

St. John's Senior School



Subject- A2 English Literature
Topic 1- Aspects of Tragedy: “Othello”
Topic 2- Crime genre: Unseen extracts

Form: Upper Sixth
Term: Autumn 2023

WEEK	WEEK BEGINNING	TOPIC
1	4 th September	<p>Reminder of Overview of unit: examination requirements, Assessment Objectives, marking criteria.</p> <p>Reference to key features of Tragedy: Key terminology, structural expectations, Aristotelean vs. Shakespearean tragedy.</p> <p>Context: Review of Acts 1-3 “Othello”</p> <p>Continuation: Act 4, scene (i)– consideration of how character flaws become highlighted by close detailed analysis of language use, structure, identification of thematic patterns and concerns, exploration of the tragic genre, stagecraft and audience response through the ages.</p> <p>Homework: 5x5 mark questions that require close reference to the text and detailed language/structure exploration.</p>
2	11 th September	<p>Context: Review of homework questions set on scene (i)</p> <p>Continuation: Act 4, scenes (ii) and (iii) – consideration of how character arc has developed with Tragic trajectory by close detailed analysis of language use, structure, exploration of the tragic genre, stagecraft and audience response through the ages. Critical reception introduced by reading through and annotating text ‘Commentary’ on Act 4, scenes (i), (ii), (iii) and highlighting linking patterns.</p> <p>Homework: 5x5 mark questions that require close reference to the text and a detailed/comparative view of the elements of Tragedy.</p>
3	18 th September	<p>Context: Review of homework questions set on scenes Act 4, (ii) and (iii)</p> <p>Continuation: Act 5, scenes (i) and (ii) to end of play.</p> <p>In-depth analysis of the play’s ending to prepare students for the AQA Aspects of Tragedy examination unit. Focus on: key extracts, detailed annotations, stimuli for discussion, thorough explanations of both</p>

		terminology and classical references, wider reading, critical reviews/responses. Homework: 5x5 mark questions that require close reference to the text and an identification of thematic patterns and concerns, along with examples of stagecraft from student personal research about various productions through the ages.
4	25 th September	Context: Review of homework questions set on Act 5, scenes (i) and (ii) Reference to key features of Tragedy: read and annotate the text 'Commentary' on Act 5, both scenes First 'whole text' essay question exploration. Explore the AQA marking criteria and guidelines. Present effective ways of creating a whole text exam style essay plan and look at the way this significantly differs from the extract question. Homework: work on individual essay plan for the mini-test question to be set (a one page plan per the guidelines presented in class) and bring to mini-test lesson next week.
5	2 nd October	MINI-TEST WEEK One hour timed test with the aid of the pre prepared essay plan. Test will be carried out earlier in the week and the lesson will be spent looking at results, the production of supplementary whole class notes and marking criteria.
6	9 th October	Individual coursework sessions with each student, following progress of individual study begun over the Summer.
7	16 th October	Individual coursework sessions with each student, following progress of individual study begun over the Summer.
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8	30 th October	Individual coursework sessions with each student, following progress of individual study begun over the Summer.
9	6 th November	New Unit: Crime Paper, Unseen extract. Overview of unit: examination requirements, Assessment Objectives, marking criteria. Annotation of a few of the key handouts from the Introduction pack. Homework: complete annotation of remaining handouts and add own research points on the history of the Literary Crime Genre, and its development over time for presentation next lesson.

10	13 th November	<p>Context: Review of homework tasks through individual mini presentations.</p> <p>Study of Extract 1: Susan Hill Whole class annotation, teacher led, following the methodology introduced above.</p> <p>Focus: Movement of ideas and themes through paragraph structure and character presentation.</p> <p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
11	20 th November	<p>Context: Review of homework essay on Extract 1 with model answer and Examiner’s marking commentary.</p> <p>Study of Extract 2: Dickens Whole class annotation, teacher led, following the methodology introduced above.</p> <p>Focus: Movement of ideas and themes through imagery/metaphor/simile/emotive language.</p> <p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
12	27 th November	<p>Context: Review of homework essay with Supplementary notes.</p> <p>Study of Extract 3: “A Crime in the Neighbourhood” Whole class annotation, teacher led, following the methodology introduced above.</p> <p>Focus: Movement of ideas and themes through structural comparison, between and within paragraphs.</p> <p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
13	4 th December	<p>Revision Session on “Othello” – key differences between the two types of answers required on the exam paper in the Mock Exam.</p> <p>Presentation of a variety of exam style questions for students to work on individual crafted essay plans, both in the lesson and over the holidays.</p>
CHRISTMAS HOLIDAY		

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Topic 1- Aspects of Tragedy: “Othello”
Topic 2- Crime genre: Unseen extracts

Form: Upper Sixth
Term: Spring 2023

1	5 th January	Mock Exam Week
1	3 rd January (Wednesday)	<p>Review of the Mock paper; “Othello” and Unseen questions(3)</p> <p>Supplementary answer sheets to be made by the students.</p> <p>Homework: performance review/self reflection write ups and ‘lessons learnt’</p>
2	8 th January	<p>Context: Review of homework essay with Supplementary notes.</p> <p>Study of Extract 4: The Long Goodbye” Whole class annotation, teacher led, following the methodology introduced above.</p> <p>Focus: Crime genre elements providing the context for the movement of ideas and themes.</p> <p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
3	15 th January	<p>Context: Review of homework essay with Supplementary notes.</p> <p>Study of Extract 5: Conrad Whole class annotation, group work led, following the methodology introduced above.</p> <p>Focus: Pace of narrative, creation of suspense and sentence structure providing reader engagement.</p> <p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
4	22 nd January	<p>Context: Review of homework essay with Supplementary notes.</p> <p>Study of Extract 6: You Were Gone Whole class annotation, group work led, following the methodology introduced above.</p>

		<p>Focus: Movement of ideas and themes through reader engagement with the norms of detective fiction. Close analysis of language linked to creation of suspense.</p> <p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
5	29 th January	<p>Context: Review of homework essay with Supplementary notes.</p> <p>Timed Test Extract 7: Campbell Dead Whole class annotation, teacher led, following the methodology introduced above.</p>
6	5 th February	Individual coursework sessions with each student, following progress of individual study begun over the Summer.
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7	19 th February	Individual coursework sessions with each student, following progress of individual study begun over the Summer.
8	26 th February	<p>Context: Review of timed essay with Supplementary notes.</p> <p>Study of Extract 8: Snowdrops Whole class annotation, teacher led, following the methodology introduced above.</p> <p>Focus: Exploration of connotation, association and assumption to engage reader in the creation of meaning; crime genre elements specifically explored.</p> <p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
9	4 th March	<p>Exam Revision :based on class work, with past paper style questions.</p> <p>Homework: Packs of exam style questions for each of the three questions to be issued. Students may send email plans, essays, timed tests done in their own time, for marking and feed back from now until the final exams.</p>
10	11 th March	<p>Study of Extract 4: The Long Goodbye” Whole class annotation, teacher led, following the methodology introduced above.</p> <p>Focus: Crime genre elements providing the context for the movement of ideas and themes.</p>

		<p>Homework: Students to write their essay with some consideration of the time allowed to do so in an exam situation.</p>
11	18 th March	<p>Exam Revision :based on class work, with past paper style questions.</p> <p>Homework: Packs of exam style questions for each of the three questions to be issued. Students may send email plans, essays, timed tests done in their own time, for marking and feed back from now until the final exams.</p>

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Subject- A2 English Literature

Topic 1- Aspects of Tragedy: Shakespeare "Othello"

Topic 2- Crime genre: Unseen extracts

Form: Upper Sixth

Term: Summer 2023

1	16 th April (Tuesday)	Timed Test Unseen: The Blank Wall (2019 paper) Marked and returned via email with individual comments on improvements for next test. Attached, Examiner comments from the past paper.
2	22 nd April	Timed Test Othello: Essay question (2019 paper) Marked and returned via email with individual comments on improvements for next test. Attached, Examiner comments from the past paper.
3	29 th April	Timed Test Othello: Extract question (2019 Paper) Marked and returned via email with individual comments on improvements for next test. Attached, Examiner comments from the past paper.
4	7 th May	Timed Test Othello: Essay question (2022 Paper) Marked and returned via email with individual comments on improvements for next test. Attached, Examiner comments from the past paper.
5	13 th May	Timed Test Othello: Extract question (2019 Paper) Marked and returned via email with individual comments on improvements for next test. Attached, Examiner comments from the past paper.
STUDY LEAVE		