



# Curriculum Map

Subject: A Level English Literature Paper 2

Year group: 12

Time period	Autumn Term 1 + 2 weeks	Autumn Term 2 from week 3 to start of Spring Term 2	Spring Term 2 + Summer Term 1	Summer Term 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Section A: <i>A Streetcar Named Desire</i></b></p> <ul style="list-style-type: none"> <li>-To understand the historical, social and cultural contexts for the play</li> <li>-To understand plot, character and theme and how Williams’ crafting has influenced interpretation</li> <li>-To understand how this play has been critically received</li> <li>-To understand the examination focus for this question</li> <li>-To understand how to structure an appropriate A Level essay for this text</li> </ul>	<p><b>Section B: <i>The Handmaid’s Tale</i></b></p> <ul style="list-style-type: none"> <li>-To understand the historical, social, political and cultural contexts for the novel - in particular, Atwood’s message about the modern world</li> <li>-To understand a feminist interpretation of the novel</li> <li>-To understand plot, character and theme and how Atwood’s’ crafting has influenced interpretation</li> <li>-To understand how they will be examined on this question, in particular, how it will connect to <i>Feminine Gospels</i></li> <li>-To understand the potential for effective comparison with Duffy’s anthology of poetry, <i>Feminine Gospels</i>.</li> </ul>	<p><b>Section B: <i>Feminine Gospels</i></b></p> <ul style="list-style-type: none"> <li>-To understand the historical, social, political and cultural contexts for the poems - in particular, Duffy’s message about female identity in the modern world</li> <li>-To understand the structure of the anthology - the rationale behind the sequencing of poems</li> <li>-To understand the individual message conveyed in each poem</li> <li>-To understand poetic features and how Duffy has crafted each poem to create a sense of character and convey a wider message</li> <li>-To understand how they will be examined on this question, in particular, how it will connect to <i>The Handmaid’s Tale</i></li> <li>-To understand how to draw astute connections with THT and how to write an effective comparative essay.</li> </ul>	<p><b>Consolidation of <i>The Handmaid’s Tale</i> and <i>Feminine Gospels</i>, and preparation for threshold examination</b></p> <ul style="list-style-type: none"> <li>- To understand how to prepare effectively for the threshold examination</li> <li>-To understand the requirements for each band of the mark scheme when answering the single text question and the comparative question</li> <li>-To understand the structure of Paper 2b, the approach and timing for each question</li> </ul>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> <li>- To be able to articulate an argument in response to examination questions</li> <li>- To be able to write confidently about the connection between text and contexts</li> <li>- To be able to analyse the impact of methods with confidence</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to explore Atwood’s ideas about gender, rebellion and theocracy and explain external influences</li> <li>-To be able to articulate an argument in response to examination questions</li> <li>- To be able to write confidently about the connection between text and contexts</li> <li>- To be able to analyse the impact of methods with confidence</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to explore Duffy’s perspective, influences and crafting in each poem</li> <li>-To be able to articulate an argument in response to examination questions</li> <li>- To be able to draw effective connections with <i>The Handmaid’s Tale</i></li> </ul>	<ul style="list-style-type: none"> <li>-To be able to reflect on texts taught in year 12 with a thorough understanding.</li> <li>- To be able to confidently tackle the threshold examination - writing effectively in response to a Section A question and the comparative question in Section B, meeting all assessment objectives</li> </ul>



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<p><b>Key Questions</b></p>	<p>-How does Williams present the relationship between Blanche and Stanley? -Does Williams present Blanche as a modern, domestic tragic heroine? -To what extent is Stella a passive character? -How does the play engage with changes in America?</p>	<p>-How does Atwood present abuse of power? -How is hope explored in the novel? -How does Atwood construct Gileadean society?</p>	<p>-How does Duffy use the Long Queen to open her collection with a symbol of hope and security for an otherwise insecure female identity?  -How does Duffy present shifts in female identity in The-Map woman?  -How do you respond to different critical readings of Duffy's poems?  -How does Duffy use elegies to conclude the collection?</p>	<p>-How can we convey knowledge gained throughout the academic year effectively in an examination essay? -What are the exam board requirements for each question? -How can you reflect on feedback to ensure examination success?</p>
<p><b>Assessment</b></p>	<p>3 assessed essays: 1. Examine the view that in this play, Williams' main concern is the disempowerment of women. 2. Williams prefaces A Streetcar Named Desire with a quotation from Hart Crane. Examine Williams' choice of this preface for his play. 'And so it was I entered the broken world. To trace the visionary company of love, its voice. An instant in the wind (I know not whither hurled). But not for long to hold each desperate choice.' The Broken Tower by Hart Crane  3. Examine the view that A Streetcar Named Desire fails because the relationship between Stella and Stanley is inconceivable</p>	<p>2 assessed essays: 1. "In modern literature, mistreatment of individuals is shown to often be overlooked." Explore the significance of mistreatment of individuals in <i>The Handmaid's Tale</i> 2. "Much modern literature presents the breakdown of relationships at the heart of social dysfunction." Explore the significance of mistreatment of individuals in <i>The Handmaid's Tale</i></p>	<p>3 assessed essays: 1. "Modern Literature exposes the struggle for identity." Compare the significance of the struggle for identity in two texts you have studied. 2. "Much of modern literature presents damaging social relationships." Compare the presentation of social relationships in two texts you have studied. 3. "Modern literature struggles with moral questions" Compare the significance of morality in two texts you have studied.</p>	<p>Year 12 threshold examination. For summer 2021, this will be the November 2020 paper</p>
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>AO1 focus to achieve fluency and accuracy in essay writing. Discussion of moral questions raised by Williams regarding social differences and gender inequality.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing. Discussion of moral questions raised by Atwood regarding society and modern political systems.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing. Discussion of social questions raised by Duffy regarding the experience of women throughout time.</p>	<p>AO1 focus to achieve fluency and accuracy in threshold examination. Discussion of social, cultural and moral questions presented across all three texts</p>