



Post 16 Prospectus: ENGLISH LITERATURE

Advanced Subsidiary (AS) & Advanced Level (A2) English Literature B
Examining Board: AQA

AIM

The aim of the course is to encourage the reading and study of literature through the lens of genre and theory, developing independent study of a range of texts within a shared context. The variety of assessment styles used, such as passage-based questions, unseen material, single text questions, multiple text questions, open- and closed-book approaches, allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study, personal pleasure and enrichment and future employment.

COURSE CONTENT

AS Level (Stand-alone AS Exam)		Advanced Level (Decoupled Exam)	
1	Paper 1: Literary genres: tragedy – drama <ul style="list-style-type: none"> Othello, Richard the Second 	1	Paper 1: Literary genres – aspects of tragedy. Poetry, prose/drama <ul style="list-style-type: none"> Othello, Keats, Richard II
2	Paper 2: Literary genres: tragedy – poetry and prose <ul style="list-style-type: none"> Keats & The Great Gatsby 	2	Paper 2: Texts and genres: elements of Political and Social Protest Writing. Three texts; range of genres. <ul style="list-style-type: none"> William Blake “Songs of Innocence & Experience”, Margaret Atwood “The Handmaid’s Tale”, “Harvest” by John Crace
3		3	Non-exam assessment: Theory and independence Study of two texts: one poetry and one prose text, informed by study of the Critical anthology Two essays of 1,250 – 1,500 words, each responding to a different text and linking to a different aspect of the Critical anthology One essay can be re-creative. The re-creative piece will be accompanied by a commentary.

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AS ASSESSMENT	A2 ASSESSMENT
Two closed book exams	Two exams + NEA (coursework)
<p>Paper 1: written exam: 1 hour 30 minutes</p> <ul style="list-style-type: none"> • closed book • 50 marks • 50% of AS level <p><u>Questions:</u> Section A: one passage-based question on a Shakespeare text: Othello (25 marks) Section B: one essay question on another drama set text: Richard the Second (25 marks)</p>	<p>Paper 1: written exam: 2 hours 30 minutes</p> <ul style="list-style-type: none"> • closed book • 75 marks • 40% of A-level <p>Section A: one passage based question on set Shakespeare text: Othello (25 marks) Section B: one essay question on Othello (25 marks) Section C: one essay question on remaining two texts: Richard the Second and Keats (25 marks)</p>
<p>Paper 2: written exam: 1 hour 30 minutes</p> <ul style="list-style-type: none"> • open book • 50 marks • 50% of AS level <p><u>Questions</u> Section A: one essay question on poetry set text: Keats (25 marks) Section B: one essay question on prose set text: The Great Gatsby (25 marks)</p>	<p>Paper 2: written exam: 3 hours</p> <ul style="list-style-type: none"> • open book • 75 marks • 40% of A-level <p>Section A: unseen extract (25 marks) Section B: one question on one of the *set texts: (25 marks) Section C: one question on the remaining two *set texts (25 marks) *Set texts: The Handmaid's Tale, Harvest, Songs of Innocence and Experience</p>
	<p>NEA (coursework) Assessment: 50 marks 20% of A-level assessed by teachers moderated by AQA</p>

SUBJECT ENRICHMENT

Theatre visits when possible. Visit to Stratford and The Globe, London

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 5 in GCSE English Literature and Grade 4 in GCSE English Language.

WHERE NEXT?

As a facilitating subject English 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, debate different interpretations and apply and challenge different readings and approaches. The course promotes independence and the ability to evaluate and analyse features and concepts as well as explore the importance of contexts.