

A-Level English Literature

**Inspired
Confident
Ambitious**

Welcome to A Level English Literature

Why study this subject?

Through studying A Level English Literature, you will develop the analytical and critical thinking skills as a confident thinker, reader, speaker, and writer. Through the study of a range of texts, you will discuss, debate, and explore universal ideas, as well as past and present social, historical and political contexts. You will advance your knowledge of the conventions of poetry, prose and drama and develop your use of concepts and terminology in evaluating texts.

Through the course of study, you will advance your skills in writing relevant responses to texts, explore ideas about nature and the environment, human nature, history and society. You will examine contextual influences, integrate evidence from texts, evaluate a writer's craft and develop your own critical voice.

English Literature is respected by universities and employers and can lead to a range of careers and further education courses, including Archaeology, Architecture, Classics, English Literature, History of Art, Law, Philosophy, and Politics.

	Year 12	Year 13
Autumn Term	• Baseline Prose and Drama exam • Prose: Heart of Darkness • Drama: A Streetcar Named Desire • Prose and Drama mock exams	• Poems of the Decade • Coursework • Prose, Drama and Poetry mock exams
Spring Term	• Poetry: Romantic Poetry • Drama: Hamlet	• Coursework completed and handed-in the first week of Spring 1 • Poems of the Decade • Prose: Heart of Darkness and The Lonely Londoners revision • Poetry: Romantic verse revision • Mock exams
Summer Term	• Prose: Heart of Darkness and The Lonely Londoners revision • Prose, Poetry and Drama end of year exams • Coursework	• Drama: Hamlet and Streetcar revision • Prose: Heart of Darkness and The Lonely Londoners revision • Poetry: Pomes of the Decade and Romantic verse revision • External exams

Assessment Objectives

Students must:		% in GCE
A01	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	26.7
A02	Analyse ways in which meanings are shaped in literary texts	26.7
A03	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	21.9
A04	Explore connections across literary texts	14
A05	Explore literary texts informed by different interpretations	11
Total		100%

NB: some figures have been rounded up

Home Learning

Objectives of a Sixth Form Home Learning Policy

Objectives of a John Roan Sixth Form Home Learning policy are as follows:

To enable you to achieve the best grades that you are capable of at Post-16 through:

The consolidation and revision of learned material

- The application of learned material
- Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners.
- To equip our students with the study skills required for University and other destinations

Expectation of subject Home Learning

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of home learning per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Deadlines

Failure to meet deadlines for home learning will result in a one-hour detention after school the following day, while repeated failures to meet home learning deadline will escalate to an academic support plan or school-based exclusion. Students who are placed into detention will still be expected to complete missed home learning. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

Home Learning setting

All home learning will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, home learning will be set on software including Microsoft Teams. However, instructions for any home learning set on these platforms will be repeated on Show My Homework to ensure consistency.

Home Learning

**A minimum of six hours of Home Learning needs to be completed every week.
Examples of home learning will typically include:**

Revision Revision homework tasks will enable you to consolidate your learning and eliminate gaps in subject knowledge, helping you to prepare for your exams.	Application Application homework tasks test for understanding of recently-acquired subject knowledge and develop your technique for exams.	Flipped-Learning Flipped learning homework tasks ensure that you are able to access challenging subject material and allow you to progress quickly through your course.
• Consolidating notes / developing Cornell notes • Creating mind maps and flashcards • Creating / revising from knowledge organisers • Revising for a quiz • Wider reading questions – reading wider texts in preparation for NEA •	• An essay or question plan • An essay question • Preparing a presentation for a lesson • Completing coursework or another assignment for a deadline • Independent or guided research on a lesson topic • Completing a topic quiz	• Pre-reading for the next lesson • Preparation of notes in advance of a next lesson • Answering comprehension questions ahead of a new topic • Preparing a presentation for a lesson • Independent or guided research ahead of a lesson

Component 1 Drama

Section A *Hamlet* by William Shakespeare

Section B *A Streetcar Named Desire* by Tennessee Williams

Component 1: Drama		*Paper code: 9ET0/01
- Externally assessed - Availability: May/June - First assessment: 2017		30% of the total qualification
Overview of content Students study: - one Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories. - critical essays related to their selected Shakespeare play. Students' preparation is supported by <i>Shakespeare: A Critical Anthology – Tragedy</i> or <i>Shakespeare: A Critical Anthology – Comedy</i>.		
Overview of assessment - Written examination, lasting 2 hours and 15 minutes. - Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology must not be taken into the examination. - Total of 60 marks available – 35 marks for Section A and 25 marks for Section B. - Two sections: students answer one question from a choice of two on their studied text for both Section A and Section B. - Section A – Shakespeare: one essay question, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed). - Section B – Other Drama: one essay question (AO1, AO2, AO3 assessed).		

Learning outcomes

Students are required to:

- show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- show knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively
- respond to and evaluate texts, drawing on their understanding of interpretations by different readers such as literary critics
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

Drama Mark Scheme: Section A

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
		Descriptor (AO1, AO2, AO3)		
	0	No rewardable material.		
Level 1	1-4	Descriptive - Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. - Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. - Shows limited awareness of contextual factors.		
Level 2	5-8	General understanding/exploration - Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. - Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. - Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts.		
Level 3	9-12	Clear relevant application/exploration - Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. - Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. - Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts.		
Level 4	13-17	Discriminating controlled application/exploration - Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. - Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. - Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts.		
Level 5	18-21	Critical and evaluative - Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. - Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. - Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.		

Level	Mark	Descriptor (AO5)
	0	No rewardable material.
Level 1	1-2	Descriptive Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.
Level 2	3-5	General exploration Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.
Level 3	6-8	Clear relevant exploration Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.
Level 4	9-11	Discriminating exploration Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.
Level 5	12-14	Critical and evaluative Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.

Drama Mark Scheme: Section B

AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point 3		
Level	Mark	Descriptor (AO1, AO2, AO3)
	0	No rewardable material.
Level 1	1–5	Descriptive - Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. - Uses a narrative or descriptive approach or paraphrases. Shows little understanding of the writer's/speaker's craft. - Describes contextual factors. Has limited awareness of significance and influence on how texts are produced and received.
Level 2	6–10	General understanding - Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. - Gives surface reading of texts. Applies some general understanding of writer's/speaker's craft. - Describes general contextual factors. Makes some links between significance and influence of how texts are produced and received.
Level 3	11–15	Clear relevant application - Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. - Demonstrates knowledge of how meanings are shaped in texts. Shows clear understanding of writer's/speaker's craft. - Explains clear significance and influence of contextual factors. Makes relevant links to how texts are produced and received.
Level 4	16–20	Discriminating controlled application - Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully-chosen language and use of terminology. - Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses the nuances and subtleties of writer's/speaker's craft. - Provides discriminating awareness of links between the text and contextual factors. Consistently makes inferences about how texts are produced and received.
Level 5	21–25	Critical evaluative application - Presents critical application of concepts and methods with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. - Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays sophisticated understanding of writer's/speaker's craft. - Critically examines context by looking at subtleties and nuances. Examines multi-layered nature of texts and how they are produced and received.

Component 2 Prose

Heart of Darkness by Joseph Conrad

The Lonely Londoners by Sam Selvon

Component 2: Prose		*Paper code: 9ET0/02
- Externally assessed - Availability: May/June - First assessment: 2017		20% of the total qualification
Overview of content Students study: two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.		
Overview of assessment - Written examination, lasting 1 hour and 15 minutes. - Open book – clean copies of the prose texts can be taken into the examination. - Total of 40 marks available. - Students answer one comparative essay question from a choice of two on their studied theme (AO1, AO2, AO3, AO4 assessed).		

Learning outcomes

Students are required to:

- show knowledge and understanding of how genre features and conventions operate in prose fiction texts
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

Prose Mark Scheme

AO1 = bullet point 1		AO2 = bullet point 2
Level	Mark	Descriptor (AO1, AO2)
	0	No rewardable material.
Level 1	1-4	Descriptive - Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. - Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft.
Level 2	5-8	General understanding/exploration - Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. - Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft.
Level 3	9-12	Clear relevant application/exploration - Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. - Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft.
Level 4	13-16	Discriminating controlled application/exploration - Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structure with precise cohesive transitions and carefully chosen language. - Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft.
Level 5	17-20	Critical and evaluative - Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. - Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft.

AO3 = bullet point 1		AO4 = bullet point 2
Level	Mark	Descriptor (AO3, AO4)
	0	No rewardable material.
Level 1	1-4	Descriptive - Shows limited awareness of contextual factors. - Demonstrates limited awareness of connections between texts. Describes the texts as separate entities.
Level 2	5-8	General exploration - Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts. - Identifies general connections between texts. Makes general cross-references between texts.
Level 3	9-12	Clear relevant exploration - Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts. - Makes relevant connections between texts. Develops an integrated approach with clear examples.
Level 4	13-16	Discriminating exploration - Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts. - Analyses connections between texts. Takes a controlled discriminating approach to integration with detailed examples.
Level 5	17-20	Critical and evaluative - Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts. - Evaluates connections between texts. Exhibits a sophisticated connective approach with sophisticated use of examples.

Component 3 Poetry

Section A Poems of the Decade

Section B Romantic Verse

Component 3: Poetry	*Paper code: 9ET0/03
Written examination consisting of two sections. Open book examination – clean copies of the prescribed poetry texts to be taken into the examination.	30% of the total qualification
Section A: Post-2000 Poetry	
One comparative essay question from a choice of two on an unseen modern poem written post-2000 and one named poem from the studied contemporary text (AO1, AO2, AO4 assessed).	
Section B: Specified Poetry Pre- or Post-1900	
One essay question from a choice of two on their studied text (AO1, AO2, AO3 assessed).	
• First assessment: May/June 2017. • The assessment length is 2 hours and 15 minutes. • The assessment consists of 26 questions – students answer one question from a choice of two then one question from a choice of 24. • The assessment consists of 60 marks – 30 marks for Section A and 30 marks for Section B.	

Learning outcomes

Students are required to:

- show knowledge and understanding of the function of genre features and conventions in poetry
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation
- show knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning
- communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation of texts
- identify and explore how attitudes and values are expressed in texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources.

Poetry Mark Scheme: Section A

AO1 = bullet point 1		AO2 = bullet point 2	AO4 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO4)	
	0	No rewardable material.	
Level 1	1-6	Descriptive - Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. - Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. - Demonstrates limited awareness of connections between texts. Describes the texts as separate entities.	
Level 2	7-12	General understanding/exploration - Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. - Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. - Identifies general connections between texts. Makes general cross-references between texts.	
Level 3	13-18	Clear relevant application/exploration - Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. - Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. - Makes relevant connections between texts. Develops an integrated approach with clear examples.	
Level 4	19-24	Discriminating controlled application/exploration - Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. - Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. - Analyses connections between texts. Takes a controlled discriminating approach to integration with detailed examples.	
Level 5	25-30	Critical and evaluative - Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. - Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. - Evaluates connections between texts. Exhibits a fully integrated approach with sophisticated use of examples.	

Poetry Mark Scheme: Section B

AO1 = bullet point 1		AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)	
	0	No rewardable material.	
Level 1	1-6	Descriptive - Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression. - Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft. - Shows limited awareness of contextual factors.	
Level 2	7-12	General understanding/exploration - Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses. - Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft. - Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts.	
Level 3	13-18	Clear relevant application/exploration - Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression. - Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft. - Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts.	
Level 4	19-24	Discriminating controlled application/exploration - Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language. - Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft. - Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts.	
Level 5	25-30	Critical and evaluative - Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression. - Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft. - Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.	

Essay Writing: Key Terminology

Key terms	Definitions
Analysis	A detailed examination and careful consideration to form reasonable supported conclusions.
Authoritative guide	Accurate and knowledgeable source of information.
Bibliography	An alphabetical list of sources of information used in an essay. Last name, first name: <i>Title of work</i> (publisher name and year of publication).
Cohesive	All parts are united and work together effectively to create a unified whole.
Concepts	Ideas and theories
Context	The social, historical, biographical, literary circumstances at the time of the text.
Critically evaluative argument	A clear consistent convincing reasoned argument for your overall case, showing how judgments vary from different perspectives and how some judgments are stronger than others.
Evaluate	Showing how judgments vary from different perspectives and how some judgments are stronger than others.
Fluently embedded examples	Examples placed seamlessly within a sentence.
Evidence	Sources that support, maintain and prove a thesis, including quotations from texts, experts and critics, language, form and structural features of a text.
Effect	The impression, reaction or result created.
Footnotes	Notes placed at the bottom of a page that cite references and are numbered consecutively.
Influence	The power or capacity to have an effect
Literary features	Specific, deliberate constructions of language which an author uses to convey meaning
Nuances	A small difference in meaning or tone.
Proposition	A statement that expresses a judgement or opinion.
Subtleties	Precisely crafted and quietly suggested
Sustained textual examples	Examples maintained and threaded through the essay.
Significance	Importance
Sophisticated	Knowledgeable, refined, perceptive
Terminology	Vocabulary of technical terms used in relation to a particular subject
Thesis	An argument that is put forward to be maintained and proved.
Writer's craft	The writer's intentional use of form, structure and language for meaning and effects.

Wider Reading

Visual sources and websites

A Level English Literature – Useful Websites

EDEXCEL English Literature

[Edexcel AS & A level English Literature 2015 | Pearson qualifications](https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html>

National Theatre Live – streaming plays for free

[National Theatre at Home | National Theatre](https://www.nationaltheatre.org.uk/ntathome?queueittoken=e_safetysiteevent25mar20~q_3f38ea31-6a71-4897-acb7-621260a96257~ts_1585311943~ce_true~rt_safetynet~h_7096a6794f7fb89c22a19118d75aa499067D6ad7204a1866489bf0c314c5bc63)

[https://www.nationaltheatre.org.uk/ntathome?](https://www.nationaltheatre.org.uk/ntathome?queueittoken=e_safetysiteevent25mar20~q_3f38ea31-6a71-4897-acb7-621260a96257~ts_1585311943~ce_true~rt_safetynet~h_7096a6794f7fb89c22a19118d75aa499067D6ad7204a1866489bf0c314c5bc63)

[queueittoken=e_safetysiteevent25mar20~q_3f38ea31-6a71-4897-acb7-](https://www.nationaltheatre.org.uk/ntathome?queueittoken=e_safetysiteevent25mar20~q_3f38ea31-6a71-4897-acb7-621260a96257~ts_1585311943~ce_true~rt_safetynet~h_7096a6794f7fb89c22a19118d75aa499067D6ad7204a1866489bf0c314c5bc63)

[621260a96257~ts_1585311943~ce_true~rt_safetynet~h_7096a6794f7fb89c22a19118d75aa4](https://www.nationaltheatre.org.uk/ntathome?queueittoken=e_safetysiteevent25mar20~q_3f38ea31-6a71-4897-acb7-621260a96257~ts_1585311943~ce_true~rt_safetynet~h_7096a6794f7fb89c22a19118d75aa499067D6ad7204a1866489bf0c314c5bc63)

[99067D6ad7204a1866489bf0c314c5bc63](https://www.nationaltheatre.org.uk/ntathome?queueittoken=e_safetysiteevent25mar20~q_3f38ea31-6a71-4897-acb7-621260a96257~ts_1585311943~ce_true~rt_safetynet~h_7096a6794f7fb89c22a19118d75aa499067D6ad7204a1866489bf0c314c5bc63)

Free books

Gutenberg Project Top 100 e-texts – <https://www.gutenberg.org/browse/scores/top>

Free audiobooks on Audible - <https://stories.audible.com/discovery>

Free books to download or read online: <https://manybooks.net/>

Literature links

- www.peripeteia.webs.com
- <https://poetrysociety.org.uk/>
- <https://www.poetryfoundation.org/>
- <https://www.the-tls.co.uk/>
- www.lrb.co.uk
- <http://www.classicsenglishliterature.com/>
- <https://www.thestudentroom.co.uk/revision/english/useful-literary-websites>

University Courses and Career Paths

Transferrable skills

Critical thinking
Analysis
Debate

Public speaking
Presentation skills
Extended writing

Source analysis
Citizen education
Linking concepts

University Courses

The types of degree courses, which need or accept English A Level include:
Archaeology, Architecture and Anthropology, Classics, English Literature,
History of Art, Law, Philosophy, and Politics.

Career Paths



Inspired
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