



Year 12 English Literature



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

In Year 12, students will develop a knowledge of the tragic genre.

Texts studied: King Lear, Tess of the D'Urbervilles, Death of a Salesman.

Students will be examined on aspects of tragedy such as:

- the type of tragic text itself, whether it is classical and about public figures, like Lear, or domestic and about representations of ordinary people, like Tess, or Willy Loman
- the settings for the tragedy, both places and times
- the journey towards death of the protagonists, 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 the hero's end is inevitable
- how the behaviour of the hero affects the world around him, creating chaos and affecting the lives of others
- the significance of violence and revenge, humour and moments of happiness.

Core Skills

There are five assessment objectives which are examined throughout the course:

- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- AO2: Analyse ways in which meanings are shaped in literary texts.
- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- AO4: Explore connections across literary texts.
- AO5: Explore literary texts informed by different interpretations.



Year 12 English Literature continued



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Core Knowledge	Core Skills
<ul style="list-style-type: none"> the structural pattern of the text as it moves through complication to catastrophe, from order to disorder, through climax to resolution, from the prosperity and happiness of the hero to the tragic end the use of plots and sub-plots • the way that language is used to heighten the tragedy ultimately, how the tragedy affects the audience, acting as a commentary on the real world, moving the audience through pity and fear to an understanding of the human condition. 	<p>There are five assessment objectives which are examined throughout the course:</p> <ul style="list-style-type: none"> • AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression • AO2: Analyse ways in which meanings are shaped in literary texts • AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received • AO4: Explore connections across literary texts • AO5: Explore literary texts informed by different interpretations.

How has learning been assessed?

Assessment is ongoing. Students will be assessed in a variety of ways e.g. verbally, through questioning in class; short written responses; formal assessments completed in class and mock examinations. Assessments will only be set after students have been taught the knowledge and skills needed to complete them successfully. Preparation time in class and for personal study will be given for formal assessments.

What is coming up in the following year?

Elements of political and social protest writing. Chosen texts have a clear focus on issues of power and powerlessness at their core, with political and social protest issues central to each text's structure. The political and social protest genre covers representations of both public and private settings. All set texts foreground oppression and domination and they all look at the cultures we live in and have lived in over time.