



AS AQA English Literature (WGSB)

1. Expectations for success are:

Our central concern is that you fulfil your potential and have a rewarding experience over the next year. In turn, there are some fundamental expectations that we have of all students who opt for English Literature at AS Level.

- **Punctual and consistent attendance** – the pace of the course means that missing lessons, or being consistently late, will create significant gaps in your knowledge and understanding. In the rare event that you need to miss a lesson for a *significant and justifiable* reason, you should inform your teacher in advance as a matter of common courtesy. Equally, it is entirely your responsibility to catch up on work that has been missed in the event of absence.
- **Active participation in lessons** – you should see lessons an opportunity to *engage* with other students and your teachers in *exciting and challenging* exchanges of ideas.
- **Punctual submission of work** – it is expected that Sixth Form students can *organise their time effectively* (free periods, evenings). All work should be completed to the highest standard and submitted by the deadlines that are set – this will make a significant statement about your desire to be successful.
- **A willingness to seek, accept and act upon advice** – a student who is committed to their own success will use the advice given to them as *a means to improve*. Equally, they will know that to seek advice that can help them develop their skills and understanding.
- **A commitment to undertake wider reading** – wide –reading forms an integral part of the AS course. You should be *actively seeking to read texts* from across the range of prose, poetry, drama and non-fiction (see wider reading list below). This is crucial because of the assessment of the course assumes that you can discuss a range of texts and the different ways the writers have presented issues of identity.

2. The characteristics of an outstanding student in this subject are:

- Writing/expression is sophisticated
- Excellent knowledge and understanding
- Direct focus on the task
- Well-structured and detailed essays
- Analyses the language and techniques of the writer
- Makes detailed references to form (prose/poetry/drama)
- Appreciation of the structure of the text (whole text/sentence structure etc)
- Comparisons and links are detailed and perceptive (between and within texts)
- Alternative interpretations are considered/included
- Contextual links are thoughtful and perceptive (culture/text type/literary genre/historical period)

3. Wider Reading List

Poetry

Simon Armitage – *Dead Sea Poems*

William Blake – *Songs of Innocence and Experience*

Samuel Taylor Coleridge and William Wordsworth - *Lyrical Ballads*

Carol Ann Duffy – *The World's Wife, Feminine Gospels*

Drama

Caryl Churchill – *Top Girls*

Bertolt Brecht – *Mother Courage*

Brain Friel – *Translations, Philadelphia Here I Come*

Federico Garcia Lorca – *The House of Bernarda Alba*

Arthur Miller – *Death of a Salesman, All My Sons*

Tennessee Williams – *Cat on a Hot Tin Roof, The Glass Menagerie*

William Shakespeare – *Hamlet, Othello, Anthony and Cleopatra*

Prose

Khaled Hosseini – *The Kite Runner*

Toni Morrison – *Beloved*

Oscar Wilde – *The Picture of Dorian Gray*

Margaret Atwood – *The Handmaid's Tale*

Paulo Coelho – *The Alchemist*

Alice Walker – *The Color Purple*

Chinua Achebe – *Things Fall Apart*

Patrick McCabe – *Breakfast on Pluto*

Kurt Vonnegut – *Slaughterhouse 5*

Kathryn Stockett – *The Help*

David Guterson – *Snow Falling on Cedars*

Kiran Desai – *Hullaballo in the Guava Orchard*

Roddy Doyle – *The Woman Who Walked into Doors*

Andrea Levy – *Small Island*

Arundahti Roy – *The God of Small Things*

Rose Tremain – *The Road Home*

JD Salinger – *The Catcher in the Rye*

Jack Kerouac – *On the Road*

Thomas Hardy – *Jude the Obscure, Tess of the D'Urbervilles*

4. Independent Study Ideas:

You will be issued with a Wider-Reading record at the beginning of the course. You must use this to record evidence of your wider-reading from the list provided, as well as from texts that you determine are relevant and appropriate – or just that you find interesting – in relation to the issues of identity on the course.