

Year 13 English Literature

Paper 2B, Modern Times: recap and comparative essay (The Handmaid's Tale and A Streetcar Named Desire)

Learning Objectives

- Recap Paper 2 texts studied in Year 12 (The Handmaid's Tale, A Streetcar Named Desire and Feminine Gospels) using retrieval practice.
- Plan and draft comparative essays linking The Handmaid's Tale and A Streetcar Named Desire, integrating comparison throughout (AO4).
- Refine analysis of methods in prose and drama (AO2) and the significance of Modern Times contexts (AO3).
- Weigh different interpretations of both texts (AO5) and write with precise terminology and coherent argument (AO1).
- Revise the Section A set-text question on Feminine Gospels (Term 4, Weeks 4-6).

What previous knowledge is required?

- Year 12 study of The Handmaid's Tale, A Streetcar Named Desire and Feminine Gospels.
- Understanding of the Modern Times (1945 to the present day) context.
- Comparative essay skills from Year 12.

How will this term's content help with future learning?

- Prepares for the Paper 2 PPE in Term 2 and the final examination.
- PPE feedback informs bespoke revision targets in Terms 4-5.
- Comparative skills directly support the NEA.

Common Misconceptions

- Writing about each text in turn rather than comparing.
- Relying on plot summary instead of analysing methods.
- Neglecting the different forms (prose and drama) and how form shapes meaning.
- Assuming open-book means quotations do not need to be prepared.

National Curriculum / Specification

- AQA 7712 Paper 2B: Texts in Shared Contexts - Modern Times: Literature from 1945 to the present day** - 2 hr 30 min, open book, 75 marks, 40% of A-level.
- Section A: Set texts** - one essay question on a set text (25 marks).
- Section B** - one essay question linking two texts (25 marks).
- All five Assessment Objectives (AO1-AO5) are assessed.

Paper 1, Section C: Comparing Texts - The Great Gatsby (F. Scott Fitzgerald) and the pre-1900 poetry anthology

Learning Objectives

- Recap the AQA Anthology of love poetry through the ages (pre-1900) studied in Year 12.
- Study The Great Gatsby as a novel about love, desire, loss and illusion, including Nick Carraway's unreliable narration.
- Analyse Fitzgerald's methods: narrative voice, structure, symbolism, imagery and lyrical prose style (AO2).
- Explore contexts: the Jazz Age, the American Dream, class and 'old' and 'new' money, gender and Modernism (AO3).
- Compare the presentation of love in Gatsby and the pre-1900 poems (AO4), considering different readings (AO5).
- Practise timed comparative essays under open-book conditions.

What previous knowledge is required?
- Year 12 study of the pre-1900 poetry anthology and the 'Love through the ages' theme. - Comparative skills from Paper 2 study. - Knowledge of 20th-century American contexts from A Streetcar Named Desire.
How will this term's content help with future learning?
- Prepares for Paper 1 Section C in the Term 3 PPE and the final examination. - Section C revision in Term 4 (Week 6) and bespoke revision in Term 5.
Common Misconceptions
- Reading Gatsby only as a romantic love story and accepting Nick's narration at face value. - Explaining plot rather than analysing Fitzgerald's methods. - Choosing poems with weak links to the question, leading to thin comparison. - Neglecting the different forms and periods of the texts when comparing.
National Curriculum / Specification
AQA 7712 Paper 1: Love Through the Ages - 3 hr written exam, 75 marks, 40% of A-level. Section C: Comparing texts - one essay question linking two texts (25 marks): The Great Gatsby and the AQA Anthology of love poetry through the ages (pre-1900). Open book in Section C only. - All five Assessment Objectives (AO1-AO5) are assessed.
Paper 1, Section A: Shakespeare - Othello
Learning Objectives
- Develop detailed knowledge of Othello's plot, structure, characters and themes, especially love, jealousy, race, gender, honour, reputation and manipulation. - Analyse Shakespeare's dramatic methods: verse and prose, soliloquy, imagery (e.g. animal, light and dark, heaven and hell), dramatic irony and tragic structure (AO2). - Explore contexts: Venice and Cyprus, race and 'otherness', marriage and patriarchy, Jacobean attitudes and changing reception in performance (AO3). - Evaluate critical interpretations of Othello, Iago and Desdemona (AO5). - Answer passage-based questions, moving from the extract to the whole play (Term 3, Week 2: 'tackling the exam question'). - Learn key quotations, as Section A is closed book.
What previous knowledge is required?
- GCSE study of Shakespeare. - Knowledge of tragedy from A Streetcar Named Desire and 'Tis Pity She's a Whore. - Understanding of the 'Love through the ages' theme from the poetry anthology.
How will this term's content help with future learning?
- Prepares for the Paper 1 Section A PPE in Term 3 and the final examination. - Section A revision in Term 4 and bespoke revision in Term 5.
Common Misconceptions
- Seeing Othello simply as a 'jealous' man, or Iago as a stereotypical villain with a single motive. - Treating Desdemona as a passive victim and overlooking her agency. - Writing only about the passage, or only about the wider play. - Discussing race and context with present-day assumptions and without links to Shakespeare's methods. - Relying on the text in the exam - Section A is closed book.
National Curriculum / Specification

- **AQA 7712 Paper 1: Love Through the Ages, Section A: Shakespeare** - one passage-based question with linked essay (25 marks). Closed book.
- Prescribed Shakespeare play: Othello.
- All five Assessment Objectives (AO1-AO5) are assessed.

Unseen texts: Paper 1 Section B (unseen poetry) and Paper 2 Section B (unseen prose extract)

Learning Objectives

- Develop a reliable approach to unseen texts: reading for overview, identifying the question focus, and planning quickly.
- Compare two unseen poems on the theme of love, analysing form, structure, language and voice (AO2, AO4).
- Analyse unseen prose extracts from the Modern Times period, linking them to the literary and historical context (AO3).
- Use informed tentative language to offer and weigh interpretations (AO5).
- Practise timed responses and tackle the exam question with precision (Term 3, Week 3).

What previous knowledge is required?

- Poetry analysis from the pre-1900 anthology and Feminine Gospels.
- Knowledge of Modern Times contexts from Paper 2 texts.
- GCSE unseen poetry skills.

How will this term's content help with future learning?

- Prepares for the Paper 1 Section B PPE (Term 3) and the Paper 2 unseen extract question.
- Develops transferable skills in close reading needed at university.

Common Misconceptions

- Working chronologically through a text rather than building an argument.
- Feature-spotting without explaining effects.
- Forgetting to compare throughout the unseen poetry answer.
- Treating the unseen prose extract as disconnected from the Modern Times context.

National Curriculum / Specification

- **AQA 7712 Paper 1, Section B: Unseen poetry** - one compulsory essay question on two unseen poems (25 marks). Closed book.
- **AQA 7712 Paper 2B, Section B** - one compulsory question on an unseen prose extract (25 marks).
- All five Assessment Objectives (AO1-AO5) are assessed.

NEA completion, PPEs and bespoke revision for the public examinations

Learning Objectives

- Complete, redraft and submit the NEA comparative critical study ('Tis Pity She's a Whore and the independently chosen text), responding to permitted general feedback.
- Apply critical perspectives from the AQA Critical Anthology and reference sources accurately.
- Sit the Paper 2 (Term 2) and Paper 1 (Term 3) PPEs under exam conditions and reflect on feedback.
- Set individual revision targets and complete bespoke revision for Papers 1 and 2 (Term 5).
- Master timing, planning and the demands of each section and AO.

What previous knowledge is required?

- Year 12 NEA research and planning.
- All Paper 1 and Paper 2 content from Years 12 and 13.

How will this term's content help with future learning?

- Completes 20% of the A-level before the exam season.
- Final preparation for the public examinations.

- Develops independent study and self-assessment skills for higher education.

Common Misconceptions

- Expecting detailed teacher correction of NEA drafts - only general feedback is allowed.
- Exceeding the 2,500-word guidance or neglecting the bibliography.
- Revising content only, without timed practice.
- Ignoring PPE feedback when planning revision.

National Curriculum / Specification

- **AQA 7712 NEA: Independent critical study - Texts across time** - 2,500 words, 50 marks, 20% of A-level; at least one pre-1900 text.
- **Paper 1: Love Through the Ages** (40%) and **Paper 2B: Texts in Shared Contexts - Modern Times** (40%).
- All five Assessment Objectives (AO1-AO5).