



# **Aldercar High School**

## **Post-16**

# **A-Level English**

## **Language and**

### **Literature**



# A Level English Language and Literature

At Aldercar, students study the OCR English Language and Literature course. This is a vibrant, two year A Level which helps students to build on the skills they developed at GCSE. We study a range of texts, from speeches and TV interviews, to literary works such as Shakespeare's *Othello* and the poetry of Carol Ann Duffy.

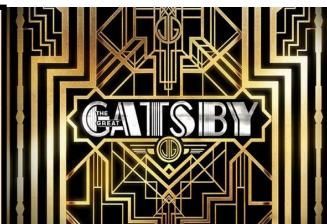
The course also allows students to follow their own independent reading preferences and interests in the coursework unit.

## What do I need?

- *You'll need to be someone who reads independently and finds the written word enjoyable.*
- *We usually ask for at least a Level 5 in English Language or Literature at GCSE.*

## Why study English?

- *This A-Level can be a gateway to a really broad range of university courses and jobs.*
- *Studying English develops communication skills which are essential in all working environments.*



# Course Structure

## Component 01 Exploring non-fiction and spoken texts

Compare a text from the spoken and written language anthology (selection of 20) with an unseen text. Anthology text is reproduced in the exam. 1 hr exam. 1 question. 32 marks. 16% of A-Level.

Skills required are comparative and context based. Ability to analyse texts using appropriate terminology.

**Question:** Carefully read the two texts and compare the ways in which the speakers in Text A and the writer in Text B present the event.

In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience

**Some anthology texts:** Samuel Pepys' diary extracts, Jamie Oliver speaking to camera, Alan Bennett's diary entry, CBBC's *Horrible Histories*, an NSPCC charity advert, a Twitter conversation.

## Component 02 The language of poetry and plays

Answer one question on Blake's poetry, comparing a named poem with 'one or two other' poems by the same writer. Answer another question on Shakespeare's *Othello*, analysing how a theme, issue or character is presented in an extract. 2 hr exam. 2 questions. 32 marks each. 32% of A-Level.

Skills required are analytical and comparative. You also need to understand the context in which the writers worked.

**Poetry Question:** Explore how \_\_\_\_\_ presents ideas about \_\_\_\_\_ in \_\_\_\_\_ and make connections with one or two other poems from your collection.

You should consider the poet's use of poetic and stylistic techniques and significant literary or other relevant contexts.

**Drama Question:** Explore how \_\_\_\_\_ presents \_\_\_\_\_ in this extract from the play.

You should consider the use of dramatic and stylistic techniques in the extract, its significance within the play and any relevant dramatic or other contexts.

## Component 03 Reading as a writer, writing as a reader

Answer one question on Fitzgerald's *The Great Gatsby* and complete another, creative task. Write a commentary explaining some of the techniques you used to make your creative task effective. 2 hr exam. 3 questions. 64 marks. 32% of A-Level.

Skills required are an ability to analyse the language of the text and your own writing, a detailed understanding of how language works and an ability to write in an engaging, creative way.

**Prose Question:** How does the writer of your text use settings / suspense / speech / sound / colour, etc. ?

**Commentary:** Outline the key narrative and linguistic techniques you have used in your writing for the creative question.

**Creative Question:** Choose one of the storylines below to develop as the opening of a narrative.

## Component 04 Independent Study

You will create an analytical, comparative essay on a set text and a second, free-choice text. One of these must have been published after the year 2000.

You will also create a piece of original, non-fiction writing for this unit.

This component is worth 20% of the overall A-Level.

Our set text will be *Stuart: A Life Backwards*, a biography of a homeless man which was written by Alexander Masters.

You will need to read widely and consider texts which would form appropriate comparisons. Think about texts with similar themes:

- mental illness
- drug and alcohol abuse
- people on the margins of society.

**For further information contact:  
Miss Addison [laddison@aldercarhigh.co.uk](mailto:laddison@aldercarhigh.co.uk) or Mr  
Cowdrey [tcowdrey@aldercarhigh.co.uk](mailto:tcowdrey@aldercarhigh.co.uk)**



**Aldercar High School**  
**Daltons Close, Langley Mill, Nottingham NG16 4HL**  
**Tel 01779712477**  
**E-mail [info@aldercarhigh.co.uk](mailto:info@aldercarhigh.co.uk)**