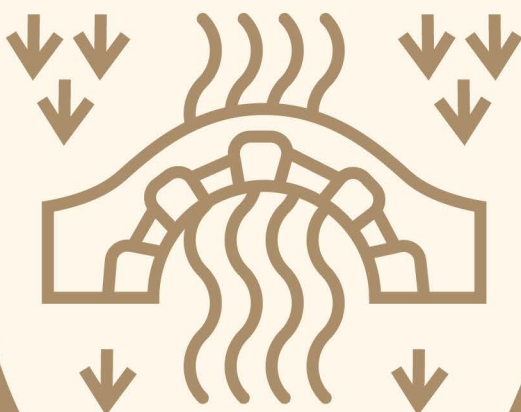




BLANCHELANDE
COLLEGE

Sixth Form Bridging Courses



English Literature

**A-Level Bridging Work
English Literature
For Summer 2020**



Welcome to A-Level English Literature!

When studying this course, you will be using lots of the skills you have already developed during GCSE English and you will extend and deepen your knowledge, skills and understanding. This Transition work is designed to help you to bridge the gap between your GCSE studies and A Level.

Why do Transition work?

Preparation is crucial for studying A Levels. A Levels require you to be an independent learner. Although you have fewer subjects, A Levels require different study skills and the volume of work is greater due to the increased demand of depth and detail. The exercises in this booklet will ensure that you are ready for the exciting challenges of becoming an A level student in September. It may be necessary to complete some of the tasks on separate sheets of paper. You have the choice of either typing or handwriting your responses. Each subject will be slightly different, but they will all require you to use the skills you will need for A level: independent enquiry; evidence of reading around the subject and enthusiasm and interest.

Is Transition work assessed?

Yes. In September, your subject teacher will ask you for your Transition work. After discussing it with you, your teachers will be able to diagnose your strengths and weaknesses and begin to support and challenge you in a more targeted way.



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COURSE AIMS

The course will encourage you:

- To independently read a range of different types of texts.
- To engage critically and creatively with a substantial body of texts.
- To develop and efficiently apply knowledge of literary analysis.
- To explore the contexts of texts and other's interpretation of them.
- To undertake independent and sustained studies of texts, to deepen your appreciation and understanding of English Literature, including its changing traditions.

COURSE STRUCTURE

Component 1 – DRAMA – 30% of total qualification

- One Shakespeare text and one other drama text:
 - Othello by William Shakespeare*
 - A Street Car Named Desire by Tennessee Williams*
- You will also study critical essays related to the Shakespeare play.
- Assessed via written open book exam.

Component 2 – PROSE – 20% of total qualification

- Two prose texts from a chosen theme, at least one of which must be pre-1900:
 - Frankenstein by Mary Shelley*
 - The Handmaid's Tale by Margaret Atwood*
- Assessed via written open-book exam.

Component 3 – POETRY – 30% of total qualification

- You will study poetic form, meaning and language.
- You study a selection of post-2000 poetry and writing of a named poet from within a literary period:
 - The Wife of Bath's Prologue and Tale by Geoffrey Chaucer*
 - The Oxford Book of Twentieth Century English Verse ed. Phillip Larkin*
- Assessed via written open book exam.

Non-exam assessment – 20% of total qualification

- You will study two texts, linked by theme, movement, author or period:
 - Wide Sargasso Sea by Jean Rhys*
 - Jane Eyre by Charlotte Bronte*
- Assessment via one extended comparative essay (2,500-3,000 words).



Activity 1 Introduction to English Literature

Please complete any **two** tasks from the menu below:

<p>Create a definition sheet of 30 different linguistic and structural features.</p>	<p>Read the opening of Shakespeare's <i>Othello</i> and film yourself performing one of Iago's soliloquies.</p>	<p>Create a timeline of all the different movements in literature beginning with the 14th century and ending with modern literature.</p>
<p>Choose a modern/contemporary book and write a short piece arguing for the book to be recognised as part of the literary canon.</p>	<p>Write a report explaining which three books you would take if you were deserted on an island and why.</p>	<p>Create a ten-slide storyboard to display your understanding of the plot of one of the texts from the course.</p>
<p>Speak to at least five people and record what their favourite book is and why.</p>	<p>Write an analysis of a poem of your choice, using appropriate literary terminology. Make sure you submit the poem with your analysis.</p>	<p>Write a short response to the following question: Which literary character would you date and why?</p>



Activity 2

Introduction to English Literature: context and theory

As part of your study of English Literature, you will be asked to integrate relevant **social, historical and political context** into your essays.

Assessment Objective 3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

A) A Streetcar Named Desire

1. Research Tennessee Williams: his life, the times in which he lived and produce a 300-word summary of the historical context of the play *in your own words*.



2. Find two different reviews of the play, preferably from different time periods, and read through them, particularly focusing on the portrayal of Blanche and Stanley.

3. Listen/watch/read to the following on Aristotle's Poetics (weblink below) and make notes on the main features of tragedy:

- BBC 'In our Time' [podcast](#) of Aristotle's poetics (42 minutes)
- Youtube [overview](#) of the Poetics (18 minutes)
- Here's the [actual text](#) (translation from Aristotle's Greek (we don't expect you to read all of it))

Be ready to present your ideas about what makes a perfect Aristotelian tragedy.

B) Frankenstein

1) Create a timeline of Mary Shelley's life: when/where was she born? How influential were her parents? With which literary figures did she socialise? Who encouraged her to write?

2) Research the scientific advances that influenced Mary Shelley's writing using [this link](#) and any other sources you can find. Prepare your findings in a stimulating PPP for the rest of the class.



3. Create a MOOD board that captures the Gothic Horror genre. Consider key concepts/images/examples. [Click here](#) for a series of articles to dip into. Record a short video of yourself talking through your mood board and explaining your ideas.