



**St George's School**  
**ENGLISH LITERATURE**  
 KS5 Curriculum

<p><b>PREREQUISITE KNOWLEDGE &amp; SKILLS</b>  <i>The foundations needed to thrive in this subject.</i></p>	<p><b>Who should study this subject?</b>          Students with a keen interest in reading a wide range of literature texts. They should be interested in exploring how these relate to different societies. Students must be prepared to engage in class discussion as well as completing independent and critical wider reading. This course is well suited to those who enjoy evaluating and analysing texts</p> <p><b>Key Skills developed during KS4:</b>          Literacy is key. A background in how to structure an analytical essay is a prerequisite.</p> <p><b>St George's course entry requirements:</b>          In addition to the entry requirement for sixth form, a grade 6 or above in English Language and English Literature.</p>
<p><b>QUALIFICATION</b>  <i>Exam Board, aims and objectives</i></p>	<p><b>A Level English Literature ,EDUQAS</b>          The WJEC Eduqas A level in English literature encourages learners to develop their interest in and enjoyment of literature and literary studies as they:</p> <ul style="list-style-type: none"> <li>• read widely and independently both set texts and others that they have selected for themselves</li> <li>• engage critically and creatively with a substantial body of texts and ways of responding to them</li> <li>• develop and effectively apply their knowledge of literary analysis and evaluation</li> <li>• explore the contexts of the texts they are reading and others' interpretations of them</li> <li>• undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.</li> </ul> <p>This specification is based on a conviction that the study of literature should encourage enjoyment of literary studies based on an informed personal response to a range of texts. It provides learners with an introduction to the discipline of advanced literary studies and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama.</p> <p>This specification offers three components in discrete genres of study: poetry, drama and prose to allow learners to focus on the conventions and traditions of each genre in turn. A further component offers unseen prose and poetry to allow learners to focus separately on applying the skills of literary analysis acquired during the course as a whole.</p>
<p><b>ASSESSMENT</b>  <i>Internal monitoring and final assessment.</i></p>	<p><b>Internal Assessment:</b></p> <ul style="list-style-type: none"> <li>• Year 12 Component 1: Poetry (Summer term)</li> <li>• Year 13 Component 2: Drama (Spring term)</li> <li>• Year 13 Component 3: Unseen Poetry and Prose (Spring term)</li> </ul> <p><b>Final assessment:</b></p> <ul style="list-style-type: none"> <li>• Component 1: Poetry (2 hour open book)</li> <li>• Component 2: Drama (2 hour closed book)</li> <li>• Component 3: Unseen Texts (2 hours)</li> <li>• Component 4: NEA (2500- 3500 words – comparing two novels)</li> </ul>
<p><b>ENRICHMENT</b>  <i>Trips &amp; Visits, wider reading, etc.</i></p>	<p><b>Visits and Events:</b>          If showing, trips to theatre productions may be organised.</p> <p><b>Wider reading:</b>          Students are encouraged to read a range of texts to support with the unseen paper, as well as a variety of critical essays and articles that provide alternative interpretations.</p>
<p><b>NEXT STEPS</b>  <i>Where this subject can take you.</i></p>	<p><b>Related University Courses:</b>          English, Law, History, Journalism, Politics, International Relations, American Studies, Creative Writing, Theatre Studies (any essay-based courses).</p> <p><b>Career Paths:</b>          Law, Media, Journalism, Marketing, Editor, Publishing, Archivist, Social Media Manager, Public Relations, Teaching</p>

Year 12		
<b>Autumn Term</b>	<p><b>Topics:</b> Unseen poetry, Shakespeare, Poetry text</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Assessment:</b> Practise paragraphs and practise essays in Shakespeare and Poetry texts</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop fluent and accurate communication of ideas</li> <li>• Using evidence to support ideas</li> <li>• Developing analysis of language / form / structure / authorial methods</li> </ul>
<b>Spring Term</b>	<p><b>Topics:</b> Poetry Comparison</p> <p><b>Assessment:</b> Comparative poetry essay</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop fluent and accurate communication of ideas</li> <li>• Using evidence to support ideas</li> <li>• Developing analysis of language / form / structure / authorial methods</li> <li>• Comparing relevant aspects of text</li> <li>• Understanding literary concepts and constructing an argument</li> <li>• Understanding and analysis of relevant context</li> </ul>
<b>Summer Term</b>	<p><b>Topics:</b> Course work (comparison of two prose texts)</p> <p><b>Assessment:</b> Practise paragraphs, Year 12 Mock Exam</p>	

Year 13		
<b>Autumn Term</b>	<p><b>Topics:</b> Unseen Prose, Drama texts, King Lear, Coursework continued</p> <p><b>Assessment:</b> Unseen prose response, Responses for the two drama texts</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop fluent and accurate communication of ideas</li> <li>• Using evidence to support ideas</li> <li>• Developing analysis of language / form / structure / authorial methods</li> <li>• Comparing relevant aspects of text</li> <li>• Understanding literary concepts and constructing an argument</li> <li>• Understanding and analysis of relevant context</li> </ul>
<b>Spring Term</b>	<p><b>Topics:</b> Drama texts, Unseen, Coursework continued</p> <p><b>Assessment:</b> Practise responses for unseen prose, Essays for the drama texts, Year 13 mock exam</p>	
<b>Summer Term</b>	<p><b>Topics:</b> Revision of all topics</p> <p><b>Assessment:</b> A Level Exam</p>	