



Year 12 English Literature – Post-1900 poetry

Learning about this topic is important because it:

- enables critical thought about key 20th century poets (Philip Larkin and Carol Ann Duffy);
- enables thoughtful, independent discussion and analysis of poetic techniques;
- introduces key poetry collections (*The Whitsun Weddings* and *Mean Time*).

This builds on:

- studying poetry at KS3 (Year 7 poems about identity and Year 8 about family) and KS4 (Eduqas Year 10 Poetry Anthology and Unseen Poetry unit);
- analysing literature texts at KS3 and KS4;
- using appropriate subject terminology;
- analysing and evaluating the effect of poetic devices on the reader.

This leads to:

- studying more challenging pre-1900 poetry in Year 13 (as per Eduqas specification choices Rossetti *Selected Poems* or Chaucer *The Merchant's Tale*)
- final A level examination.

We will learn:

- Larkin and Duffy's contextual influences;
- the content of key poems in both collections;
- key themes explored by the poets;
- how narrative voice affects meaning;
- how language and imagery affect meaning;
- how poetic form, metre and rhythm affect meaning.

We will develop/practise skills including:

- how to write a well-structured comparative response using an academic tone;
- how to analyse poetry;
- how to compare two collections of poems;
- how to use appropriate subject terminology;
- how to write analytically about two poetry collections;
- how to embed appropriate contextual detail into answers;
- how to read, write about and evaluate appropriate critical reading;
- how to present information orally, including debating and presenting talks;
- how to write in timed conditions in preparation for the exam.

Some of the vocabulary that we will use includes:

The key poetic terminology learnt at KS4 to enable comparative analysis will be revisited.

Other terminology will be introduced:

- critical reading;
- alternative interpretations;
- poetry collection;
- post-world war two;
- pop culture;
- mass culture;
- consumerism.

You could learn more about this topic by:

- Read relevant articles from emagazine.
- [English & Media Centre | English and Media Centre](#)
- Watch: lectures on Massolit. [MASSOLIT – Log in](#)
- Listen: Philip Larkin on Desert Island Discs [Desert Island Discs - Philip Larkin - BBC Sounds](#)
- Listen: Larkin Revisited on Radio 4 [Larkin Revisited - The Whitsun Weddings - BBC Sounds](#)
- Listen: Bookclub Radio 4 [Bookclub - Carol Ann Duffy - BBC Sounds](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- annotations in texts;
- ongoing verbal and written work;
- past paper questions;
- final A Level examination.



Year 12 English Literature – Component 2 Drama Section B

Pre- and post- 1900 Drama

The Duchess of Malfi and A Streetcar Named Desire

Learning about this topic is important because: it helps us understand how writers craft language, characters and plot to write an effect piece of drama. It provides us with opportunities to analyse, evaluate and compare plays across time periods and contexts. It gives us opportunities to write analytically and comparatively using alternative interpretations and critical reading.

This builds on: GCSE English Literature Component 1 Section A Shakespeare
GCSE English Literature Component 2 Section A Post-1914 Drama

This leads to:

Potential Degree level study of English Literature or a related degree.

We will learn:

What the conventions of a play are;
How to analyse the effects of language and structural choices when creating character;
How to compare to two texts of the same genre but different contexts;
How to read critically and evaluate the effect of the playwright's choices;
How to engage with and evaluate critical reading;
How to write academically about drama using appropriate subject terminology.

We will develop/practise skills including:

Writing academically about drama;
Writing comparatively about two drama texts;
Using subject terminology appropriately;
Using and evaluating critical theory and alternative interpretations;
Analysing how meanings are shaped;
Demonstrating understanding of the significance and influence of the contexts in which literary texts are written and received;
Exploring connections across the set texts;
Showing how different interpretations have informed your reading

Some of the vocabulary that we will use includes:

Audience
Character
Dialogue
Dramatic technique
Foreshadowing
Imagery
Lighting
Music
Playwright
Props
Stage directions
Staging
Structure
Symbolism

You could learn more about this topic by:

Read: emagazine articles (search online for relevant articles)
Watch: [MASSOLIT – Williams: A Streetcar Named Desire | Video lecture by Prof. John McRae](#), [MASSOLIT – Webster: The Duchess of Malfi | Video lecture by Prof. Helen Smith](#),
The Duchess of Malfi (2014)
A Streetcar Named Desire film (1951)
Visit: The Globe Theatre, London [Welcome to Shakespeare's Globe | London \(shakespearesglobe.com\)](#)



Your teacher will assess your knowledge & understanding throughout the unit by marking written work, questioning, discussion and giving you feedback in lots of different ways. In the final examination you are assessed through one essay which is marked out of 60 (out of a choice of two titles). You have one hour.

AO1 = 10; AO2 = 10; AO3 = 10; AO4 = 20; AO5 = 10



Year 12 English Literature – NEA Unit 4 Prose Study



West Kirby
Grammar School

Learning about this topic is important because it:

- develops an independent approach to analysis of prose texts;
- enables practice and application of all Assessment Objectives.

This builds on:

- studying prose at KS3 and KS4 (Year 10 C19th prose);
- analysing literature texts at KS3 and KS4;
- studying the introductory prose unit in Year 12;
- using appropriate subject terminology in academic written responses;
- analysing and evaluating the effect of narrative devices on the reader;
- engaging with and evaluating critical reading and theory;
- engaging with contextual information when analysing a text.

This leads to:

- enabling independent study of challenging prose texts at a higher level.

We will learn:

- how to study, analyse and write about prose texts;
- how to compare prose texts from different contexts and time periods;
- how to integrate relevant contextual information when discussing prose texts;
- how to integrate relevant critical reading when discussing prose texts;
- how to generate and structure a critical statement and focus for an extended piece of writing.

We will develop/practise skills including:

- analysing and comparing prose texts across different contexts and time periods;
- evaluating the effect of context on a piece of prose;
- comparing prose texts and the effect of the writer's choices;
- engaging with and evaluating critical readings of the novels and literature;
- writing an extended response;

Some of the vocabulary that we will use includes:

- narrative perspective;
- structure;
- setting;
- free indirect discourse (A Room with a View);
- Edwardian (A Room with a View);
- Dystopian (The Handmaid's Tale);
- Counter-culture (The Girls).

You could learn more about this topic by:

- Researching key critical theory - [MASSOLIT – Feminist Literary Criticism | Video lecture by Dr Fiona Tolan](#),
- Researching selected prose texts (A Room with a View/The Handmaid's Tale and The Girls) [MASSOLIT – Forster: A Room With a View | Video lecture by Prof. Max Saunders](#),
- [MASSOLIT – Atwood: The Handmaid's Tale | Video lecture by Dr Madeleine Davies](#),
- [English & Media Centre | emagazine 98 | emagazine \(englishandmedia.co.uk\)](#)

In addition to the vocabulary learnt when discussing prose texts at KS3, KS4 and in Year 12,

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

one comparative prose essay on two novels, one pre-2000 and one post-2000, between 2,500 and 3,500 words.

