

OCR A Level English Literature H472:  
Two Year A Level Scheme of Work

Transition Task - Yr. 11s into 12s - Summer Holiday

General introduction to AO1, AO2 and AO3 skills required for different components. Work to be completed:

- To produce a recreative response to a given extract. Using ideas and themes explored in the extract, produce a piece of creative writing.
- Research into Gothic or Dystopia, creating a research board or mind mapping ideas.

YEAR ONE – AUTUMN TERM (13 weeks)				
	What and why will they learn?	Key Learning/ Assessment Objectives	Stretch and Challenge	KS4 Prior Learning
Weeks 1-13 Teacher 1	<p><b>Component 01: Shakespeare</b></p> <ul style="list-style-type: none"> <li>● <b>General introduction to the chosen Shakespeare play</b></li> <li>● <b>Close textual analysis of set text. Focus on how to answer a Section A question</b></li> </ul>	<p><b>Assessment objectives:</b></p> <p>AO1 articulate informed, personal response to literary texts</p> <p>AO1 use coherent and accurate written expression</p> <p>AO2 analyse ways in which meanings are shaped in literary texts</p> <p>AO3 demonstrate understanding of context, including genre</p> <p>AO4 explore connections across literary texts</p> <p><b>Key learning:</b></p> <p>-Analyse the text in close detail, exploring Shakespeare’s use of language and dramatic effects.</p> <p>-Consider issues raised in a specific extract in relation to their understanding of the play as a whole.</p> <p>-Explore ways in which the chosen play is/ has been interpreted by different audiences, including over time.</p>	<p><b>Additional resources:</b></p> <p><b>MOOCS</b> <a href="http://www.mooc.org">www.mooc.org</a></p> <p><b>The British Library</b> <a href="http://www.bl.uk">www.bl.uk</a></p> <p><b>Gresham College Lectures</b> <a href="http://www.gresham.ac.uk">www.gresham.ac.uk</a></p> <p><b>Developing spoken skills; developing presentation skills e.g. spokesperson, working in a small group.</b></p> <p><b>History: the Elizabethan and Jacobean period; the Puritans’ detestation of the theatre, leading</b></p>	<p><b>Accurate written expression, spelling, grammar, punctuation.</b></p> <p><b>All students will have studied a Shakespearean text at KS4 and KS3. Teacher checks texts covered with group and builds links</b></p>

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**YEAR ONE – SPRING TERM (12 weeks)**

	<p><b>Shakespeare set text for Component 01</b></p> <p>Assessment week 4 Section A style question</p> <p>Assessment week 7 Section A style question</p>	<p><b>Assessment objectives:</b></p> <p>AO1 articulate informed, personal response to literary texts</p> <p>AO1 use coherent and accurate written expression</p> <p>AO2 analyse ways in which meanings are shaped in literary texts</p> <p>AO3 demonstrate understanding of context, including genre</p> <p>AO5 Explore literary texts informed by different interpretations</p>	<p><b>Revision skills; committing material to memory.</b></p> <p><b>Cultivating a love of learning for its own sake.</b></p> <p><b>Processing skills: converting one medium into another.</b></p> <p><b>All students to be given opportunity to see live theatre production</b></p> <p><b>All students given opportunity to attend A Level lectures eg</b></p>	
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			<b>Sovereign - Capitation subsidy</b>	
<b>Weeks 1-9 Teacher 2</b>	<p><b>Component 02: Comparative and Contextual Study</b></p> <ul style="list-style-type: none"> <li>• General introduction to the chosen topic area eg Dystopia / Gothic .</li> <li>• How to write an A level essay</li> </ul> <p>Assessment week 4 Assessment week 7</p>	<p><b>Assessment objectives:</b></p> <p><b>AO1</b> articulate informed, personal response to literary texts</p> <p><b>AO1</b> use coherent and accurate written expression</p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>AO4</b> explore connections across literary texts</p> <p><b>AO5</b> consider different interpretations of literary texts</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>-Read widely and independently in their chosen topic of study.</li> <li>-Demonstrate close reading skills in analysing unseen prose extracts.</li> <li>-Identify and consider how attitudes and values are expressed in unseen extracts.</li> <li>-Communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.</li> </ul>	<p><b>History of the period of the texts e.g., for Dystopia: Nazism, Stalinism, totalitarianism, The Second World War.</b></p> <p><b>for Gothic: 1st and 2nd Wave Gothic; Romanticism; the Enlightenment; the French Revolution</b></p> <p><b>Wider cultural awareness. Media and film studies.</b></p> <p><b>Developing spoken skills; developing presentation skills e.g. spokesperson, working in a small group.</b></p>	<p><b>Throughout their KS3 and KS4 experience, students will have been exposed to a range of texts throughout time.</b></p> <p><b>Students will have studied a range of genres/ For example: gothic and dystopian.</b></p>
<b>Weeks 9-13 Teacher 2</b>	<b>First core set text for Component 02</b>	<p><b>Assessment objectives:</b></p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p>	<b>Film and media studies</b>	
			<b>Study of History and the progression of Literature</b>	

	For example, <i>Nineteen Eighty-Four</i> or <i>The Bloody Chamber and Other Stories</i>	<p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>AO5</b> consider different interpretations of literary texts</p> <p><b>Key learning:</b></p> <p>-Explore ways in which texts are interpreted by different readers, including over time.</p> <p>-Use literary critical concepts and terminology with understanding and discrimination.</p>		
<b>Christmas holiday</b>	<p><b>End of term: set reading homework for Christmas holidays</b></p> <ul style="list-style-type: none"> <li>• <b>Second set text for Component 02 - either the other core text or a text from list of suggested set texts, e.g. <i>The Children of Men; Dracula.</i></b></li> <li>• <b>Wider reading in the topic from list of suggested set texts, e.g., <i>The Time Machine; Brave New World; The Picture of Dorian Gray; Wuthering Heights...</i></b></li> <li>• <b>Shakespeare exam style question</b></li> </ul>		<b>Self-supported and independent study.</b>	

**YEAR ONE – SPRING TERM (12 weeks)**

	<b>What and why will they learn?</b>	<b>Key Learning/ Assessment Objectives</b>	<b>Stretch and Challenge</b>	<b>KS4 Prior Learning</b>
<b>Weeks 1-5 Teacher 1 &amp; 2</b>	<b>Revision/ exam technique - Paper 1 and Paper 2</b>	<p><b>Assessment objectives:</b></p> <p><b>AO1</b> articulate informed, personal response to literary texts</p> <p><b>AO1</b> use coherent and accurate written expression</p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p>	<p><b>Economics: what will sell?</b></p> <p><b>Philosophy: do we have a duty to protect the integrity</b></p>	Students will have experience comparing extracts and concepts between two texts.

	<p><b>Second set text for Component 02</b></p> <p>(as read over the holidays)</p> <p>For example, <i>The Children of Men</i>; <i>Dracula</i>)</p>	<p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>AO4</b> explore connections across literary texts</p> <p><b>AO5</b> consider different interpretations of literary texts</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>-Explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area.</li> <li>-Explore ways in which texts relate to one another and to literary traditions, movements and genres.</li> <li>-Identify and consider how attitudes and values are expressed in the chosen text.</li> <li>-Communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.</li> </ul>	<p><b>of the original text when it is adapted into film?</b></p> <p><b>Additional Shakespeare criticism</b></p>	
<p><b>Weeks 5-12</b></p>	<p><b>Further study in topic area for Component 02</b></p> <p><b>Further study of Shakespeare-use of critics etc. Preparation for essay writing question B</b></p> <p><b>Introduction of Paper 1 Text 2 - poetry</b></p>	<p><b>Assessment objectives:</b></p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>Key learning:</b></p> <p>Explore ways in which Hamlet is/has been interpreted by different audiences, including over time.</p> <p>Demonstrate understanding of the significance and influence of contexts in which literary texts are written and received.</p>	<p><b>Developing spoken skills; developing presentation skills e.g. spokesperson, working in a small group.</b></p>	<p><b>All students in KS4 will have completed a spoken language examination.</b></p>

			<b>Timed essays.</b> Revision of set texts.	<b>Self-supported, independent study. Revision skills.</b>
<b>Easter holiday</b>	<p><b>Revise set texts for internal year 12 exams</b></p> <p><b>And/or</b></p> <p><b>Re-read the first named set text over the Easter holidays (for example, Nineteen Eighty-Four; <i>The Bloody Chamber and Other Stories</i>) and learn quotations from the text.</b></p> <p><b>And/or</b></p> <p><b>Re-read the Shakespeare text from the autumn term and learn quotations from the text.</b></p>			

<b>YEAR ONE – SUMMER TERM (12 weeks)</b>				
	<b>What and why will they learn?</b>	<b>Key Learning/ Assessment Objectives</b>	<b>Stretch and Challenge</b>	<b>KS4 Prior Learning</b>
<b>Weeks 1-4</b>	<p><b>Second set text for Introduction to poetry and poetry set text for Component 01.</b></p> <p>eg Rossetti / Chaucer</p>	<p><b>AO1</b> articulate informed, personal response to literary texts</p> <p><b>AO1</b> use coherent and accurate written expression</p> <p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>AO5</b> consider different interpretations of literary texts</p> <p>Key learning:</p> <p>-Explore ways in which texts relate to each other and to literary traditions, movements and genres.</p>	<p><b>History, social history</b></p> <p><b>Religious Studies.</b></p> <p><b>Self-supported study.</b></p> <p><b>Cultural enrichment.</b></p>	<p><b>All students will have been assessed on AO3 at GCSE, looking at contextual relevance and references.</b></p>

		<p>-Understand the significance of cultural and contextual influences on readers and writers.</p> <p>-Identify and consider how attitudes and values are expressed in their chosen texts.</p>		
<b>Weeks 5-10</b>	<p><b>examinations/study leave/internal examinations</b></p> <p><i>Learners may be on study leave for year 12 exams// university open days. If so, there is less teaching time this term: this fact has been acknowledged in planning this scheme of work.</i></p>			
<b>Weeks 5-12 or Weeks 10-12</b>	<p><b>Poetry set text for Component 01</b></p> <p>Prepare learners for <b>comparative essay element</b> of Component 01</p>	<p><b>Assessment objectives:</b></p> <p><b>AO1</b> articulate informed, personal response to literary texts</p> <p><b>AO1</b> use coherent and accurate written expression</p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>AO4</b> explore connections across literary texts</p> <p><b>Key learning:</b></p> <p>-Explore contrasts, connections and comparisons between their chosen literary texts.</p>	<p>Close analysis; close analysis essays.</p> <p>Learners start to read the drama set text for Component 01 for homework. As they do so, start to compare the poetry set text with the drama set text.</p>	<p><b>All students will have been assessed on AO2 at KS4, analysing texts and language choices in detail.</b></p>
<b>Summer holiday</b>	<b>Wider reading and/or Year 2 texts.</b>			

**YEAR TWO – AUTUMN TERM (13 weeks)**

	<b>What and why will they learn?</b>	<b>Key Learning/ Assessment Objectives</b>	<b>Stretch and Challenge</b>	<b>KS4 Prior Learning</b>
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Weeks 1	Revisit poetry text for Component 01		Speaking and listening skills; individual presentation to the group	All students will have experience of spoken language at GCSE, as part of their exam.
Weeks 2-6	<p>Drama set text for Component 01</p> <p>For example, <i>An Ideal Husband</i></p> <p>Assessment week 4</p> <p>Assessment week 7</p>	<p><b>Assessment objectives:</b></p> <p><b>AO1</b> articulate informed, personal response to literary texts</p> <p><b>AO1</b> use coherent and accurate written expression</p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>AO4</b> explore connections across literary texts</p> <p><b>AO5</b> consider different interpretations of literary texts</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>-Explore ways in which texts relate to each other and to literary traditions, movements and genres.</li> <li>-Understand the significance of cultural and contextual influences on readers and writers.</li> <li>-Identify and consider how attitudes and values are expressed in their chosen texts.</li> <li>-Explore contrasts, connections and comparisons between their chosen literary texts.</li> </ul>	<p>Speaking, listening skills e.g. contributing to a group discussion</p> <p>Social history, e.g., attitudes to minorities and to homosexuality. Law reform</p>	
Half Term	Set homework: Read first text for Component 03, non-exam assessment (close reading OR recreative writing)			



<p><b>Weeks 7 to 11</b> <i>or</i> <b>Weeks 7-13</b></p>	<p><b>Non-examined assessment Component 03</b></p> <p>First text, studied for close reading element/recreative piece with commentary</p>	<p><b>Assessment objectives:</b></p> <p><b>AO1</b> articulate informed, personal response to literary texts</p> <p><b>AO1</b> use coherent and accurate written expression</p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate close reading skills.</li> <li>-Identify and consider how attitudes and values are expressed in the chosen text.</li> <li>-Communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.</li> </ul>	<p><b>Self-supported study</b></p>
<p><b>Weeks 12-13</b></p>	<p><b>Mock exam revision</b></p>		<p><b>Revision skills</b></p>
<p><b>Christmas holiday</b></p>	<p><b>Revision of set texts for mock examinations</b> <i>Or</i> <b>Re-read Shakespeare set text for Component 01 and learn quotations.</b></p>		

**YEAR TWO – SPRING TERM (12 weeks)**

	<p><b>What and why will they learn?</b></p>	<p><b>Key Learning/ Assessment Objectives</b></p>	<p><b>Stretch and Challenge</b></p>	<p><b>KS4 Prior Learning</b></p>
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<p><b>Weeks 1-2</b></p>	<p>A level mock exams/ Exam feedback</p>		<p><b>Self-assessment skills</b></p>	
<p><b>Weeks 3-6</b></p>	<p><b>Non-examined assessment Component 03</b></p> <p>Text 2, studied for comparative essay</p>	<p><b>Assessment objectives:</b></p> <p><b>AO1</b> articulate informed, personal response to literary texts</p> <p><b>AO1</b> use coherent and accurate written expression</p> <p><b>AO2</b> analyse ways in which meanings are shaped in literary texts</p> <p><b>AO3</b> demonstrate understanding of context, including genre</p> <p><b>AO4</b> explore connections across literary texts</p> <p><b>AO5</b> consider different interpretations of literary texts</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>-Explore connections across the texts</li> <li>-Draw on understanding of interpretations in responding to and evaluating the chosen texts</li> </ul>	<p><b>Writing to a brief, for a specific audience.</b></p> <p><b>Self-supported study.</b></p>	
<p><b>Half Term</b></p>	<p><b>Set homework: Read text 3 for non-examined assessment (this could be the prose text).</b></p>			

<b>Weeks 7-10</b>	<b>Non-examined assessment (Component 3)</b>  Teach text 3, studied for comparative essay		
<b>Weeks 11-12</b>	Learners to write comparative essay on texts 2 and 3, Component 03, to be handed in before end of term.		
<b>Easter holiday</b>	Revise all set texts for components 01 and 02.		

<b>YEAR TWO – SUMMER TERM (12 weeks)</b>				
	<b>What and why will they learn?</b>	<b>Key Learning/ Assessment Objectives</b>	<b>Stretch and Challenge</b>	<b>KS4 Prior Learning</b>
<b>Weeks 1-6</b>	<b>Revision</b>	AO2  AO3		
<b>Weeks 7-12</b>	<b>A LEVEL EXAMS</b>			