

## Yr 12 English Literature Course Outline, Key Skills and Knowledge

Y12	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
<b>Big Idea</b>	<b>Tragedy: Traditional Drama &amp; Poetry</b>		<b>Tragedy: Critical Concepts &amp; Modern Drama</b>	<b>Tragedy Revision &amp; Critical Perspectives (NEA poetry)</b>	<b>Political &amp; Social Protest Writing &amp; Critical Perspectives (NEA prose)</b>	
<b>Content</b>	<p><b>OTHELLO</b></p> <ul style="list-style-type: none"> <li>Structure of tragedy</li> <li>Character</li> <li>Form - Meter</li> <li>Approaching an extract question</li> </ul> <p><b>JOHN KEATS SELECTED POEMS</b></p> <ul style="list-style-type: none"> <li>Tragic structure</li> <li>Romanticism</li> <li>Poetic Methods</li> </ul> <p><u>Focus Poems</u> Lamia Isabella Eve of St Agnes La Belle Dame Sans Merci</p>		<p><b>OTHELLO</b></p> <ul style="list-style-type: none"> <li>Debates</li> <li>Key Contexts</li> <li>Building criticality</li> <li>Approaching a statement Q</li> </ul> <p><b>DEATH OF A SALESMAN</b></p> <ul style="list-style-type: none"> <li>Structure of tragedy</li> <li>Character</li> <li>Form</li> <li>Context (ideas, concerns, setting)</li> <li>Writing a 'side-by-side' response</li> </ul>	<p><b>TRAGEDY REVISION</b></p> <ul style="list-style-type: none"> <li>Othello</li> <li>Keats</li> <li>DOAS</li> <li>Exam technique</li> </ul> <p><b>NEA (coursework) Poetry</b></p> <p><b>Critical lenses:</b></p> <ul style="list-style-type: none"> <li>Marxist</li> <li>Feminist</li> <li>Postcolonial</li> <li>Narrative theory</li> </ul>	<p><b>THE KITE RUNNER</b></p> <ul style="list-style-type: none"> <li>Structure of political writing</li> <li>Character</li> <li>Form</li> <li>Context (ideas, concerns, setting)</li> </ul> <p><b>NEA (coursework) Prose</b></p> <ul style="list-style-type: none"> <li>Further critical reading</li> <li>Independent text selection</li> <li>Creative or critical approach</li> </ul>	
<b>Exams</b>	<b>NOV MOCKS: TRAGEDY PAPER 1 (Sections A, B &amp; C excluding DOAS)</b>		<b>JAN MOCKS: TRAGEDY PAPER 1 (all sections &amp; texts)</b>	<b>MARCH MOCKS: TRAGEDY P1</b>	<b>POETRY NEA Submission</b>	<b>PROSE NEA Submission</b>

<b>Assessment Objectives</b>	<b>What do I need to be able to do?</b>
AO1	Articulate an informed, accurate, and relevant response – with appropriate concepts/terminology
AO2	Analyse how meanings are shaped – devices / author's purpose / effect on audience
AO3	Apply your knowledge of context : Social/ political/ historical/ psychological & critical
AO4	Explore the text as part of the tragic genre. Explore texts through various critical lenses.
AO5	Explore and challenge multiple interpretations understanding that no interpretation is 'fixed'

<b>Elements of the Tragic Genre</b>	<b>What do I need to know?</b>
Type of tragic text	What are the differences between classical and domestic tragedy? How do my texts use these conventions?
Setting	When and where are my texts set? How do the settings of the texts affect my understanding of the tragedy?
The journey towards death	What leads the protagonists to their death? Their flaws; pride and folly; their blindness and insight; their discovery and learning; their being a mix of good and evil
The role of the tragic villain or opponent	Who directly affects the fortune of the hero? Who engages in a contest of power and is partly responsible for the hero's demise?
The presence of fate	How and why is the hero's end inevitable?
The role of the hero	How does the behaviour of the hero affect the world around him, create chaos and affect the lives of others?
Violence, revenge, humour, moments of happiness	How do the texts navigate extreme human emotions, balancing them with comedy and the possibility of happiness or contentment?
The structure of Tragic Texts	How do my texts move through complication to catastrophe, from order to disorder, through climax to resolution, from the prosperity and happiness of the hero to the tragic end?
Plots and sub-plots	How have the authors of my texts woven plots and sub-plots together? What does this add to my understanding of the tragedy?
Use of language	How do the authors use language to heighten the tragedy?
Moral/ social commentary	Ultimately, how does the tragedy affect the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition?

