

<b>Course information</b>			
<b>Year: 12 and 13</b>		<b>Subject: English Literature</b>	
<b>Subject</b>	English Literature B	<b>Subject Lead contact information</b>	Mrs. Jo Webber jwebber@cottesloe.bucks.sch.uk
<b>Examination Board</b>	AQA	<b>Specification Code</b>	7717 (1A and 2B)
<b>Subject Content:</b>			
<ul style="list-style-type: none"> <li>• Literary Genres: Aspects of Tragedy</li> <li>• Texts and Genres: Elements of Political and Social Protest Writing</li> <li>• Non-Exam Assessment: Theory and Independence</li> </ul>			
<b>Additional Equipment Needed:</b>			
Copies of the core texts/revision guides/folder with note paper/access to wider reading			
<b>Assessment Details:</b>			
Students will study the two exam units (Tragedy and P.S.P.W) over the two-year course and the NEA will be completed early in Year 13.			
<b>Students will focus on the application of five key skills:</b>			
<ul style="list-style-type: none"> <li>• To be able to articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</li> <li>• To analyse ways in which meanings are shaped in literary texts.</li> <li>• To demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>• To explore connections across literary texts.</li> <li>• To explore literary texts informed by different interpretations.</li> </ul>			
<u>Paper 1 - Literary Genres: Aspects of Tragedy</u>			
Students will study four set texts ( <i>King Lear</i> , <i>Tess of the D'Urbervilles</i> , <i>Keats' Poetry Anthology</i> and <i>Death of a Salesman</i> ), looking at how the aspects of the tragic genre are presented in each. In the 2022 exam, students will choose to write on <i>Death of a Salesman</i> and <u>either</u> <i>Tess of D'Urbervilles</i> OR the Keats' Anthology. The decision to study an extra 'optional' text has been made to support students and provide them with more opportunities when answering Section C of the Aspects of Tragedy paper.			
(Our current Year 13 students, undertaking the exam in <b>2021</b> , will write on <i>Death of a Salesman</i> and the Keats' Anthology to complete Section C of the exam.)			
<u>Paper 2 - Texts and Genres: Elements of Political and Social Protest Writing</u>			
Students will study three set texts ( <i>Songs of Innocence and Experience</i> , <i>The Handmaid's Tale</i> and <i>The Kite Runner</i> ), looking at how the elements of PSPW are presented in each.			
<u>Non-Exam Assessment: Theory and Independence</u>			
Students will work mainly independently by selecting <b>one novel</b> and <b>one poem</b> of their choice and create two essays which analyse the texts through the lens of key theoretical concepts from the Critical Anthology (feminism, Marxism etc.).			
Students will produce two essays of between 1250-1500 words each.			

**What can I do to support my child at home?**

Be interested in what your child has been learning in English Literature! Why not read the set texts and talk to your child about the characters, plot and contexts? You could arrange a trip to the theatre to watch a production of 'King Lear' or 'Death of a Salesman' together, watch the film version of 'The Kite Runner', or even watch the TV adaptation of 'The Handmaid's Tale' and discuss the differences to the original novel. Talk with your child about current politics and social issues. Recommend books that you have enjoyed in the past and lend them your copy to add to their wider reading. Visit second-hand book shops and look for cheap copies of literature texts, or even texts written by the same author as their set texts, that your son/daughter could read.

The best way to support your child to learn is to role-model: let them watch you read.

**Recommended resources for the course:**

**Websites:** Shmoop/Google Scholar/AQA

**Books:** Copies of core texts (ask the teacher for a reading list)/revision guides/wider reading texts

**Teaching Staff Contact Details**

<b>Name</b>	<b>Role</b>	<b>Email</b>	<b>Tel</b>
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