

A Level English: Key information

Exam Board: AQA English Literature A

Paper 1 - Love Through the Ages

3 hours written examination (closed book except Section C which is open) in June of Y13

40% of A Level

75 marks

Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Exam will include two unseen poems.

Section A: Shakespeare: one passage-based question with linked essay (25 marks) Othello

Section B: Unseen poetry: compulsory essay question on two unseen poems (25 marks)

Section C: Comparing texts: one essay question linking two texts (25 marks) The Great Gatsby and Pre-1900 Poetry

Paper 2 – Texts in Shared Contexts - Modern times: literature from 1945 to the present day

2 hours 30 minutes written examination (open book) in June of Y13

40% of A Level

75 marks

Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000. Exam will include an unseen extract.

Section A: Set texts. One essay question on set text (25 marks)

Section B: Contextual linking:

- one compulsory question on an unseen extract (25 marks)
- one essay question linking two texts (25 marks)

Example texts: Feminine Gospels (Carol Ann Duffy), The Handmaid's Tale (Margaret Atwood), A Streetcar Named Desire (Tennessee Williams)

Non-exam Assessment – TBC

Independent Critical Study – Texts across Time

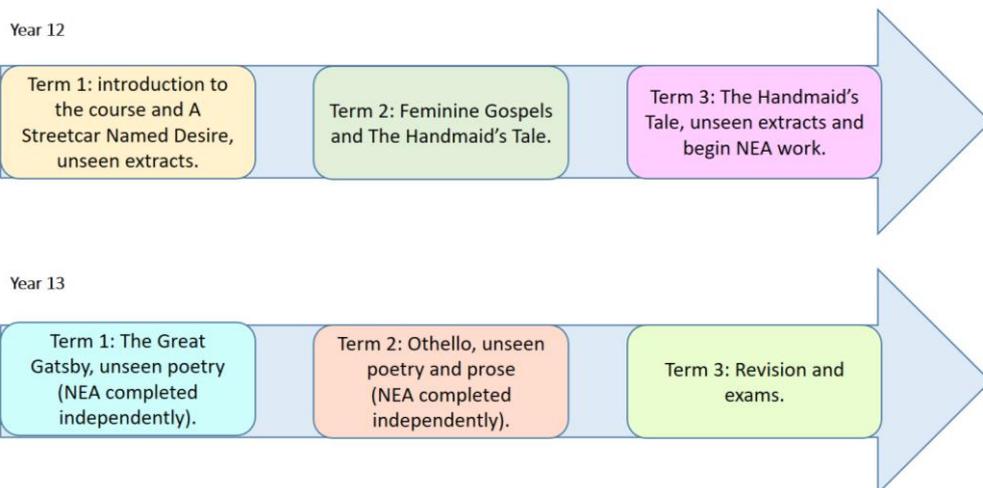
20% of A Level

50 marks

One extended essay (2,500 words) and a bibliography

Comparative critical study of two texts, at least one of which must have been written pre-1900.

KS5 Curriculum Map



Assessment of Exam
Assessment Objectives

It is important that you are familiar with the assessment objectives and that you set yourself targets to achieve and improve upon each one before the examination.

A01	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
In your own words	
A02	Analyse ways in which meanings are shaped in literary texts.
In your own words	
A03	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
In your own words	
A04	Explore connections across literary texts.
In your own words	
A05	Explore literary texts informed by different interpretations.
In your own words	

Task one – Reader Profile.

Produce a Reader Profile:

The English department at Landau Forte Academy Tamworth 6th Form offers a diverse range of literary works both from within and outside the literary canon across the centuries. You will explore texts ranging from fiction to non-fiction, prose to poetry. Our curriculum is diverse, keeping up with issues of the time, as well as offering a historical, social, theological and political lens into the past. An interest and enthusiasm for reading is essential for any student undertaking the study of English Literature at A Level. Intellectual curiosity and reading beyond our syllabus and curriculum promotes independence, effective communication and well informed critical thinkers.

Task:

As part of developing an understanding for who each of you are as critical thinkers, writers and readers, read a book for pleasure and create an online reading profile. We will refer to your reading profiles in our first lesson in August.

You can use the following questions to support you:

- What are your current interests within the literary world?
- What are you currently reading?
- What did you enjoy and least enjoy about your current book?
- Provide examples of wider reading you have completed for your book that you found particularly interesting.
- What other books are there that are similar in genre and style?

How it links to the Specification:

You will be expected to read a range of novels throughout the course and make links between them. By reading a range of novels, you are widening your knowledge about different topics.

Task two - A Streetcar Named Desire.

Task to accompany students' reading of the set texts (literature from 1945 to the present day)

Tennessee Williams – A Streetcar Named Desire.

- Research the playwright – how may this contextual information influence the play?
- Look at the following literary backgrounds related to the play: * Southern Gothic. *Modern American Drama. * The tragedy genre. *The Aristotelian tragedy.
- An overview of the play.
- Authorial methods used in the play.

Resources to get you started:

- <http://www.shmoop.com/queer-theory/a-streetcar-named-desire-text.html>
- https://www.yorknotes.com/alevel/english-literature/a-streetcar-named-desire-2017/revision-cards/00_context
- <https://www.sparknotes.com/lit/streetcar/>
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How it links to the Specification:

After the introductory unit, you will be studying A Streetcar Named Desire in lessons. It is in your paper 2 exam at the end of year 13.

Task three - Literary Theories

Look at the importance of feminist theory:

- Research what feminist theory is
- Read The Yellow Wallpaper: https://loa-shared.s3.amazonaws.com/static/pdf/Gilman_Yellow_Wallpaper.pdf
- How do you think feminist theory links into this text?
- Research what post-colonial theory is: When did it start? Why is it important? What impact does it have on literature?

How it links to the Specification:

You will be studying a novel and poetry focusing on female authors/poets and how they have developed over time. Within this section you will be asked to include theory to develop your ideas and analysis. Therefore, understanding feminist theory will be integral to the development of critical opinions. Similarly, post-colonial theory is intertwined into numerous texts we will be studying, therefore understanding the basics of the theory will be important to your understanding of key ideas in texts.

Some resources to get you started:

Feminist Theory:

- <http://infomory.com/what-is/what-is-feminist-theory/>
- https://psychology.wikia.org/wiki/Feminist_theory
- https://loa-shared.s3.amazonaws.com/static/pdf/Gilman_Yellow_Wallpaper.pdf

Post-Colonial theory:

- https://psychology.wikia.org/wiki/Post-colonial_theory
- <https://www.shmoop.com/study-guides/literary-schools-of-theory/postcolonial-theory>

Additional Information:

It will be helpful for you to develop a 'go to' guide on each of the theories - you will then be able to use these throughout the course of your English lessons.

Task four – Wider Reading

Independent Learning Task to Complete:

Select a novel from the list below. Read/listen to them and try and make connections between the novel and the real world. What themes are explored? What message might it be giving the reader? Is that message still relevant today or is it based on historical contexts?

How it links to the Specification:

You will be expected to read a range of novels throughout the course and make links between them. By reading a range of novels, you are widening your knowledge about different topics.

Some resources:

Dystopian Fiction:

Brave New World - everyone is made in test tubes and society is controlled with pleasure.

E-book: <https://www.idph.com.br/conteudos/ebooks/BraveNewWorld.pdf>

Audiobook: https://stories.audible.com/pdp/B002V1BVK4?ref=adbl_ent_anon_sc_pdp_pc_0

Discussion: <https://www.bbc.co.uk/programmes/b00jn8bc>

1984 - You are always being watched, media is controlled and manipulated by the government and society is controlled with fear.

Ebook: <https://www.planetebook.com/free-ebooks/1984.pdf>

Audiobook: https://www.youtube.com/watch?v=scqLliarGpM&disable_polymer=true

The Power by Naomi Alderman Women rule the world. As it was published in 2010, you'd have to buy this in order to read.

Fahrenheit 451 - Books are banned. Firefighters don't put out fires; they burn books.

Ebook:

<https://www.fsusd.org/cms/lib03/CA01001943/Centricity/Domain/2034/Fahrenheit%20451.pdf>

Audiobook: <https://archive.org/details/Fahrenheit451-Audiobook/Fahrenheit+451-Part02.mp3>