**WELCOME**

**Welcome to AS English.**

You can expect some great reads, great debates and fabulous creativity this year.

You can also expect it to be different to GCSE.

Contact time in lessons is just part of the learning process at this level. You need to supplement this with your own time.

There is an expectation that you will use your study periods to work independently. We also expect you to work at home.

We expect three hours of personal study as a minimum each week for English alone.

**YOUR TARGETS AND ASPIRATIONS**

You will all have different reasons for choosing this subject:

* You love reading
* You love writing
* You loved it at GCSE
* You want to read English at University
* You need a traditional A level for your chosen University course
* You need English for your chosen career
* You had to take it to make up the fourth AS

At some stage in the next year you will need to keep our goals in mind when exam pressures build: then you’ll have to fall back on your own resilience and determination to succeed in something you started.

Potential employers and Universities look at re-sits: they know when you failed a module. Aim to succeed from day one.

Your teachers will discuss with you your targets in the first couple of weeks: make sure you know what grade you want to achieve and check your progress with each piece of marked work.

**What they said about us:**

*Thank you for a great year I felt English was one of my favourite subjects due to the support and teaching provided*

*Thanks you for this year, I had two fabulous teachers who I feel I really connected with an understood me*

*We received a lot of support and we were always encourage to strive for the very best we would do; similar with the exam prep which was thorough and although the practice exams killed me they were beneficial*

*Happy environment and teachers’ genuine interest and passion for the subject have made the lessons really enjoyable and a pleasure to experience. Feedback is always honest and helpful!*

**KEY SKILLS AND ATTRIBUTES**

**This course will develop the following skills:**

* Critical analysis of a range of texts
* Comparison
* the ability to construct a focused, coherent and relevant discussion
* effective use of linguistic and literary vocabulary appropriate to this assignment
* clear and accurate expression in written English, in a suitable register
* skills in creative writing

**And these attributes:**

* creativity
* perception
* resilience
* independence
* questioning and curiosity
* sensitivity
* empathy

**WHAT YOU CAN EXPECT FROM US:**

- We will discuss your targets with you

- We will regularly mark your work and give you feedback in writing and verbally

- We will listen to your views and plan lessons according to your needs

- We will support you outside of lesson time if you require it

- We will help you to become more independent in your learning as you prepare for life after school

**WHAT WE EXPECT FROM YOU:**

* Deadlines are absolute – you will meet them
* To complete work independently – we will guide you as to what this is
* To complete work to the best of your ability
* To ask if you don’t understand
* To be punctual and attend all lessons
* To organise your files and keep all assessed work safely
* To look after the resources we give you
* To help cultivate an environment where everyone’s views and opinions can be expressed

**COURSE OUTLINE**

The course is split into:

* ELLB1 - An exam
* ELLLB2 – Coursework

**ELLB1 – the examined module**

• Study of an anthology on the theme of ‘Food Glorious Food’

• Two questions: one on unseen texts related to the theme of the Anthology; the second on the Anthology itself.

• A range of fiction and non-fiction texts to explore the ways that attitudes and values are created; the importance of context; the description and interpretation of variation in meaning and form.

* Written paper – 1 ¾ hours
* 96 marks / 60% of AS grade
* Examined June 2012

**ELLB2 - Themes in Language of Literature**

A detailed study of two texts: *The Adventures of Huckleberry Finn* and *The Catcher in the Rye*

**Part A of the assignment** requires candidates to write a response which demonstrates an understanding of the set theme. In their response, they must:

• make productive use of the two selected extracts from their set texts

• provide some focused comparison of writers’ approaches and methods

• describe and discuss features of genre, language and style, including changes in language and style over time.

**Part B of the assignment** requires candidates to produce a piece of creative writing which demonstrates their understanding and appreciation of one or both of their chosen paired texts. The creative piece must have clear links to the set text(s) and must harmonize with the set theme.

**The theme for comparison and analysis this year is ESCAPE**

* Coursework folder
* 40% of AS grades
* Deadline Feb half term 2013

**Course Outline**

|  |  |  |
| --- | --- | --- |
|  | **Topics covered** | **Independent work** |
| **Autumn 1** | ELLB1 and skills introduction  | Reading *The Catcher in the Rye*Reading *Huckleberry Finn* |
| **Autumn 2** | ELLB2 Coursework focus  | Drafting Section A response |
| **Spring 1** | ELLB2 Coursework focusELLB1 focus | Drafting Section B responseEssay practise |
| **Spring 2** | ELLB1 focus  | RevisionEssay practise |
| **Summer 1** | ELLB1 focus | Revision and Essay Practise |
| **Summer 2** | ELLB4 focus | ELLB4 reading  |

**Key Dates**

|  |  |
| --- | --- |
| 15th October  | Reading completed |
| 18th / 19th October  | Progress check exam based on ELLB1 study |
| 14th December | Deadline – first draft Section A |
| Jan – Feb | You are allowed to hand in two more drafts of Section A during this half term – one to each tutorYou will also be set deadlines for Section B |
| Feb half term | Deadline – completed coursework folder |
| Week after Easter | ELLB1 mock exam |
| 17th May 2013 | ELLLB1 AS Level exam |

**Reading deadlines**

|  |  |  |
| --- | --- | --- |
| 7th September | The Catcher in the Rye | p.1-96 |
| 14th September | The Catcher in the Rye | p.96-152 |
| 21st September | The Catcher in the Rye | p.153 – end |
| 28th September | The Adventures of Huckleberry Finn | C 1-14 |
| 5th October | The Adventures of Huckleberry Finn | C 15-29 |
| 15th October | The Adventures of Huckleberry Finn | C 30-43 |

**For more information:**

[www.aqa.org](http://www.aqa.org) has past papers and the full specification. The course code is ELLB.

[www.shmoop.com](http://www.shmoop.com) has some fantastic detail on the two ELLB2 texts

<http://wallwisher.com/wall/tretherrasenglish> is the notice board for ELLB1

<http://wallwisher.com/wall/tretherrasenglish2> is the notice board for ELLB2

X:\RR Y12 ENGLISH has powerpoints and other resources

**Reading around:**

* John Lennard, The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism (Oxford: Oxford University Press, 1995)
* Richard Lanham, A Handlist of Rhetorical Terms, 2nd edn (Berkeley, CA: University of California Press, 1991)
* Frank Lentricchia, and Thomas McLaughlin, eds, Critical Terms for Literary Study, 2nd edn (Chicago: University of Chicago Press, 1995)
* The Norton Anthology of Theory and Criticism. W. Norton & Co.; First Edition, Fourth Printing edition (13 Aug 2001)
* The Norton Anthology of Poetry (any edition) which can also be accessed at:
* http://www.wwnorton.com/college/english/nap/