



Charlotte Unsworth

A LEVEL
Specification

ENGLISH LITERATURE

For first assessment in 2017

H472



- ✓ **Your A Level course spans over two years.**
- ✓ **There are three components to the course.**
- ✓ **Component 1 and Component 2 are assessed by examination papers.**
- ✓ **Component 3 is assessed as coursework.**

Content Overview

Assessment Overview

Component 1

- Shakespeare (Hamlet)
- Drama and poetry pre-1900 (*A Doll's House*, Henrik Ibsen; *Poetry Collection*, Christina Rossetti)

Drama and poetry pre-1900

Written paper

60 marks

Closed text

2 hours 30 minutes

40%

of total A Level

Component 2

- Close reading in chosen topic area (Dystopia)
- Comparative and contextual study from chosen topic area (*The Handmaid's Tale* / 1984)

Comparative and contextual study

Written paper

60 marks

Closed text

2 hours 30 minutes

40%

of total A Level

Component 3

- Close reading OR re-creative writing piece with commentary (*Streetcar*, Tennessee Williams)
- Comparative essay (*Wide Sargasso Sea*, Jean Rhys; *Feminine Gospels*, Carol Ann Duffy)

Literature post-1900

40 marks

Non-examined assessment

20%

Content of Drama and poetry pre-1900 COMPONENT 1

Section 1: Hamlet

Knowledge, skills and understanding

Learners should be able to:

Learners are required to analyse the text in close detail, exploring Shakespeare's use of language and dramatic effects.

Learners are required to consider issues raised in a specific extract in relation to their understanding of the play as a whole.

Learners are required to explore ways in which the chosen play is/has been interpreted by different audiences, including over time.

- analyse ways in which Shakespeare shapes meanings in the chosen play including the function and effects of structure, form and language
- articulate informed, personal and creative responses to the chosen Shakespeare play, using associated concepts and terminology, and coherent, accurate written expression
- explore the play informed by different interpretations consider different interpretations across time.

Content of Comparative and Contextual Study COMPONENT 2

Section 1: Unseen Close Reading Dystopian

Knowledge, skills and understanding

Learners are required to read widely and independently in their chosen topic of study.

Learners are required to demonstrate close reading skills in analysing unseen prose extracts.

Learners are required to identify and consider how attitudes and values are expressed in unseen extracts.

Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of unseen extracts.

Learners should be able to:

- analyse ways in which writers shape meanings
- demonstrate understanding of the significance and influence of contexts in which literary texts are written and received
- articulate informed, personal and creative responses using associated concepts and terminology, and coherent, accurate written expression.

Content of Non-exam Assessment COMPONENT 3

Literature post-1900

Aims

The aim of this internally assessed component is to encourage individual study, interest and enjoyment of modern literature and for learners to develop:

- an appreciation of how writers shape meanings in texts through use of language, imagery, form and structure
- an understanding of texts informed by an appreciation of different interpretations
- an ability to explore connections across texts, such as stylistic, thematic or contextual.

Content of Non-exam Assessment COMPONENT 3

Task 1: Close Reading (A Streetcar Named Desire)

Knowledge, skills, and understanding

Learners are required to demonstrate close reading skills.

Learners are required to identify and consider how attitudes and values are expressed in the chosen text.

Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of the chosen text.

Learners should be able to:

- analyse ways in which meanings are shaped in the chosen literary text
- articulate informed, personal and creative responses to the chosen literary text, using associated concepts and terminology, and coherent accurate written expression.

Content of Non-exam Assessment COMPONENT 3

Task 2: Close Reading (A Streetcar Named Desire)

Knowledge, skills, and understanding

Learners are required to explore the contexts of the texts they are reading and others' interpretations of them.

Learners are required to explore connections across the texts.

Learners are required to identify and consider how values are expressed in texts.

Learners are required to draw on their understanding of different interpretations in responding to and evaluating the chosen texts.

Learners are required to communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts.

Learners should be able to:

- articulate informed, personal and creative responses to the chosen literary texts, using associated concepts and terminology, and coherent, accurate written expression
- analyse ways in which meanings are shaped in the chosen literary texts
- demonstrate understanding of the significance and influence of the contexts in which the chosen literary texts are written and received
- explore connections across the chosen literary texts
- explore the chosen literary texts informed by different interpretations.

Assessment Objective

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|----------------------------|--|
| AO1 – writing style | Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression |
| AO2 – authorial methods | Analyse ways in which meanings are shaped in literary texts. |
| AO3 - context | Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. |
| AO4 – literary connections | Explore connections across literary texts. |
| AO5 – critical theory | Explore literary texts informed by different interpretations. |

Examination	Component	% of A Level					Total
		AO1	AO2	AO3	AO4	AO5	
Component 1 Exam Paper	Drama and poetry pre-1900 <i>Hamlet & Rossetti</i>	10%	7.5%	10%	5%	7.5%	40%
Component 2 Exam Paper	Comparative and Contextual Study <i>Dystopian / The Handmaid's Tale / 1984</i>	5%	15%	12.5%	5%	2.5%	40%
Component 3 NEA (coursework)	Literature post-1900 Task 1 <i>Streetcar</i>	2.5%	5%				7.5%
Component 3 NEA (coursework)	Literature post-1900 Task 2 <i>Wide Sargasso Sea / Feminine Gospels</i>	2.5%	2.5%	2.5%	2.5%	2.5%	12.5%
		20%	30%	25%	12.5%	12.5%	100%