

# Curriculum Map: Year 12

## Love through the Ages

Term	Components	Assessments (including sample question format)
HT1	<p><b><u>The Great Gatsby</u></b>  <b>4 lessons per week – Ms. Johnstone</b></p> <p>Students study F Scott Fitzgerald’s novel <i>The Great Gatsby</i>. Study focuses on analysis of narrative structure, characterisation, significance of time and place, point of view, and context in relation to aspects of love.</p> <ol style="list-style-type: none"> <li>1. Introduction to A Level and The Great Gatsby</li> <li>2. Chapter 1</li> <li>3. Chapter 2</li> <li>4. Chapter 3</li> <li>5. Chapter 4</li> <li>6. Chapter 5</li> <li>7. Chapter 6</li> <li>8. Chapter 7</li> </ol> <p><b><u>Unseen Prose</u></b>  <b>2 lessons per week – Mrs. Burton</b></p> <p>In addition, students will study a range of prose extracts from different time periods that cover different aspects of love as an introduction to the theme.</p> <ol style="list-style-type: none"> <li>1. Introduction to how meaning is shaped in prose</li> <li>2. Exploring aspects of love in prose texts</li> <li>3. Narrative structure</li> <li>4. Characterisation</li> <li>5. Time and place</li> <li>6. Point of view</li> <li>7. Consolidation and revision</li> <li>8. Assessment</li> </ol>	<p><b><u>AS Paper 2:</u></b>  <b><u>Section A: Unseen Prose</u></b></p> <p>Examine the view that _____ presents _____ as _____ in this extract.</p> <p>Make close reference to the writer’s methods in your response.</p> <p>[25 marks]</p>
HT2	<p><b><u>The Great Gatsby</u></b>  <b>4 lessons – Ms. Johnstone</b></p> <p>Students study F Scott Fitzgerald’s novel <i>The Great Gatsby</i>. Study focuses on analysis of narrative structure, characterisation, significance of time and place, point of view, and context in relation to aspects of love.</p> <ol style="list-style-type: none"> <li>1. Chapter 8</li> <li>2. Chapter 9</li> <li>3. Assessment</li> <li>4. Re-teaching and re-drafting</li> <li>5. Returning to contexts (A03)</li> <li>6. Critical perspectives (A05)</li> <li>7. Recall and consolidation</li> </ol>	<p><b><u>AS Paper 2:</u></b>  <b><u>Section A: Unseen Prose</u></b></p> <p>Examine the view that _____ presents _____ as _____ in this extract.</p> <p>Make close reference to the writer’s methods in your response.</p> <p>[25 marks]</p> <p><b><u>AS Paper 2:</u></b>  <b><u>Section B: Prose Texts: <i>The Great Gatsby</i></u></b>          ‘Women characters are presented primarily as those who suffer and endure.’</p>

	<p><b><u>Othello</u></b>  <b>2 lessons – Mrs. Burton</b></p> <p>Students study Shakespeare’s play <i>Othello</i>, considering the representations of aspects of love and how this reflects the time in which the play was written. Study will focus on an analysis of: characterisation; dramatic structure; stagecraft; dramatic speech and language. Students will consider film and stage adaptations of <i>Othello</i> to engage with alternative interpretations and how these reflect contexts of reception.</p> <p>Students will practise analysis of key passages from the play, each for the representation of a particular aspect of love, and make links to the wider play.</p> <ol style="list-style-type: none"> <li>1. Introduction to Othello, Shakespeare and Elizabethan contexts</li> <li>2. Act 1 Scene 1</li> <li>3. Act 1 Scene 2</li> <li>4. Act 1 Scene 3</li> <li>5. Act 2 Scene 1</li> <li>6. Act 2 Scenes 2 and 3</li> <li>7. Act 3 Scenes 1 and 2</li> </ol>	<p>By comparing two prose texts, explore the extent to which you agree with this statement.</p> <p>[25 marks]</p> <p>Students only write on one text as second text not been covered yet</p> <p><b>This assessment will function as Year 12 mock exam.</b></p>
Mock exam: AS Paper 2 (see details above)		
<p><b>HT3</b></p>	<p><b><u>Anthology of Love Poetry through the ages pre-1900</u></b>  <b>4 lessons – Ms. Johnstone</b></p> <p>Students study a range of love poetry written before 1900. Study focuses on: subject matter; voice; attitudes and ideas; poetic structure; imagery and sound effects. Students will consider the representations of aspects of love in the anthology and how this reflects the time in which the poems were written.</p> <ol style="list-style-type: none"> <li>1. Introduction to love poetry</li> <li>2. Whoso List to Hunt / Sonnet 116</li> <li>3. The Flea / To His Coy Mistress</li> <li>4. The Scrutiny / Absent from Thee</li> <li>5. The Garden of Love / Ae Fond Kiss</li> <li>6. She Walks in Beauty / Remember</li> </ol> <p><b><u>Othello</u></b>  <b>2 lessons – Mrs. Burton</b></p> <p>Continued from HT2.</p> <ol style="list-style-type: none"> <li>1. Act 3 Scene 3</li> <li>2. Act 3 Scene 4</li> <li>3. Act 4 Scene 1</li> <li>4. Act 4 Scene 2</li> <li>5. Act 4 Scene 3</li> <li>6. Act 5 Scene 1</li> </ol>	<p><b>No assessment as Year 12 exam early in HT4.</b></p>
<p><b>HT4</b></p>	<p><b><u>Anthology of Love Poetry through the ages pre-1900</u></b>  <b>4 lessons – Ms. Johnstone</b></p>	<p>AS Paper 1:  <u>Section A: Shakespeare</u></p>

	<p>Continued from HT3.</p> <ol style="list-style-type: none"> <li>1. The Ruined Maid / At an Inn</li> <li>2. La Belle Dame... / Non sum qualis</li> <li>3. Consolidation of the poems</li> <li>4. Essay writing skills</li> <li>5. Exam practice</li> </ol> <p><b><u>Othello</u></b>  <b>2 lessons – Mrs. Burton</b></p> <p>Continued from HT2 and HT3.</p> <ol style="list-style-type: none"> <li>1. Act 5 Scene 2</li> <li>2. Consolidation of the text</li> <li>3. Exploring secondary criticism</li> <li>4. Essay writing focus</li> <li>5. Exam practice</li> </ol>	<p>Read the passage from <i>Othello</i>, provided below, and respond to the following:</p> <ul style="list-style-type: none"> <li>• How does Shakespeare present aspects of love in this passage?</li> <li>• Examine the view that, in this passage and elsewhere in the play, _____ is presented as _____</li> </ul> <p>[25 marks]</p> <p><u>AS Paper 1:</u>  <u>Section B: Poetry</u></p> <p>Examine the view that _____ in a named poem from the Pre-1900 anthology.</p> <p><b>This assessment will function as Year 12 mock exam.</b></p> <p><b>Although A Level candidates will eventually compare poetry and <i>The Great Gatsby</i>, this assessment still tests the relevant content.</b></p>
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Mock Exam: AS Paper 1 (see details above)

<p><b>HT5</b></p>	<p><b>7 week term</b></p> <p><b><u>Comparing Texts</u></b>  <b>4 lessons – Ms. Johnstone</b></p> <p><u>AS Students: Comparing Prose Texts</u>  AS Students will compare <i>The Awakening</i> by Kate Chopin (read independently) to <i>The Great Gatsby</i> by F Scott Fitzgerald (studied in HT1/HT2), in order to answer AS Paper 2 Section B.</p> <p><u>A-level Students: Comparing Texts</u>  A-level students will compare the pre-1900 poetry anthology (studied in HT3/HT4) to <i>The Great Gatsby</i> (studied in HT1/HT2).</p> <p><b><u>AS Revision for Exams</u></b>  <b>2 lessons – Mrs. Burton</b></p> <p>Students will practice exam writing skills:</p> <ul style="list-style-type: none"> <li>• Response to unseen prose</li> <li>• Comparative response to set prose texts</li> <li>• Response to poetry</li> <li>• Response to passage-based Shakespeare</li> </ul>	<p><u>AS Paper 2:</u>  <u>Section A: Unseen Prose</u></p> <p>Examine the view that _____ presents _____ as _____ in this extract.</p> <p>Make close reference to the writer's methods in your response.</p> <p>[25 marks]</p> <p><u>AS Paper 2:</u>  <u>Section B: Prose Texts: <i>The Great Gatsby</i> and <i>The Awakening</i></u></p> <p>'Women characters are presented primarily as those who suffer and endure.'</p> <p>By comparing two prose texts, explore the extent to which you agree with this statement.</p>
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	<p>Students will revise key quotations for closed book exam on <i>Othello</i> and will revise key passages from <i>The Great Gatsby</i> and <i>The Awakening</i> for close analysis in open-book exams. Students will also revise changing attitudes to the representation of love across time, including the key poetry movements. Students will respond to practise exam questions, including: writing of their own exam questions; annotation of exemplar scripts; pair planning and writing of exam responses before individual exam responses are written.</p>	<p><b>A Level candidates will sit the below instead of AS Level Section B:</b></p> <p>[25 marks]</p> <p><u>A-level Paper 1:</u> <u>Section C: Comparing Texts</u></p> <p>Compare how the authors of two texts you have studied present aspects of _____.</p> <p>You must write about at least two poems in your answers as well as the prose text you have studied.</p>
<p><b>HT6</b> English Literature</p>	<p><b>7 week term</b></p> <p><b><u>Unseen Poetry</u></b> <b>2 lessons – Ms. Johnstone</b> <b>2 lessons – Mrs. Burton</b></p> <p>Students will study a range of poems from different time periods, by different poets and on different aspects of love that will be compared for similarity and difference.</p> <p><b><u>Coursework: Independent Critical Study</u></b> <b>2 lessons – Ms. Johnstone</b></p> <p>Students will begin preparing for their coursework: a comparative critical study of two texts.</p>	<p><u>A-level Paper 1:</u> <u>Section B: Unseen Poetry</u> Compare and contrast the presentation of love in the following poems: _____.</p> <p>[25 marks]</p>