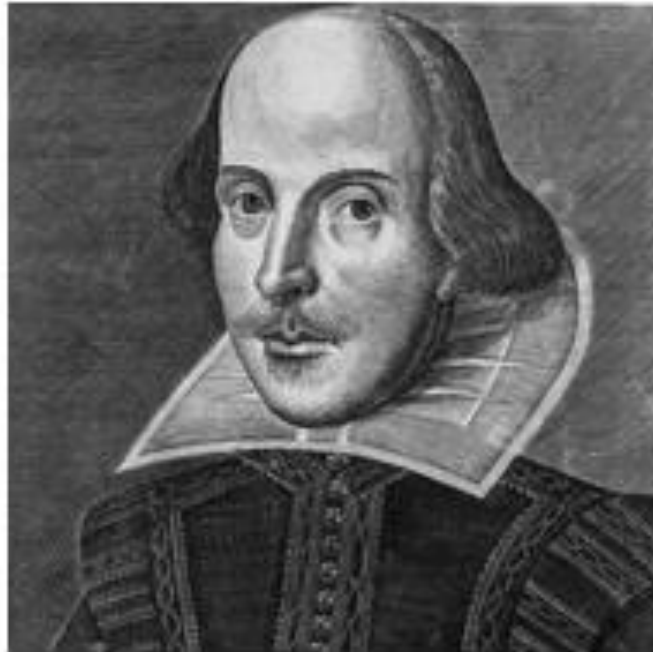


English Literature

AS Level

Handbook



Welcome to AS Level English Literature

What you can expect from us:


- Interesting and thought provoking tasks and activities to help you enjoy your study and prepare for the exams.
- Bespoke resources designed to enhance the skills that you already have and develop the skills you need to be successful at AS Level.
- Guidance to help you read widely and use critical voices in your own writing.
- Theatre trips, study days and lectures to help you understand your texts in context.

What we expect from you:

- 100% attendance at all lessons.
- A willingness to explore new texts and experiment with new ways of studying.
- A commitment to the wider reading demands of AS Level.

The exam board for this specification is OCR.

First steps checklist

<p><i>Follow the steps below so that you are prepared for the lessons and ready to start learning immediately.</i></p>	
<p>Buy a ring binder and file paper. These are not provided in the 6th form. It is also a good idea to buy file dividers to keep your work organised.</p>	
<p>Store this handbook in your new folder and bring to every lesson. This handbook also contains your PLC – personalised learning checklist. You will need to bring this to your meetings with your form tutor.</p>	
<p>Buy the relevant texts as advised by your English teachers. They will tell you the best editions to buy. Use the spaces below to record which texts you need to buy and tick them off as you get them.</p>	
<p>Shakespeare play:</p>	
<p>Poet pre 1900:</p>	
<p>Drama text post 1900:</p>	
<p>Prose text post 1900:</p>	

Year 12 AS English Literature – Sept 2015 to May 2016

Term	Teacher 1	Teacher 2
Year 12 Autumn 1 (7 weeks)	Paper 1: Shakespeare and poetry pre 1900 You will study one Shakespeare: <i>Coriolanus</i> <i>Hamlet</i> <i>Measure for Measure</i> <i>Richard III</i> <i>The Tempest</i> <i>Twelfth Night</i>	Paper 1: Shakespeare and poetry pre 1900 You will study one poet: Chaucer: <i>Merchant's P&T</i> Milton: <i>Paradise Lost</i> bks 9 & 10 Coleridge: <i>Selected Poems</i> Tennyson: <i>Maud</i> Christina Rossetti: <i>Selected Poems</i>
Half term – reading projects in preparation for drama and prose post 1900.		
Autumn 2 (7 weeks)	Continue Shakespeare to get it mock exam ready. (3/4 weeks) Paper 2: Drama and prose post 1900 You will study one prose text: <i>The Great Gatsby</i> <i>The Bloody Chamber & Other Stories</i> <i>Nineteen Eighty-Four</i> <i>Mrs Dalloway</i> <i>The Reluctant Fundamentalist</i>	Continue poet to get it mock exam ready. (3/4 weeks) Paper 2: Drama and prose post 1900 You will study one drama text: Noel Coward: <i>Private Lives</i> Tennessee Williams: <i>Streetcar</i> Pinter: <i>The Homecoming</i> *Bennett: <i>The History Boys</i> *Polly Stenham: <i>That Face</i> *Jez Butterworth: <i>Jerusalem</i>
Christmas – reading projects and mock exam revision.		
Jan 2016	Mock exam.	
Spring 1	Continue with prose text ...	Continue with drama text ...

(6 weeks)	Timed essays in preparation for exam.	Timed essays in preparation for exam.
Half term – prose and drama text timed essays plus prep for returning to Shakespeare and poet.		
Spring 2 (6 weeks)	Back to Shakespeare ... Timed essays in preparation for exam.	Back to poet ... Timed essays in preparation for exam.
Easter – revision of all texts for AS examination.		
Summer 1 (7 weeks)	Revision of both papers. Exams will be in early May.	Revision of both papers. Exams will be in early May.
Half term – begin preparatory reading for full A Level course.		
Summer 2 (7 weeks)	Begin A Level course ...	Begin A Level course ...

Use this space to note down any questions that you have or any specific advice that your teachers give you.

Style guide - academic discourse in English A Level essays

For A Level English, you will need to draw on your existing knowledge of essay writing but to develop and improve it. Your aim is to be simple but effective. You do not want to sound as though you have swallowed a Thesaurus. Instead your aim should be clarity and succinctness. As well as knowing your texts well, you will also need to be a confident writer. Your teacher will model good writing practice and support your efforts to improve. This short guide exemplifies the key language features of academic discourse that you must learn to embed in your essays.

Use this style guide when you are writing essays to help you develop your written discourse.

1. Discourse markers. They introduce a topic, move an argument forward, signal comparison and contrast and draw an argument to a close. They can be used at the start of paragraphs as well as in the body of your text. Examples of discourse markers are:

However
Moreover
Furthermore
Additionally
Likewise
Another point is
Significantly
Similarly
Comparatively
Contrastingly
Finally
In conclusion

2. Connective phrases ('lexical bundles'): these are phrases that link your quotes to your analysis and explorations of the text, enabling you to succinctly move between text and your comments

which suggests that
which implies that
this evokes an image of
the fact that
the impact of this is
from which we can infer that
the impact of this is
which conveys that
which demonstrates that
which evokes an image of
which contrasts with
which depicts that

3. Higher level verbs/verb phrases: at primary school you show and tell, but you need to draw on a more sophisticated range of verbs to signal explanation, analysis and evaluation of a quotation or example.

suggests; implies; depicts; illustrates; denotes; infer; evokes; emphasizes; conveys; explores
expresses

4. Comparative language: you will need to be able to draw comparisons and contrasts between different texts in both exams and in Year 13 coursework. Effectively used comparative language enables you to do this clearly and fluently not only...but also; in contrast; whereas

5. Passive voice – the use of the passive voice creates a detached, academic tone in your writing, suggesting an exploration of different critical or analytical viewpoints rather than personal viewpoint.

It can be suggested that...

It has been implied that...

It was described as...

It can be inferred from this...

6. Modal verbs: these suggest possibility, that something *could* or *might* be true but that there are a range of interpretations. It's useful to use modal verbs when you are exploring different readings of a text, either language analysis, or critical reading.

could; can; should; might

7. Reference to 'the reader'/'the audience' – again this encourages a thoughtful, critical standpoint in your writing rather than really personal opinions. It helps to create a detached, evaluative voice.

8. Complex sentences, with subordinate clauses to support the development of an analytical, non-narrative writing style. Complex sentences enable you to develop and explore ideas in detail. Simple sentences are well...too simple: 'Hamlet was depressed' doesn't really give enough detail. Compound sentences encourage a narrative writing style that doesn't suit discursive essays: 'Hamlet was depressed, and he saw his father's ghost, but he was upset with his mother.' So use the other techniques listed to help you build up your sentences and improve your analysis.

Use this space to note down any questions that you have or any specific advice that your teachers give you.

English Literature AS Level: Personalised Learning Checklist

You must bring this handbook to your meetings with your form tutor.

The checklist will help you to do the following.

- Review your own learning.
- Organise what you need to do during your private study periods.
- Focus on skills or tasks that need to be further developed or revisited outside of lesson time.
- Frame the discussions about your progress with your form tutor.

	Confident 😊	Developing 📄	With difficulty 😞
Paper 1: Shakespeare and poetry pre 1900			
Reading: I have read and fully understand ...			
Shakespeare play:			
Poetry pre 1900:			
Research: contextual information			
Research: critical texts (for Shakespeare only).			
Knowledge: I know how to ...			
I can analyse the language, form and structure of the text effectively to explore how meaning is created by the writer.			
I can respond to the texts in an informed way, based on my reading and engagement in class discussion and activities.			
I can refer to different critical viewpoints to inform my interpretations of the play (Shakespeare only).			
I can show that over time, the play has been interpreted in different ways, and I understand why (Shakespeare only).			
I can make connections between specific passages and the text as a whole (Poetry only).			

	Confident 😊	Developing 🟡	With difficulty 😞
I know about the contexts in which the texts were written and received and can relate these contexts to different interpretations of themes and characters.			
Paper 2: Drama and prose post 1900			
Reading: I have read and fully understand ...			
Drama post 1900:			
Prose post 1900:			
Research: contextual information			
Research: critical texts (for drama post 1900 only).			
Research: reading of other texts within the same genre or from the same time period (for prose post 1900 only).			
Knowledge: I know how to ...			
I can analyse the language, form and structure effectively to explore how meaning is created by the writer.			
I can respond to the texts in an informed way, based on my reading and engagement in class discussion and activities.			
I have read, understood, and can refer to different critical viewpoints to inform my interpretations of the play (drama post 1900 only).			

	Confident 😊	Developing 📄	With difficulty 😞
I know about the contexts in which the texts were written and received and can relate these contexts to different interpretations of themes and characters.			
I can use my literary criticism skills to analyse an unseen text and make links/explore connections between the prose post 1900 text and the text extract (prose post 1900 only).			
Essay writing skills – these apply to both AS papers.			
I can use relevant literary terminology fluently and accurately.			
I can write accurately, using accurate punctuation and spelling.			
I can use academic discourse fluently in my writing.			
I can effectively plan and write an essay that addresses the AOs in timed conditions.			
Organisation and time management – this applies to all AS subjects.			
I always meet deadlines and hand in all work asked for.			
I have a clearly organised and promptly filed folder.			
I always bring my folder and texts to lessons.			
I have 100% attendance. I take the initiative to catch up on missed work if I am absent.			

