



Your Guide to Year 13 English

Expectations of Students			
Students are expected to come equipped with appropriate stationary. They also need to read their teachers comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment.			
Year 13	Topic Title and unit	What students will be learning	How you can specifically help your child
HT1	Coursework Study of WW1 Literature	<ol style="list-style-type: none"> 1. Completion and guidance on NEA (only one text can be taught- 'Kevin', the other is a text on their choice) 2. Read and study 'Birdsong'- Sebastian Faulks. 3. Historical, contextual knowledge of WW1 period in history, event and battles that are mentioned in the novel. Understanding why this was such a significant movement in literature. 	<p>Encourage your child to read widely and think critically about what they read. Help them to pursue their own interests in literature, but bear in mind that it is a good idea to read some pre-twentieth century works and poetry as well as contemporary novels.</p> <p>Here are a few websites to explore:</p>
HT2	Coursework Study of WW1 Literature	<ol style="list-style-type: none"> 1. Complete reading of 'Birdsong' beginning to include the teaching of a selection on the poems from 'The Oxford Book of War Poetry' to contextualise. 2. Begin teaching of 'My Boy Jack'- taught thematically for comparisons to key poems. 3. Selection of 3 poems for each of the 15 themes suggested for covering the anthology. 	<p>www.kings.cam.ac.uk/study/undergraduate/offerholders/reading-lists/english.html</p> <p>www.english.cam.ac.uk/cambridgeauthors</p> <p>Poetry Society: www.poetrysociety.org.uk/</p> <p>Literary Review: www.literaryreview.co.uk/</p>
HT4	Coursework Study of WW1 Literature	<ol style="list-style-type: none"> 1. Complete the teaching of 'My Boy Jack'- exam focus- suggested structure for response to opinion based questions. 2. Complete the teaching of poetry from the selection of 3 poems for each of the 15 themes suggested for covering the anthology. Work on comparison to 'My boy Jack'- for exam purposes. 3. NEA should be completed and marked. 	<p>Times Literary Supplement: www.the-tls.co.uk/tls/</p> <p>Reading is a great way to explore subjects which your child finds interesting – but there are other ways to deepen their understanding: visit local museums, theatres, monuments, galleries and natural features.</p>
HT4	Revision Shakespeare	<ol style="list-style-type: none"> 1. In preparation for section B.1 of paper 2 (unseen prose), a range of unseen prose should be studied to increase confidence in this area (built from A.S) and help to continue to contextualise this period in history. 2. Mock 1 (paper 2- texts in shared contexts paper only) 3. Introduction of the content of Paper 1 (covering the texts from last year). Revise Othello through approaches to the different style of question for the A-level paper, rather than A.S. 	<p>Keep an eye out for seminars, taster days or other Outreach activities run by any local Universities which they could attend, or they might like to join a regional or national club or society related to their academic interests, and enter competitions such as essay prizes.</p>
HT5	Revision The Great Gatsby Jane Eyre	<ol style="list-style-type: none"> 1. Revise 'The Great Gatsby' and pre 1900 poetry from last year- approaching from the angle of the new style of question stems and expectations of the A-level paper. 2. Revise skills for the unseen poem (section B of Paper 1)- wording of the question to be prepared for. (use some of the poetry from post 1900 from the anthologies that students already have)- increasing their confidence in responding to unseen texts. 3. Prepare for Mock 2- early on in this half-term- both papers 1 and 2. 	
HT6	Revision	<ol style="list-style-type: none"> 1. Revision of areas that students feel they need further support on. 2. Exemplar questions for exam preparation. 	