

A Level English Language and Literature: Reading as a writer, writing as a reader
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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.
- 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 as a writer *'The Great Gatsby'* by F.Scott Fitzgerald

- **Study of full-length novel:** plot, setting, characters, themes
- **Historical context:** 1920's America - Prohibition era, impact of WW1, gender roles, class divisions, conspicuous consumption, attitudes to race, concept of the American Dream, Modernism, life of Fitzgerald
- **Aspects of narrative:** the use of voice, point of view, time and chronology, dialogue, setting, characterisation, genre, symbols and motifs, structure and settings, themes
- **Concept of genre and literary/generic conventions:** tragedy, romance, mystery, modernist, realist, social satire
- **Literary and linguistic devices:** word classes, figurative language, lexis
- **Literary criticism:** Marxist, feminist, post-colonial, ecocritical
- **Concept of a thesis statement**

Section B – Writing as a reader *Creative writing task and commentary*

- **Application of aspects of narrative:** the use of voice, point of view, time and chronology, dialogue, setting, characterisation, genre, symbols and motifs, structure and settings, themes
- **Application of literary and linguistic devices:** word classes, figurative language, lexis
- **Application of literary/generic conventions**
- **Concept of a commentary**

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In Section A of this component, learners will build on knowledge and skills taught at AS Level and apply this to the study of a whole text. Moving away from extract-based analysis assessed in Year 12, learners will apply their knowledge of various narrative devices to their study of 'The Great Gatsby' in its entirety. They will critically analyse the way in which Fitzgerald uses specific narrative devices to shape meaning, drawing links and identifying patterns across the text. Similar to AS Level, they will also be required to draw on a wide range of linguistic and literary devices to develop their interpretations. This in-depth exploration of a whole prose text serves to prepare the learners for study of Literature at undergraduate level.

This component also provides an opportunity for learners to hone their academic writing skills in preparation for undergraduate study. Learners will be explicitly taught how to structure an academic essay with a carefully formulated thesis statement. This focus on developing a line of argument serves to challenge learners to think more perceptively and critically about the text. It also encourages learners to be increasingly judicious in their selection of evidence and examples, producing a more succinct and focused response overall.

Learners will also be exposed to a range of literary criticism to deepen their understanding of the novel and the context in which it was produced and received. They will have the opportunity to examine the text through a variety of different lenses, enabling learners to take a more critical stance and construct a more perceptive line of argument. The reading and application of literary criticism serves to prepare learners for further exploration of this at undergraduate level.

As part of Section B of this component, learners will draw upon their understanding of how narratives are shaped to form the basis of their own original writing. Throughout the unit, learners will be encouraged to experiment with a variety of stylistic, generic and literary devices to construct a short, convincing narrative. This

is intended to further develop learners' understanding of narrative devices and allow them to demonstrate expertise and creativity in the use of English to communicate in specific and meaningful ways. Learners will also examine their own literary and linguistic choices in the form of a commentary. Through interrogating their own choices, learners will further develop their understanding of the narrative writing process, with explicit focus on writers' intent.