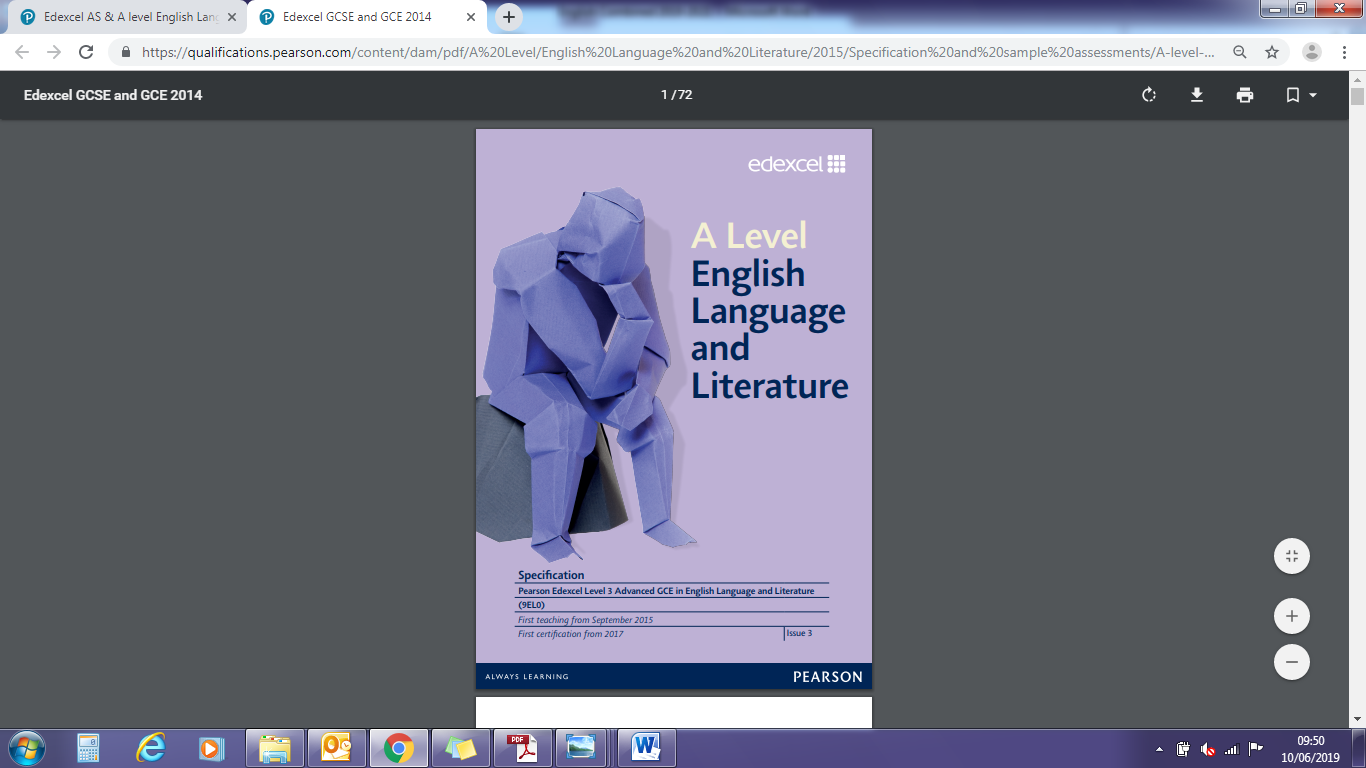
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**ENGLISH LANGUAGE & LITERATURE A LEVEL**

**Course handbook &Pre-course tasks**

**2025 – 2027**

**Course Outline**

The specification can be accessed here <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-and-literature-2015.html>

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Overview** | | **Assessment Overview** | |
| Component 1: Voices in Speech and Writing   * Study of *Voices in Speech and Writing: An Anthology* * one drama text   Paper code 9EL0/01 | Section A: one comparative essay (unseen + prepared text)  Section B: one extract-based essay on drama text  50 marks (Section A 25 marks; Section B 25 marks)  Open book  2 hours and 30 minutes | | 40% of total A level |
| Component 2: Varieties in Language and Literature  Thematic study of:   * a range of non-fiction texts * two literary texts   Paper code 9EL0/02 | Section A:one essay on unseen prose  Section B: one comparative essay on two literary texts  50 marks (Section A 20 marks; Section B 30 marks)  Open book  2 hours 30 minutes written paper | | 40% of total A level |
| Non-examination assessment:   * free choice of topic * two texts relating to chosen topic (one fiction and one non-fiction)   Paper code 9EL0/03 | 60 marks  Assignment 1: two pieces of original writing (one fiction and one creative non-fiction).  Assignment 2: one analytical commentary.  Advisory total word count: 2500 – 3000 words | | 20% of total A level |

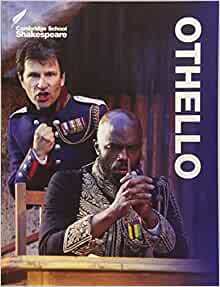
**How the course is delivered**

Lessons will take place in a classroom environment with students working individually, in pairs and in group discussions. Integrated in the course are revision, consolidation, extension and regular exam practice. Students will undertake wider reading and independent tasks to support and inform classroom activities.

**Faculty Expectations – Resources**

* Students are expected to have a lever-arch folder, with file dividers, in which to present notes and responses appropriately. All printed resources must be filed as directed by the teacher.
* Students are expected to have the correct stationery for lessons including pens, pencils, glue, scissors and highlighters.
* Students are expected to purchase a copy of each of the set texts to annotate and highlight key areas during study. These texts may be ordered and purchased through local bookshops, or are available on internet bookshop sites such as Waterstones, WH Smiths or Amazon.

The Year 12 texts for September 2024 are:

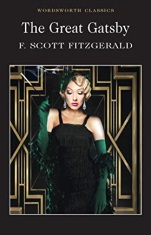


*Othello*

William Shakespeare

Cambridge Schools Edition

**ISBN-10 ‏ :** ‎ 1107615593



*The Great Gatsby*

F Scott Fitzgerald

Wordsworth Edition **ISBN-10:** 185326041X

Please purchase your own copy of this text.

**HOME STUDY STRUCTURE**

**For every hour of lesson, it is expected students dedicate an hour to independent study time. Home study will be set using the following sections:**

**Reading** – you are expected to read your set texts, critical essays and articles, contextual materials and wider reading of fiction, drama and/or poetry to enable you to make appropriate choices in your coursework. Wider reading boxes and discussion will support you.

**Gaps to close** – You act upon feedback, close the gaps in your learning e.g. writing a summary, re-answering test questions underperformed in; producing a glossary of key terms; mark scheme mnemonics; re-reading and extending lesson notes; practice testing; creating model answers or annotated mark schemes.

**Revision** – Creating revision resources based upon what was taught in the lesson. E.g. mind map, flash card, lists, learning key word definitions.

**Assessed Designated Study Tasks** – Teacher-set tasks which will be self/peer/teacher assessed depending upon what the teacher directs. These tasks are to be completed in designated study time and reflected upon in DIRT/ starter tasks once the deadline has passed. This could also include a flipped learning task (See Pre-work below).

**Pre-work** - flipped learning – research undertaken ready for the next lessons content or extension work.

**It is your responsibility to ask for help if it is needed.**

**EXAMINATION PERIODS**

* Internal progress check tests are integrated during the course
* Internal examination date are listed on the school calendar
* Non-Examined Assessment – on-going during the course. Deadline: March 2025
* External examination – May/June of Year 13

**Pre-course Start-up Task**

**Task 1: Be practical**

Purchase a copy of the two texts shown on page 3.

Buy a lever-arch file and file dividers. Bring these to your first lesson.

**Task 2: The Elements of Tragedy**

The A Level course will begin with the study of *Othello*. Before studying *Othello* it is important that we are able to answer these questions:

* What do we mean by a “tragedy” when talking about a Shakespeare play?
* What features and traditions did Shakespeare draw upon in order to write his tragedies?

Nowadays, when we think of the word “tragedy” we tend to think of any terribly sad or distressing event. However, in the context of drama – and the drama of Shakespeare’s time – it has a much more specific meaning. “Tragedy” is a genre of storytelling that draws upon certain elements in order to create a type of story. These elements of drama have their origins deep in the history of theatre going back to the ancient Romans and Greeks. In order to fully understand how Shakespeare constructed his plays and what he was seeking to achieve, it’s important to have some background knowledge about the genre of “tragedy”.

With this in mind, complete three tasks in preparation for the start of the course:

1. Define tragedy and show your understanding of its key elements. Put the following title: “The Elements of Tragedy. Find a definition of tragedy and write it down. then, define the following terms:

* “In media res”
* Peripeteia
* Anagnorisis
* Catharsis
* Freytag’s Pyramid
* Hubris
* Hamartia
* Nemesis

1. Write examples of where you can see some of the above concepts in other stories that you are familiar with. These can be novels or other plays or films. For example, how does *Star Wars* or *Macbeth* draw upon the above concepts? Where and when do they occur?

**Task 3: Take a risk with your reading**

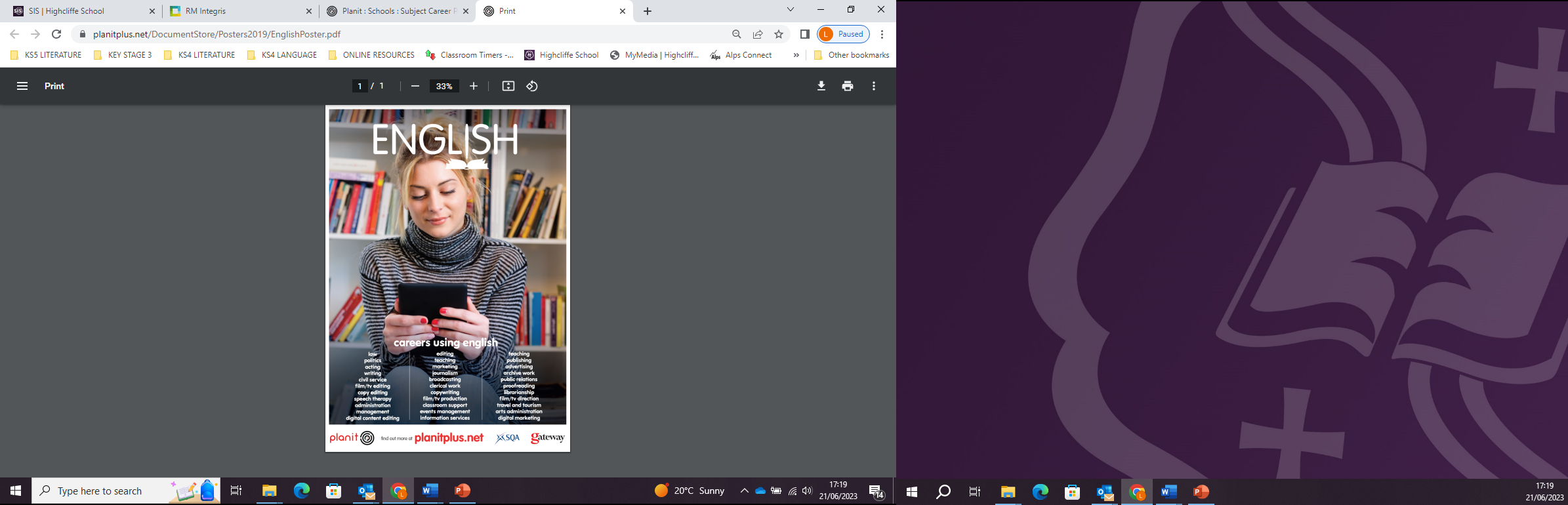
Take a risk with your reading. What sort of books do you usually read for pleasure? If you always read the same sort of novel or the same author or have got stuck in a rut of not knowing what next to read, why not try to read something completely different? Always read novels? Why not try a graphic novel? Always read horror? Why not try a novel written in verse?

* How to find your new read:
  + <https://schoolreadinglist.co.uk/secondary-ks3-ks4-reading-lists/sixth-form-reading-list-books/#year-12>
* Look at EMC’s list of great 21st century reads for 6th formers:  
  <https://www.englishandmedia.co.uk/blog/50-great-21st-century-novels-for-6th-formers>
* Follow writers, book clubs and book podcasts on Instagram, Facebook and Twitter.
* Look at lists of 100 best books, for example, the Guardian 100 Best Novels (<https://www.theguardian.com/books/series/the-100-best-novels>) and Guardian Best Books of the 21st Century (<https://www.theguardian.com/books/2019/sep/21/best-books-of-the-21st-century>)
* Read a book in translation (https:/www.theguardian.com/books/fiction-in-translation).
* **Write or record a review of your ‘out of your comfort zone read’. This could be in the form of a typed list with a couple of comments for each of you reads.**
* **Please be ready to talk about some of your summer reads in the first couple of lessons in September. Consider the question: What did this text make you think about?**

**Suggested Reading based on themes:**

|  |  |  |
| --- | --- | --- |
| **Theme** | **Fiction** | **Non-Fiction** |
| Journeys | The Life of Pi by Yann Martell | The Lost Continent by Bill Bryson  Into the Wild by Jon Krakauer  Underland by Rob Mcfarlane |
| Gothic | Collected Works of Edgar Allan Poe | Poe: A Life Cut Short by Peter Ackroyd |
| Supernatural | Collected Works of Edgar Allan Poe  Charles Dickens’s Ghost Stories | Witchhunt by Nigel Cawthorne |
| India | Midnight’s Children by Salman Rushdie | Around India in 80 Trains by Monica Rajesh |
| Growing Up | Catcher in the Rye by J.D. Salinger | As I Walked Out One Midsummer Morning by. Laurie Lee  Cider with Rosie by Laurie Lee |
| Soldiering and Wartime | All Quiet on the Western Front by Erich Maria Remarque  The Regeneration Trilogy by Pat Barker | Great Uncle Harry by Michael Plain  Testament of Youth by Vera Brittain  Goodbye to All That by Robert Graves  Homage to Catalonia by George Orwell |
| Women’s Different Roles | The Handmaid’s Tale by Margaret Attwood  A Thousand Splendid Suns by Khaled Hosseini | Margaret Thatcher: The Authorised Biography  My Life on the Road: Gloria Steinem  Cup-cakes and Kalashnikovs: 100 Years of the Best Journalism by Women, Eleanor Mills |
| Dystopia/ Conspiracy/ Mind-control | 1984 by George Orwell  Brave New World  We by Yevgeny Zamyatin  Fahrenheit 451 by Ray Bradbury  Clockwork Orange by Anthony Burgess | The Essays of George Orwell  Among the Trolls: My Journey Through Conspiracy Land by Marianna Spring |
| Racism in Societies | The Color Purple by Alice Walker | Why I’m No Longer Talking to White People About Race by Reni Eddo-Lodge |
| Journalism and the News | Scoop by Evelyn Waugh | Airhead: The Imperfect Art of Making News by Emily Matliss |
| The Law | Sherlock Holmes stories by Arthur Conan Doyle | The Secret Barrister |

**CAREER PATHWAYS IN ENGLISH**



**Studying at University**

Undergraduate degrees in English may be entirely literature focused or include combinations with languages, humanities or social science subjects. For example:

* Classics and English BA
* Comparative Literature and Film Studies MA
* Education and English BA
* English and a modern foreign language BA
* English Literature and Philosophy BA
* English Literature and/or Language BA

**What career skills will I gain?**

Career-specific skills:

* In-depth knowledge of English literature, its history and development, and its diverse forms
* Knowledge of other works written in English from around the world, as well as their context and influences
* You may have developed skills as a creative writer or gained other subject-specific skills, depending on your degree combination

Transferable skills:

* Clear and persuasive communication
* Creative imagination
* Critical thinking and analysis
* IT skills
* Organisation
* Problem solving
* Research
* Self-discipline
* Team working
* Time management

Explore degree courses: <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/english>

**Exploring Apprenticeships**

Find out more at:

<https://www.apprenticeships.gov.uk/apprentices/are-they-right-for-you>

<https://www.apprenticeships.gov.uk/apprentices/browse-by-interests>

Here are a few areas you might not have considered.

A picture containing text, multimedia software, software, graphics software

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