# AS and A level English Literature H072 and H472: Two Year AS and A Level Scheme of Work (two teachers)

This scheme of work offers an example of how the OCR AS and A level English Literature might be organised by two teachers over two years. It is designed as a guide only and the order of topics can be changed to suit the preferences of the department. This scheme of work envisages TWO teachers teaching the course.

| **YEAR ONE – AUTUMN TERM (13 weeks)** | | | | |
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| **Teacher A** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-3 | **Component 01: Shakespeare**   * General introduction to the chosen Shakespeare play * How to write an A level essay; close analysis | **AO1** articulate informed, personal response to literary texts  **AO1** use coherent and accurate written expression  **AO2** analyse ways in which meanings are shaped in literary texts | Ask learners to say which plays they have studied so far and what they liked and disliked about the plays and studying them.  Introduce genres of Shakespeare’s plays: comedies, tragedies, histories and (for *Measure for Measure* and *The Tempest*) problem plays.  For an entertaining drama on Shakespeare’s life and theatre, watch *Doctor Who* season 3 episode 2 (2007, starring David Tennant), “The Shakespeare Code” (aside from the science fiction elements, this is an essentially accurate depiction of Elizabethan theatre, | Developing spoken skills; developing presentation skills e.g. spokesperson, working in a small group.  Note taking.  History: the Elizabethan and Jacobean period; the Puritans’ detestation of the theatre, leading to its closure under Cromwell. |

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|  |  | **AO3** demonstrate understanding of context, including genre  **AO4** explore connections across literary texts | acting, audience, writing, Shakespeare’s life, the Master of the Revels, Bedlam Hospital etc.). Discuss the episode with learners.  Much useful and accessible material in *The World of Shakespeare* by Anna Claybourne and Rebecca Treays, pub. Usborne Publishing ISBN 074602455X (London, 1996).  Use extracts from Shakespeare (from the set text or other texts) as an introduction to close analysis; after studying the extracts in class, learners to write first A level essay.  Learners could refer to “The Little Book of Spelling, Punctuation and Grammar” for help with written English. <http://www.ocr.org.uk/Images/348009-the-little-book-of-spelling-punctuation-and-grammar-spag-.pdf> | Accurate written expression, spelling, grammar, punctuation. |
| Weeks 4-13 | **Shakespeare set text for Component 01**  For example, *Hamlet* | **AO1**  **AO2, AO3**  **AO1, AO2**  **AO5**  **AO3**  **AO5**  **AO3** | With every AS level text, it is essential to explain which AOs will be tested in the examination or non-examined assessment. Learners should understand the AOs and the requirements for each. Teachers could consider making reference to the AOs in the written and spoken feedback given with written work. The AOs are not, however, a straightjacket. Enthusing learners about the text and encouraging them to love literature will best help them secure their potential.  Start by explaining some of the plot to learners: perhaps up to the middle of act three, so there are still some surprises in store. Plots could be explained by drawing a diagram on the board of the various plot lines: as a written exercise, learners to write this up into good prose.  Read each act, ensuring learners understand the meaning. This can be achieved by setting ***preparation*** *of the text* as homework, for example: “Prepare Act 1 scenes 1-3. ***Prepare***= read the scene carefully, using the notes to help you understand the language. Underline any words or lines you don’t understand.” Then, in class, teachers ask “Lines 1-10, any problems?” and briefly explain any lines learners don’t understand. Ensuring learners understand the text is essential spadework before they can begin to study Shakespeare!  Watch a video of each act after learners have read it/completed studying it. Comparing different film/TV productions is excellent for AO5 (different interpretations).  See a stage production if at all possible and/or visit The Globe Theatre in London.  See past and specimen papers and mark schemes for inspiration for practice essays:  <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/> | Revision skills; committing material to memory.  Cultivating a love of learning for its own sake.  Processing skills: converting one medium into another.  Self-supported, independent study.  Cultural education, theatre, Theatre Studies and Drama  Research skills |

| **YEAR ONE – AUTUMN TERM (13 weeks)** | | | | |
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| **Teacher B** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-10 | **Prose set text for Component 02 Drama and prose post-1900**  e.g. *Nineteen Eighty-Four* | **AO1, AO2, AO3, AO5**  AO5 consider different interpretations of literary texts | See resources on OCR English website  For *Nineteen Eighty-Four*, there is much useful material in the Dystopia delivery guide, available at <https://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/delivery-guide/>  Lesson elements for Dystopia and *Nineteen Eighty-Four* are available at <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/>  Look at film versions of the novel. What has been changed and why? How has the date of the film’s production determined the way the original text has been interpreted? (E.g. the 1954 BBC play; 1956 film with Edmund O’Brien, emphasising the Cold War; 1984 film with John Hurt.) | **This prose text is**  **also studied for A level Component 02 (for the Dystopia option); other prose texts could double up as the prose text for A level Component 03**  Film and media studies  History |
| Weeks 11-13 | **Start teaching Drama text for Component 02**  e.g. *The History Boys* | **AO1, AO3, AO4, AO5** | Delivery guides for *The History* Boys, *That Face* and *A Streetcar Named Desire* are available at <https://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/delivery-guide/> | **This drama text could also be studied for A level Component 03** |

| **YEAR ONE – SPRING TERM (12 weeks)** | | | | |
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| **Teacher A** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-2 | **Introduction to poetry:**  **Component 01**  **General introduction to poetry**  OR  **Introduction to *Paradise Lost* and Milton**  OR  **Introduction to *The Canterbury Tales* and Chaucer)** |  | Teachers and learners choose their favourite poems to read with the learners. It is often effective to read many poems without commenting too much on them, as well as pausing for close analysis. Learners are likely to be familiar with drama and prose genres, much less familiar or comfortable with poetry.  Poetry texts which learners enjoy reading all through include:  Wendy Cope *Two Cures for Love – Selected Poems 1979-2006* (Faber and Faber, 2008, ISBN 9780571240784)  Lachlan Mackinnon, *Small Hours* (Faber and Faber, 2010, ISBN 9780571253500) | **This poetry text is also studied for A level Component 01** |
| Weeks 3-11 | **Poetry set text for Component 01.** | **AO1, AO3, AO5**  **AO2, AO3**  **AO3**  **AO3**  **AO4**  **AO5** | *Examples: Paradise Lost Books 9 &10; The Merchant’s Prologue and Tale*  Read the poetry set text. Look at cultural and historical background to the author. (Treat biographical background with care: learners are all too keen to read texts as autobiographical!)  For narrative poetry: historical and cultural background to Milton and Chaucer.  Milton – Protestantism, post-reformation. The Bible: read the Book of Genesis.  Chaucer – Medieval Christianity and Roman Catholicism; the humours; the Feudal system; the Ptolemaic view of the Universe.  Recommended reading:   * *Literature in Perspective – Chaucer* by M.W.Grose (pub. Evans Brothers Ltd, London, 1967) * *The Poet’s Tale – Chaucer and the Year That Made the Canterbury Tales* by Paul Strohm (pub. Profile Books, London, 2015 ISBN 9781781250600). * For a two page explanation of Roman Catholicism as Snakes and Ladders, see the novel, *How Far Can You Go?* by David Lodge (Penguin, London, 1980 ISBN 014005746-3) chapter one, pp 6-8. * For *The Merchant’s Prologue and Tale*, see the OCR resource at <https://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/delivery-guide/delivery-guide-eldg003b-the-merchants-prologue-and-tale/>   Teachers should read *The General Prologue to the Canterbury Tales* with their learners and study in depth the portrait of the Merchant.  Learners should also read other tales in the marriage group e.g. *The Wife of Bath’s Prologue and Tale.* Learners might wish to read a modern translation of any of *The Canterbury Tales* (which is no substitute for the Middle English original): Neville Coghill’s translation for Penguin Classics (pub. 1966) is recommended.  For an entertaining short story providing much background on *The Canterbury Tales*, see “A Canterbury Tale” by Frank Danes in *Temporal Logbook II* (late 2017, PencilTip Publishing, Vancouver), in which Doctor Who joins Chaucer on the pilgrimage to Canterbury. See also *The Animated Canterbury Tales* (1998) on DVD. | History, social history  Religious Studies.  Self-supported study.  Cultural enrichment. |
| Half Term | Homework: Re-read Shakespeare set text from Autumn Term. | | | |
| Week 12 | **Revision techniques**  Revise Shakespeare set text from Autumn Term |  | Revise general revision techniques:   * Revision timetables * How many hours a day should you revise? * Take a five minute break every half hour highlight important ideas * Read your notes aloud * Write summaries etc.   Learners should:   * *Re-read their set texts again* * *Learn quotations* * *Watch film versions of productions (as long as they don’t confuse these with the text)* * *Write timed essays and essay plans, referring to the relevant AOs and mark schemes.* | Revision skills |
| Easter holiday | Homework: Revise Shakespeare and poetry texts. | | | |

| **YEAR ONE – SPRING TERM (12 weeks)** | | | | |
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| **Teacher B** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-9 | Complete teaching of drama text for Component 02  e.g. *The History Boys* |  | Compare and contrast the film version (if available) with the original text: How differently would the text have been when performed on stage? (The film of *The History Boys* includes extra scenes and characters, for example.) | Film and media studies |
| Half Term | Homework: Re-read prose set text from Autumn Term. | | | |
| Weeks 10-12 | **Revision of prose set text from Autumn Term** |  |  | Revision skills |
| Easter holiday | Homework: Revise prose and drama texts. | | | |

| **YEAR ONE – SUMMER TERM (12 weeks)** | | | | |
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| **Teacher A** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-4 | **Revision** | **AO1, AO2, AO3, AO4, AO5** | Re-read the Shakespeare text aloud in class, with learners taking the parts.   * Revise general revision techniques: * Revision timetables * How many hours a day should you revise? * Take a five minute break every half hour highlight important ideas * Read your notes aloud * Write summaries etc.   Learners should:   * *Re-read their set texts again* * *Learn quotations* * *Watch film versions of productions (as long as they don’t confuse these with the text)* * *Write timed essays and essay plans, referring to the relevant AOs and mark schemes.* | Revision skills |
| Weeks 5-9 | **AS EXAMS** | | | |
| Weeks 9-12 | **START A LEVEL COURSE**  **Drama set text for Component 01**  For example, *An Ideal Husband* | **AO1, AO2, AO3, AO4, AO5**  **AO1, AO2**  **AO5**  **AO3, AO5** | Read the text all the way through, aloud, in class, with learners taking the parts.  After reading it in class, homework: read it again, and read the notes and introduction in your edition. (This will help learners to remember the text and consolidate their understanding of it.)  Watch a film version. If several are available, compare the different versions in discussions with learners.   * Which did they prefer and why? * Which characters/scenes/themes etc. did they consider closest to their own interpretation of the play? * If at all possible, see a stage production.   Research the historical context: perhaps by watching a biopic, e.g. the film Wilde (1997, dir. Brian Gilbert, starring Stephen Fry as Wilde). Bear in mind that learners can jump on autobiographical interpretation of texts, however.  Research the original critical response, if possible. | Speaking, listening skills e.g. contributing to a group discussion  Social history, e.g., attitudes to minorities and to homosexuality. Law reform. |
| Summer holiday | Homework: Year 2 texts and wider reading e.g. other texts by authors to be studied for A level. | | | |

| **YEAR ONE – SUMMER TERM (12 weeks)** | | | | |
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| **Teacher B** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-4 | **Revision** | **AO1, AO2** | * Write timed essays * Learners to give presentations to the class on aspects of their set texts, e.g.: Hector’s teaching style vs. Irwin’s teaching style (from *The History Boys*) | Revision skills  Presenting to a group |
| WEEKS 5-9 | **AS EXAMS** | | | |
| Weeks 9-12 | **START A LEVEL COURSE**  **Second set text for Component 02**  E.g., for Dystopia, *The Children of Men* | **AO1**  **AO2**  **AO3**  **AO4**  **AO5** | See the OCR Delivery Guide on Dystopia <https://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/delivery-guide/delivery-guide-eldg007-dystopia/>  Learners to read through the guide and undertake the activities, e.g. Why is Dystopia such a popular genre today? For example, in teen fiction? (*The Hunger Games* etc.).  Writing: Consider the essay titles from the comparative and contextual study section of the chosen topic area: how do these essay titles apply to learners’ core set text and the second set text?  Start to bring in other texts as learners read and study them: e.g., texts for wider reading (for example, learners who have read *Brave New World* should start making references to it in their essays on *Nineteen Eighty-Four*/Dystopia).  How to write an A level essay: teach close reading skills. Learners to complete the close reading extracts from five Dystopian texts in the Delivery Guide | Dystopia: Nazism, Stalinism, totalitarianism, The Second World War.  PSHE: political and democratic rights. British values.  Wider cultural awareness.  Media and film studies.  Developing spoken skills; developing presentation skills e.g. spokesperson, working in a small group.  Note taking. Essay writing skills: planning, introductions, evidence, quotations, sources, conclusions, proof-reading; self-supported study. |
| Summer holiday | Homework: read other texts in chosen topic area for component 02: e.g., for Dystopia, *The Time Machine* and *Brave New World.* | | | |

| **YEAR TWO– AUTUMN TERM (13 weeks)** | | | | |
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| **Teacher A** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-6 | **Complete teaching of Drama text for A level Component 02**  e.g. *An Ideal Husband* | **AO1, AO3, AO4, AO4** | Teach the comparative essay skills for A level Component 01. Learners’ essays should give more or less equal weight to each text. Consider links between the texts e.g. *An Ideal Husband* and *The Merchant’s Prologue and Tale* are both satires and comedies; thematically, both concern the relationships between men and women. | History; social history; PSHE – e.g., relationships between the genders, marriage. |
| Weeks 7-11  Or  Weeks 7-13 | **Revisit poetry text from AS**  e.g. *Paradise Lost; The Merchant’s Prologue and Tale* |  |  |  |
| Half Term | If there are mock examinations at the end of term, the set texts should be revised for homework*.* | | | |
| Weeks 12-13 | **Revision for mock exams/ Mock exams** |  | *Mock examinations are often held at the end of the autumn term or the start of the spring term.*   * Teachers might want to consider: * Revising parts of the set texts, time permitting. * Play texts could be read aloud again in class, with learners taking the parts, for example. Timed essays * Work through sample essays and mark schemes with learners (available on the OCR website). | Revision skills  Self-supported study |

| **YEAR TWO – AUTUMN TERM (13 weeks)** | | | | |
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| **Teacher B** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-7 | **Complete teaching of second text for A level Component 02**  e.g. *The Children of Men* (Dystopia).  Learners to continue with wider reading in their topic area. | **AO1, AO2, AO3, AO4, AO5** | Start working on comparative and contextual study questions from chosen topic area for BOTH studied texts.  Prepare learners to answer both types of question: one which names the core set text, and one which does not. Continue to set extra reading from chosen topic area.  Consider examining a film version of the second text. (The film *Children of Men* has almost nothing to do with the original novel: learners might consider, why the changes?) | Economics: what will sell?  Philosophy: do we have a duty to protect the integrity of the original text when it is adapted into film? |
| Half Term | Homework: Reading widely in topic area OR (if there are mocks at the end of term) revise set texts.  Wider reading: other texts by the same author or related authors, as appropriate. Critics on set texts. | | | |
| Weeks 8-10 | **Wider reading for A level Component 02**  Learners give presentations of their wider reading choices |  | Explore wider reading in the topic area from list of suggested set texts, which learners have read over the half term, e.g. *The Time Machine*; *Brave New World.*  Activity: learners might choose a text each and present it to the class, explaining its context, themes and why it is a good example of the genre/topic area.  Timed essays. Revision of set texts. | Developing spoken skills; developing presentation skills e.g. spokesperson, working in a small group. |
| Weeks 11-12 | **SECOND text for non-exam assessment, Component 03**  e.g. start prose text for Component 03 (this could be the first text for the comparative essay) | **AO1, AO2, AO3, AO4, AO5** |  |  |
| Weeks 12-13 | **Revision for mock exams/ Mock exams** |  | *Mock examinations are often held at the end of the autumn term or the start of the spring term.*  Teachers might want to consider:  Revising parts of the set texts, time permitting.  Play texts could be read aloud again in class, with learners taking the parts, for example. Timed essays  Work through sample essays and mark schemes with learners (available on the OCR website). | Revision skills  Self-supported study |
| Christmas holiday | Homework: finish reading prose text for A level component 03. (This could be a prose text already studied for AS level, unless learners have studied one of the core texts from the chosen topic area.) | | | |

| **YEAR TWO– SPRING TERM (12 weeks)** | | | | |
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| **Teacher A** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1 | **Exploration of learners’ performance in mock exams.** |  | *After the mock examinations, teachers may want to devote classroom time to going over learners’ performance in the mock exams.*  Refer learners to the marking schemes (published on the OCR website) and show how well learners met the criteria on the marking schemes. | Self-assessment skills |
| Weeks 2-6 | **FIRST text for non-exam assessment, Component 03**  The text for close analysis/recreative task (which may be the Drama studied for AS e.g. *The History Boys* or the prose text studied for AS – if this wasn’t one of the core texts from the chosen topic area). | **AO2, AO1** | Learners write the close analysis piece and hand it in after half term. |  |
| Half Term | Homework: Write the close analysis piece. | | | |
| Weeks 7-12 | **Revise Shakespeare text for A level Component 01 (as taught for AS level)**  **Revise core prose text for A level Component 02 (as taught for AS level)**  e.g. *Nineteen Eighty-Four* | **AO1, AO2, AO3, AO4, AO5** | Read the text aloud in class, with learners taking the parts.  Watch and discuss another film or television version of the text.  Revise revision skills as necessary. | Revision skills |
| Easter holiday | Homework: Revise all set texts. | | | |

| **YEAR TWO – SPRING TERM (13 weeks)** | | | | |
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| **Teacher B** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Week 1 | **Exploration of learners’ performance in mock exams.** |  | *After the mock examinations, teachers may want to devote classroom time to going over learners’ performance in the mock exams.*  Refer learners to the marking schemes (published on the OCR website) and show how well learners met the criteria on the marking schemes. | Self-assessment skills |
| Weeks 2-8 | **Complete teaching of SECOND text for A level Component 03**  This will be the first text for the comparative essay and may be the drama or prose text studied for AS, if the prose text is not one of the core texts from chosen topic area.  **Teach THIRD text for A level Component 03**  This will be the second text for the comparative essay and may be the drama or prose text studied for AS, if the prose text is not one of the core texts from chosen topic area. |  |  |  |
| Half Term | Homework: start planning comparative essay for Component 03 | | | |
| Weeks 9-12 | **Non-exam assessment, Component 03** |  | Finish writing coursework, hand it in before Easter holiday. | Self-supported study |
| Easter holiday | Revision. | | | |

| **YEAR TWO– SUMMER TERM (12 weeks)** | | | | |
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| **Teacher A** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-6 | **Shakespeare revision**  **Revision for Components 01, 02** | **AO1, AO2, AO3, AO4, AO5** | * Timed essays * Consideration of different critical views * Watch different productions of Drama and Shakespeare set texts (Component 01) and consider their relative merits. | Film and media studies  Revision skills |
| Weeks 7-12 | **A LEVEL EXAMS** | | | |
| **YEAR TWO – SUMMER TERM (13 weeks)** | | | | |
| **Teacher B** | **Text or Topic Area** | **Key Learning/ Assessment Objectives** | **Suggested teaching and learning activities** | **Links to wider curriculum** |
| Weeks 1-6 | **Revise core text for Component 02** | **AO1, AO2, AO3, AO4, AO5** | Timed essays  Consideration of different critical views | Revision skills |
| Weeks 7-12 | **A LEVEL EXAMS** | | | |

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