

QEII

A Level English Literature

Component 1: Drama Section B

Exam: 2hrs 15 mins (total for section A and B)

Open Book – with clean copies

30% of A Level (in total for section A and B:
Shakespeare 35 marks; other drama 25 marks)

ASSESSMENT OBJECTIVES - SECTION B

AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression

AO2 - Analyse ways in which **meanings** are shaped in literary texts

AO3 - Demonstrate understanding of the significance and influence of the **contexts** in which literary texts are **written and received**

AO5 - Explore literary texts informed by different interpretations

(Section A – Othello taught in Year 13 as a component of A Level Literature)

Knowledge	Skills
<p>For the play</p> <ul style="list-style-type: none"> • Key events in plot • Sequence of events in plot • Key characters • Characterisation • Relationships between characters • Contrasts and comparisons between characters • Settings • Significance of setting to the text • Context of author's background • Historical context of text • Social context of text • Literary context • Changing reaction of readers <p>Have knowledge of key features of drama texts:</p> <ul style="list-style-type: none"> • Dramatic structure – Freytag's triangle <ul style="list-style-type: none"> ○ exposition ○ rising action ○ climax ○ falling action ○ resolution • dramatic devices <ul style="list-style-type: none"> ○ dramatic irony ○ dialogue ○ foreshadowing ○ analepsis/flashback ○ conflict • stage direction • setting • suspension of disbelief <p>Have knowledge of key features of tragedy</p> <ul style="list-style-type: none"> • protagonist • antagonist • tragic flaw/ hamartia; • catharsis • realisation/ anagnorisis • hubris • reversal/peripeteia <p>Have knowledge of literary/ language features</p>	<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 Shakespeare creates meaning</p> <p>Be able to explain the effect of Shakespeare's 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> <p>Be able to evaluate critical</p>

- use of poetry (Hart Crane)
- symbolism
- simile
- metaphor
- colloquial
- bawdy rhetoric
- ambiguity
- double entendre
- oppositions/antithesis;
- repetition
- irony

readings and use to inform own interpretation of character and play

Be able to integrate critical readings into exam responses

Have knowledge of themes

- Love/hate
- Marriage
- Public/private
- Jealousy
- Power/control/status
- Insecurity
- Women in society
- Race
- Worth and self image/identity/self awareness
- Judgment/prejudice
- Betrayal/loyalty/duty
- Sight/seeing; appearance/reality; seeming/being
- Hero/villain; hero/weakness
- Honesty: truth/lies
- Isolation
- Pride
- Order/chaos
- evil

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 play quickly once to get an understanding of key ideas and overall meaning

Use online resources to help with first reading – use plot guides, notes in texts.... Whatever it takes to understand the key plot events

Make quick notes on plot, main characters – who they are, what happens to them, early thoughts on characterisation

Begin more detailed notes on each Act:
Plot, character, theme, language, structure
Add to class notes by re-reading Acts or scenes after they have been covered in class

Research Shakespeare: when the play was written; influences on Shakespeare; ideas and attitudes of author – any plays which deal with similar concepts

Research historical/social context of play: contemporary attitudes to race, women, marriage, Venice, power.
Research changing attitudes and productions of the play

Use internet/Study guides to fill in gaps in understanding of play, meaning, character, theme and symbolism

Closer Reading: Re-read play to apply ideas covered in class and develop detailed understanding

Closer Reading: Develop notes on key aspects of character and theme

Read the critical anthology highlighting key points

Find evidence in the play to support or argue against ideas in the critical anthology

Research online to find alternative critical readings on key characters and nature of play as a whole

Create mind maps or diagrams to organize critical ideas on each character: summarise your own overall ideas on each character, incorporating the critical ideas

ORGANISING YOUR FOLDER

- You should have a poetry folder from Year 12 with your notes from the 'Other Drama'
- Use dividers to create a new section for SHAKESPEARE

Sections

Classnotes

Own first notes on play – initial notes might be organized into Scenes 1-13

Notes on Characterisation and developments in character

- Blanche
- Stanley
- Mitch
- Stella
- The Hubbels
- Absent characters

Notes on Language:

- close analysis of individual scenes
- notes on patterns of language
- notes on recurring symbols or motifs

Notes on Structure and dramatic devices:

- overall structure of text
- links to tragic structure
- questioning/exploration of tragic structure
- elements of drama

Notes on Theme

- see themes in knowledge and skills above

Notes on Critical Readings

Notes on context

- see context in knowledge and skills above

Essays and feedback

- given to individual students on feedback sheets