

QEII

A Level English Literature

Component 2: Prose Women in Society

Exam: 1 hour

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 <p>Have knowledge of key themes and relate to women in society</p> <ul style="list-style-type: none"> • Enduring/Endurance • Isolation • Entrapment/imprisonment • Harami – outcast and outsider • Childhood • Education • Motherhood/Mother daughter relationships • Faith • Hope • Violence • Conflict and cruelty • Loss • Marriage/Love/Hate • Conventional/Unconventional • Challenging perceptions • Struggle and suffering • Hidden suffering • Obedience and defiance • Universal experience • Guilt • Forgiveness • Atonement • Power • Femininity/Masculinity • Natural/supernatural/un-natural • Revenge • Obsession • Life/Death 	<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>

- Defiance

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	
Read for meaning: Read the text quickly once to get an understanding of key events and overall meaning	
Read for meaning: 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; polemic; romanticism	
Research historical/social context of texts: Afghanistan, Taliban, Islam; Victorian England	
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/ Women in Society	
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

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 (Thousand Splendid Suns) Text B (Wuthering Heights)

Classnotes

Own first notes on chapters

Notes on Narrative

Notes on Characterisation

- Mariam
- Nana
- Jalil
- Rashid
- Laila
- Baba
- Fariba
- Tariq
- Aziza

- comparisons
- relationships

Notes on Setting

- Kolba
- Herat
- Kabul
- Rashid's house
- Buddhas of Bamiyan
- Kabul under Taliban
- Kabul post Taliban

Notes on Theme

- Enduring/Endurance
- Isolation
- Entrapment/imprisonment
- Harami – outcast and outsider

Classnotes

Own first notes on chapters

Notes on Narrative structure

Link to Time and
Chronology

Notes on Characterisation

- Lockwood
- Heathcliff
- younger Catherine
- Hareton
- elder Catherine
- Hindley
- Edgar
- Isabella
- Linton

- comparisons
- relationships

Notes on Setting

- Wuthering Heights
(exterior and interior)
- Thrushcross Grange
- impact of setting on character

Notes on Theme

Natural/Supernatural/Un-natural
Conventional/un-conventional
Childhood and family
Love/Hate

- Childhood
 - Education
 - Motherhood/Mother daughter relationships
 - Faith
 - Hope
 - Violence
 - Conflict and cruelty
 - Loss
 - Marriage/Love
 - Conventional/Unconventional
 - Afghanistan – challenging perceptions
 - Struggle and suffering
 - Hidden suffering
 - Obedience and defiance
 - Universal experience
 - Guilt
 - Forgiveness
 - Atonement
 - Power
 - Femininity/Masculinity
 - Life/Death
 - Defiance
- Revenge
 - Obsession
 - Extremes
 - Violence
 - Conflict and cruelty
 - Life/Death
 - Struggle/Suffering
 - Defiance
 - Isolation
 - Outcasts and outsiders
 - Entrapment/imprisonment
 - Gothic
 - Power
 - Femininity/Masculinity
 - Guilt

Notes on Writer's methods

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

Symbols, motifs, metaphors

- symbolism of the title
- Kolba – symbol of social isolation
- Pebbles – recurring motif – family
- Burqa
- Buddahs of bamiyan
- Setting as symbolic of aspects of Afghanistan
- Allusion to 'The Old Man and the Sea'
- Metaphors for motherhood – snow
- Flowers – metaphor of hope
- Allusion to Titanic – and Jack
- Earthquakes – fractures – symbolism
- Mariam – rock in the riverbed – metaphor
- Symbols of hope in new Kabul

Symbols, motifs, metaphors

- Wuthering Heights/Thrushcross
- Grange – symbolism of setting
- Windows and doors – open and closed
- Metaphors used by Cathy to describe Edgar and Heathcliff
- Use of diabolic language to refer to Heathcliff
- Storm as symbol of inner turmoil
- Books
- Fire
- Light/Dark
- Panelled Bed

Notes on context

Knowledge of Husseini's background
Attitude towards Afghanistan

Notes from 'Afterword'

Notes on context

Knowledge of Bronte's background and attitudes

Literary context - Romanticism
Social/Historical – Victorian attitudes to women,
Marriage, property, behaviour

Text as polemic?

Changing reception over time

Context of production – 2007: Western attitudes to and knowledge of Afghanistan

Text as challenge to Western readers

Social context - traditional Afghan attitudes and impact on women

Division of attitudes – traditional/western

Soviet era rule – and impact on women

Knowledge of historical events in Afghanistan

Events in novel mirroring historical context

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

THEME OR IDEA

EG

OUTSIDERS

EVIDENCE AND EXAMPLES

EVIDENCE AND EXAMPLES

