



| Lessons Sequence | | |
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| TOPIC (S) Non Examined Assessment (NEA) | <ol style="list-style-type: none"> 1. Interrogate and analyse model exemplars of comparative analysis 2. Question/task creation 3. Researching and planning 4. Argument construction 5. Comparative analysis skills | <ol style="list-style-type: none"> 6. Progress reviews 7. Academic citation and bibliography skills 8-10. Independent comparative analysis of chosen texts 11. Progress reviews 12. Self-assessment, proof reading and editing |
| Knowledge & Skills development | Key knowledge <ul style="list-style-type: none"> • understanding of authorial methods • knowledge and understanding of the significance of relevant contexts in relation to the texts selected and task set • assuredness in the connection between those contexts and the comparative texts studied • perceptive and confident engagement with interpretations, including over time | Skills <ul style="list-style-type: none"> • sophisticated argument construction • use of literary critical concepts and terminology; • mature and impressive expression skills • assured engagement with how meanings are shaped by the methods used • comparative study skills • perceptive exploration of connections across literary texts arising out of comparative study • academic bibliography skills • academic citation skills |
| Assessment / Feedback Opportunities | <p>The AQA examination specification states: <i>‘When checking drafts of a student’s work, you must not comment or provide suggestions on how they could improve it. However, you can ask questions about the way they are approaching their work and you can highlight the requirements of the marking criteria’.</i></p> <p>Checkpoint assessments for this unit will take the form of regular one to one interviews students are questioned about their approach and are reminded of the requirements of the mark scheme.</p> <p>Exemplar assessment titles:</p> <ol style="list-style-type: none"> 1. Compare and contrast the presentation of women in Keats’ narrative poems 'Lamia', 'Isabella' and 'The Eve of St Agnes' with that of Anne Brontë's in her novel <i>The Tenant of Wildfell Hall</i>. In what ways do you think the Gothic settings of these texts help the writers to shape their presentation of heroines in peril? 2. John R. Reed (1973) has suggested that the ‘unacknowledged crime’ of Wilkie Collins’ <i>The Moonstone</i> is the colonial guilt of the British Empire for its annexation of the entire Indian sub-continent rather than the theft of a single exquisite diamond. Compare and contrast the presentation of British attitudes to race and ethnicity in <i>The Moonstone</i> and in Zadie Smith’s <i>White Teeth</i> in the light of this view. | |

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| | <p>3. Compare and contrast the presentation of women in Keats' narrative poems 'Lamia', 'Isabella' and 'The Eve of St Agnes' with that of Anne Brontë's in her novel <i>The Tenant of Wildfell Hall</i>. In what ways do you think the Gothic settings of these texts help the writers to shape their presentation of heroines in peril?</p> |
| <p>Cultural Capital /SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)</p> | <ul style="list-style-type: none"> • Character Education: content develops resilience and confidence to; develops ability to remain motivated by long-term goals; to see a link between effort in the present and pay off in the longer term; overcoming and persevering through, and learning from setbacks when encountered. • This unit is designed by AQA as an autonomous personal reading unit and students are free to select their own texts, with teacher guidance and support. students write a comparative critical study of two texts on a theme of their choice. Possible themes may include: • the struggle for identity • crime and punishment • minds under stress • nostalgia and the past • the Gothic • satire and dystopia • war and conflict • representations of race and ethnicity • representations of sexuality • representations of women • representations of men • representations of social class and culture. |
| <p>Reading opportunities</p> | <p>Students are encouraged to read widely from this suggested list in order to select their two texts for comparative critical study</p> <p>Prose</p> <p><i>Northanger Abbey</i> Jane Austen <i>Mansfield Park</i> Jane Austen <i>The Tenant of Wildfell Hall</i> Anne Brontë <i>The Moonstone</i> Wilkie Collins <i>The Woman in White</i> Wilkie Collins <i>Hard Times</i> Charles Dickens <i>Middlemarch</i> George Eliot <i>The Mill on the Floss</i> George Eliot <i>North and South</i> Elizabeth Gaskell <i>Frankenstein</i> Mary Shelley <i>Vanity Fair</i> William Makepeace Thackeray <i>The Picture of Dorian Gray</i> Oscar Wilde</p> |

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| | <p>Drama <i>The Way of the World</i> William Congreve <i>A Doll's House</i> Henrik Ibsen <i>Hedda Gabler</i> Henrik Ibsen <i>She Stoops to Conquer</i> Oliver Goldsmith Any pre-1900 play by this writer George Bernard Shaw <i>The School for Scandal</i> Richard Brinsley Sheridan Any pre-1900 play by this writer Oscar Wilde <i>The Country Wife</i> William Wycherley</p> <p>Poetry 'The Wife of Bath's Tale' Geoffrey Chaucer 'The Miller's Tale' Geoffrey Chaucer 'The Rime of the Ancient Mariner' Samuel Taylor Coleridge 'Lamia' John Keats 'Isabella or The Pot of Basil' John Keats 'The Eve of St Agnes' John Keats</p> |
| Key Vocabulary | Full range literary terminology, individualised depending upon chosen texts (glossary provided to students) |
| Digital Literacy | Students will be encouraged to access a range of online resources, bespoke to their own area of study |
| Cross-Curricular Links | <ul style="list-style-type: none"> • History • Philosophy and Ethics • Essay and research based subjects |
| Careers | <ul style="list-style-type: none"> • English skills improve employee agility • English is beneficial for any job that involves communication, writing and / or literary knowledge. These include: advertising and marketing, writing and journalism, law, consultancy, business, teaching, performing arts, academia, government, linguistics, foreign languages, media and design. • Careers in the sciences, engineering, technology and maths also need English. Writing proposals, academic papers, articles and communicating with others is key to getting funding for projects and reaching people. |