

What are the aims and intentions of this curriculum?

During the second year of studying the English literature B specification, (7717), students will be building up on knowledge garnered in the previous year, while exploring Aspects of Tragedy, exploring the texts through the lens of the tragic genre, ultimately acknowledging that in all set texts, the tragic hero or heroine is flawed in some way, suffers and causes suffering to others, sometimes blurring the boundaries between villains and victims. They will also need to consider: the elements of tragedy, the type of the tragic text, the settings, the journey towards death, their flaws, the role of the tragic villain or opponent, fate, the effect of the hero's action, the significance of violence and revenge, humour and moments of happiness, the structural pattern, the way that language is used to heighten the tragedy, how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition. In addition, they will be introduced to Elements of Crime Writing where in all the texts a significant crime drives the narrative and the execution and consequences of the crime are fundamentally important to the way the text is structured. The narratives are therefore focused on transgressions against established order and the specific breaking of either national, social, religious or moral laws. They will need to consider: the type of the crime text itself, whether it is detective fiction, a post-modern novel, a revenge tragedy, an account of a life lost to crime, the settings, the nature, the detection, the investigation, the victims, motifs, structure, language, how far there is a moral purpose and restoration of order, the way that crime writing is used to comment on society, ultimately, how crime stories affect audiences and readers.

Moreover, the specification encourages students to have their own voices, reflected in the NEA component, which requires students to explore aspects of their chosen prose and poetry texts through the lens of different critical ideas and for them to engage with the notion that meanings in literature are not fixed and are influenced by many external factors that may be brought to bear on texts. This area of the course provides a challenging and wide-ranging opportunity for an introduction to different ways of reading and for independent study.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none"> Outline of NEA plans The Critical Anthology Tragic Conventions Othello (Question 1) Elements of Crime Writing Context Author's Background Introduction to 'Atonement' 	<p>Students should:</p> <ul style="list-style-type: none"> Research and use the critical anthology and subsequent theories to plan their NEA assessment Analyse selected extracts in the play, exploring aspects of tragedy and linking ideas to the genre Identify and understand key elements of crime, as well as appropriate terminologies, and incorporate them in writing Explain the significance of Post Modernism in the crime genre Read the selected text and link emerging ideas to the author's intention 	<p>Students are able to identify relevant patterns that emerge in the selected texts, thereby aiding them in recognizing parallels created by the author, playwright or poet. This in turn will allow them to select appropriate quotes, show how links are made with context and the base texts, as well as drawing inferences and forming informed analyses, thus bringing authorial methods to the fore. Furthermore, with deeper exploration of the texts and the possible theories that arise, they will then be able to use these as the foundations to critique and comment on human nature.</p>	<p>Reading</p> <ul style="list-style-type: none"> Extract analysis in 'Othello' <p>Writing:</p> <ul style="list-style-type: none"> Research on context (Crime) <p>Speaking:</p> <ul style="list-style-type: none"> Group presentations on contextual ideas

<p>Autumn 2</p>	<ul style="list-style-type: none"> • Shakespeare’s Othello-Debate (Question 2) • Authorial Methods • Submission of 1st draft of NEA (Conventional and Re-creative) • Elements of narrative writing in ‘Atonement’ • Structuring an argument • Introduction to unseen crime text 	<ul style="list-style-type: none"> • Understand how to construct arguments for a debate, linking to aspects of tragedy • Utilise authorial methods in their writing to enhance arguments • Use ideas from the critical anthology to construct their draft one of their NEAs. • Link elements of crime writing to ideas explored in Atonement • Examine selected unseen crime extracts from different periods- crime noir, Golden age, etc. • Use exemplars and structural guides to write an essay 	<p>Students will be able to use the knowledge garnered in their previous learning to construct arguments for a debate which will significantly improve students’ listening and deductive skills, as they work in collaboration. Furthermore, their NEA responses will allow them to hone in on research skills, as they consider the validity of points put forward, not only through reflection, but also through hypothesis as they articulate ideas. Furthermore, they will be able to show their understanding of the crime component by integrating skills learnt in studying tragedy, annotating, summarizing, analyzing, presenting differing viewpoints thus enabling them to reflect and compose their own ideas.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Debate question on ‘Atonement’ <p>Writing:</p> <ul style="list-style-type: none"> • Research on critical theories <p>Speaking:</p> <ul style="list-style-type: none"> • Debating ideas in Othello
<p>Spring 1</p>	<ul style="list-style-type: none"> • Elements of poetry • Introduction to Coleridge’s, The Rime of the Ancient Mariner • Context of The Rime... • Introduction to comparative essays. • Romanticism, Feminism and Capitalism • Comparative essays (Keats and DOAS) • Submission of 2nd draft NEA • The American Dream • Critical theories • Comparative on DOAS and Gatsby 	<ul style="list-style-type: none"> • Discuss the significance of the poetry conventions used in selected texts • Understand the social, cultural and historical context of the poem and how it influences Coleridge’s writing • Explore ideas about the 18th century justice system, religion, slavery, industrial revolution, etc. • Compare and contrast ideas in ‘Atonement’ and ‘Rime’ and link to elements of crime • Use ideas about Romanticism and other relevant critical theories to enhance arguments • Construct relevant ideas debating similar and contrasting ideas linking to aspects of tragedy on selected texts • Submit 2nd draft of NEA, assessment 	<p>Studying the conventions of poetry will allow students to make relevant associations through highlighting and linking these to the elements of crime writing, as well as aspects of tragedy. Moreover, as they take a more critical approach to their study, this will greatly enhance their evaluative skills as they assess and defend their ideas comparing and contrasting ideas that arise in the texts. Furthermore, as they incorporate ideas from critical theories, they will gain a better understanding about society, developing a greater level of empathy which will ultimately be reflected in their discussions about everyday life and how that ties in to the context of the texts they are exploring.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Extract analysis in Unseen crime extract <p>Writing:</p> <ul style="list-style-type: none"> • NEA tasks- conventional <p>Speaking:</p> <ul style="list-style-type: none"> • Quote explosions and commentary on DOAS and Gatsby

<p>Spring 2</p>	<ul style="list-style-type: none"> Aspects of Tragedy- Developing arguments Practice Papers: Othello- Q1 & 2 Final draft submission for NEA Further reading on theories Practice Papers: comparative- Q3 Introduction to Golden age crime writing Reading of 'The Murder of Roger Ackroyd' Class structure of British middle class in the 20th century Comparing crime texts Unseen Extract analysis 	<ul style="list-style-type: none"> Use critical quotes to develop and write arguments for a debate Complete introductions, conclusions and whole essays on specific questions Incorporate theories to enhance arguments linking to the tragic genre Submit final draft of NEA assessment Evaluate the literary and historical context of, 'Murder of Roger Ackroyd' Examine the features of Golden Age crime writing and link to emerging ideas in the text Explore the significance of social construct, values and ideologies of British middle class in the 20th century Examine the presentation of criminals, victims, significance of place and the actual crime. Alternate how crime texts studied can be compared Explore ideas about crime in unseen extracts 	<p>In charting the journeys of the protagonist and antagonist, students are able to investigate the relevance of Neo-Classists, Romanticism, The Golden Age, The American Dream, and a myriad of other theories, through discovery learning, thereby, finding the correlation between those ideas and their genre of study. Additionally, ample opportunities are given to students to practice selecting and retrieving suitable quotes appropriate to their debate and analysis. This allows them to become more independent at researching, reviewing and assessing their own writing, while learning from their collaboration with their peers. Through this, they also begin are able to identify their own strengths and weaknesses, as they develop their own strategies for learning and writing, thus fueling a deep sense of accomplishment and responsibility.</p>	<p>Reading</p> <ul style="list-style-type: none"> Writing on a single crime text NEA task Re-creative <p>Speaking</p> <ul style="list-style-type: none"> Presentation comparing ideas in Keats Poems and DOAS
<p>Summer 1</p>	<p>Exam preparation -Revision</p> <ul style="list-style-type: none"> The tragic genre/ aspects of tragedy All tragic set texts Key quotes Dramatic conventions Critical quotes and theories Elements of crime writing Unseen extracts All crime set texts <p>Exam essay writing skills/ timed writing</p> <ul style="list-style-type: none"> Extracts Comparison/ debate Writing introductions, development and conclusions 	<ul style="list-style-type: none"> Identify and link ideas in the text to aspects of tragedy Recall key quotes relevant to each genre of study Compile relevant information or create cue cards for study Include dramatic conventions and relevant authorial methods in analysis of ideas in selected texts Write informed criticisms on specific texts linking to either tragedy or crime Use theories and critical quotes as the basis to comment on ideas about human nature Complete timed writing on extracts, single texts and comparative texts 	<p>At the final stage of study, students will be consolidating all that they have learnt in the previous terms, maximizing their areas of strengths and minimizing aspects of weaknesses. They will be creating mind-maps, defining outlining, highlighting, categorizing and presenting pertinent points of study. Through constant self/ group assessment and evaluation, they will be able to explore multiple interpretations, judging the accuracy of their own ideas, which will enable them to extend and expand thus giving greater depth to their responses. By consolidating and synthesizing all that they have garnered, they are better able to comprehend, organize and argue and express their ideas more accurately.</p>	<p>Reading and Writing</p> <ul style="list-style-type: none"> Extract analysis in 'Othello' Unseen Crime Comparative questions <p>Speaking:</p> <ul style="list-style-type: none"> Presenting arguments on all relevant texts