

YEAR 12 LONGTERM PLAN 2021/2022 – LITERATURE (AQA 7712)

TERM	AUTUMN 1		AUTUMN 2		SPRING 1	
WEEKS	X weeks		X weeks		X weeks	
TEACHER	TEACHER 1	TEACHER 2	TEACHER 1	TEACHER 2	TEACHER 1	TEACHER 2
COMPONENT	PAPER 1, SECTION B	PAPER 2A, SECTION B	PAPER 2A, SECTION A	PAPER 2A, SECTION B	PAPER 1, SECTION C	PAPER 2A, SECTION B
%	13.3%	13.3%	13.3%	6.5%**	6.5%**	6.5%**
UNIT OF STUDY (5 lessons per week)	<i>UNSEEN POETRY</i>	<i>UNSEEN PROSE</i>	<i>JOURNEY'S END</i>	<i>SCARS UPON MY HEART</i>	<i>REBECCA</i>	<i>LIFE CLASS</i>
MARKS	25 marks	25 marks	25 marks	25 marks*	25 marks*	25 marks*
KEY TERMS & IDEAS	<p>An introduction to close reading and a deep interrogation of unseen texts.</p> <p><i>Humour; First Person Narrative; Addressee; Form (Sonnet, Monologue, Villanelle, Ode etc.) Imagery; Sound (Alliteration, Assonance, Consonance); Rhyme; Metre.</i></p> <p><i>Traditional; Conventional; Subversive; Experimental.</i></p>	<p>An introduction to World War One as a historical event and the literature produced by its impact on the world.</p> <p><i>The role of men and women at war; the futility of war; waiting; trauma; physical and psychological violence; masculinity and manhood; femininity and womanhood; new roles in society; mother/father figures; naivete and youth; propaganda and patriotism; hope and hopelessness; loss and death.</i></p>	<p>Whole text study: themes, characterisation, analysis informed by contextual knowledge; links to wider reading.</p> <p><i>The role of men at war; the futility of war; waiting; physical and psychological violence; trauma; physical and psychological crutches; masculinity and manhood; father figures; naivete and youth; propaganda and patriotism; hope and hopelessness; communication and silence; loss and death; symbolism of light.</i></p>	<p>A close reading of the language, structure and form of selected poems across the anthology.</p> <ul style="list-style-type: none"> - Links across anthology; - Relevant contextual information. <p><i>The role of women at war; propaganda, jingoism and patriotism; violence; sacrifice; liberation; the suffragette movement; futility of war; hope and hopelessness; regret and guilt.</i></p>	<p>Whole text study: themes, characterisation, analysis informed by contextual knowledge; links to wider reading.</p>	<p>Whole text study: themes, characterisation, analysis informed by contextual knowledge; links to wider reading.</p>
SKILLS	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.

HALFTERMLY ASSESSMENT SCOPED IN CLASS

MOCK EXAM: PAPER 1 SECTION B (UNSEEN POETRY) & PAPER 2 AQA 7712

AOs	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5	C T I O N B (J O U R N E Y ' S E N D)	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5
ASSESSMENT	Unseen poetry: 'The Sun Rising' by John Donne and 'The Love Poem' by Carol Ann Duffy. 'In the literature of love, loss is presented as inevitable.' In the light of this view, compare and contrast how love is presented in these two poems. [25 marks]	Unseen extract: a letter from Wilfred Owen to his mother (4 Feb 1917). Explore the significance of the setting in this extract. Remember to include your answer relevant detailed analysis of the way that Owen shapes meaning. [25 marks]	-	-		-	-
DEADLINE	TBC	TBC	-	TBC		-	TBC
DATA DROP	TBC	TBC	-	TBC		-	TBC
ENRICHMENT	Creative Writing workshops; Trip to the British Library.	TBC	TBC	TBC		TBC	TBC

YEAR 12 LONGTERM PLAN 2021/2022 – LITERATURE (AQA 7712)								
TERM	SPRING 2		H A L F T E R M L Y A S S E S S M E N T S C O M P L	SUMMER 1		M O C K E X A M P A P E R 1, S E C T I O N C & P A P E R 2A . S E C T I O N B	SUMMER 2	
WEEKS	X weeks			X weeks			X weeks	
TEACHER	TEACHER 1	TEACHER 2		TEACHER 1	TEACHER 2		TEACHER 1	TEACHER 2
COMPONENT	PAPER 1, SECTION C	PAPER 2A, SECTION B		PAPER 1, SECTION C	PAPER 2, SECTION B		NEA	NEA
%	6.5%**	13.3%		13.3%	13.3%		20%	20%
UNIT OF STUDY (5 lessons per week)	REBECCA	COMPARATIVE WRITING		PRE-1900 LOVE POETRY & COMPARATIVE WRITING	REVISION		NEA SET TEXT: A DOLL'S HOUSE/MOV	WIDER READING
MARKS	25 marks*	25 marks		25 marks	25 marks		50 marks	50 marks
KEY TERMS & IDEAS	Whole text study: themes, characterisation, analysis informed by contextual knowledge; links to wider reading.	Mastering comparative writing: - How to plan a comparative response;	A close reading of the language, structure and form of selected poems across the anthology. - Links across anthology;	Revising Paper 2A, Section B: - Scars Upon my Heart; - Life Class;	Whole text study: themes, characterisation, analysis informed by contextual knowledge; links to wider reading.	Researching around themes of interest that emerge out of students' study of A Doll's House. Reading widely and choosing an appropriate,		

		<ul style="list-style-type: none"> - Structured argument; - Accuracy of language use; - Even spread of analysis across both texts; - Relevant comparison; - Relevant contextual information. 	E T E D I N C L A S S	<ul style="list-style-type: none"> - Links to Rebecca; - Relevant contextual information. <p>Mastering comparative writing for these specific texts.</p>	<ul style="list-style-type: none"> - Comparative responses. 		<p>The role of women in literature; the role of women in society; constriction; marriage as social currency; psychological violence; reputation; language as a tool of oppression; nature imagery; proto-feminism; women's rights movements; secrecy and lies; identity as performance; emancipation and liberation.</p> <p>Critical theory: Freudian psychoanalysis: theory of repression and dreams. Judith Butler and Hélène Cixous gender theories.</p>	complimentary second text to compare to the NEA set text.
SKILLS	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.		Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.		Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.
AOs	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5		AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5		AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5
ASSESSMENT	'Pain is part of love.' In light of this view, explore the ways in which Daphne Du Maurier presents the pains of love. [23 marks]	Compare the significance of courage in two other texts you have studied. Remember to include in your answer reference to how meanings are shaped in the texts you are comparing. You must use one prose text written post-2000 and one poetry text in your response. You must write about at least two poems. [25 marks]		-	-		-	-
DEADLINE	TBC	TBC		-	TBC		-	TBC

DATA DROP	TBC	TBC	-	TBC	-	TBC
ENRICHMENT	TBC	TBC	TBC	TBC	TBC	TBC

YEAR 13 LONGTERM PLAN 2022/2023 – LITERATURE (AQA 7712)								
TERM	AUTUMN 1		FIRST DRAFT OF NEA DUE	AUTUMN 2		FINAL DRAFT OF NEA DUE	SPRING 1	
WEEKS	X weeks			X weeks			X weeks	
TEACHER	TEACHER 1	TEACHER 2		TEACHER 1	TEACHER 2		TEACHER 1	TEACHER 2
COMPONENT	PAPER 1, SECTION A	PAPER 2A, SECTION B		PAPER 1, SECTION A	PAPER 1, SECTION B		PAPER 2, SECTION B	PAPER 2, SECTION B
%	13.3%	20%		13.3%	13.3%		13.3%	13.3%
UNIT OF STUDY (5 lessons per week)	OTHELLO	NEA		OTHELLO	REVISION		REVISION	REVISION
MARKS	25 marks	50 marks		25 marks	25 marks		25 marks	25 marks
KEY TERMS & IDEAS	<p>Whole text study: themes, characterisation, analysis informed by contextual knowledge; links to wider reading.</p> <p>Representations of Gender and Sexuality; Youth & Beauty; Power, Conflict & Violence; War; Magic & Witchcraft; Jealousy; the Moor; Madness; Love, Trust & Betrayal; Appearance/Illusion vs. Reality; Tragedy; the Power of Language/Rhetoric.</p> <p>AO3: Jacobean society, the Moor in England; Venice as symbol of law and order in Europe; the 4 humours.</p>	<p>Independent comparative study of two whole texts including NEA set text and a text of choice on the following themes:</p> <p>The role of women in literature; the role of women in society; constriction; marriage as social currency; psychological violence; reputation; language as a tool of oppression; nature imagery; proto-feminism; women's rights movements; secrecy and lies; identity as performance; emancipation and liberation.</p>	<p>Whole text study: themes, characterisation, analysis informed by contextual knowledge; links to wider reading.</p> <p>Representations of Gender and Sexuality; Youth & Beauty; Power, Conflict & Violence; War; Magic & Witchcraft; Jealousy; the Moor; Madness; Love, Trust & Betrayal; Appearance/Illusion vs. Reality; Tragedy; the Power of Language/Rhetoric.</p> <p>AO3: Jacobean society, the Moor in England; Venice as symbol of law and order in Europe; the 4 humours.</p>	Unseen Poetry	Life Class & Scars	Unseen Prose	Revising plot, key themes, language, structure, form, planning for success, writing comparative responses.	

	<i>Critical theory: Edward Said's Theory of Orientalism.</i>	<i>Critical theory: Freudian psychoanalysis: theory of repression and dreams. Judith Butler and Hélène Cixous gender theories.</i>		<i>Critical theory: Edward Said's Theory of Orientalism.</i>		O N S)		
SKILLS	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.		Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.		Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.
AOs	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5		AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5		AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5
ASSESSMENT	<p><i>Extract: Act 2, Scene 1</i></p> <p>'In the literature of love, men control women.' In the light of this view, discuss how Shakespeare presents male attitudes towards women in this extract and elsewhere in the play. [25 marks]</p>	Independent titles.		<p><i>Extract: Act 1, Scene 1</i></p> <p>'Brabantio's role as Desdemona's father and Roderigo's role as her suitor suggest that they both love Desdemona. However, all that drives them is possessiveness, jealousy and pride.' In the light of this view, discuss how Shakespeare presents Brabantio and Roderigo in this extract and elsewhere in the play. [25 marks]</p>	<p><i>'Now that I am Forever' with Child by Audre Lorde (1934–1992) and 'The Victory' by Anne Stevenson (b. 1933)</i></p> <p>Both of the following poems are about the author's experiences of childbirth and motherhood. 'Lorde's poem celebrates being a mother, whereas Stevenson's does not.' In the light of this view, compare and contrast how love is presented in these two poems. [25 marks]</p>		<p>Compare the significance of hope in two other texts you have studied. Remember to include in your answer reference to how meanings are shaped in the texts you are comparing. You must use one prose text written post-2000 and one poetry text in your response. You must write about at least two poems. [25 marks]</p>	<p><i>Extract: The Blasphemer by Nigel Farndale.</i></p> <p>Explore the significance of courage in this extract. Remember to include your answer relevant detailed analysis of the way that Farndale shapes meaning. [25 marks]</p>
DEADLINE	TBC	TBC		-	TBC		-	TBC
DATA DROP	TBC	TBC		-	TBC		-	TBC
ENRICHMENT	RSC production; British Library articles; visit to the Globe Theatre.	TBC		RSC production; British Library articles; visit to the Globe Theatre.	TBC		TBC	TBC

YEAR 13 LONGTERM PLAN 2022/2023 – LITERATURE (AQA 7712)								
TERM	SPRING 2			SUMMER 1			SUMMER 2	
WEEKS	X weeks			X weeks			X weeks	
TEACHER	TEACHER 1	TEACHER 2		TEACHER 1	TEACHER 2		TEACHER 1	TEACHER 2

COMPONENT	PAPER 2, SECTION A	PAPER 1, SECTION C	PAPER 1, SECTION B + PAPER 2, SECTION B	PAPER 1, SECTIONS A & C		
%	13.3%	13.3%	27%	27%		
UNIT OF STUDY (5 lessons per week)	REVISION	REVISION	REVISION	REVISION		
MARKS	25 marks	25 marks	25 marks + 25 marks	25 marks + 25 marks		
KEY TERMS & IDEAS	<i>Journey's End</i> Revising plot, key themes, language, structure, form, contextual information, big ideas, alternative readings, planning for success, writing quality responses.	<i>Pre-1900 poetry & Rebecca</i> Revising plot, key themes, language, structure, form, contextual information, alternative readings, planning for success, writing comparative responses.	- <i>Unseen poetry</i> - <i>Unseen prose</i>	- <i>Othello</i> - <i>Rebecca & Pre-1900 love poetry</i>		
SKILLS	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.	Accurate written expression inc. subject terminology; analysis; understanding significance and influence of context; making connections across texts; other interpretations.		
AOs	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5	AO1, AO2, AO3, AO4, AO5		
ASSESSMENT	Examine the view that in <i>Journey's End</i> R C Sherriff presents only the futility of war. [25 marks]	'The most exhilarating aspect of love is its transient nature.' In light of this view, compare how the authors of two texts present the transient nature of love. [25 marks]	-	-		
DEADLINE	TBC	TBC	-	TBC		
DATA DROP	TBC	TBC	-	TBC		
ENRICHMENT	TBC	TBC	TBC	TBC		