



Curriculum Map – Year 13 – English Literature (Eduqas)

Topic Name	Term	Skills Developed	Next link in curriculum	Other Notes
<u>Component 4: Prose Study</u> Coursework (first three weeks)		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. AO1, AO2, AO3, AO4, AO5.	Students use skills taught in Autumn term in the Prose Introductory Unit to write their response targeting all AOs.	Teacher 1 and 2
<u>Component 1: Poetry</u> <u>Section A: Pre-1900</u> <i>Chaucer/Rossetti/ Blake</i>	Autumn	Candidates are required to answer one question in two separate but linked parts: part (i) a question based on a poem or extract from the set text, assessing knowledge and understanding and close analysis of the poem or extract; part (ii) a question requiring candidates to show wider knowledge and understanding of the text as a whole. Part (i) AO1 and AO2 Part (ii) AO1, AO2, AO3, AO5	Students have previously studied poetry in Year 12 (Larkin and Duffy) which they may find more accessible due to it being written in the 20 th century. They should consequently have an understanding of poetic conventions and how to study and write about a poem.	Teacher 1



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<u>Component 2: Drama</u> <u>Section A: Shakespeare</u> <i>Hamlet</i>		Candidates are required to answer one question in two separate but linked parts: part (i) a question based on a printed extract from the set text, assessing knowledge and understanding and close analysis of the extract; part (ii) a question requiring candidates to show wider knowledge and understanding of the play as a whole. Part (i) AO1 and AO2. Part (ii) AO1, AO2, AO3, AO5.	Students have studied a 20th century play in Year 12 (A Streetcar Named Desire) which has introduced them to dramatic techniques used by a playwright and the conventions of writing about drama.	Teacher 2
<u>Component 1: Poetry</u> <u>Section A: Pre-1900</u> <i>Chaucer/Rossetti/ Blake</i>	Spring	Candidates are required to answer one question in two separate but linked parts: part (i) a question based on a poem or extract from the set text, assessing knowledge and understanding and close analysis of the poem or extract; part (ii) a question requiring candidates to show wider knowledge and understanding of the text as a whole. Part (i) AO1 and AO2 Part (ii) AO1, AO2, AO3, AO5	Students revise texts and approach to exam through example responses which students mark and through writing timed responses.	Teacher 1



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<u>Component 2: Drama</u> <u>Section A: Shakespeare</u> <i>Hamlet</i>		Candidates are required to answer one question in two separate but linked parts: part (i) a question based on a printed extract from the set text, assessing knowledge and understanding and close analysis of the extract; part (ii) a question requiring candidates to show wider knowledge and understanding of the play as a whole. Part (i) AO1 and AO2. Part (ii) AO1, AO2, AO3, AO5.	Students revisit text and consolidate knowledge of imagery, characterisation and theme. During this revision, students mark example responses to understand rationale of mark scheme and use this understanding to write their own timed responses.	Teacher 2
<u>Component 3: Unseen Texts</u> <u>Section B: Unseen Poetry</u>	Summer	Section B requires candidates to respond to one question from a choice of two. Each question will offer an unseen poem or poetry extract from any period. In their response to the unseen poem, candidates must focus on the ways in which meanings are shaped. Students will be given the opportunity to read a wide range of poetry of different periods and forms. AO1 and AO2.	Students have had experience of studying poetry earlier in the A Level so should have a good understanding of how to approach an unseen text with some confidence and discuss how meanings are shaped.	Teacher 1



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<u>Component 3: Unseen Texts</u> <u>Section A: Unseen Prose</u> (revision)		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. Students will revise approach to unseen texts by reading, analysing and writing responses to questions from both time periods. AO1, AO2, AO3, AO5.	Students have completed their Prose Study where they worked independently to write about prose so should understand how to approach an unseen text with confidence and discuss how meanings are shaped.	Teacher 2
<u>Revision</u>		Key skills linking to AOs developed. Time spent on revision for each module is dependent on what class needs to focus on to make progress.	Time is used to prepare students for external exams. Key skills revised and links made to AOs. Timed essays and PEA responses written.	Teacher 1 and 2