



Yr 13 AS Level English Literature Christmas Revision

Your examination will be a one hour essay-based response which will be assessed using the following Assessment Objective descriptors:

Students should be able to:

- articulate informed and relevant responses that communicate effectively their knowledge and understanding of a play (AO1);
- analyse the dramatist's use of dramatic methods such as characterisation, structure, language and staging (AO2);
- demonstrate understanding of the significance and influence of the contexts in which the play is written and received, by drawing on appropriate information from outside the play (AO3); and
- explore a play informed by different interpretations i.e. argument (AO5).

Recommended approach for writing an essay for this text

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|--|
| 1. Spend a short amount of time PLANNING your response |
| 2. Introduction should address Key Terms , set out basic argumentative approach and outline BRIEFLY relevant contextual details |
| 3. Integrate the Key Terms (KTs) of the question into every paragraph – both in your Topic Sentence (TS) and in your analysis/evaluation of evidence . Argument and context should be addressed consistently |
| 4. Always use textual detail/quotation to support your points about context. (PEE) |
| 5. Always aim to identify and comment on the impact of DRAMATIC/STAGING METHODS and uses of language IN RELATION TO THE KTs OF THE QUESTION |
| 6. Always include a conclusion which summarises your exploration of the given reading of the question |

NB Start with a contextual point and link it to the KT s and the text (use textual ref or quotation).

This essay is discursive/argumentative so look at alternative views of the question.

AO2 – METHODS

It is essential that you make yourself fully aware of the range of DRAMATIC METHODS and features of language which you can comment on. Make note of the terms below. ASK if you are unsure as to what any of these terms mean.

| | | |
|-----------------------|--|---------------------------|
| Mise-en-scene | Implicit stage directions | Explicit stage directions |
| Actions | Movements | Gestures |
| Character interaction | Dialogue (balance, tone and structure) | Tone |
| Structure | Setting | Music |
| Lighting | Sounds | Tension |
| Props | Plastic theatre | Symbol |
| Image | Costume | Positioning |
| Verb | Adverb | Adjective |
| Repetition | Simile | Metaphor |
| Tragedy / tragic | Tragic heroine | Anti-hero |
| Scene | Climax | Denouement |
| Motif | Romanticism | Realism |
| Hyperbole | Theme | Juxtaposition |
| Contrast | Conflict | Mood |
| | | |
| | | |

This is not an exhaustive list. You can also add more terms to the list as you study the play.

AO3: CONTEXT

You should ensure that you can confidently recall and APPLY knowledge of relevant contextual factors linked to 'A Streetcar Named Desire'.

These contextual elements include:

| | |
|---|-------------------------------|
| Social class in southern American states | The American dream |
| Position of women in the society depicted in the play | Plastic Theatre |
| Williams's own life | Survival of the fittest |
| Life in post-WW2 New Orleans | Gender roles in 1940S America |
| Old South | Tragedy |
| Southern Belle | Tragic Heroine |
| New, industrialised America | Romanticism |
| Patriarchal America | Social realism |
| Surrealism | Symbolism |
| | |
| | |
| | |

Please add in additional contextual elements to the table if/when you explore them.

This is a closed book exam so you MUST learn quotations for characters and themes which can be applied to questions. You should ensure that you create a bank of quotations and learn them. Cover characters and themes. Add extra themes as you encounter them.

| Characters | Themes / Topics to explore (*link to context) |
|---|--|
| <ul style="list-style-type: none"> • Blanche • Stanley • Stella • Mitch • (Minor characters: Steve, Eunice, Negro woman, the Young Collector, Mexican woman) | <ul style="list-style-type: none"> • Old South / Southern Belle etc • New industrialised America • American Dream; • Tragedy; • Desire / Fate • Death • Madness / instability • Social Class |

AO5: explore a play informed by different interpretations i.e. argument

This part of the examination will involve being given a statement about the play and you then have to explore your response to that given statement.

Essay questions will be similar to the following:

In the play, the new world of New Orleans is always presented as a destructive force towards the old world of the South.

Through analysis of the dramatic methods used in the play, and drawing upon relevant contextual information, show to what extent you agree with the above statement

It is essential that you focus on argument throughout your essay response. You can ensure that you do this by:

- Reading the question and underlining the **Key Terms**
- **Planning** your response, ensuring you address KTs in every argumentative point
- Structure your response into **paragraphs**, ensuring that each paragraph:
 1. Has **Topic Sentence with KTs** (main argumentative POINT)
 2. Uses Point Evidence Explain/Evaluate i.e. PEE
 3. Addresses **METHODS and CONTEXT when evaluating** the impact of the evidence/quotation
 4. Clearly **evaluates** evidence/quotation **in relation to the KTs of the question.**

AO1: articulate informed and relevant responses that communicate effectively knowledge and understanding of a play

In other words, your responses **MUST** be clearly written, effectively structured and show good control of clarity and accuracy of written expression.

Please focus on:

- A **formal**, literary style of expression
- Using **full words** rather than contractions and abbreviations
- Accurate **spelling**
- Accurate **punctuation** (including basic control of sentences with **full stops!**)
- Controlled and clearly structured **sentences and paragraphs**
- Using **literary terminology confidently and accurately**
- **Avoiding** informal, vague, repetitive or colloquial language

