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English Literature



AQA Specification A

- **Paper 1 – Love Through the Ages (3 hours) 40% of A-level**
- **Paper 2B – Texts in Context (2 hours 30) 40% of A-level**
- **NEA - Making Connections (Independent Study) 20% of A-level**

At A-level, students will:

- Read widely and broaden their literary horizons beyond the narrow confines of the GCSE syllabus
- Generate personal responses to texts
- Engage in lively debate in class which helps to shape your ideas/ arguments
- Explore the ways in meaning of texts can change depending on its social/ historical/ cultural context



A closer look at English Literature in Year 12

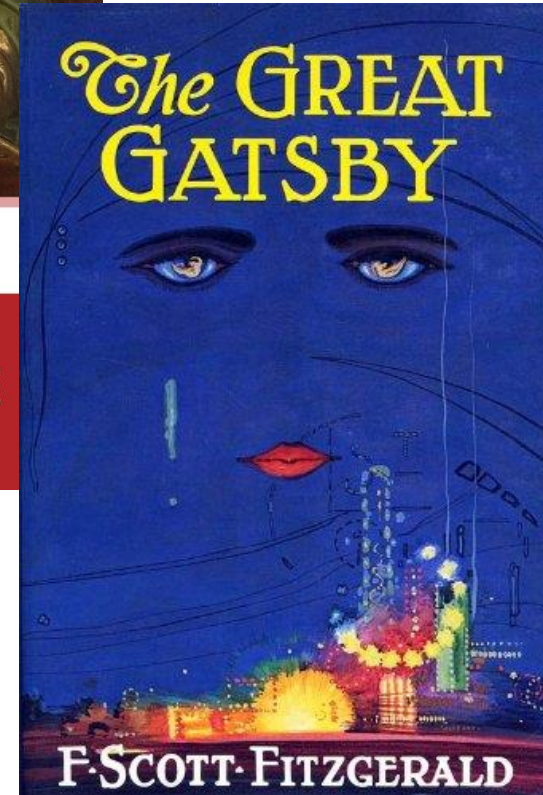
Paper 1: Love Through the Ages

- ▶ Othello—play by Shakespeare (1603)
- ▶ The Great Gatsby—novel by F. Scott Fitzgerald (1925)
- ▶ Unseen Poetry

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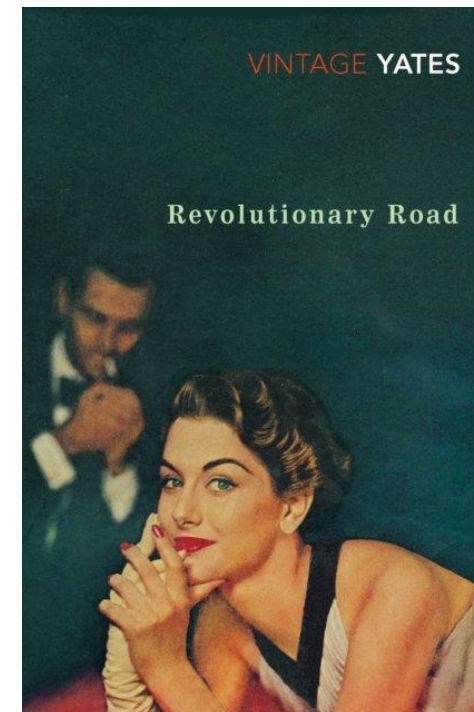
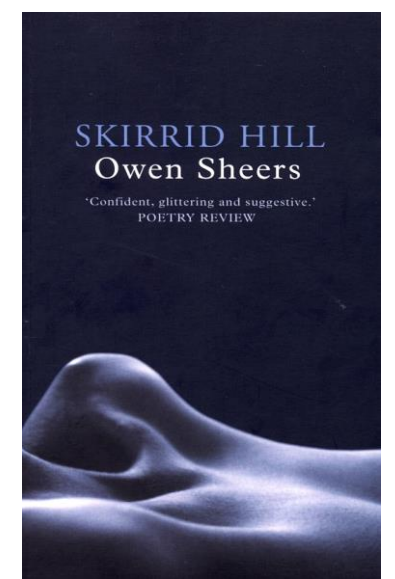
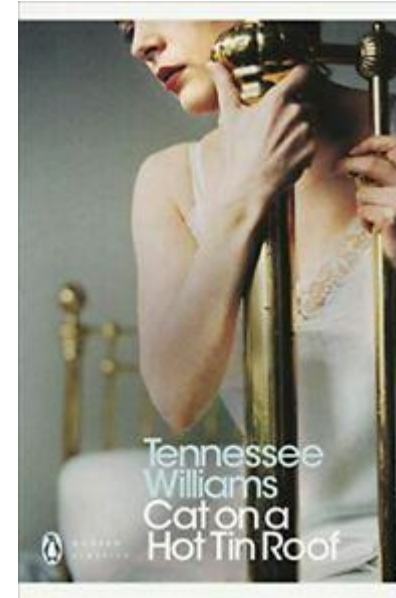
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A closer look at English Literature in Year 12

Paper 2: Texts in Context – Option 2B: Modern Times: literature from 1945 to the present day

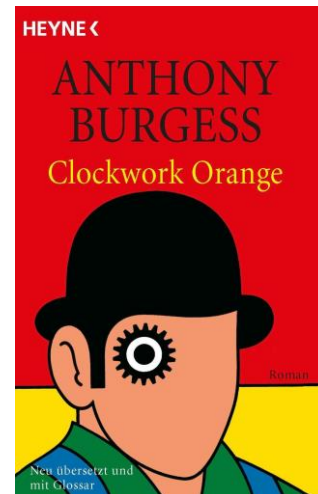
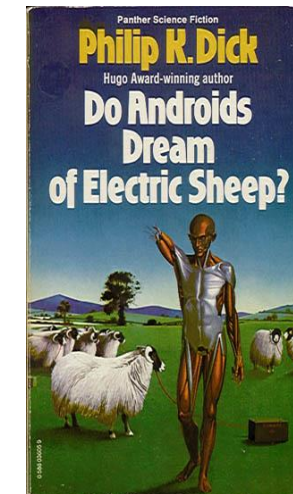
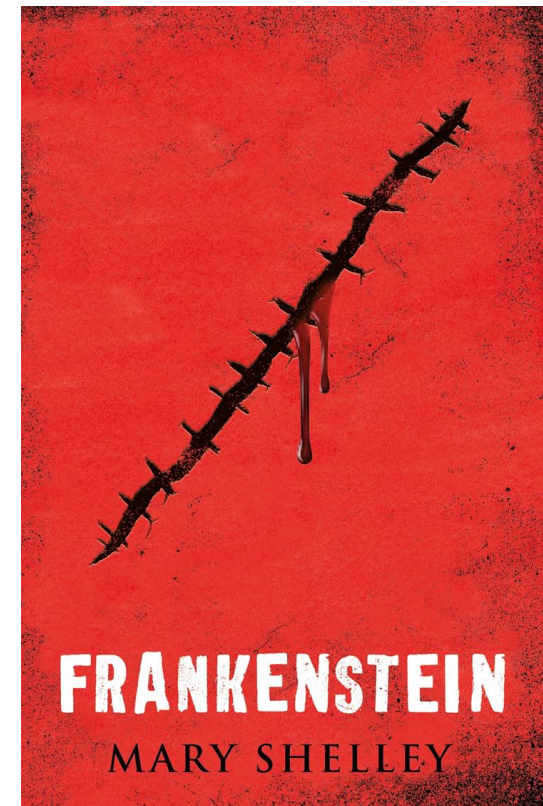
- ▶ Introduction to post-WWII literature (British and American through study of a range of prose extracts)
- ▶ Skirrid Hill – poetry collection written by Owen Sheers (2005)
- ▶ Revolutionary Road – novel by Richard Yates (1961)
- ▶ Cat on a Hot Tin Roof – play by Tennessee Williams (1955)



Non-exam assessment: Independent critical study (Texts across Time)

- ▶ Comparative essay on two texts on a theme of your choice
- ▶ 2, 500 words)
- ▶ **Frankenstein** studied in class
- ▶ Second text is chosen by you
- ▶ Assessed by teachers (externally moderated)

The aim is to encourage you to read widely and independently, pursuing your own interests and developing your appreciation of the ways in which literature has developed over time.



What to expect in lesson...

- ▶ Emphasis on shared reading and directed discussion of texts in class – lively debate is encouraged
- ▶ Students encouraged to be ‘active readers’ and to construct their own ‘readings’ of meaning
- ▶ Independent wider reading is crucial to develop confidence and broaden students’ knowledge of different periods/ genre
- ▶ Essay writing skills are explicitly taught with a focus initially on developing a clear and convincing line of argument
- ▶ Less focus on detailed annotation of whole texts – broader appreciation of writers’ methods is required

What the students say

- ▶ "I really **enjoy being able to discuss things** and share my ideas about the texts we study as it helps to build my confidence and **shape my own views and judgements**. This all helps me to develop **a clear sense of argument** in my writing" – Peter, Year 13
- ▶ "As well as the more traditional texts like Shakespeare and the Romantics and stuff, there are some really **interesting modern texts**. It has been great to be able to read some modern American fiction too. It has really helped me to **broaden my literary horizons** since GCSE and encouraged me to **read beyond the curriculum**." – Ronan, Year 13
- ▶ "Literature opens up **a world of interesting stories and ideas**." – Tom, Year 12

English Literature

- **Read and study a wide range of texts**
- **Engage in discussions and develop unique readings of literature**
- **Produce investigate essays to a high academic level**

If you have any questions or would like to know more about the subject please come and speak to Mr Rushton or your English teachers or get in touch:

mrmrushton@st-ambrosecollege.org.uk

Summary

Which subjects go well with English Language and/or Literature?

- Chemistry, Mathematics + English Language
- Business Studies, Spanish + English Language/Literature
- History, Politics + English Language/Literature
- Economics, History + English Language/Literature
- Chemistry, Biology + English Language
- Politics, French + English Language/Literature
- Biology, Geography + English Language/Literature
- Mathematics, Economics + English Language

Possible Courses:

- English
- Journalism
- Linguistics
- History
- Politics
- Psychology
- Business
- Marketing and advertising
- Philosophy
- Speech and Language Therapy
- Sociology
- Law
- Media

Essential transferrable skills

- Ability to communicate effectively
- Critical/analytical thinking
- Ethical judgment and decision making
- Able to work as part of a team
- Able to work independently
- Can apply knowledge to real world settings
- Self motivated, proactive

Why pick English at A-Level?

Extra-curricular opportunities in the English department

- ▶ Reading group
- ▶ Creative Writing Society
- ▶ Model UN/ Debating Society
- ▶ Opportunities to develop leadership skills – running creative writing club/ lower school reading group
- ▶ Mentoring lower school students
- ▶ Theatre/ cinema trips