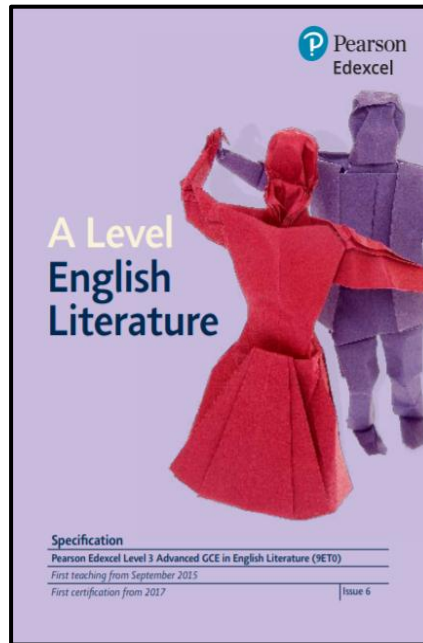


KS5

English Literature

Edexcel



		KNOWLEDGE	SKILLS
		<p>Learning outcomes Students are required to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences • show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning • show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts • show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively • respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics • identify and explore how attitudes and values are expressed in texts • communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts • use literary critical concepts and terminology with understanding and discrimination • make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources. 	<p>Students must: 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</p>
		Teacher 1	Teacher 2
YEAR 12 & 13	Year 12	<p>Component 1 Drama (40%) Section B – ‘A Streetcar Named Desire’</p> <p>Learning outcomes Students are required to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences • show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning • show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts • show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively • respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics • identify and explore how attitudes and values are expressed in texts • communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts • use literary critical concepts and terminology with understanding and discrimination • make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources. 	<p>Component 2 (20%) Prose ‘A Thousand Splendid Suns’ & ‘Wuthering Heights’</p> <p>Learning outcomes Students are required to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of how genre features and conventions operate in prose fiction texts • show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively • show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts • show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation • show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning • identify and explore how attitudes and values are expressed in texts • communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts • use literary critical concepts and terminology with understanding and discrimination • make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources
		<p>Teacher 3</p> <p>Component 3 Poetry (30%): Section A – ‘The Forward Anthology of Modern Poetry’</p> <p>Students will consider the concerns and choices of modern-day poets in a selection of contemporary poems. Students will apply their knowledge of poetic form, content and meaning, and develop their skills in comparing an unseen poem with an example of studied poetry.</p> <p>Learning outcomes Students are required to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of the function of genre features and conventions in poetry • show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively • show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts • show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation • show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning • communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation of texts • identify and explore how attitudes and values are expressed in texts • use literary critical concepts and terminology with understanding and discrimination • make appropriate use of the conventions of writing in 	

Component 1 Drama (40%) Section A – ‘King Lear’

Learning outcomes

Students are required to:

- show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively
- respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

NEA (20%)

Non-examination assessment will be assessed via two texts. ‘Jane Eyre’ and a choice from list in coursework booklet -

Learning outcomes

Students are required to:

- show knowledge and understanding of a variety of strategies for reading texts, including reading for detail of how writers use and adapt language, form and structure in texts
- show knowledge and understanding of ways to interpret and evaluate texts independently and in response to interpretations by different readers
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of the ways texts can be grouped and linked to inform interpretation
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources
- make connections and explore the relationships between texts

Component 3 Poetry (30%) Section B – Victorians

Learning outcomes

Students are required to:

- show knowledge and understanding of the function of genre features and conventions in poetry
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation of texts
- identify and explore how attitudes and values are expressed in texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources.

Drama

Written examination consisting of two sections. Open book examination – clean copies of the prescribed drama texts to be taken into the examination. Copies of the Critical Anthologies must not be taken into the examination.

The assessment length is 2 hours and 15 minutes. The assessment consists of 60 marks – 35 marks for Section A and 25 marks for Section B.

Prose

Written examination consisting of one section. Open book examination – clean copies of the prescribed prose texts to be taken into the examination.

The assessment length is 1 hour 15 mins. The assessment consists of 40 marks.

Poetry

Written examination consisting of two sections: students answer one question from a choice of two, comparing an unseen poem with a named poem from their studied contemporary text and one question from a choice of two on their studied movement/poet. Open book – clean copies of the poetry texts can be taken into the examination.

The assessment length is 2 hours and 15 minutes. Total of 60 marks available – 30 marks for Section A and 30 marks for Section B.

NEA**Component 1 Section A
Section A: Shakespeare**

One essay question from a choice of two on their studied text, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed).

**Component 1 Section B
Section B: Other drama**

One essay question from a choice of two on their studied text (AO1, AO2, AO3 assessed).

Component 2

Students answer one comparative essay question from a choice of two on their studied theme (AO1, AO2, AO3, AO4 assessed).

**Component 3 Section A
Section A – Post-2000**

Specified Poetry: one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text (AO1, AO2, AO4 assessed).

**Component 3 Section B
Section B – Specified Poetry Pre- or Post-1900: one**

essay question (AO1, AO2, AO3 assessed).

Students produce one assignment:

- one extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed)
- advisory total word count is 2500–3000 words
- total of 60 marks available.