

JWS

AQA A Level English Language and Literature

G Aston



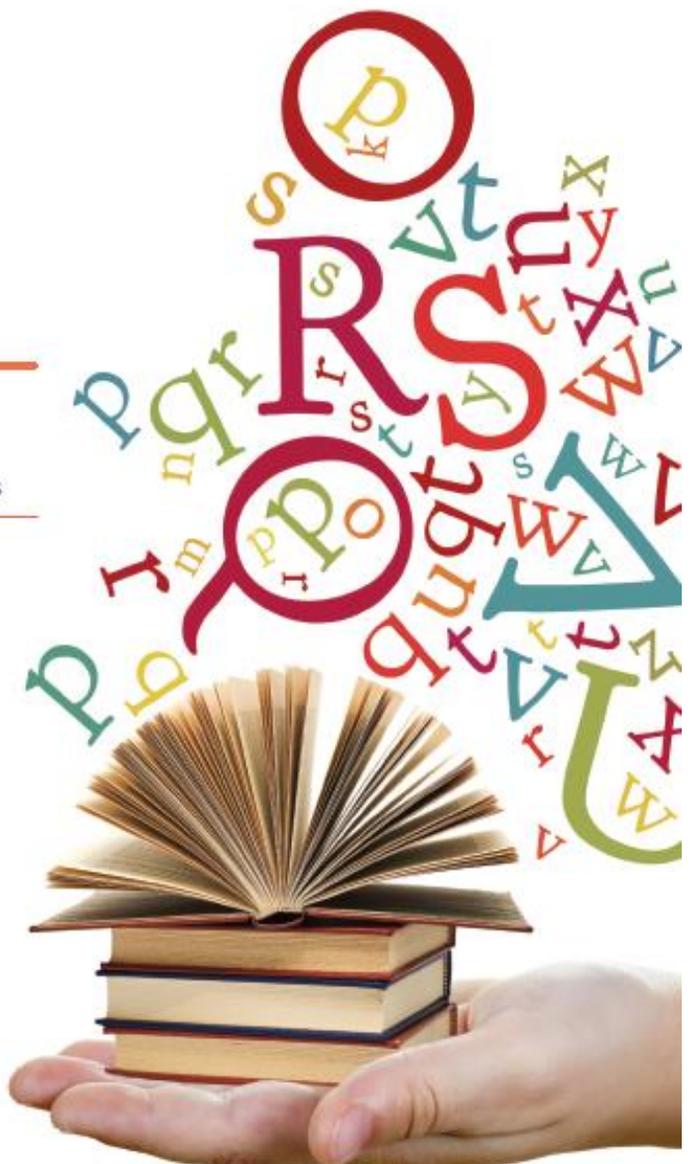
AS AND A-LEVEL ENGLISH LANGUAGE AND LITERATURE

AS (7706)
A-level (7707)

Specifications

For teaching from September 2015 onwards
For AS exams in May/June 2016 onwards
For A-level exams in May/June 2017 onwards

Version 1.3 21 January 2019

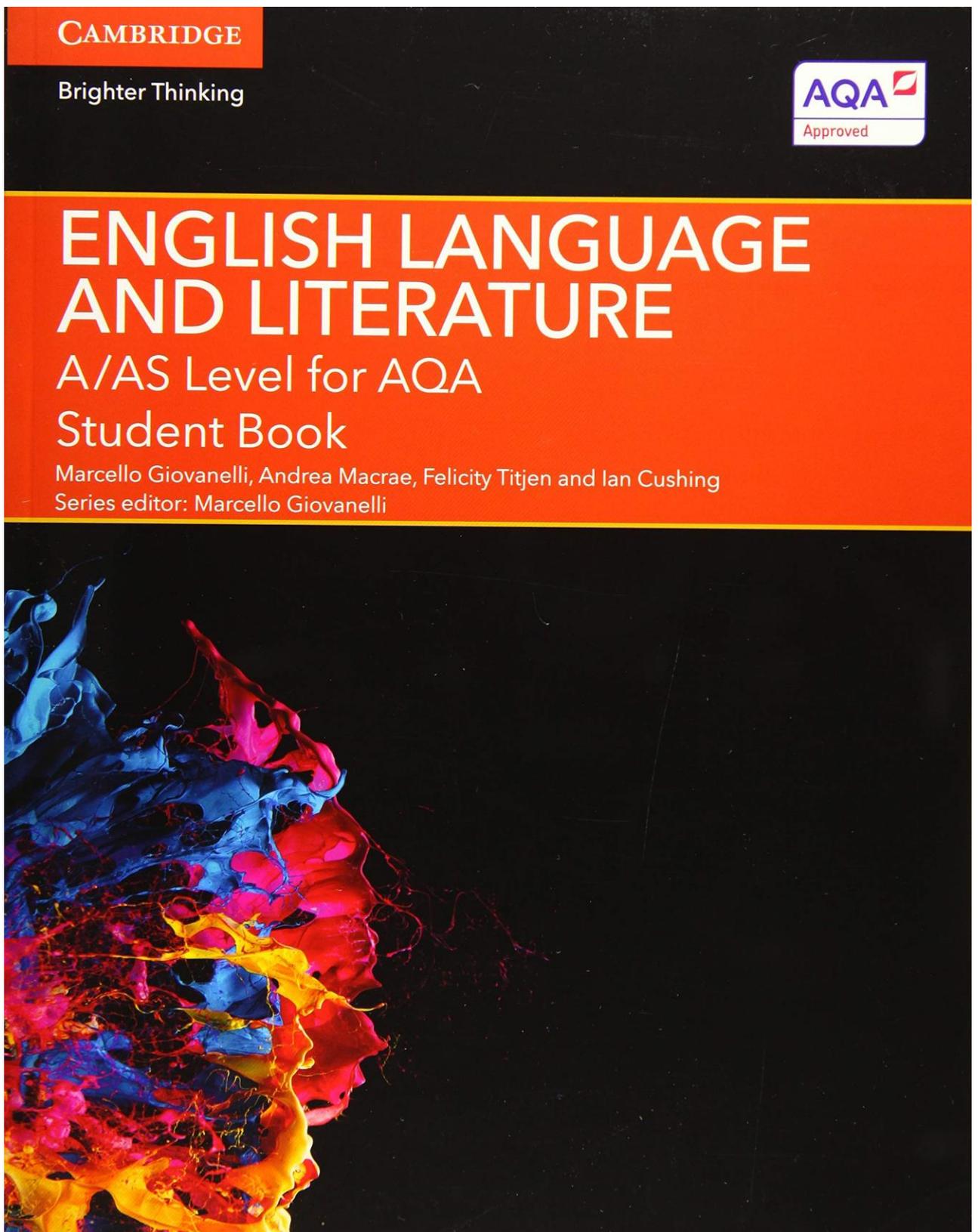


Specification:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-and-literature-7706-7707>

Suggested support text

If you are able to access a copy of this it will support you, but you can also use the suggested websites provided later in this booklet



How to use this booklet

- Within this booklet, you will find access to tasks and activities, as well as suggested resources to support you.
- If you do manage to get hold of the suggested textbook, this would be an excellent introduction to the subject for you.
- Work your way through the tasks.
- The tasks that are highlighted in purple should be submitted to my email address at g.aston@jws.bham.sch.uk
- When you feel ready, complete and submit the baseline assessment at the end of the booklet.
- The deadline for the baseline assessment is 28th June.
- Please email me for support with any of this g.aston@jws.bham.sch.uk

Tasks and activities

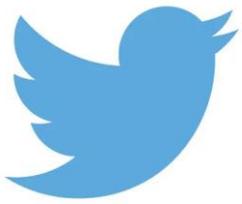
- Research the author of 'The Handmaid's Tale' – Margaret Atwood and produce a page of information about her intentions when writing the novel
- Research the language frameworks that are crucial to this subject and write definitions for each one: phonetics, phonology and prosodics, lexis and semantics, grammar, pragmatics, discourse

'The Handmaid's Tale'

- Read sections 1-3 of the novel (chapters 1-7)
- Task: Look up the biblical quotations, and names based on biblical terms, used in this chapter: 'The car is...a Whirlwind, better than the Chariot (or) the chunky, practical Behemoth' - 2 Kings 2:11 / Job 40:15-24 'perhaps he is an Eye' - Proverbs 15:3 'Some of you will fall on dry ground, or thorns' - Luke 8:4-15 'Blessed be the fruit' - Genesis 1:28 'Praise be... I receive with joy' – 2 Corinthians 1:3 / Luke 8:13. Why does Atwood utilise language from Bible, what is the intended impact? Use quotations to explore in detail and refer to the language frameworks.
- Read sections 4-7 of the novel (chapters 8-18)
- Task: Consider the importance of names. How far do they help to define one's identity? Which characters in fiction have aptronyms (names which are appropriate to their character, such as Mrs. Malaprop from the play *The Rivals*) or names which suggest something of their qualities (such as *Jane Eyre*)? Why might Atwood choose not to reveal explicitly the real name of Offred?
- Read sections 8-11 of the novel (chapters 19-30)
- Task: Consider the expression, 'The pen is mightier than the sword'. In what ways is Atwood using the pen as a weapon? Make a list of the topics or issues which Atwood is using this dystopian novel to investigate or attack. Read also Seamus Heaney's poem *Digging* in which he compares his pen to the spade used by his father: both implements are used to look beneath the surface of Irish life and history. Produce a detailed written response to this idea, including quotations and detailed analysis using the language frameworks.
- Read sections 12-15 of the novel (chapters 31-46)
- Task: 'Occasionally I try to put myself in his position.' As the author, Atwood chooses the perspective for her narrative, and has chosen to give events from Offred's perspective. Try re-writing the scene between Offred and the Commander outlined in this chapter from the Commander's point of view, describing his thoughts and feelings.
- Read the Historical Notes
- Task: What is the significance of the idea that the Republic of Gilead has ceased to exist before the 'Historical Notes' in the year 2195? Invent a new piece of information which has come to light. Devise: The speech which Professor Pieixoto might deliver after receiving this information and a speech by another academic which challenges the Professor's views.
- Baseline assessment: select three key extracts from the novel to explore the significance of Offred's relationship with Nick in the novel. You should consider: the presentation of their relationship at different points in the novel and the use of fantasy elements in constructing a fictional world.

Websites and social media support

- <https://crossref-it.info/textguide/the-handmaids-tale/31/0>
- <https://crossref-it.info/articles/category/14/language-developments>
- <https://quizlet.com/117121447/aqa-a-level-english-language-and-literature-terminology-flash-cards/>
- <https://www.integratingenglish.com/langlitlab>



Twitter:

- @JWEngDept
- @mmgiovannelli
- @EngLangBlog
- @IntegratingEng

Film recommendations and adaptations

- The National Theatre are currently offering the chance to watch productions of theirs every Thursday for free <https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw> It would be well worth watching adaptations of any Literature texts as this is always a useful discussion point
- The Handmaid's Tale is available as an audio book on YouTube: <https://www.youtube.com/watch?v=9Z7LhHTkJWQ>
- The Handmaid's Tale, The Great Gatsby, A Streetcar Named Desire and Heaney Selected Poems 1966-1987 are all texts covered on this course and it would be worth watching any relevant videos available online

Book recommendations

- Please make use of the 'Leaping into Language' pack that has been provided which offers a range of hugely useful articles
- The Language of Literature: An Introduction to Stylistics by Marcello Giovanelli and Jessica Mason
- Text Analysis and Representation by Ian Cushing
- Language Change by Ian Cushing
- Attitudes to Language by Dan Clayton
- Language and Gender by Felicity Titjen
- Language and Power by Gary Ives
- Narrative by Marcello Giovanelli