

**A Level English Language & Literature   
Answer Sheet**

Well done for completing your first piece of English work!

Check your work with the suggested answers below. These are not exhaustive, but suggestive - you may have given additional, equally valid, responses.

**Activity 1: Dystopian Fantasy – researching the genre**

The typical features of dystopian fantasy can include:

* Set in the future
* About an imagined society/community in decline eg. often class divide, wars, violence, poverty
* Can be based on current social, political and religious issues, written as a warning, to educate, regarding where we could be heading
* Often includes an oppressive form of government
* Loss of individualism within the society
* Often involves advances in science and technology and these are used as a form of control and to create fear
* The events of the work sometimes take place after an environmental disaster
* Themes of oppression, power, control/dominance, freedom Vs restraint, survival, loss

**Activity 2: Analysing a dystopian TV show**

Watch [the trailer for Season 1 of the TV show *The Handmaid’s Tale*](https://www.youtube.com/watch?v=dVLiDETfx1c) and answer the following:

1. List FIVE features of a dystopian society that are shown in the video

* Oppressive ‘government’ rule by excessive force/violence
* Society in decline – war-like images, people in fear, threatened loss of life
* Loss of individualism – changing of narrators’ name, uniforms
* Themes noted above
* Set in the future – recognisable USA setting and mentions the Constitution, but something has drastically changed

1. What kind of atmosphere do the programme makers create in this video?

* Fearful, dark, depressing, gloomy, threatening, foreboding, sinister

1. Identify at least FIVE methods they use to create this atmosphere. Include at least TWO language techniques in your list, as well as visual and sound techniques.

* Visuals of loss of normality/’real’ world e.g. women losing jobs, child snatched,
* All women wearing the same unusual clothing/uniform
* Images of violence e.g. weapons, explosions
* Dark lighting
* Music with a fast pace, regular rhythm, like a rapid heartbeat
* Use of second person pronoun ‘you’ and third person pronoun ‘they’ – connects with audience and highlights separation between the oppressors and the oppressed.
* Semantic field of violence in the language used – ‘slaughtered’, ‘terrorists’, ‘die’, ‘suffer’
* Metaphor of being asleep then awake – to show how this happened, how it could happen to anyone