

“A book can be a star, a living fire to lighten the darkness, leading out into the expanding universe.” – Madeleine L’Engle



Gosforth Academy English Department

A-level English Literature Course Outline 2023-24

Year 12: Crime

Term	Topic	Content
Autumn 2023 half-term 1 Teacher 1	Unseen Crime	<ul style="list-style-type: none"> • Students introduced to a range of short extracts from modern and classic texts of the crime genre • Core elements include the presentation of criminals, crime, victims, detectives, law enforcement and justice. • Students introduced to the core range of literary features and conventions associated with the crime genre • Students complete pre-reading and essays at home and also read at least one full crime text independently, assessed through project work.
Teacher 2	‘Brighton Rock’ by Graham Greene	<ul style="list-style-type: none"> • Students are introduced to core elements of context, including but not limited to the social and historical context of crime in the 1930s, Brighton in the 1930s and the role of Catholicism in Greene’s writing. • Students introduced to the core elements of the construction of the novel, including characterisation, focalisation, structural features and motifs • Students begin to analyse the conventions of crime texts in relation to Greene’s writing. • As with all units, Students complete pre-reading and essays at home.
October half term break		
Autumn 2023 half-term 2 Teacher 1	Unseen Crime/ ‘Atonement’ by Ian McEwan	<ul style="list-style-type: none"> • Unseen Crime: Students develop awareness of a wider range of types of crime texts (such as heist, caper, Golden Age, locked room mysteries, etc.). • Unseen Crime: Students develop core knowledge of literary theory relevant to crime writing, in order to develop conceptualised writing in essays. • Atonement: Students introduced to main contexts of McEwan’s novel; postmodernism, the social and historical setting of the 1930s, World War 2.

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		<ul style="list-style-type: none"> • Atonement: Students introduced to core concepts of ‘Atonement’, including unreliable narration, metafiction, focalisation, characterisation.
Autumn 2023 half-term 2 Teacher 2	‘Brighton Rock’ by Graham Greene	<ul style="list-style-type: none"> • Students develop understanding of characterisation, Greene’s purpose and ideas and the plotting and structural elements of the novel. • Students develop ability to create argument in written form through debate and then written analysis of core characters in relation to their function within the crime genre: Ida as detective, Pinkie as criminal, Rose as victim.
Christmas break		
Spring 2024 half-term 1 Teacher 1	‘Atonement’ by Ian McEwan	<ul style="list-style-type: none"> • Students develop understanding of characterisation, McEwan’s purpose and ideas and the plotting and structural elements of the novel. • Students develop ability to create argument in written form through debate and then written analysis of core characters in relation to their function within the crime genre: Briony as villain or victim, Paul Marshall as criminal, Robbie as victim.
Spring 2024 half-term 1 Teacher 2	Brighton Rock by Graham Greene	<ul style="list-style-type: none"> • Students analyse ending of novel, developing understanding of Greene’s messages and ideas • Students engage with key criticism and debates around characterisation, the crime genre and Greene’s ideas. • Students consolidate knowledge of plots, characterisation, method and context
February half term		
Spring 2024 half-term 2 Teacher 1	Atonement by Ian McEwan	<ul style="list-style-type: none"> • Students analyse ending of novel, developing understanding of McEwan’s messages and ideas • Students engage with key criticism and debates around characterisation, the crime genre and McEwan’s ideas. • Students consolidate knowledge of plots, characterisation, method and context.
Spring 2024 half-term 2 Teacher 2	‘Rime of the Ancient Mariner’ by Samuel Taylor Coleridge	<ul style="list-style-type: none"> • Students are introduced to core elements of context, including but not limited to the social and historical context of the early 19th century, Romanticism, pantheism, and the slave trade • Students introduced to the core elements of the construction of the poem, including characterisation, frame narratives, ballad form, archaisms, structural features and motifs • Students begin to analyse the conventions of crime in relation to Coleridge’s writing. • Students engage with key criticism and debates around characterisation, the crime genre and Coleridge’s ideas.

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Easter holidays		
Summer 2024 half-term 1 Both teachers	NEA teaching	<ul style="list-style-type: none"> • Using the AQA Critical Anthology, students engage with the key cultural theories of Marxism and feminism. • Students apply the ideas of the anthologies to several taught texts, in order to then apply them more independently to untaught texts in readiness for NEA. • Writers analysed through these cultural theories include, but are not restricted to: Sylvia Plath, Philip Larkin, Elizabeth Gaskell, Elizabeth Perkins Gilman, Zadie Smith, Charlotte Bronte, George Orwell
Summer 2024 half-term 2 Both teachers	NEA teaching	<ul style="list-style-type: none"> • Using the AQA Critical Anthology, students engage with the key cultural theories of ecocriticism and post-colonialism. • Students apply the ideas of the anthologies to several taught texts, in order to then apply them more independently to untaught texts in readiness for NEA. • Writers analysed through these cultural theories include, but are not restricted to: Margaret Atwood, John Clare, Derek Walcott, Jean Rhys, Owen Sheers, George Mpanga, Audre Lorde.
May-June half term break		

Year 13: Tragedy

Summer 2023 half-term 2 (after timetable rollover) Both teachers	NEA Teaching	<ul style="list-style-type: none"> • Using the AQA Critical Anthology, students engage with the key cultural theories of ecocriticism and post-colonialism. • Students apply the ideas of the anthologies to several taught texts, in order to then apply them more independently to untaught texts in readiness for NEA. • Writers analysed through these cultural theories include, but are not restricted to: Margaret Atwood, John Clare, Derek Walcott, Jean Rhys, Owen Sheers, George Mpanga, Audre Lorde.
Summer holidays		
Autumn 2023 half-term 1	NEA writing/	<ul style="list-style-type: none"> • Students in this half term spend some lessons working on NEA under the guidance of their classroom teacher alongside the set text for the half term.

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Both teachers		<ul style="list-style-type: none"> Each classroom teacher will either advise on the poetry or the prose text, as students have to produce one essay on a prose text of their choice and one essay on a poetry collection of their choice, informed by the NEA teaching from last term on the critical anthology.
Autumn 2023 half-term 1 Teacher 1	‘Othello’	<ul style="list-style-type: none"> Students are introduced to core elements of tragedy and context, including but not limited to Aristotelian tragedy, Shakespearean tragedy, social attitudes in the 16th and 17th centuries, ideas of race and gender. Students introduced to the core elements of the construction of the play, including characterisation, structural features and motifs Students begin to analyse the conventions of tragedy in relation to ‘Othello’. As with all units, Students complete pre-reading and essays at home.
Autumn 2023 half-term 1 Teacher 2	‘Tess of the D’urbervilles’	<ul style="list-style-type: none"> Students are introduced to core elements of context, including but not limited to the social and historical context of rural life in the Victorian era, Hardy’s beliefs and concerns and the role of tragedy in the novel form. Students introduced to the core elements of the construction of the novel, including characterisation, focalisation, structural features and motifs. Students begin to analyse the conventions of tragedy in relation to Hardy’s writing. As with all units, students complete pre-reading and essays at home.
October half term break		
Autumn 2023 half-term 2 Teacher 1	Othello	<ul style="list-style-type: none"> Students develop understanding of characterisation, Shakespeare’s purpose and ideas and the plotting and structural elements of the play, with a focus on dramatic function creating tragedy. Students develop ability to create argument in written form through debate and then written analysis of core characters in relation to their function within tragedy: Othello as tragic hero, Iago as villain, Desdemona as victim. Students taught how to construct commentary style essays on key scenes in preparation for extract questions.
Autumn 2023 half-term 2 Teacher 2	Tess of the D’urbervilles	<ul style="list-style-type: none"> Students develop understanding of characterisation, Hardy’s purpose and ideas and the plotting and structural elements of the novel. Students develop ability to create argument in written form through debate and then written analysis of core characters in relation to their function within the genre of tragedy: Tess as victim of fate, Alec and Angel as antagonists, Tess as innocent.

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Christmas break		
Spring 2024 half-term 1 Teacher 1	Othello	MOCK EXAMINATIONS <ul style="list-style-type: none"> • Students analyse ending of play, developing understanding of Shakespeare’s messages and ideas • Students engage with key criticism and debates around characterisation, tragedy and production. • Students consolidate knowledge of plots, characterisation, method and context
Spring 2024 half-term 1 Teacher 2	MOCK EXAMINATIONS Tess of the D’urbervilles/Death of a Salesman	MOCK EXAMINATIONS <ul style="list-style-type: none"> • Students analyse ending of novel, developing understanding of Hardy’s messages and ideas • Students engage with key criticism and debates around characterisation, tragedy and Hardy’s ideas. • Students consolidate knowledge of plots, characterisation, method and context • Students are introduced to core elements of tragedy and context, including but not limited to consumerism and capitalism, the American Dream, realism and expressionism. • Students introduced to the core elements of the construction of the play, including characterisation, structural features and motifs • Students begin to analyse the conventions of tragedy in relation to ‘Death of a Salesman’.
February half term		
Spring 2024 half-term 2 Teacher 1	Revision of Crime Texts	<ul style="list-style-type: none"> • Return to crime texts from Year 12, consolidating core conventions of crime writing and theory. • Developing writing of commentary style essay required for Unseen Crime and returning to a range of texts with focus on examination requirements. • Consolidation and extension of core elements of plotting, characterisation, context and convention, with extension through critical theory.
Spring 2024 half-term 2 Teacher 2	Death of a Salesman	<ul style="list-style-type: none"> • Students develop understanding of characterisation, Miller’s purpose and ideas and the plotting and structural elements of the play, with a focus on dramatic function creating tragedy. • Students develop ability to create argument in written form through debate and then written analysis of core characters in relation to their function within tragedy: Willy as tragic hero, Willy as victim of consumerist society, Biff as victim or tragic hero, Ben as villain.
<ul style="list-style-type: none"> • Easter holidays 		

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Summer 2024 half-term 1 Teacher 1	Revision of core texts	<ul style="list-style-type: none"> • Return to tragedy texts, identifying areas of weakness from formative assessment. • Consolidation and extension of core elements of plotting, characterisation, context and convention, with extension through critical theory for all texts.
Summer 2024 half-term 1 Teacher 2	Revision of core texts	<ul style="list-style-type: none"> • Return to tragedy texts, identifying areas of weakness from formative assessment. • Consolidation and extension of core elements of plotting, characterisation, context and convention, with extension through critical theory for all texts. • Return to crime texts, identifying areas of weakness from formative assessment. • Consolidation and extension of core elements of plotting, characterisation, context and convention, with extension through critical theory for all texts
May-June half term break		
Summer 2024 half-term 2	Final revision sessions	Final examinations

All units have a full range of PowerPoints; extensive and in-depth paper resources act in conjunction. Copies of resources are supplied to students where possible/when needed.