

English Literature A

AQA A Level

Ormiston Rivers

2024-25



A Level

| Unit Code and Name | Description | Assessment Method |
|---|--|---|
| Paper 1: Love Through The Ages | <p><u>Section A: Shakespeare (30 marks)</u> One essay question analysing an extract and linking to whole play. <i>Othello</i>.</p> <p><u>Section B: Unseen Love Poetry (30 marks)</u> One essay question comparing how love is presented in two unseen poems.</p> <p><u>Section C: Comparing Texts (30 marks)</u> One comparative essay question from a choice of two on <i>The Great Gatsby</i> and <i>Love Poetry Anthology pre-1900</i>.</p> | <p>40% exam. 3 hours</p> <p>Shakespeare - closed book</p> <p>Gatsby/ Anthology Open Book.</p> |
| Paper 2B: Modern Times: literature from 1945 to present day. | <p><u>Section A: Set text(30 marks)</u> One essay question from a choice of two on <i>Skirrid Hill</i>.</p> <p><u>Section B: Contextual Linking (30 marks)</u> One essay question analysing how a theme is presented in unseen modern text. One comparative essay question on how a theme is presented in <i>A Streetcar Named Desire</i> and <i>The Handmaids Tale</i>.</p> | <p>40% exam 3 hours</p> <p>Open Book.</p> |
| Component 3: NEA | <p><u>2500 word comparative essay</u></p> <p>Comparison of <i>A Doll's House</i> and one other text of your choice **Need referencing***</p> | 20% CW |

AIMS OF THE COURSE:

The aims of English Literature A Level are to encourage candidates to develop their interest in and enjoyment of literature and literary studies as they:

- read widely and independently both set texts and others that they have selected for themselves;
- engage critically and creatively with a substantial body of texts and ways of responding to them;
- develop and effectively apply their knowledge of literary analysis and evaluation in speech and writing.

Explore the contexts of the texts they are reading and others' interpretations of them.

Assessment Objectives and weightings Students must: % in GCE

AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression (28%)

AO2 Analyse ways in which meanings are shaped in literary texts (24%)

AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received (24%)

AO4 Explore connections across literary texts (12%)

AO5 Explore literary texts informed by different interpretations (12%)

Expectations of A Level Students

Organisation:

You will be provided with hardback folder to store your English work in: you must bring this to all lessons and keep it well organised using file dividers. All class work, homework, critical readings and revision notes should be kept here and will be checked to see it is up to standard. You are expected to buy your own copy of the set texts immediately and bring to every lesson (there are none available to borrow).

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 homework on time**.

Work load:

You should expect an hour's written work and an hour's reading for each lesson with each teacher. It is your responsibility to **independently read** all set texts as soon as possible: we will not be reading them together in class and if you are not up to date in the reading, you will not be able to continue the course.

Homework is mostly weekly essays set by each teacher: these should be a minimum of 2-3 sides of writing, dealing directly with the question and in formal essay style. These can be written or word processed and your spelling, punctuation and grammar is assessed at all points.

Curriculum Plan

| | Ms Sams x3 | Ms Heath x2 |
|-----------------|---|--------------------------------------|
| Y12 Autumn Term | A Streetcar Named Desire | The Great Gatsby |
| Y12 Spring Term | The Handmaid's Tale | Love Poetry Anthology & Unseen Prose |
| Y12 Summer Term | Unseen Love Poetry and NEA set text (TBD) | Skirrid Hill |
| Y13 Autumn Term | Othello | Coursework and Skirrid Hill |
| Y13 Spring Term | Unseen Love Poetry | Unseen Prose |
| Y13 Summer Term | Revision | Revision |

A LEVEL ENGLISH LITERATURE ESSAY FEEDBACK

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|-------------------|---------|----------|-----------|-----------|-----------|-----------|------------|
| Grade Boundaries: | U = 0-7 | E = 8-10 | D = 11-13 | C = 14-16 | B = 17-19 | A = 20-22 | A* = 23-25 |
|-------------------|---------|----------|-----------|-----------|-----------|-----------|------------|

| GRADE: | | AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. (28%/7 marks) | AO2: Analyse ways in which meanings are shaped by writers in literary texts. (24%/6 marks) | AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. (24%/6 marks) | AO4: Explore connections across literary texts. (12%/3marks) | AO5: Explore literary texts informed by different interpretations. (12%/3 marks) |
|--|--|--|--|--|--|--|
| MARK /25: | | | | | | |
| Band 5 (21-25) perceptive/ assured | | <ul style="list-style-type: none"> • perceptive, assured and sophisticated argument in relation to the task • assured use of literary critical concepts and terminology; mature and impressive expression | <ul style="list-style-type: none"> • perceptive understanding of authorial methods in relation to the task • assured engagement with how meanings are shaped by the methods used | <ul style="list-style-type: none"> • perceptive understanding of the significance of relevant contexts in relation to the task • assuredness in the connection between those contexts and the historicist literary concept studied | <ul style="list-style-type: none"> • perceptive exploration of connections across literary texts arising out of historicist study | <ul style="list-style-type: none"> • perceptive and confident engagement with the debate set up in the task |
| Band 4 (16-20) coherent/ thorough | | <ul style="list-style-type: none"> • logical, thorough and coherent argument in relation to the task where ideas are debated in depth • appropriate use of literary critical concepts and terminology; precise and accurate expression | <ul style="list-style-type: none"> • thorough understanding of authorial methods in relation to the task • thorough engagement with how meanings are shaped by the methods used | <ul style="list-style-type: none"> • thorough understanding of the significance of relevant contexts in relation to the task • coherence in the connection between those contexts and the historicist literary concept studied | <ul style="list-style-type: none"> • logical and consistent exploration of connections across literary texts arising out of historicist study | <ul style="list-style-type: none"> • thorough engagement with the debate set up in the task |
| Band 3 (11-15) straightforward/ Relevant | | <ul style="list-style-type: none"> • sensibly ordered ideas in a relevant argument in relation to the task • some use of literary critical concepts and terminology which are mainly appropriate; straightforward and clear expression | <ul style="list-style-type: none"> • straightforward understanding of authorial methods in relation to the task • relevant engagement with how meanings are shaped by the methods used | <ul style="list-style-type: none"> • straightforward understanding of the significance of relevant contexts in relation to the task • relevant connections between those contexts and the historicist literary concept studied | <ul style="list-style-type: none"> • exploration of connections across literary texts arising out of historicist study in a straightforward way | <ul style="list-style-type: none"> • straightforward engagement with the debate set up in the task |
| Band 2 (6-10) simple/ generalised | | <ul style="list-style-type: none"> • a simple structure to the argument which may not be consistent but which does relate to the task • generalised use of literary critical concepts and terminology; simple expression | <ul style="list-style-type: none"> • simple understanding of authorial methods in relation to the task • generalised engagement with how meanings are shaped by the methods used | <ul style="list-style-type: none"> • simple understanding of the significance of relevant contexts in relation to the task • generalised connections between those contexts and the historicist literary concept studied | <ul style="list-style-type: none"> • simple exploration of connections across literary texts arising out of historicist study | <ul style="list-style-type: none"> • simple and generalised response to the debate set up in the task |
| Band 1 (1-5) largely irrelevant/ misunderstood/ inaccurate | | <ul style="list-style-type: none"> • some vague points in relation to the task and some ideas about task and text(s) • the writing is likely to be unclear and incorrect; or accurate but irrelevant | <ul style="list-style-type: none"> • little sense of how meanings are shaped | <ul style="list-style-type: none"> • little sense of any relevant contexts | <ul style="list-style-type: none"> • little sense of any connection arising out of historicist study | <ul style="list-style-type: none"> • little sense of an argument in relation to the task |
| WWW: <i>I can demonstrate...</i> | | | | | | |
| EBI: <i>I need to demonstrate...</i> | | | | | | |

