

KS5	<u>We teach: A level English Literature, OCR; A level English Language and Literature, OCR (EMC)</u>
<p>Support for studying English at A level</p>	<p><u>Lectures</u> Year 12 students are provided with logins for the lecture platform Massolit. This is useful for re-capping understanding of plot, theme and character. These short lectures are delivered by University lecturers and supplement the AO5 (critical viewpoints) and AO3 (contextual understanding) elements of the course. Students can sign up using their Fortismere email address here: https://www.massolit.io/users/sign_up</p> <p><u>Masterclasses</u> A programme of extra-curricular masterclasses will be offered to students of Year 12. These will be fortnightly in the autumn and spring term and are organised and delivered by teachers in the English department at Fortismere. The aim of the masterclasses is to broaden the horizons of Year 12 students and introduce them to texts and ideas they may not have encountered before. The experts delivering the masterclasses hope that students will be enriched by the experience and enjoy the opportunity to engage with topics not typically taught in schools. The optional sessions will be free from exam pressures, intellectually stimulating and fun!</p> <p><u>Example sessions:</u> Masterclass 1: Scriptwriting for TV Masterclass 2: Ecocriticism Masterclass 3: An introduction to Post-colonial Literary Theory</p> <p><u>OCR resources</u> The course overview for English Literature can be found here: https://www.ocr.org.uk/Images/171200-specification-accredited-a-level-gce-english-literature-h472.pdf</p> <p>Sample assessment material and past papers for English Literature can be found here: https://www.ocr.org.uk/qualifications/as-and-a-level/english-literature-h072-h472-from-2015/assessment/</p> <p>The course overview for English Language and Literature can be found here: https://www.ocr.org.uk/Images/171202-specification-accredited-a-level-gce-english-language-and-literature-h474.pdf</p> <p>Sample assessment material and past papers for English Language and Literature can be found here: https://www.ocr.org.uk/qualifications/as-and-a-level/english-language-and-literature-emc-h074-h474-from-2015/assessment/</p>

A level English Literature

The KS4 curriculum prepares students well to begin A level study in English Literature, though the demands of the course are rigorous and require commitment and diligence from students.

Assessment objectives (AOs) are outlined as follows:

AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

AO2: Analyse ways in which meanings are shaped in literary texts.

AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4: Explore connections across literary texts.

AO5: Explore literary texts informed by different interpretations.

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn	<p>Drama and poetry pre-1900 (Component 1)</p> <p>Comparative and contextual study (Component 2)</p>	<p>Shakespeare Close textual analysis and understanding of different critical readings of the play.</p> <p>Study of a novel and relevant surrounding contextual detail.</p> <p>All assessment objectives with particular consideration of AO3</p>	<p>Students will be familiar with KS4 assessment objectives and will understand the requirements of the new course AOs. A focus on AO3 will be familiar to students who remember dealing with context at KS4</p>	<ul style="list-style-type: none"> -Understanding of a whole Shakespeare play including themes, characters, form and structure and dramatic effects. -Ability to apply academic voices to analysis (AO5 skills) -Comparative and contextual study requires students to develop an excellent sense of the contexts of both production and reception of the texts in their synoptic grouping. They should read around their set texts to develop this -Real familiarity context means students can bring it to bear on the unseen critical appreciation task in a sophisticated and subtle way, 	<p>The British Library has lots of resources suitable for A level study. Shakespeare found here: https://www.bl.uk/shakespeare/teaching-resources</p> <p>Student should use the BL website for material on any set texts. EMC e-magazine has excellent critical material and students have school login details: https://www.englishandmedia.co.uk/e-magazine/</p>

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Spring	<p>Drama and poetry pre-1900 (Component 1)</p> <p>Comparative and contextual study (Component 2)</p>	<p>Study of one pre-1900 poet Contextual analysis of set poems and comparison across the text.</p> <p>Study of second novel on the same theme and relevant surrounding contextual detail.</p>	All AOs	<p>while showcasing their AO2 analysis.</p> <ul style="list-style-type: none"> -Re-visiting how to apply context to AO2 -In depth knowledge (quote recall, sophisticated essays) of a set of poems/longer poem. -Apply understanding of poetic techniques to AO2 analysis -Deeper understanding and appreciation of contexts as outlined above -Developing skills of using critical material in a sophisticated way to comparative writing -Comparing set texts successfully in essay-writing. 	<p>Key terminology: https://public.wsu.edu/~campbell/d/mlit/poeterms.htm</p>
Summer	Non-Exam Assessment	<p>Component 1: Comparison of one prose text and one poetry text written post-2000 (2000 words).</p> <p>Component 2: Close analysis of a playtext (1000 words).</p>	All AOs with particular focus on AO2 Students familiar with demands of AO2, which is the focus of Shakespeare part a) covered in Autumn term	<ul style="list-style-type: none"> -Synthesise the skills learnt in the other units and apply them more independently. -Demonstrate AO2 skills and synthesise dramatic techniques knowledge from Shakespeare unit 	<p>Sample essays here: https://www.ocr.org.uk/Images/210249-non-exam-assessment-guide-component-03-literature-post-1900.pdf</p>

Autumn	Non-Exam Assessment	<p>Component 1: Comparison of one prose text and one poetry text written post-2000 (2000 words).</p> <p>Component 2: Close analysis of a playtext (1000 words).</p>	<p>All AOs with particular focus on AO2</p> <p>Students familiar with demands of AO2, which is the focus of Shakespeare part a) covered in Autumn term</p>	<p>-Synthesise the skills learnt in the other units and apply them more independently.</p> <p>-Demonstrate AO2 skills and synthesise dramatic techniques knowledge from Shakespeare unit</p>	as above
Spring	<p>Drama and poetry pre-1900 (Component 1)</p> <p>Comparative and contextual study (Component 2)</p>	<p>Drama text</p> <p>Comparative study of a play in relation to the pre-1900 poet studied.</p> <p>Usually a study of a third novel, but adapted on a group by group basis as part of the recovery curriculum. Revision of unseen extracts.</p>	All AOs	<p>-Comparison to the poems learnt.</p> <p>-Ability to compare and use context to evaluate the texts against a statement.</p> <p>As above. Comparative and contextual study requires increasingly deeper and more comprehensive knowledge of contexts and skills of comparison between set texts.</p>	<p>Glossary of dramatic terms:</p> <p>https://www.oranim.ac.il/sites/heb/SiteCollectionImages/pictures/english/expression/Glossary_of_drama_Dramatic.pdf</p>
Summer	Revision	Revision of core texts and unseen extracts. (Component 1 and Component 2)	All AOs		as above

A level English Language and Literature

The KS4 curriculum prepares students well to begin A level study in English Language and Literature, though the demands of the course are rigorous and require commitment and diligence from students.

Assessment objectives (AOs) are outlined as follows:

AO1: Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.

AO2: Analyse ways in which meanings are shaped in texts.

AO3: Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.

AO4: Explore connections across texts, informed by linguistic and literary concepts and methods.

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
All year	Component 3 'Writing as a reader'	Consistent study and development of own creative writing	Students will be familiar with KS4 assessment objectives and will understand the requirements of the new course AOs.	-Student produce sophisticated and engaging creative writing in response to stimulus and own ideas too.	
Autumn	Study of a novel (Component 3)	<p>Students explore the nature of narrative in one prose fiction text from a choice of six and produce an original piece of writing in the narrative genre.</p> <p>There are two sections:</p> <p>Section A focuses on the nature of narrative in one prose fiction text from a choice of six set texts. Section B requires students to draw upon their understanding of how narratives work as the basis for their own original writing in the genre. This allows them to</p>	AO1; AO2; AO3; AO5	<p>-Produce analytical writing on character and theme.</p> <p>-Use quotations to support points and link explicitly to the question</p> <p>-Use of subject terminology and ability to apply it to the analysis</p>	<p>Narrative:</p> <p>https://www.ocr.org.uk/Images/170063-topic-exploration-narrative-teacher-pack-.pdf</p>

		demonstrate expertise and creativity in the use of English to communicate in different ways.			
Spring	Study of 15 poems (Component 2)	<p>Students explore poetic and dramatic texts through stylistic and dramatic analysis.</p> <p>There are two sections:</p> <p>Section A focuses on one poetry collection from a choice of six, each with 15 poems identified for study.</p> <p>Section B focuses on one drama text from a choice of six.</p> <p>This component draws on the discipline of stylistics to foster an integrated study of linguistic and literary approaches to poetry and drama.</p>	AO1; AO2; AO3; AO4	<ul style="list-style-type: none"> -Understanding of poetic devices and ability to write analytically on themes and ideas -Apply context to analysis and write convincingly on how effects are created. 	<p>Key terminology:</p> <p>https://public.wsu.edu/~campbell/a/mlit/poeterms.htm</p>
Summer	Anthology of texts (Component 1)	Students focus on the study of an OCR (EMC) anthology of twenty spoken and written non-fiction texts from different time periods, types of text and contexts. Some of the spoken texts in the anthology will be spontaneous or semi-spontaneous talk, but will be confined to texts that are for a public audience.	AO1; AO2; AO3; AO4	<ul style="list-style-type: none"> -Use subject terminology to analyse non-fiction texts -Write fluent essays analysing the way effects are created in non-fiction texts -Use quotations and link texts together 	<p>Anthology of texts:</p> <p>https://www.ocr.org.uk/Images/480988-anthology-of-non-fiction-and-spoken-texts.pdf</p>
Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home

Autumn	Non-exam Assessment	<p>There are two parts:</p> <p>In task 1 students pursue a particular interest and develop their expertise through an analytical comparative essay on one non-fiction set text (selected from a list of twelve) and a second text of their own choosing. At least one text must have been published post-2000.</p> <p>In task 2 students produce a piece of original non-fiction writing in an appropriate genre.</p>	All AOs	<p>-Self-motivated study of own choice of text</p> <p>-Ability to apply taught content of lessons to own study and independent research</p> <p>-Successfully and thoughtfully use skills of sophisticated comparison covered in other parts of the course to apply to comparative task 1</p> <p>-Successfully and thoughtfully use skills of non-fiction writing covered elsewhere in the course to apply to task 2.</p>	<p>Example essays here:</p> <p>https://www.ocr.org.uk/Images/514675-independent-study-analysing-and-producing-texts.pdf</p>
Spring	Anthology of Texts (Component 1)	<p>Students focus on the study of an OCR (EMC) anthology of twenty spoken and written non-fiction texts from different time periods, types of text and contexts. Some of the spoken texts in the anthology will be spontaneous or semi-spontaneous talk, but will be confined to texts that are for a public audience.</p>	AO1; AO2; AO3; AO4	<ul style="list-style-type: none"> - Aptly select quotations from texts - use subject terminology to discuss texts and write fluently on how effects are created. - Use context to explore wider meanings 	<p>Anthology of texts:</p> <p>https://www.ocr.org.uk/qualifications/as-and-a-level/english-language-and-literature-emc-h074-h474-from-2015/planning-and-teaching/</p>
Summer	Revision	Revision of core texts and anthology	All AOs		as above