulate a title and essay focus and produce a detailed plan – to be checked in tutorials.</p>
	<p>Formal Assessment*:</p> <p>Practice essays: one formally marked and graded essay, on <i>Othello</i>; one extract analysis on <i>The Great Gatsby</i> and one extract analysis on <i>Richard II</i>.</p> <p>CHRISTMAS HOMEWORK: Practice Paper 1 Section B essay on <i>Othello</i>.</p>	<p>Formal Assessment*:</p> <p>Practice essays, and one formally marked and graded essay on <i>The Great Gatsby</i> and one on <i>Richard II</i>, in preparation for exams.</p> <p>Y12 Mock Exams</p> <p>EASTER HOMEWORK: Study Critical Anthology and pre-read Poetry NEA texts.</p>	<p>Formal Assessment*:</p> <p>First NEA assessment: a 1500 word coursework essay on one of the two poetry texts viewed through a critical lens.</p> <p>Y12 Mock Exams</p> <p>SUMMER HOMEWORK: Complete first draft of Prose NEA.</p>

Year 13	<p>Curriculum:</p> <p>Ongoing (Teachers 1 & 2) Prose NEA: One to one tutorials to help students complete second NEA. Pupils work independently on an essay on a novel of their own choice, applying the skills learned so far.</p> <p>First 3 weeks (Teachers 1 & 2) Paper 2: Elements of Political and Social Protest Writing Section A: Practical Criticism Political and Social Protest Writing learning how to analyse extracts from political and social protest texts in comparison with the genre.</p> <p>Next 9 weeks Teacher 1: Paper 2: Elements of Political and Social Protest Writing Section B/C: <i>A Doll's House</i>, by Henrik Ibsen (1879) a study of plot, characters, themes, context, and links with the wider genre. Discussion of pupils' varying interpretations of the text.</p> <p>Teacher 2: Paper 2: Elements of Political and Social Protest Writing Section B/C: <i>The Kite Runner</i>, by Khaled Hosseini (2003) a study of plot, characters, themes, context, and links with the wider genre. Discussion of pupils' varying interpretations of the text.</p>	<p>Curriculum:</p> <p>Teacher 1: Paper 2: Elements of Political and Social Protest Writing Section A: Practical Criticism Political and Social Protest Writing continued practice of unseen extract analysis in this genre.</p> <p>Paper 1: Aspects of Tragedy Revision Section A,B and C <i>Othello and Gatsby</i> They will acquire the skills to examine a passage from <i>Othello</i> and how it fulfils the genre requirements, and further develop their ability to debate questions around key characters and themes.</p> <p>Teacher 2: Paper 2: Elements of Political and Social Protest Writing Section B/C: <i>Songs of Innocence and Experience</i>, by William Blake (1789) a study of plot, characters, themes, context, and links with the wider genre, and discussion of pupils' varying interpretations of the text in order to develop A01, constructing articulating and justifying an individual viewpoint on the text.</p>	<p>Curriculum:</p> <p>(Teachers 1 & 2) Revision and revisiting of all set texts. Practical criticism practice for Paper 2 Section A. Honing of essay writing skills, and preparation for exams, including how to choose which question to answer on which text for Paper 2 Section C.</p> <p>FINAL EXAMS</p>
	<p>Formal Assessment*:</p> <p>Practice essays: one formally marked and graded essay on <i>A Doll's House</i>; one on <i>The Kite Runner</i>.</p> <p>Feedback on first draft of second NEA assessment: a 1500 word coursework essay on a novel viewed through a critical lens.</p> <p>CHRISTMAS HOMEWORK: Final draft of Prose NEA.</p>	<p>Formal Assessment*:</p> <p>One formally marked and graded essay on <i>Songs of Innocence and Experience</i>. Formative feedback on practice essays on <i>Othello</i> and <i>Gatsby</i>.</p> <p>Y13 Mock Exams</p> <p>NEA moderation and submission. AQA deadline: 15th May.</p> <p>EASTER HOMEWORK: Revision of all elements.</p>	<p>Formal Assessment*:</p> <p>End of course external examinations: Paper 1: Aspects of Tragedy (40%) Paper 2: Elements of Social and Political Protest (40%) (NEA: two coursework essays comprising 20%)</p>

*At CamSF, assessment happens at many levels and is perhaps most important when teachers assess what students have learned and remembered within the classroom. Timely feedback is so important in enabling progress and knowledge retention.