

A Level English Language and Literature: Exploring Non-Fiction and Spoken Texts
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- AO1** - Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.
- AO2** - Analyse ways in which meanings are shaped in texts.
- AO3** - Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.
- AO4** - Explore connections across texts, informed by linguistic and literary concepts and methods

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Learners will need to know:
Section A: Reading Spoken and Written Non-Fiction Anthology of Texts

- **Historical context:** A wide variety of contexts spanning several centuries, including, but not limited to: The Great Fire of London, life in Victorian England, American territorial expansion, 1950s Hollywood, and the Islamic Revolution
- **Lexis and Semantics:** language registers, semantic field, figurative language, jargon, polysyndeton etc.
- **Rhetorical Devices:** Anaphora, hypophora, epistrophe, triplet, rhetorical question etc.
- **Features of multimodal texts:** graphology, typography, orthography
- **Grammar:** sentence types, sentence forms, word classes
- **Conventions of mode and genre** (including, but not limited to): written and spoken modes, planned vs. spontaneous texts; *diary, satire, graphic novel, musical review, audio-narrative, leaflet, and blog*
- **Pragmatics:** humour, implied meaning, connotations, values, and attitudes

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In this component, learners will revise the 20 non-fiction texts from OCR's *Anthology of Texts*, which they have explored in detail at AS Level. Students will have the opportunity to re-examine these texts, as well their unique historical contexts, ranging from the 17th century to the present day. Only one of the 20 texts will appear as an exam question, which is why more emphasis must necessarily be placed on close-reading and interpretive skills. This component builds on the comparative essay writing skills learned at AS level, with the approach to essay-writing following a similar format to the previous year.

The choice to study Non-Fiction allows learners to explore a wide variety of historical contexts. It is necessary for learners to understand the ways in which the production and reception of these texts inform our present-day understanding of them. Like in Year 12, learners must be able to identify and analyse points of comparison and contrast between texts, an analytic skill which is useful in the study of English literature at the undergraduate level. This component challenges learners to move beyond analysis based on rote memory and revision, by testing their ability to interpret and analyse unseen texts.

Learners will develop their understanding of non-fiction texts, having previously explored all 20 of the 'seen' non-fiction texts at AS Level. Students will also continue to build on their knowledge of concepts and terms from the previous year, including, but not limited to, lexis and semantics, rhetorical devices, planned vs. spontaneous texts, and conventions of mode and genre. This component rewards students who have a good understanding of a wide range of historical contexts, current events and contemporary issues. As such, students will be exposed to a plethora of unseen texts, which will provide them with the opportunity to broaden their understanding of non-fiction writing, as well as the world in which they live.

The study of non-fiction allows learners to investigate a range of themes and topics, including: isolation, death, oppression, addiction and colonialism. Learners will be encouraged to discuss and debate the presentation of ideas and how the various writers/speakers convey their respective meanings, thus encouraging them to make links to society more broadly. Not only will this component equip learners with the interpretive skills necessary to better understand the world around them, it will provide them with tools to communicate their ideas in the essay format, which will be invaluable at the undergraduate level.