



Topic Name	Term	Skills Developed	Next link in curriculum	Other Notes
<p>Intro Unit – Prose/Summer work</p> <p><u>Component 3: Unseen Texts</u></p> <p><u>Section A: Unseen Prose</u></p> <p>Intro Unit - Poetry</p> <p><u>Component 1 Poetry</u></p>	<p>Autumn</p>	<p>In preparation for this section, learners should be given the opportunity to read a wide range of prose from the defined periods above.</p> <p>Learners will need to show an understanding of the ways a variety of contexts can influence texts and also how texts may be read in more than one way.</p> <p>Focus on structuring of arguments comparatively in preparation for Drama and Poetry units – comparative topic sentences. Use of opening chapters from <i>The Handmaid’s Tale</i> and <i>The Kite Runner</i>.</p> <p>AO1, AO2, AO3, AO4, AO5</p>	<p>Extracts used to develop close reading skills and introduce A Level level texts. Focus on AO2. Links made to NEA Component 4 to encourage students to think about potential texts. Links made to AO4 in preparation for Poetry and Drama units.</p> <p>Use same approach for unseen texts to cover extracts from four novels in scheme of work with idea to enable students to study/analyse texts for coursework themselves.</p> <p>Link approach to whole collection of poems to Component 1 Section B.</p>	<p>Teacher 1 and 2</p>
<p><u>Component 2: Drama Section B</u></p> <p><i>A Streetcar Named Desire</i></p>		<p>Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques. As studied alone at this point, emphasis on AO1, AO2, AO3. AO1, AO2, AO3, AO4, AO5</p>	<p>Students study text in detail before bringing in comparative text of ‘The Duchess of Malfi’.</p>	



<p><u>Component 1: Poetry</u> <u>Section B: Poetry Post</u> <u>1900 Larkin – The Whitsun Weddings</u></p>		<p>Section B is based on the study of two post-1900 paired poetry texts.</p> <p>Section B requires candidates to respond to one question from a choice of two on each pair of texts. In this section, candidates will need to demonstrate that they can explore connections across their chosen set poetry texts.</p> <p>AO1, AO2, AO3, AO4, AO5</p>	<p>Students are introduced to set texts for examination, analysis of poetry (AO2) and comparative skills (AO4),</p>	<p>Teacher 2</p>
<p><u>Component 2: Drama</u> <u>Section B</u> <i>A Streetcar Named Desire</i></p>	<p>Spring</p>	<p>Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques.</p> <p>As studied alone at this point, emphasis on AO1, AO2, AO3.</p> <p>AO1, AO2, AO3, AO4, AO5</p>	<p>Students continue to study text in detail before bringing in comparative text of 'The Duchess of Malfi'.</p>	<p>Teacher 1</p>
<p><u>Component 2: Drama</u> <u>Section B</u> <i>The Duchess of Malfi</i></p>		<p>Section B requires candidates to respond to one question from a choice of two. In this section, candidates will need to demonstrate they can explore connections across two drama texts.</p>	<p>Students read and study the more challenging text 'The Duchess of Malfi' using AO2 skills developed when studying 'A Streetcar Named Desire'. Opportunity to begin to compare texts (AO4)</p>	<p>Teacher 1</p>



<p><u>Component 1: Poetry</u> <u>Section B: Poetry Post</u> <u>1900 Duffy – Mean Time</u></p>		<p>Section B is based on the study of two post-1900 paired poetry texts.</p> <p>Section B requires candidates to respond to one question from a choice of two on each pair of texts. In this section, candidates will need to demonstrate that they can explore connections across their chosen set poetry texts.</p>	<p>Students are introduced to set texts for examination, analysis of poetry (AO2) and comparative skills (AO4),</p>	<p>Teacher 2</p>
<p><u>Component 3 Section A</u> <u>Unseen Prose</u> <i>(Both time periods covered)</i></p>		<p>Section A requires candidates to respond to one question from a choice of two. Each question will offer an unseen prose passage for analysis. Question 1 will take a prose passage from the period 1880-1910. Question 2 will take a prose passage from the period 1918-1939.</p> <p>Students will be given the opportunity to read a wide range of prose from the defined periods above.</p> <p>AO1, AO2, AO3, AO5.</p>	<p>Students are taught how to approach prose texts with consideration of all AOs in preparation for Component 4</p>	<p>Teacher 2</p>



<p><u>Component 4: Prose Study</u> <i>Coursework</i></p>	<p>Summer</p>	<p>One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000, nominated by the centre.</p> <p>AO1, AO2, AO3, AO4, AO5.</p>	<p>Students use skills taught in Autumn term in the Prose Introductory Unit and the skills taught through Poetry and Drama units to select appropriate prose texts, with help from class teachers and approval from Examination Board. Students read the texts before setting a question for Prose Study.</p>	<p>Teacher 1 and 2</p>
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