

AS Level English Language and Literature: Non-Fiction Written and Spoken Texts

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- AO1** - Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
- AO2** - Analyse ways in which meanings are shaped in texts.
- AO3** - Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.
- AO4** - Explore connections across texts, informed by linguistic and literary concepts and methods
- AO5** - Demonstrate expertise and creativity in the use of English to communicate in different ways

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Learners will need to know:
Section A – Reading Spoken and Written Non-Fiction Anthology of Texts

- **Historical context:** A wide variety of contexts spanning several centuries, including, but not limited to: The Great Fire of London, life in Victorian England, American territorial expansion, 1950s Hollywood, and the Islamic Revolution
- **Lexis and Semantics:** language registers, semantic field, figurative language, jargon, polysyndeton etc.
- **Rhetorical Devices:** Anaphora, hypophora, epistrophe, triplet, rhetorical question etc.
- **Features of multimodal texts:** graphology, typography, orthography
- **Grammar:** sentence types, sentence forms, word classes
- **Conventions of mode and genre** (including, but not limited to): written and spoken modes, planned vs. spontaneous texts; *diary, satire, graphic novel, musical review, audio-narrative, leaflet, and blog*
- **Pragmatics:** humour, implied meaning, connotations, values, and attitudes

Section B – Writing Non-Fiction

- **Conventions of mode and genre:** *same as above*
- **Rhetorical devices:** *same as above*
- **Narrative writing:** narrative voice, point of view, time and chronology, setting, characterisation

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In this component, learners study 20 non-fiction texts from OCR's *Anthology of Texts*, which is updated every three years. They are taught how to apply a wide range of linguistic concepts and methods in their comparative analysis of texts, which range from the 17th century to the present day. Learners must analyse the ways in which meaning is shaped through an informed understanding of various historical contexts, and with a careful attention toward mode, audience and purpose. The writing section of this component challenges students to produce a piece of non-fiction writing by demonstrating the use of English to communicate in different ways. This component builds on reading and writing skills at Key Stage Four, but here learners are required to extend their understanding and application of linguistic and literary terms.

The choice to study Non-Fiction allows learners to explore a wide variety of historical contexts, with each non-fiction text presenting the opportunity to discover unique contexts. It is necessary for learners to understand the ways in which the production and reception of these texts inform our present-day understanding of them. Learners must be able to identify and analyse points of comparison and contrast between texts, an analytic skill which is useful in the study of English literature at the undergraduate level. Furthermore, the writing section of this component allows students to hone their creative writing skills, challenging them to write in a wide range of different genres.

Learners will develop their understanding of non-fiction texts, having been previously introduced to them explicitly at Key Stage Four. Students will also build on their knowledge of language and structural analysis in preparation for planning and writing the non-fiction comparative essay. Students continue to build on their understanding of the use of rhetoric, which they are introduced to in Year 9 and broaden their knowledge of a range of non-fiction text types, some of which they will have been exposed to at Key Stage Four (articles, speeches and letters).

The study of non-fiction allows learners to interrogate a range of ideas and themes, including: isolation, independence, oppression, addiction and prejudice. Learners will be encouraged to discuss and debate the presentation of ideas and how the various writers/speakers convey their respective meanings, thus encouraging them to make links to the world in which we live. Not only will this component equip learners with the critical skills necessary to better understand the world around them, it will provide them with the opportunity to express their voices through a variety of different modes and genres.