



## Curriculum Map

**Subject:** A Level English Literature Component 2

**Year group: 13**

Time period	Autumn 1	Autumn 2	Spring 1 - end of Summer 1
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>Comparative coursework</b> <ul style="list-style-type: none"><li>- To understand the requirements of the comparative coursework essay</li><li>- To understand how to plan and write a successful response to a selected question.</li></ul>	<b>Contextual study: The Gothic</b> <ul style="list-style-type: none"><li>-To understand the requirements of the close reading Gothic extract question</li><li>To understand how to approach an unseen extract</li><li>-To understand defining features of Gothic writing throughout time</li><li>-To understand how to connect an unseen extract to context</li><li>-To understand how to structure an effective response to this question</li></ul>	<b>Component 2 Revision</b> <ul style="list-style-type: none"><li>-To understand the paper structure and timings of the January trial examinations and terminal examinations</li><li>- To understand how to confidently manage both the Gothic extract and the comparative text questions</li><li>-To understand how knowledge acquired transfers to effective examination writing</li><li>-To understand personal targets that must be met in order to achieve success</li></ul>
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	<ul style="list-style-type: none"><li>-To be able to write confidently about <i>Revolutionary Road</i> and <i>A Streetcar Named Desire</i>, drawing astute connections, placing texts in context and interrogating how crafting shapes meaning</li><li>- To be able to reflect on a draft of essay, respond to teacher suggestions and action improvements</li></ul>	<ul style="list-style-type: none"><li>-To be able to apply the knowledge gained through the comparative Gothic question to the analysis of unseen extracts</li><li>-To be able to critically appreciate a variety of Gothic writing and successfully address the relevant assessment objectives in a well-structured and sensitive response</li></ul>	<ul style="list-style-type: none"><li>- To be able to organise and develop existing notes for each text and question.</li><li>-To be able to plan and write responses to a range of examination questions</li><li>-To be able to reflect on progress and know how to continue following an upward trajectory</li></ul>
<b>Key Questions</b>	<ul style="list-style-type: none"><li>-How are your chosen texts shaped by the climate in which they were written?</li><li>-What are the similarities and differences between the way your writers present their ideas?</li><li>-What changes are required to improve the quality of your initial writing?</li></ul>	<ul style="list-style-type: none"><li>-How is this extract typical of Gothic writing of the time?</li><li>-How has the writer employed the genre to explore issues of the day in their writing?</li><li>-How does aspects of crafting convey the writers’ ideas.</li></ul>	<ul style="list-style-type: none"><li>-How can you use reflections on year 12 assessments to inform your writing of responses to the Gothic, comparative texts question?</li><li>-How can you use your performance in the trial examinations to inform your independent work plan for the final months?</li><li>-What help do you need to ensure examination success?</li></ul>
<b>Assessment</b>	NEA internally assessed and moderated.	4 assessed responses: 1. Write a critical appreciation of this passage, relating your discussion to your reading of the Gothic (Edgar Allan Poe, The Fall of the House of Usher (1840) - sample paper) 2. Write a critical appreciation of this passage, relating your discussion to your reading of the	<ul style="list-style-type: none"><li>-June 2022 paper for January trial examination</li><li>-Weekly assessment questions completed</li><li>-Summer examination</li></ul>



# Curriculum Map

		<p>Gothic (Daniel Keyte Sandford, 'A Night in the Catacombs' - 2017 paper)</p> <p>-Write a critical appreciation of this passage, relating your discussion to your reading of the Gothic (J Sheridan Lefanu, Carmilla (1872) - 2018 paper)</p> <p>-Write a critical appreciation of this passage, relating your discussion to your reading of the Gothic (Percy Bysshe Shelley, St Irvyne (1811) - 2019 paper)</p>	
<p><b>Literacy/Numeracy/SMSC/Character</b></p>	<p>AO1 focus to achieve fluency and accuracy in essay writing.</p> <p>Discussion of social, moral and cultural questions raised by selected writers.</p> <p>Resilience shown through management of feedback.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing.</p> <p>Discussion of social, moral and cultural questions raised by selected writers.</p>	<p>AO1 focus to achieve fluency and accuracy in essay writing.</p> <p>Discussion of social, moral and cultural questions raised by selected writers in all texts. Resilience during the final pre-examination phase.</p>