



Year 13 English Literature – Pre-1900 poetry



West Kirby
Grammar School

Learning about this topic is important because:

- enables critical thought about key pre-1900 poets (Chaucer and Rossetti);
- enables thoughtful, independent discussion and analysis of poetic techniques;
- introduces key poetry collections (*The Merchant's Tale* and *Selected Poems*).

This builds on:

- studying poetry at KS3 (Year 7 poems about identity), KS4 (Year 10 Poetry Anthology and Unseen Poetry unit) and KS5 (post-1900 poetry Larkin and Duffy);
- analysing literature texts at KS3 and KS4;
- using appropriate subject terminology and analysing and evaluating the effect of poetic devices on the reader.

This leads to:

- autonomous, independent reading of challenging texts in preparation for higher level study.

We will learn:

- Chaucer/Milton/ Rossetti's contextual influences;
- the content of the poem(s);
- key themes explored in the poem(s);
- 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 analytical response using an academic tone;
- how to analyse poetry;
- how to either write about a collection of poems (Rossetti) or a narrative poem (Chaucer, Milton);
- how to use appropriate subject terminology;
- 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:

- narrative poem (Chaucer Milton);
- prolepsis (Chaucer);
- multi-layered narrative (Chaucer);

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](#)



Chaucer:

[In Our Time - Chaucer - BBC Sounds](#)



Year 13 English Literature – Pre-1900 poetry



West Kirby
Grammar School

- Courtly Love (Chaucer)
- Fabliaux (Chaucer)
- Medieval (Chaucer);
- Victorian (Rossetti);
- The sublime (Rossetti)
- Divine Love and Earthly Love (Rossetti)
- marriage;
- religion;
- Biblical allusions.

[The Forum - Chaucer, father of English poetry - BBC Sounds](#)

Rossetti:

[In Our Time - Christina Rossetti - 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 13 English Literature - Hamlet

Learning about this topic is important because: Shakespeare represents the core of the English literary canon; his works have been read, studied, interpreted and adapted over several centuries and in virtually every country in the world. His plays, and Hamlet in particular, continue to challenge and inspire audiences to think deeply about the human condition. Hamlet represents 15% of your overall A-Level and it is crucial you understand the play, its characters, themes, language, context and form with fluency.

This builds on: Study of Shakespeare at KS3 and GCSE (Macbeth Y8, Romeo and Juliet Y9), studying early-modern drama (The Duchess of Malfi) in year 12, analysing and linking historical and literary context to the interpretation of English Literature (Eduqas GCSE English Literature – the 19C novel, the poetry anthology); analysing how and why writers' use of language, structure and form create meanings (GCSE English Literature, GCSE English Language).

This leads to: Applying contextual interpretation to your NEA coursework, study of English Literature at degree level, including Shakespeare and related early-modern drama.

We will learn:

- The literary tradition and form of revenge tragedy and Shakespeare's adaptation of the literary conventions of revenge tragedy.
- Who the key characters are in the play.
- The narrative and plot of the play.
- Shakespeare's ideas about politics and kingship, family, religion, madness and performance.
- Shakespeare's contextual influences including the culture, politics and society of early-modern England.

We will develop/practise skills including:

- Making informed and personal responses to literature, using your knowledge of plot, characters, themes and ideas.
- Understanding and applying historical context to the study of literary texts.
- Understanding and interpreting how literary context, including those of form and genre, shape writers' choices – and when they break these conventions.
- Analysing the language, form and structure Shakespeare uses to develop meaning and ideas for the audience.
- Comparing and contrasting different interpretations, including literary theoretical approaches, to the study of Hamlet.

Some of the vocabulary that we will use includes:

- Revenge tragedy.
- Early-modern.
- Renaissance.
- Metatheatre.
- Elizabethan.
- Purgatory.
- Machiavellian.
- Feudal.

You could learn more about this topic by:

Reading:

- 'This is Shakespeare' by Emma Smith.
- '1599 a Year in the Life of William Shakespeare' by James Shapiro.
- 'Shakespeare's Restless World' by Neil McGregor.
- 'The Genius of Shakespeare' by Johnathan Bate.

Watching:

- There are a number of recordings of Hamlet available on digital theatre.
- Shakespeare's plays are regularly performed by the RSC in Stratford-Upon-Avon and the Globe Theatre in London.

Listening:

- The Folger Shakespeare library podcast <https://www.folger.edu/shakespeare-unlimited>
- Radio 4 'In Our Time': Hamlet. <https://www.bbc.co.uk/programmes/b09jqtf5>
- BBC Sounds: Shakespeare <https://www.bbc.co.uk/programmes/p03pqmfg>



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. In the final exam you will answer one question in two parts: an extract-based close reading; an essay on the whole play. You will have one hour for this section of the exam. The key pieces of work in this topic are:

- Textual annotations and notes in your book.
- Formative essays analysing the presentation of characters and/or themes in key extracts as well as the play as a whole.



Year 12/13 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.



Year 13 English Literature – Component 3 Unseen Texts

Section A Unseen Prose



West Kirby
Grammar School

Learning about this topic is important because it:

- enables critical thought about prose;
- enables thoughtful, independent discussion and analysis of prose techniques and meaning;

This builds on:

- studying prose at KS3 (Year 7 Bone Sparrow/ Y9 Jane Eyre) and KS4 (Jekyll and Hyde/A Christmas Carol);
- analysing literature texts at KS3 and KS4;
- using appropriate subject terminology and analysing and evaluating the effect of poetic devices on the reader.

This leads to:

- autonomous, independent reading of challenging texts in preparation for higher level study.
- final A Level assessment.

We will learn:

- how to approach reading unseen prose;
- how to structure an analytical response to an unseen extract in timed conditions;
- how language and imagery affect meaning;
- how context affects meaning.

We will develop/practise skills including:

- how to write a well-structured analytical response using an academic tone;
- how to analyse unseen prose;
- how to use appropriate subject terminology;
- how to present information orally, including debating;
- how to write in timed conditions in preparation for the exam.

Some of the vocabulary that we will use includes:

- narrative perspective;
- theme;
- imagery;
- structure;
- persona.
- Context

You could learn more about this topic by:

- reading a range of prose from different time periods (referring to Eduqas specification to create a potential reading list);
- referring to websites such as:
- <https://www.bl.uk>
- <https://www.gutenberg.org/>
- <https://archive.org/>
- <https://resources.eduqas.co.uk/>



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:

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



Year 13 English Literature – Component 3 Unseen Texts

Section B Unseen Poetry



West Kirby
Grammar School

Learning about this topic is important because it:

- enables critical thought about poetry;
- enables thoughtful, independent discussion and analysis of poetic techniques and meaning;

This builds on:

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

This leads to:

- autonomous, independent reading of challenging texts in preparation for higher level study.
- final A Level assessment.

We will learn:

- how to approach reading and annotating an unseen poem;
- how to structure an analytical response to an unseen poem in timed conditions;
- 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 analytical response using an academic tone;
- how to analyse unseen poetry;
- how to use appropriate subject terminology;
- how to present information orally, including debating;
- how to write in timed conditions in preparation for the exam.

Some of the vocabulary that we will use includes:

- narrative perspective;
- theme;
- imagery;
- structure;
- rhyme;
- persona.

You could learn more about this topic by:

- reading a range of poetry from different time periods (referring to Eduqas specification to create a potential reading list);
- referring to websites such as: [Poetry Foundation](#)
- [Online poetry | National Poetry Library](#)
- [MASSOLIT – Unseen Poetry | Video lecture by Prof. John McRae.](#)
- [MASSOLIT – Poetry: How to Read and Analyse Poetry | Video lecture by Prof. John Lennard.](#)
-



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

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:

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