



# Post 16 Prospectus: ENGLISH LANGUAGE & LITERATURE

Advanced Subsidiary (AS) & Advanced Level (A2)

Examining Board: AQA

## AIM

Designed with a focus on the integration of language and literature, these specifications enable students to see how linguistic and literary methods are related and to explore these links in their work. The variety of assessment styles used, such as re-creative writing, commentary writing, discursive essays and research-based investigative writing, allows students to develop a wide range of skills. These include the ability to read critically, analyse, evaluate and undertake independent research, which are invaluable for both further study and future employment

## COURSE CONTENT

AS Level (Stand-alone AS Exam)		Advanced Level (Decoupled Exam)	
1	<p><b>Paper 1: Views and Voices</b></p> <p>Texts: <i>The Handmaid's Tale</i> by Margaret Atwood* and a selection of Carol Ann Duffy poems from <i>Mean Time</i>*</p> <ul style="list-style-type: none"> <li>Imagined worlds – point of view and genre in prose.</li> <li>Poetic voices – the forms and functions of poetic voice.</li> <li>Methods of language analysis are integrated into the activities</li> </ul> <p><b>Questions:</b></p> <p><b>Section A – Imagined worlds</b></p> <ul style="list-style-type: none"> <li>One compulsory question on prose set text (35 marks)</li> </ul> <p><b>Section B – Poetic voices</b></p> <ul style="list-style-type: none"> <li>One compulsory question on poetry set text (40 marks)</li> </ul>	1	<p><b>Paper 1: Telling Stories</b></p> <p>Texts – <i>The Handmaid's Tale</i>, Duffy: a selection from <i>Meantime</i> and the <i>AQA Paris anthology</i></p> <ul style="list-style-type: none"> <li>Remembered places – the representation of place.</li> <li>Imagined worlds – point of view and genre in prose.</li> <li>Poetic voices – the forms and functions of poetic voice.</li> <li>Methods of language analysis are integrated into the activities.</li> </ul> <p><b>Questions:</b></p> <p><b>Section A – Remembered places</b></p> <ul style="list-style-type: none"> <li>One compulsory question on the <i>AQA Anthology: Paris</i> (40 marks) This section is closed book.</li> </ul> <p><b>Section B – Imagined worlds</b></p> <ul style="list-style-type: none"> <li>One question from a choice of two on prose set text (35 marks) – <i>The Handmaid's Tale</i>. This section is open book.</li> </ul> <p><b>Section C – Poetic voices</b></p> <ul style="list-style-type: none"> <li>One question from a choice of two on poetry set text (25 marks) Duffy selection. This section is open book</li> </ul>
2	<p><b>Paper 2: People and Places</b></p> <p>Text: <i>Paris anthology</i>*</p> <ul style="list-style-type: none"> <li>Remembered places – the representation of place</li> <li>Re-creative writing – adapting and shaping original material</li> <li>Critical commentary – evaluating own writing</li> <li>Methods of language analysis are integrated into the activities</li> </ul> <p><b>Questions</b></p> <p><b>Section A – Remembered places</b></p> <ul style="list-style-type: none"> <li>One compulsory question on the <i>AQA Anthology: Paris</i> (40 marks)</li> </ul> <p><b>Section B – Re-creative writing</b></p> <ul style="list-style-type: none"> <li>One piece of re-creative writing using extract provided in Section A (15 marks)</li> <li>Critical commentary (20 marks)</li> </ul>	2	<p><b>Paper 2: Exploring Conflict</b></p> <p>Texts – ^<i>A Streetcar Named Desire</i> and *<i>The Great Gatsby</i></p> <ul style="list-style-type: none"> <li>*Writing about society – the role of the individual in society, and re-creative writing based on set texts</li> <li>*Critical commentary – evaluating own writing</li> <li>^Dramatic encounters – conflict in drama</li> <li>^Methods of language analysis are integrated into the activities</li> </ul> <p><b>Questions</b></p> <p><b>Section A – Writing about society*</b></p> <ul style="list-style-type: none"> <li>One piece of re-creative writing using set text (25 marks)</li> <li>Critical commentary (30 marks)</li> <li>This section is open book.</li> </ul> <p><b>Section B – Dramatic encounters^</b></p> <ul style="list-style-type: none"> <li>One question from a choice of two on drama set text (45 marks) This section is open book.</li> </ul>
3		3	<p><b>Non-exam assessment: Making Connections</b></p> <p>A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500–3,000 words)</p> <ul style="list-style-type: none"> <li>Making connections – investigation on a chosen theme and texts</li> <li>Methods of language analysis are integrated into the activity</li> </ul>

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AS ASSESSMENT	A2 ASSESSMENT
Two closed book exams	Two 3exams + NEA (coursework)
<p><b>Paper 1:</b> written exam: 1 hour 30 minutes</p> <ul style="list-style-type: none"> <li>• 75 marks</li> <li>• 50% of AS level</li> </ul>	<p><b>Paper 1:</b> written exam: 3 hours</p> <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• 40% of A-level</li> </ul>
<p><b>Paper 2:</b> written exam: 1 hour 30 minutes</p> <ul style="list-style-type: none"> <li>• 75 marks</li> <li>• 50% of AS level</li> </ul>	<p><b>Paper 2:</b> written exam: 2 hours 30 minutes</p> <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• 40% of A-level</li> </ul>
	<p><b>NEA (coursework)</b> Assessment:</p> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 50 marks</li> <li>• 20% of A-level</li> </ul>

## SUBJECT ENRICHMENT

Theatre visits when possible.

Independent learning activities offered alongside the course. Collaboration, discussion and debate opportunities to supplement and develop classwork

## SUBJECT SPECIFIC ENTRY REQUIREMENTS

General entry requirement for Post-16: 5 grade 4/C at GCSE, preferably including English and Maths. Specific entry requirements: Grade 4 in both GCSE English Language and English Literature.

## WHERE NEXT?

English language and Literature is a highly regarded qualification with many significant cross-over skills: encouraging articulate and fluent speakers, readers and writers; developing the ability to structure an argument. The course promotes independence and the ability to evaluate and analyse literary and linguistic features and concepts as well as explore the significance of a range of different contexts.

## DESTINATION DATA 2016

Name	Uni	Course
Alice Saunders	Warwick	English Literature
Chloe Slater	Manchester	Drama and English Literature
Natasha Wills	Birmingham	Drama and English Literature
Ben Haigh	Cambridge	English Literature
Dan Jones	Hull	Philosophy and Creative Writing
Holly Margerrison	Newcastle	English Literature and Creative Writing
Hollie Morris	Leicester	English and History

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## **STUDENT SUPPORT**

Students receive clear, detailed marking and feedback with specific reference to exam criteria right from the start of the course. Students have commented on the thorough, focused targets given that help them achieve success relating specifically to Assessment Objectives.

## **1 to 1 SUPPORT**

- Students benefit from 1 to 1 guidance for the NEA coursework in year 13. Students have two one-to-one sessions with their teacher, providing specific and detailed guidance to help them tailor their independent work to assessment criteria.
- Additional 1 to 1 support is also provided, depending on student identified need or teacher identified need.
- Students also benefit from 1 to 1 intervention at key points during the year. These include post Mock exams and during exam season.
- Students access a dedicated timetabled revision programme in the run-up to exams, run by experienced Post-16 teachers.