

**A Level English Literature**

**Lit Paper 2**

Q1 - Unseen extract	INTRODUCTION	R	A	G
	AO3 - consider the social, cultural, historical, literary etc. context of your given extract			
	AO1/3 - consider the themes inspired by the extract's context, perhaps influenced by its date			
	AO1/2 - briefly analyse how the extract begins, what the writer moves our focus onto in the middle, and what the reader is left with at the close of the extract - show the examiner you 'get it'			
	AO1 - outline the BIG THEMES of the extract which are conveyed through the writer's lexical and/or structural choices			
	AO2 - identify the tone and narrative perspective of the extract and consider the significance as appropriate - e.g. 1st person - intimate insight? 3rd person - detached and isolated?			
	MAIN BODY OF ESSAY	R	A	G
	AO1/2 - outline what the reader is presented with in the opening of the extract - refer to SCASI features throughout, as appropriate			
	AO1 - explore the text chronologically or through the SCASI approach			
	AO2 - integrate textual reference from the passage as opposed to bolting in or on			
	AO2 - refer to AO2 terminology where relevant in your discussions of evidence (language, form, structure terminology)			
	AO2 - ensure that discussion of the extract dominates your response, as it is worth 75%			
	AO2 - develop exploration by zooming in/considering multiple interpretations. An adjective should always precede a technique			
	AO3 - consider the common themes of American Literature in your response e.g. a society on the move, tensions between different social groups and classes, poverty and wealth, the American Dream, restlessness and purposeless, industrialisation etc.			
	AO3 - consider how 'typical' the extract is of American Literature as a whole - use words like - Typical, synonymous, conventions, characteristics, common themes, evocative, reminiscent, redolent, familiar tropes, mirrors etc...			
	AO3 - ensure connections to other American texts are purposeful and meaningful, considering the bigger ideas common in the genre. Use the 'sandwich' approach to speculate and infer on the extract as inspired by your wider reading of American Literature?			
	AO1 - use discourse markers to build and develop ideas e.g. Firstly, primarily, ostensibly, arguably, significantly, crucially, ultimately, evidently, whilst, notably, undoubtedly, on balance, finally,...			
	AO1/2/3 - ensure your response reflects the weighting of AOs for this question - 75% AO2 language, form and structure analysis of extract, 12.5% AO3 context, 12.5% AO1 your ideas and interpretation			
	AO1 - ensure you write using an appropriate academic register - formal, ambitious vocabulary			
	CONCLUSION	R	A	G
	AO1/3 - offer a concise summary of your overall interpretation of the extract and its place within the American literary canon			
	AO1/3 - comment on the authorial intention / tone / writer's comment on American society. Consider how we may view the extract with hindsight as a modern reader.			

Q2 - Comparative Question - The Great Gatsby and Passing	<b>INTRODUCTION</b>	<b>R</b>	<b>A</b>	<b>G</b>
	AO1 - structure your introduction using the Discuss Define Refine approach (DDR)			
	AO1 - Mention both authors by surname, titles, yearS of publication			
	AO4 - Use AO4 discourse markers to discuss both texts - comparative and/or contrastive			
	AO1 - Mention the STEER word(s) explicitly			
	AO1 - Define the STEER word(s)/key phrasing			
	AO1/4 - Link the STEER word(s) back to the studied pieces through outlining of 3 BIG ideas			
	<b>BIG IDEA PARAGRAPHS</b>	<b>R</b>	<b>A</b>	<b>G</b>
	AO1 - lead each paragraph with each BIG idea topic sentence and consider it comparatively through the lens of each text, ensuring at least 3 Big Idea arguments in response to the question for both texts			
	AO1 - validate your assertions by integrating direct textual references from both texts.			
	AO1 - use discourse markers to build and develop ideas e.g. Firstly, primarily, ostensibly, arguably, significantly, crucially, ultimately, evidently, whilst, notably, undoubtedly, on balance, finally,...			
	AO3 - demonstrate great understanding of Fitzgerald/Larsen and their viewpoints/stances, as exemplified through their writings			
	AO3 - demonstrate great understanding of the time periods the texts were written and received, as appropriate - historical, social, cultural, authorial, genre, style, literary context			
	AO4 - signpost your comparisons using connectives throughout to link the two texts comparatively or contrastively e.g. Similarly..., Whereas..., On the other hand..., Both authors..., Whilst Fitzgerald's narrative foregrounds_____, Larsen's text indicates _____ , A striking difference between the authors' exploration of _____ is....			
	AO4 - consider time periods comparatively			
	AO3 - demonstrate great understanding of how the texts were received across time			
	AO1/3 - use analytical verbs to consider what each text is doing / authorial intent e.g. warning, exposing, criticising, revealing, mocking shaming...			
	AO5 - integrate AO5 in each paragraph. These must elucidate on the STEER explicitly - lenses, named critics, your own different interpretations, film/theatre adaptations			
	AO1/3/4/5 - ensure your response reflects the weighting of AOs for this question - 50% context, 25% comparisons, 12.5% interpretations, 12.5% ideas and arguments			
	AO4 - a balanced consideration of each text			
	<b>CONCLUSION</b>	<b>R</b>	<b>A</b>	<b>G</b>
	AO1 - offer a concise summary of what has been learnt in relation to the question steer e.g. does one text feature the steer theme more dominantly? Why might this be?			
	AO1 - comment on the wider significance of the texts in terms of meaning and implication, in relation to context			
	AO1/3 - comment on the authorial intentions / interpretations over time - are the texts still relevant in speaking to a modern reader?			