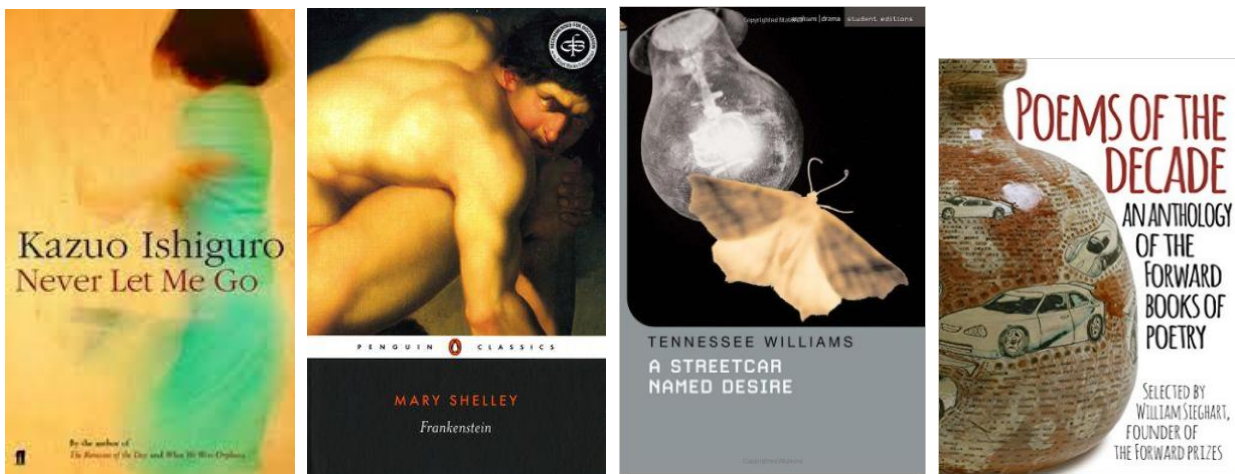


English Literature A Level

at Chestnut Grove

2022-2024



Welcome to A level English!

The English curriculum at CGA enables us to develop a love of spoken and written word, so that we can enter other worlds and imagine other lives. In English, we learn how to express ourselves in accurate, creative and original ways. The English curriculum encourages us to explore the meanings of language, enabling us to become independent and critical thinkers and thrive the wider world.

This course will:

- foster your love of literature;
- empower you as a critical thinker;
- enable you to explore a range of perspectives;
- develop your skills as an expressive and persuasive writer.

A Level English Literature: The Course

The **exam board** for A Level English Literature is **Edexcel** (the same exam board as for GCSE, if you were at Chestnut Grove in Year 11).

A Level English Literature is a linear course, which means that your A Level grade will be based on the exams that you sit at the end of Year 13 (plus your coursework). You will not sit any external exams at the end of Year 12, but you will sit internal exams during the course of the year, just as you did during your GCSE course).

'Open Book' means that you will have copies of the texts with you in the exam. These are clean, unmarked copies of the text that you can refer to. However, it is vital that you know the texts inside-out – you don't want to spend lots of time in the exam leafing through the books to find references!

Unit Code and Name	Description	Assessment Objectives	Assessment Method
Component 1: Drama 9ETO/01	<p><u>Section A: Shakespeare (35 marks)</u> One essay question from a choice of two on the studied Shakespeare text: <i>Hamlet</i>.</p> <p><u>Section B: Other Drama (25 marks)</u> One essay question from a choice of two on the studied drama text. <i>A Streetcar Named Desire</i>.</p>	AO1, AO2, AO3, AO5 AO1, AO2, AO3,	30% of total grade. Exam 2 Hours and 15 mins. Open Book.
Component 2: Prose 9ETO/02	<p><u>(40 marks)</u> One essay from a choice of two questions on the studied prose texts (includes at least one pre-1900 text). Mary Shelley's <i>Frankenstein</i> and Kazuo Ishiguro <i>Never Let Me Go</i>.</p>	AO1, AO2, AO3 and AO4	20% of total grade. Exam 1 hour 15 minutes Open Book.
Component 3: Poetry 9ETO/03	<p><u>Section A: Post-2000 Poetry (30 marks)</u> One essay from a choice of two comparing a named poem from the 'Poems of the Decade' collection with an unseen poem.</p> <p><u>Section B: Specified Poetry Pre-1900 (30 marks)</u> One essay from a choice of two on the studied movement: <i>Anthology of Romantic Poetry</i></p>	AO1, AO2, AO4 AO1, AO2, AO3	30% of total grade. Exam 2 hours 15 mins Open Book
Component 4: NEA 9ETO/04	<p><u>(60 marks)</u> One extended comparative essay comparing two texts, from a free choice of texts. Advisory word-count 2500-3000 words.</p>	AO1, AO2, AO3, AO4 and AO5	20% of total grade. Non-examination assessment (coursework)

What do we study?

Drama

'A Streetcar Named Desire' – Tennessee Williams' 1947 play (also a 1951 film, starring Marlon Brando and Vivien Leigh) explores the tensions within post-war American society through the relationship between Blanche DuBois, her sister Stella and Stella's husband Stanley Kowalski. This modern tragedy was seminal for its use of expressionist techniques and for dramatizing topics which were rarely, if ever, dramatised.

Shakespeare: **'Hamlet'**. One of Shakespeare's best-known plays, and a touchstone for the genre of tragedy. We explore all the conventions of Shakespearean tragedies which have remained so influential. The play explores themes of politics, identity, corruption, power and gender.

Prose

'Frankenstein' – Mary Shelley's 1818 gothic novel was famously written as part of a competition with her husband to write a ghost story. The story of the relationship between the creature and his creator explores key religious, moral and philosophical dilemmas of the Romantic era, with themes of revenge, redemption, responsibility, power, knowledge and gender roles.

'Never Let Me Go' – In this 2005 novel, Kazuo Ishiguro explores a dystopian version of 1990s England in which medical science has turned the experience of adolescence and young adulthood into a new ordeal. The novel explores love and relationships in the context of state power and medical ethics.

Poetry

Selection of poems from the **Forward Anthology of Poems** (post-2000). These poems use a range of forms and techniques, and cover themes of loss, loneliness, childhood, guilty pleasures, change; the tone ranges from humorous and irreverent to tragic.

Anthology of Romantic poetry. These poems will immerse you in the heart of the Romantic movement and the key philosophical and aesthetic ideas of the age, through study of Blake, Wordsworth, Byron, Shelley and Keats.

Coursework

You can choose two texts of your own for coursework. However, we also teach you two texts which you may choose to compare, or choose another text to compare with one of these.

'The Bluest Eye' is Toni Morrison's first novel (1970), and presents the tragic story of Pecola from multiple perspectives; in particular, it is an exploration of the effects of discrimination at the intersection of race, class and gender in post-war America.

'Things Fall Apart' was written by Chinua Achebe in 1958, and focuses on the life and downfall of Okonkwo, in 1890s Igbo society before the arrival of European colonisers (part of modern Nigeria). The novel counters the portrayal of Africa in Western European novels of the late nineteenth and early twentieth centuries.

AIMS OF THE COURSE:

Edexcel states that the aims and objectives of A Level English Literature are to enable students to:

- **read widely and independently.** We will explore the set texts in detail in lessons, but **we will not read every word in class: you must be prepared to read these texts by yourself!** 'Reading widely' means that you should also be reading other related texts, so that you can make comparisons and connections.
- **engage critically and creatively** with texts and ways of responding to them. This means that you will **develop your own interpretations and opinions** of the writers' intentions; you will also read what other critics have written about the texts, and evaluate those views (develop your own opinions about their opinions!).
- develop and effectively apply their **knowledge of literary analysis and evaluation.** This means that you will continue to develop your knowledge of the devices and techniques that writers use to create meaning in texts and analyse how these are used in texts. **This skill should be at the heart of your essays!**
- explore the **contexts of the texts** and others' interpretations of them. You need to link your interpretation of the text to your understanding of the context in which they were written – what was happening (historical context), what influenced the writer (biographical and social), and who influenced the writer's thinking and writing style (literary context). In particular, at A Level you will deepen your understanding of literary context.
- undertake **independent and sustained studies** to deepen their **appreciation and understanding of English literature**, including its changing traditions. This is another way of emphasising again that at A Level, you become more independent in your study – you will be expected to read around the course (we will set extension and curiosity reading, and run reading groups to help you do this). **The more you read, the better you will think and write about your set texts!**

REQUIREMENTS:

A Level candidates will be required to:

- read texts in a variety of ways and respond critically and creatively;
- have a variety of strategies for reading, including for detail, overview and gist depending on the texts being studied and purposes for reading them;
- explore comparisons and contrasts between texts, establishing links and relationships;
- identify and consider how attitudes and values are expressed in texts;
- draw on their understanding of different interpretations in responding to and evaluating texts;
- communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts;
- use literary critical concepts and terminology with understanding and discrimination;
- make accurate reference to quotations from texts and sources.
- synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them;
- make appropriate use of the conventions of writing in literary studies, including references to quotations and sources.

Assessment Objectives and weightings (% of A Level marks)

AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression (26.7%)

AO2 Analyse ways in which meanings are shaped in literary texts (26.7%)

AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received (21.9%)

AO4 Explore connections across literary texts (14%)

AO5 Explore literary texts informed by different interpretations (11%)

Expectations of A Level Students

Organisation:

You are expected to buy your own copy of the set texts immediately and bring them to every lesson.

You should keep your work in a hardback lever-arch folder, using file dividers to keep it well organised. All class work, homework, critical readings and revision notes should be kept here. Folders are different to the books you are used to, but their purpose is still the same: they contain your learning journey and will be the basis for revision. You and your teachers should be able to see the journey from organised notes and classwork to independent study to essay writing (can you show how you used your notes to write your essay?) to reflection and improvement. Your teachers will only *mark* your essays but will *look at* your folders frequently to make sure that your learning is clear and organised. It is vital that you bring your folder to every lesson so that we can support you.

Teams will be used to set assignments but these must be handed in on paper (either hand-written or printed). Your teachers will also use it to communicate important information to the class. There will also be LOTS of resources stored on Teams for you to access – stretch reading (Broaden Your Brain), revision guides, powerpoints from lessons – make sure you access this regularly. This means that there is no need to take photographs of the board (there is no learning benefit compared with taking your own notes) – phones should **not** be out in lessons.

Attendance:

It is **crucial** that you attend **all** lessons promptly in order to cover the course. If you are absent we will need you to catch up the work missed in your private study periods or after school. If you do miss a lesson, you are **still required to complete the relevant home learning on time**.

Workload:

You should expect an hour's written work and an hour's reading for each lesson with each teacher.

It is your responsibility to **read** all set texts **independently** as soon as possible: we will not be reading the full text together in class and if you are not up to date in the reading, you will not be able to continue the course.

Home learning assignments will be set on Teams, and will include a mixture of reading and writing activities. In particular, you will be planning and writing essays. **You will be expected to write one essay every two weeks, for each side of the course** (poetry / drama, and prose). **We will deep mark two of these essays every half term, and you will self- and peer-assess other essays**, ensuring that you are familiar with the mark scheme and able to apply it effectively. You will also write regular timed essays in class, to develop your exam skills.

Your essays should deal directly with the question and be written in formal essay style. Remember, at A Level your spelling, punctuation and grammar is assessed at all points so you must pay attention to it! A Level essays are longer, more detailed and more developed

than GCSE essays, including a wider range of AOs in one essay. We will support you in learning how to write these, and in return you need to show commitment and resilience to master this skill!

Programme of Study

Year 1

	3 hours p.w.	2 hours p.w.
Autumn 1	<ul style="list-style-type: none"> • Introductory unit – key skills for A Level English (2 weeks) • Contemporary poetry Part 1 (Anthology) 	<ul style="list-style-type: none"> • Introductory unit – key skills for A Level English • Prose ('Frankenstein' and 'Never Let Me Go')
Autumn 2	<ul style="list-style-type: none"> • Contemporary poetry Part 1 (pre-PPE) • Drama: 'A Streetcar Named Desire' (post-PPE) 	<ul style="list-style-type: none"> • Prose
<i>Autumn PPE: Contemporary poetry and Prose</i>		
Spring 1	<ul style="list-style-type: none"> • Drama: 'A Streetcar Named Desire' 	<ul style="list-style-type: none"> • Prose
Spring 2	<ul style="list-style-type: none"> • Finish 'Streetcar' (2-3 weeks) • Contemporary poetry Part 2 (Anthology and Unseen) 	<ul style="list-style-type: none"> • Prose
Summer 1	<ul style="list-style-type: none"> • Contemporary poetry Part 2 (Anthology and Unseen) 	<ul style="list-style-type: none"> • Prose
<i>Summer PPE: Streetcar, Contemporary Poetry, Prose</i>		
Summer 2	<ul style="list-style-type: none"> • Coursework 	<ul style="list-style-type: none"> • Coursework

Year 2

Autumn 1	<ul style="list-style-type: none"> • Coursework (2 weeks) • Romantic Poetry 	<ul style="list-style-type: none"> • Coursework (2 weeks) • Drama: Shakespeare
Autumn 2	<ul style="list-style-type: none"> • Romantic Poetry 	<ul style="list-style-type: none"> • Drama: Shakespeare
<i>Autumn PPE: Poetry and Drama papers</i>		
Spring 1	<ul style="list-style-type: none"> • Finish Romantics • Revision 	<ul style="list-style-type: none"> • Finish Shakespeare • Revision
Spring 2	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Revision
<i>Spring PPE: All papers in full</i>		
Summer 1	<ul style="list-style-type: none"> • Revision / exams 	<ul style="list-style-type: none"> • Revision / exams

