



Curriculum Map

Subject: A Level English Literature Paper 2

Year group: 13

Time period	Autumn 1 Weeks 1-5	Autumn 1 week 6- end of Autumn 2	Spring 1 - end of Summer 1
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>NEA</p> <ul style="list-style-type: none"> - To understand the requirements of the NEA - To understand how to successfully plan and write the NEA Independent Critical essay 	<p>Unseen Prose</p> <ul style="list-style-type: none"> -To understand the demands of A Level paper 2B, section B -To understand defining features of various contexts from 1945 -To understand how writers capture the zeitgeist in their writing To understand terminology required for a successful answer -To understand how to structure an effective response to this question 	<p>Paper 2 Revision</p> <ul style="list-style-type: none"> -To understand the paper structure and timings of the January trial examinations and terminal examinations - To understand how to confidently manage each component of the paper -To understand how knowledge acquired in year 12 transfers to effective examination writing -To understand personal targets that must be met in order to achieve success
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> -To be able to write confidently about chosen texts, drawing astute connections, placing texts in context and interrogating how crafting shapes meaning - To be able to reflect on a draft of essay, respond to teacher suggestions and action improvements 	<ul style="list-style-type: none"> -To be able to apply the knowledge gained through prose study to the analysis of unseen prose extracts -To be able to successfully address all assessment objectives in a well-structured and sensitive response to unseen extracts 	<ul style="list-style-type: none"> - To be able to organise and develop existing notes for each paper 2B text -To be able to plan and write responses to a range of examination questions -To be able to reflect on progress and know how to continue following an upward trajectory
<p>Key Questions</p>	<ul style="list-style-type: none"> -How are your chosen texts shaped by the climate in which they were written? -What are the similarities and differences between the way your writers present their ideas? -What changes are required to improve the quality of your initial writing? 	<ul style="list-style-type: none"> -How does this extract capture the essence of the time? -How has the writer explored gender / social / cultural issues of the day in their writing? -How have methods been employed to convey the writers’ message 	<ul style="list-style-type: none"> -How can you use reflections on year 12 assessments to inform your writing of responses to Streetcar and THT/FG questions? -How can you use your performance in the trial examinations to inform your independent work plan for the final months? -What help do you need to ensure examination success?
<p>Assessment</p>	<p>NEA internally assessed and moderated.</p>	<ul style="list-style-type: none"> -Explore the significance of isolation in this extract (Brick Lane) -Explore the significance of place and identity in this extract (Small Island) - Explore the significance of insecurity in this extract (I am Charlotte Simmons) 	<ul style="list-style-type: none"> -November 2020 paper for January trial examination -Weekly assessment questions completed from various revision schemes -Summer examination



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Literacy/Numeracy/ SMSC/Character	AO1 focus to achieve fluency and accuracy in essay writing. Discussion of social, moral and cultural questions raised by selected writers. Resilience shown through management of feedback.	AO1 focus to achieve fluency and accuracy in essay writing. Discussion of social, moral and cultural questions raised by selected writers. Awareness of cultural differences with the opportunity to discuss identity in the modern world.	AO1 focus to achieve fluency and accuracy in essay writing. Discussion of social, moral and cultural questions raised by selected writers in all texts. Resilience during the final pre-examination phase.
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