

AS Level English Language and Literature: The Language of Literary 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

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Learners will need to know:
Section A: The Language of Prose *'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 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

Section B – The Language of Poetry *William Blake: Songs of Innocence and Experience*

- **Historical context:** Industrialisation, the Enlightenment, Romanticism, the French Revolution, the American War of Independence, the life and work of William Blake, the role of the Church as an institution in 18th century England, poverty in 18th century England
- **Aspects of poetic form:** the use of poetic voice, rhyme, meter, pattern
- **Literary and linguistic devices:** figurative language, word-classes, phonology and lexis
- **The concept of literary theory**

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In this component, learners study two literary forms: the novel and poetry. They are taught how to analyse ways in which meaning is shaped and are taught the disciplinary terminology and concepts needed to comment on writers' choices and the impact this has on the reader. This builds on knowledge of language analysis studied at Key Stage Four, but learners are encouraged to use a wider range of linguistic and literary terms and be critical in their interpretations, developing their academic style of writing in readiness for study at undergraduate level.

The choice to study Blake and *The Great Gatsby* allows for learners to explore two different contexts: 18th century England and early 20th century America. Learners are encouraged to understand the ways in which experiences and ideas transcend these different contexts, but also explore ways in which specific contexts influence both production and reception of texts. The study of Blake's poetry and Fitzgerald's novel introduces learners to two influential literary movements: Romanticism and Modernism, further preparing them for undergraduate study of Literature.

Learners build on their understanding of the role of the writer as a social critic, having previously been introduced to this concept at Key Stage Three and Four through *Of Mice and Men*, *A Christmas Carol* and Shakespeare's plays. In doing this, learners explore the relationship between the writer's craft and purpose and gain an understanding how integrated linguistic and literary analysis can provide a framework to comment on this.

The study of these texts encourages learners to interrogate a range of ideas through the study of Blake's poems, such as poverty, religion, creativity, and the natural world. The study of *Gatsby* explores many mature and complex themes and emotions including class divisions, infidelity, isolation and uncontrollable desire. Learners will be encouraged to discuss and debate the presentation of these ideas, thus challenging their thinking and understanding of the world around them and encouraging them to make links to the society in which we live today. Learners are encouraged to make intertextual thematic links, exploring the consequences of radical social progress, class and wealth inequality and debates around what constitutes progress in society.