

St Cuthbert Mayne School Curriculum Map



English Year 12 +13

In English we cultivate and develop reading, writing and oracy skills. We do this by offering a combined English Literature and Language A level in years 12+13. Students read whole texts and books alongside wider ranging extracts and poems in order to inspire their own creative writing responses and these range from stories to poetry to non-fiction and modern journalism.. Oracy is developed through lessons involving discussion with speaking and listening activities helping students to develop critical thinking. We want students to successfully respond to English language and literature with confidence and enthusiasm. We study AQA's Combined Literature and Language A level to provide students with a firm academic footing for future study.

Year 12:

We begin the programme with a detailed study of Mary Shelley's *Frankenstein* (1818). Students explore the Gothic novel through thematic approaches and a historicist lense. Linguistic study builds upon the skills learned at GCSE and encompasses more detailed study of speech, varieties of English and functional language study. Students are encouraged to explore the writer's craft and develop their analytical skill. In the second term students explore an Anthology of non-fiction texts that present different views of Paris. These range from historical texts like Pathe News to modern Mumsnet and blog materials. Students learn about a wide range of social and interrational texts and experience Paris through the eyes of residents, tourists and visitors. In terms 2+3 of Year 12 students explore our dramatic text, Tennessee Williams' *Streetcar Named Desire* and the acclaimed investigative work of Jon Krakaur, *Into the Wild*. During the final summer term students are supported in completing the NEA (coursework). This NEA is worth 20% of the A level award. Students are encouraged to pursue their own literary interests as a part of their NEA and a full support package is available through our Academic Reading programme and one-to-one support and guidance. Students complete a rehearsal exam in the summer term of Year 12.

Year 13:

This final year of study begins by studying selected works of Robert Browning from the AQA Anthology; although we can offer some flexibility on this choice to suit the interests of each cohort. Students explore the poetry and prepare to make thematic comparisons. Students finalise their NEA in the Spring term and begin our revision cycle. Students complete exam style tasks with detailed verbal and written feedback in preparation for the final examinations throughout the year. Each focusing on individual exam questions so that students are well prepared for the final public examinations.

Academic Reading:

Students are encouraged to read around our set texts and begin their investigations for the NEA. Students are provided with a weekly guide to support them in how to approach literary study. Home learning varies through the course; initially focusing on new vocabulary and reading set texts before moving towards independent reading and essay writing.

Assessment:

Students are assessed regularly in class through exam style tasks and reported on termly. At the end of year 12 + 13 students complete more formal exams to prepare them for their A level papers.

Autumn Term Year 12
AQA Combined English Language and Literature

Topic/Unit	Cycle 1: Paper 1 Telling Stories
Knowledge (Content covered)	Students begin their preparation by reading Shelley's <i>Frankenstein</i> . They learn about the author's craft, context and begin integrated literary and linguistic analysis. Alongside this literary frame students extend their understanding of language study from GCSE. Students are introduced to the integrated study of both literary and linguistic methods. The students then apply this understanding to their reading of the Paris Anthology. Cycle 1 will be assessed with a Frankenstein exam

	response and a comparison essay for the Paris Anthology in preparation for Paper 1.
Skills	AO = Assessment Objective AO1+2 = analytical skills AO3 = historical context AO4 = making connections
Assessment	Mid-cycle essay assessment: Vocabulary quiz + Frankenstein themes End of cycle assessment: Paper 1 Sections A+B

Spring Term Year 12

Topic/Unit	Cycle 2: Paper 2 Dramatic Encounters
Knowledge (Content covered)	Students continue to study the Paris Anthology and make connections between the texts as they develop their knowledge. Students are introduced to modern drama with <i>A Streetcar Named Desire</i> and the investigative text <i>Into the Wild</i> . Linguistic study includes exploring US English. Students are encouraged to write creatively for the recast task and analyse their own writing skills in preparation for Paper 2.
Skills	AO = Assessment Objective AO1+2 = analytical skills AO3 = historical context AO4 = making connections AO5 = producing expert creative texts
Assessment	Mid-cycle essay assessment: Paper 2 Dramatic Encounters Section B End of cycle knowledge and vocabulary quiz. End of cycle assessment: Paper 2 Dramatic Encounters Section A

Summer Term Year 12

Topic/Unit	Cycle 3: NEA (Coursework) and Poetic voices
Knowledge (Content covered)	Students study a selection of poems by Robert Browning from the AQA Anthology. This term also dedicates time to preparing for the NEA and independent study.
Skills	AO = Assessment Objective AO1+2 = analytical skills AO3 = historical context AO4 = making connections AO5 = producing expert creative texts
Assessment	Mid-cycle essay assessment: Draft NEA + vocabulary quiz End of cycle assessment: Paper 1+2

Year 13

Topic/Unit	Cycle 1: Consolidation
Knowledge (Content covered)	At this point all of the set material for the course has been studied. Time is dedicated to completing final drafts of the NEA and revising the set texts. Students are supported in completing plenty of supported exam rehearsal and deliberate practice. Teachers adapt revision according to the mock outcomes and support students in revisiting particular texts and exam questions.

Skills	AO = Assessment Objective AO1+2 = analytical skills AO3 = historical context AO4 = making connections AO5 = producing expert creative texts
Assessment	Mid-cycle assessment: Finalised NEA (20% of award) End-of-cycle assessment: Paper 1+2 + NEA

Topic/Unit	Cycle 2+3: Revision
Knowledge (Content covered)	Students revise different components of the exams according to the needs of the class and specifically in preparation for their upcoming GCEs focussing on Paper 1 and then on Paper 2.
Skills	AO = Assessment Objective AO1+2 = analytical skills AO3 = historical context AO4 = making connections AO5 = producing expert creative texts
Assessment	Actual GCEs

Gatsby 4 (Linking curriculum learning to careers) Gatsby	English is the subject that unlocks all doors and enables students to pursue further academic or career pathways. All pathways require students to be able to read, write and demonstrate good oracy skills and academic achievement in English is a strong indicator to further education or employers that a student is able to demonstrate these skills excellently. Gaining excellent grades in English is a requirement for admission to almost all colleges and further
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[Gatsby Benchmarks](#)

[Prospects English Career
Guidance](#)

education centres and most employers and colleges require minimum performances of passes or above in English for admission. The world of work is rapidly changing and careers are no longer secure for life, students who perform well in English demonstrate versatility, flexibility and creative thinking that are essential components of having a successful and happy worklife. English can enable almost any career pathway but particularly lends itself towards careers in: journalism (writing or reporter), creative writing (becoming an author or writer), law (lawyer), editing and publishing (copy-writing), programming (website scripting), media (social media publications, press officer), research (AI data validation), marketing (content producer), education (teaching) and more.