

Post 16:

KS5 Intent

- The Post 16 curriculum is intended to give as many members of our college community as possible the chance to lay the foundations to be happy and successful in life: in careers, as members of the community and as individuals capable of enjoying lifelong learning.
- We will provide opportunities for all levels of abilities to make the most of themselves, to stretch their knowledge and skills as much as they can with us, and be proud of their achievement. Our teaching will help students overcome disadvantage and all hurdles to learning.
- Hand in hand with the self confidence, increased sense of agency, and aspiration that will be produced from the success enjoyed by studying our curriculum, our PD course and enrichment programme will help students develop their characters. They will have followed courses of action which foster integrity, self reliance, optimism and resilience. They will be creative problem solvers, with the tools to take care of their mental wellbeing. They will have experienced the pleasure of contributing to their community and will have explored and experienced possible career paths.

A-Level English Literature Curriculum Overview

Intent:

In 2016 we switched from AQA to EDUQAS/WJEC for the provision of English Literature. A key driver for this decision was the sensible and clear four component pathway offered where three terminal exams in poetry, drama and unseen poetry/prose was supplemented by a 20% written coursework requirement. The course itself is broad based and gives students a grounding in traditional aspects of literature study with Shakespeare and Christina Rossetti's poetry, in combination with 20th and 21st Century elements with plays like 'A Streetcar Named Desire' and modern poetry like Carol Ann Duffy's anthology 'Mean Time'. This has proved to be accessible for students of all abilities where we have overcome barriers to study of classic texts by showing their timeless qualities and how their narrative and themes can relate to contemporary contexts. The NEA coursework element is always a big draw for students and really encourages them to become independent readers and original thinkers. The format gives all students confidence at studying a Victorian novel. In September 2023, we introduced 'Far From the Madding Crowd' by Thomas Hardy as the core text for the NEA. Students then choose a post 2000 novel to compare with it, taken from a diverse range of texts approved by the exam board.

Implementation:

The current English Literature curriculum is delivered by two teachers in shared classes where the subject material is divided equally. A clear curriculum plan with an assessment schedule is provided, along with booklets to support the different aspects of the curriculum.

For example, there are in-house booklets of critical reading essays for both 'The Tempest' and Christina Rossetti's poetry, along with an in-house curriculum guide for 'Far From the Madding Crowd.' Formative assessment dominates NEA coursework feedback where class sharing of ideas is supplemented by 1:1 work with the teacher to allow students to develop their argument purposefully. Work is summatively assessed using the Assessment Objectives discretely to show how learners need to make sure they focus on specific elements in order to give rounded and cohesive answers. Subject specific vocabulary in the form of literary terminology is explicitly taught in order to build on students' knowledge from GCSE. Assessment is given via feedback sheets that explicitly break down each of the Assessment Objectives and their associated mark tariffs.

Impact:

English Literature is a more traditional A-Level and is highly regarded by the Russell Group of universities. Student uptake numbers in recent years have fluctuated as students are often reluctant to take on the more intellectual and rigorous demands of the reading required for the English Literature course. However, students who choose the A Level in literature develop as readers and therefore as learners. A lifelong love of reading is actively engendered and students are exposed to books and ideas that they would be ultimately closed off from. It is our aim to build on previous success and harness student voice in order to develop student recruitment.