



St Mary Redcliffe  
and Temple School

# English Language & Literature



# English Language and Literature

Exam board: AQA

Specification no.: 7706 (AS) / 7707 (A Level)

**This is a two year linear A level course** - The AS content forms the first half of the A level content and can be assessed at the end of Year 12 to provide an AS Level qualification if the student is dropping the subject and believes they can get a strong grade. Otherwise the two years of content are assessed at the end of Year 13 to give the A level grade.

## Course Delivery:

A large variety of texts, both spoken and written will be studied, in group discussion or individually. These will include classical literary texts and an anthology of established poets.

It will also include analysis of a wide variety of non-fiction texts ranging from news reports, advertisement copy, transcripts of actual conversations, or magazine articles all based around the theme of 'Paris'.

Students are expected to prepare texts outside of lessons to discuss in class time. They are also expected to use a variety of ICT applications and research topics independently.

## Course Content:

### A LEVEL

#### **4.1 Telling Stories**

The aim of this part of the subject content is to allow students to learn about how and why stories of different kinds are told. [What different types of story are there? How does the genre make a difference to our reading? How do writers create dramatic interest? What are the various functions and purposes of texts?](#)

### **AQA PARIS ANTHOLOGY**

#### **People and places – Paris Anthology**

The A level course begins with a delightful tour of Paris through a wide range of texts all linked by the city as a central theme. When studying this Anthology students have the opportunity to explore a range of themes and ideas whilst analysing language in a broad selection of fiction and non-fiction texts. This is the perfect introduction to the combined study of English Literature and Language.

[How can you write about a place? What would you include to make a story? How can you use metaphor and literary devices to embellish story telling? How is the audience involved in the storytelling? How would different technologies and media affect the telling?](#)

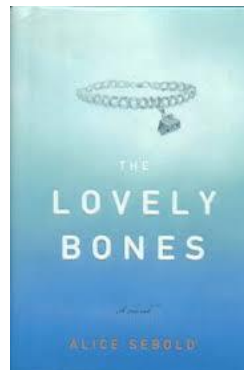
#### **Chosen Poet: John Donne**

John Donne's poetry presents students with a range of important and worthwhile themes and ideas. Students will study themes such as love, religion and science amongst many others as they explore an exciting range of Donne's metaphysical poems. There is plenty of opportunity for creative discussion of Donne's life and attitudes whilst understanding how his work from 400 years ago is still relevant to modern life.

How does the writer use a range of linguistic and literary devices? Can we look at poetry from a non-literary viewpoint? How do poets use a range of linguistic forms to create their own voice?

### Chosen text: Prose – The Lovely Bones by Alice Sebold

In this part of the course, you have the opportunity to explore how Sebold creates fantasy worlds and explores important themes such as feminism, family and coming age. You have the chance to discuss these themes and will explore how Sebold relates her own personal experiences to family tragedy and how we respond to such events. There is also ample opportunity to analyse how fiction writing can be used to create fantasy worlds.



How does the writer create a non-realistic world? And what does this allow the writer to achieve?

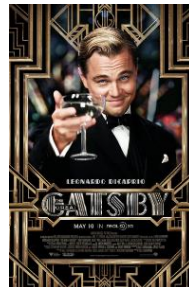
### 4.2 Exploring Conflict

This part of the subject content focuses on how language choices help to construct ideas of conflict between people, and between people and their societies. Students will

- **produce creative work** that seeks to find an absent or underplayed perspective in the original text
- **write a critical reflection** on the processes and outcomes involved in re-creative work
- **Studying Drama Texts** that explores conflicts at different levels from the domestic to the societal.

## Chosen Text: The Great Gatsby by Scott Fitzgerald

In this module, students study the novel and its context, with a view to write creatively from an alternative perspective, sometimes from the minor characters. This gives students the chance to explore texts from alternative viewpoints and consider the text through different readings. Student will also need to analyse their own linguistic choices and devices when writing.



Who are the unspoken characters? How can we look at this event from another perspective? How would this add to our understanding of a text? Can you perceptively analyse your own writing?

## Chosen Text: Drama – A Streetcar Named Desire by Tennessee Williams



In this section of the course, you will study a classic of American literature. Williams' play is an excellent exploration of how relationships can unravel in the intense, heated atmosphere of late 1940s New Orleans. Themes such as conflict, betrayal and

gender are all part of our study of this text and provide an exciting introduction to American drama texts for A level students.

How is dialogue represented in the dramatic world? How do dramatists create moments of drama? Is the language of theatre the language of real people? What sort of genres do people write in?

### **4.3 Making Connections**

This part of the subject content focuses on language use in different types of text. It is called 'Making Connections' because it requires students to make active connections between a literary text and some non-literary material. Students' work will be assessed by the production of an investigation of 2,500-3,000 words in length.

For example, how are dystopian places presented in both fiction and non-fiction places? How are war reports in the newspapers similar to fictionalised accounts? How are openings of novels and autobiographies similar or different? How is power shown in *Animal Farm* and President Trump's speeches?

### **FAQ**

Is there any creative writing?

*Yes, there is creative writing in the Exploring Conflict and the study of the Anthology where you have to rewrite or recast texts from a different angle.*

What makes a good student of English Lang / Lit?

*You do need to be a good reader and want to enjoy reading a wide range of texts. Discussing and working with others to unlock the texts is also very helpful.*

What if there is an area of language or literature that I want to explore?

*The NEA/coursework element allows you to investigate an area of your choice.*

How is it different from Literature?

*You will do many of the activities and study text in the same way as they do in A Level Literature. However, in this course you will study non-fiction texts and study texts from a linguistic angle.*

**Entry requirements:**

Grade 5 in English Language and English Literature is required.

**Skills & personal qualities required / developed by course:**

This course certainly favours those who have **an interest in reading** a wide variety of fiction and/or non-fiction texts. A good student likes to ask questions and challenge ideas. You will also need to structure a coherent argument in written essays and be prepared to methodically analyse numerous texts.

**Recommended reading / websites:**

The Art of Fiction - David Lodge

For further information: Contact Ms G Whitmarsh, Head of English

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