

QEII

A Level English Literature

Component 2: Prose

Exam: 1 hour, 15 mins

Open Book

20% of A Level

ASSESSMENT OBJECTIVES

A01 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression

A02 - Analyse ways in which **meanings** are shaped in literary texts

A03 - Demonstrate understanding of the significance and influence of the **contexts** in which literary texts are **written and received**

A04 - Explore **connections** across literary texts

Taught in Year 12 as also a component of AS
Literature

| Knowledge | Skills |
|---|---|
| <p>For each text, knowledge of:</p> <ul style="list-style-type: none"> • Key events in plot • Sequence of events in plot • (Chronological order and as structured in the text) • Key characters • Characterisation • Relationships between characters • Contrasts and comparisons between characters • Narrative style • Voice and point of view • Impact of narrative style on meaning • Settings • Comparison and contrast between settings • Significance of setting to meaning • Context of author's background • Historical context of text • Social context of text • Literary context • Changing reaction of readers • Relevant critical reading <p>Have knowledge of key themes and relate to childhood and wider textual themes</p> <ul style="list-style-type: none"> • Innocence/experience • Isolation • Entrapment/imprisonment • freedom • Childhood • Education • Motherhood • Adult/child relationships • Family • Hope • Despair • Violence/trauma – mental and physical • Conflict and cruelty • Loss • Marriage • Love/Hate • Conventional/Unconventional • Perception and perspectives • Challenging perceptions • Struggle and suffering • Hidden suffering • Obedience and defiance • Guilt • Forgiveness • Atonement • Power • Femininity/Masculinity • Revenge | <p>Be able to read for meaning</p> <p>Be able to take notes and build up notes after reflecting on text</p> <p>Be able to develop detailed knowledge and understanding of texts</p> <p>Be able to closely analyse text to understand the way the author creates meaning</p> <p>Be able to explain the effect of writers' use of language</p> <p>Be able to identify links and patterns within texts and between texts</p> <p>Be able to develop ideas on theme and meaning, supporting ideas with precise textual detail</p> <p>Be able to reflect on others' point of view and adapt own view in light of alternative interpretations</p> <p>Be able to, independently, read round and research author and text</p> <p>Be able to use research into context to enhance understanding of texts</p> <p>Be able to write fluently and with accurate written expression</p> <p>Be able to use appropriate literary terminology</p> <p>Be able to develop arguments in essay form, supporting ideas with evidence</p> |

- Obsession
- Life/Death
- Imagination
- Power of literature and power of the author
- Control

INDEPENDENT LEARNING

What you need to do to ensure:

- a detailed knowledge of the text
- notes that will make sense at the end of the A Level course

| Task | □ |
|---|---|
| Get a folder, and dividers, in order to organise your notes | |
| Keep notes organised and up to date | |
| Find Specification Website: read/download the specification for your folder; look at past papers, find and download helpful guides and resources https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html | |
| Read for meaning: Read the text quickly once to get an understanding of key events and overall meaning | |
| Read for meaning: use the reading log to start notes on each chapter – keep them short and clear | |
| Research author: when they lived, when they wrote, key events in life; influences on author; ideas and attitudes of author | |
| Research literary context: genre; victorian novel; modern novel | |
| Research historical/social context of texts: Victorian England; changing attitudes to childhood; social change prior to WW2; events of WW2 | |
| Use internet/Study guides to fill in gaps in understanding of plot, character, concepts | |
| Closer Reading: Re-read text to apply ideas covered in class and develop detailed understanding | |
| Closer Reading: Develop notes on key aspects of novel either building up chapter notes OR taking notes under key headings | |

Narrative; Characterisation; Setting; Time and Chronology; Language; Structures; Theme/ Meaning/ Childhood

Develop understanding of contrasts and links within texts

Taking a theme as a focus, use mind maps to explore a particular concept either within one text or across two texts

Wider thinking: Read critical works to broaden own thinking and consider alternative interpretations

Search English and Media website (e magazine archive) for critical articles relevant to texts being studied

<https://www.englishandmedia.co.uk>

User name: QEIIEnglish

Password: Tynwald

ORGANISING YOUR FOLDER

- Start from the beginning with a **lever arch file** for the PROSE component..... (you will build up enough notes!)
- Use dividers to break it up into sections

Sections

Text A (Atonement)

Text B (What Maisie Knew)

Classnotes

Classnotes

Own first notes on chapters

Own first notes on chapters

Notes on Narrative structure

Voice
Viewpoint
Time
Chronology
Metanarrative
Ending

Notes on Narrative structure

voice
viewpoint
gaps
time
chronology
changing viewpoint

Notes on Characterisation

- Briony Tallis
- Robbie Turner
- Cecelia Tallis

Notes on Characterisation

Maisie
Mrs Wix
Ida Farange

- Lola Quincey
- Paul Marshall
- Emily Tallis
- Jack Tallis
- Pierrot and Jackson Quincey

- comparisons
- relationships

Notes on Setting

- Tallis Estate
- Interior – rooms and windows
- Exterior
- Public/Private
- Dunkirk
- Real/Imagined

Notes on Theme

- Enduring/Endurance
- Isolation
- Entrapment/imprisonment
- Love/Hate
- Childhood
- Education
- Motherhood/
- Adult/Child relationships
- Hope
- Violence
- Conflict and cruelty
- Loss
- Marriage/Love
- Conventional/Unconventional
- Perception/Perspectives
- Struggle and suffering
- Hidden suffering
- Obedience and defiance
- Life/Death
- Femininity/Masculinity
- Guilt
- Forgiveness
- Atonement
- Power
- Power of imagination
- Role of the author
- Class
- Past/Present
- Innocence/Experience
- Obsession

Notes on Writer's methods

Beale Farange
Miss Overmore
Sir Claude

- comparisons
- relationships

Notes on Setting

- homes and houses – public and private
- France

Notes on Theme

Morality
Conventional/un-conventional
Childhood and family
Love/Hate
Revenge
Obsession
Extremes
Violence – mental and physical
Conflict and cruelty
Femininity/Masculinity
Struggle/Suffering
Defiance – positive/negative
Isolation
Outcasts and outsiders
Entrapment/imprisonment
Perception/lack of perception
Power/lack of power
Guilt
Family
Knowledge/Education
Innocence/Experience
Home
Abandonment
Past/Present
Forgiveness/lack of forgiveness

Notes on Writer's methods

Close analysis of language may be carried out in the texts – key notes and ideas should be notes (in file) with page references to enable efficient revision

Notes should be kept of re-curing symbols or motifs and metaphors – where they appear and their significance

Notes on context

Notes on author
Literary context
Social/Historical context
- childhood
Social/Historical context
- class
Historical context
- Dunkirk/WW2

Notes on context

Notes on context
Literary context
Social/Historical context
-- childhood and family
Social/Historical context
- Victorian society and morality

Essays and feedback

Essays and feedback

READING FOR MEANING

Example - NOTES TO MAKE ON FIRST READING

CHAPTER NUMBER: 1

NARRATOR/VOICE/POINT OF VIEW:

3RD person narrative – but limited

Seems to be from Mariam's point of view – seeing characters through her eyes

Mariam a child

Unreliable narrator?

SETTING: TIME AND PLACE

The Kolba – outside Herat

Mariam and Nana isolated there?

Start of the narrative – Mariam a child (5) – earliest point chronologically?

1964?

KEY EVENTS/PLOT POINTS

Mariam recalls being called a Harami for the first time

Mariam breaks the porcelain bowl

Mariam illegitimate – raised away from Jalil's 'real' family

Nana's family disowned her

FIRST THOUGHTS ON CHARACTERISATION

Mariam – importance of 'harami' for self image?

Child – not understanding?

Nana – seems cruel and bitter?

Jalil – seems wonderful to Mariam's eyes.... Contrast between her view of Nana and Jalil

FIRST IDEAS ON WOMEN AND SOCIETY

Traditional - women isolated, men not punished

Endure

Like a compass needle that points north, a man's accusing finger always finds a woman. Always. Pg 7

FIRST IDEAS ON THEMES

Isolation –

Family

Struggle – suffering – Nana

Mother/daughter relationships

Imprisonment?

ANY NOTICEABLE LANGUAGE

First sentence – Mariam was 5 years old the first time she hear the word harami – suggests importance

Significance/symbolism of broken porcelain piece – meant to ward off evil?

Harami = unwanted

'mariam was an illegitimate person who would never have legitimate claim to the things other people had, things such as love, family, home, acceptance

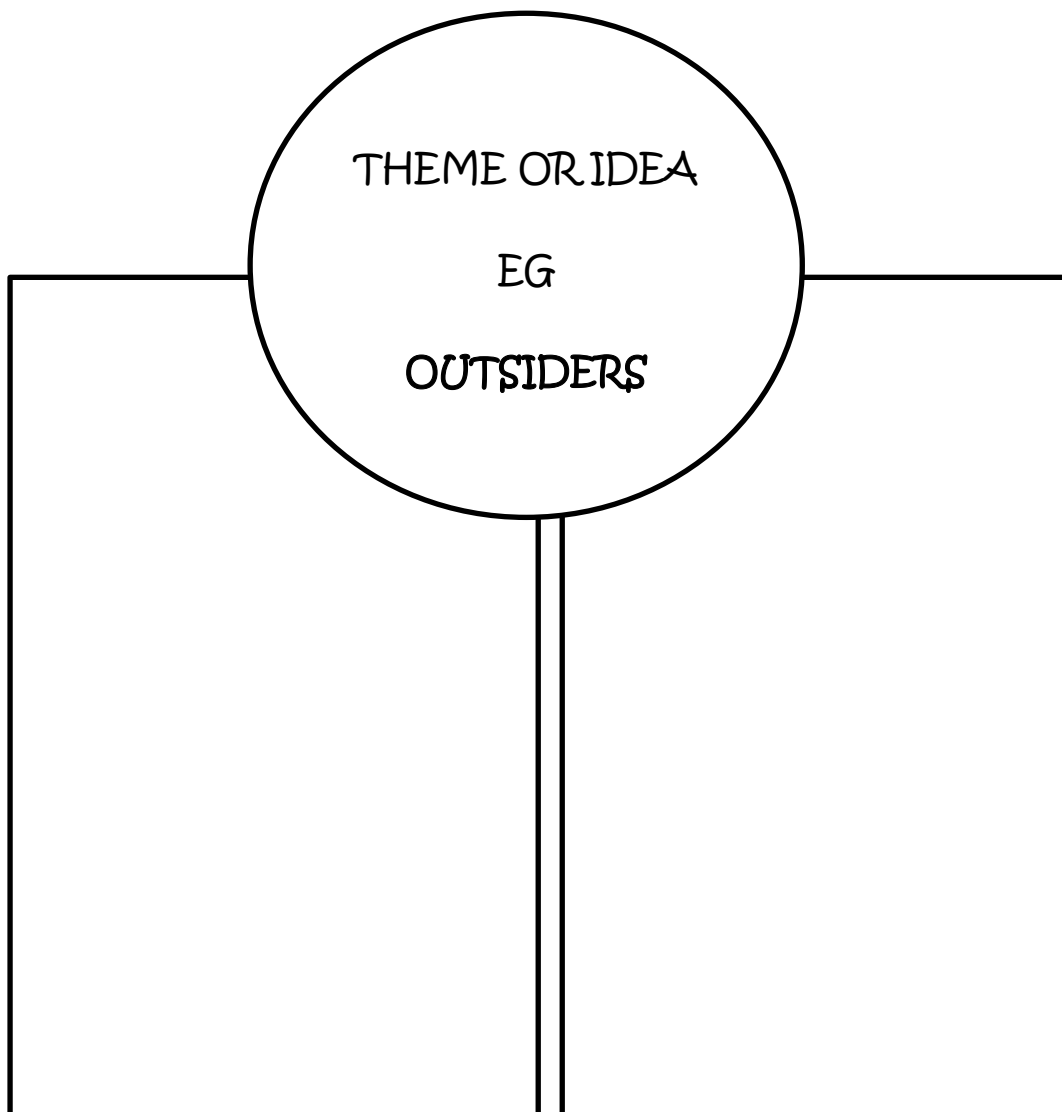
disowned

disgrace pg 6

EXAMPLE – MAKING LINKS ACROSS TEXTS

TEXT A – MEANING AND
IDEAS

TEXT B – MEANING AND
IDEAS



| | |
|------------------------------|------------------------------|
| | |
| EVIDENCE AND EXAMPLES | EVIDENCE AND EXAMPLES |