

Course
Transition



Bridging the Gap
from School to College



Warlingham
Sixth Form College

Year 11 > Year 12 Transition
Summer Term
A Level English Literature

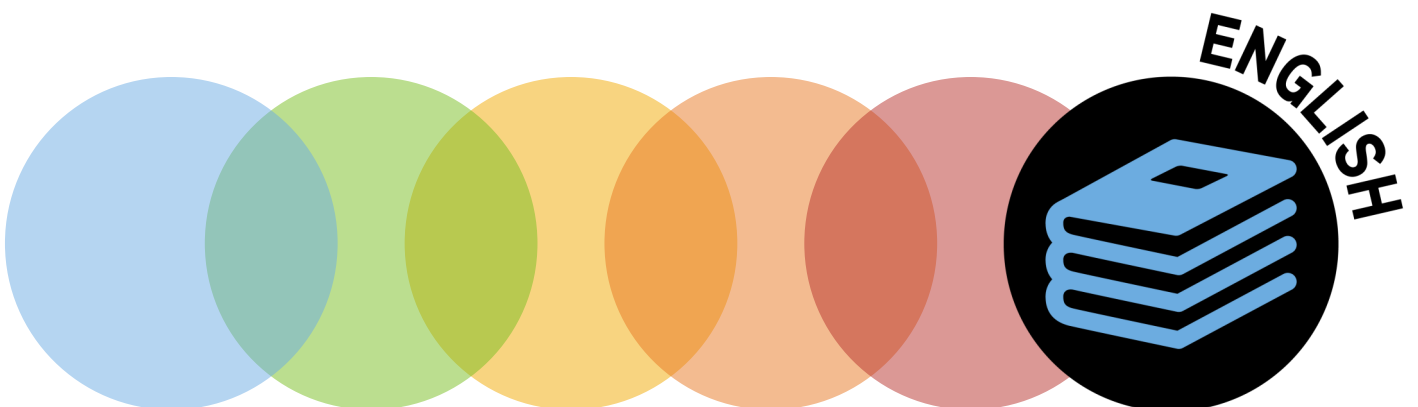












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COURSE OVERVIEW

Title of course: OCR English Literature H472

Why should I study English Literature?

A Level English Literature builds upon the skills and knowledge acquired on the GCSE English Literature course. A Level study nurtures, develops and hones skills of analysis and evaluation. Students will take further their understanding of the contextual concerns and influences of a text and this exploration develops empathy and understanding of how literature reflects and illustrates the world around us. English Literature at A Level will introduce students to a variety of critical perspectives, thus allowing them to apply a more sophisticated exploration of a text and the wide-ranging interpretations it has to offer. Alongside these studies, students will gain vital communication skills and the A Level stands learners in good stead for a range of opportunities at degree level.

Course Overview

The course gives students the experience of studying a broad range of exciting literature from different literary traditions and time periods. Students are encouraged to develop critical awareness and understanding of individual works of literature, of relationships between texts and the significance of cultural and contextual influences upon readers and writers. Students will consider, analyse and evaluate the effect of a range of texts of different forms and from a range of genres. Texts will span a range of time periods, including post millennial texts and those from the 19th century.

Students are required to study a minimum of eight texts at A level, including at least two examples of each of the genres of prose, poetry and drama. Students will undertake a contextual study and read a range of texts from with the Dystopian genre. Students will be expected to explore this genre and its social, political and historical influences through their own wider reading. Other areas of study will include comparing a play with a collection of poetry, analysing and evaluating the social, political and historical implications of both texts.

The course comprises of two examinations and also allows students to decide on their own focus for two Non Examined Assessments, which consists of a comparative response of a drama and poetry text and close analysis of a passage from a modern novel. The course encourages students to learn a range of critical theories and to apply these to texts, in order to provide different interpretations.

Course entry qualifications: Grade 6 or above in GCSE English Language and a Grade 6 or above in GCSE English Literature.

Possible Careers: An A level in English Literature offers students the opportunity to access a range of Higher Education courses at university and to study for Degrees in English, Law, Business Administration and Publishing. It also provides an effective pathway career into opportunities in Media, Human Resources, Journalism, Teaching, Marketing and Business.



COURSE OVERVIEW

Assessment Format

Drama and Poetry Pre-1900 (written paper) 2 hours and 30 minutes - 40% of A Level

Comparative and Contextual Study (written paper) 2 hours 30 minutes - 40% of A Level

Literature Post-1900 (Non-Examined Assessment) - 20 % of A Level

Course structure: Year 12

Students are introduced to the Comparative and Contextual Study component, which explores the Dystopian genre in depth. Students will complete an introductory Dystopian unit and the first reading and study of the two set texts, *1984* by George Orwell and *The Handmaid's Tale* by Margaret Atwood. Students will also begin the Drama and Poetry Pre-1900 component and complete the reading of the set texts for the drama and poetry section, including Shakespeare's *Hamlet*. Students will begin preparations for their two Non-Examined Assessment pieces. They will read a modern novel, a drama text and a modern poetry collection and begin to plan coursework questions and draft.

Course structure: Year 13

Students complete the drafting and writing of their two Non-Examined Assessment pieces. They revise the Dystopian genre and the set texts, as well as completing further wider reading to enhance their understanding of the genre as a whole. Students will deepen their knowledge of *Hamlet*, which is the last part of their Drama and Poetry Pre-1900 component. Year 13 Spring and Summer Term focuses on revision, developing exam technique and exploring different critical perspectives of texts.

The assessed units in more detail

H472/01 Drama and Poetry Pre-1900

Students study *Hamlet* for Section A of this component. They are required to both analyse Shakespeare's language, form and structure in detail as well as learn to develop an argument informed by different critical perspective and interpretations of the text. Section B explores the connections and differences between two 19th century writers, Oscar Wilde and Christina Rossetti. Students will study the comedy *An Ideal Husband* and compare this with selected poetry of Rossetti.

H472/02 Comparative and Contextual Study

Students will develop their understanding of the conventions and ideas explored in the Dystopian genre through analysing a wide range of prose. They will study Orwell's *1984* and Atwood's *The Handmaid's Tale* in depth and learn about the contextual influences on both novels. They will be required to write a critical appreciation of an unseen dystopian text and a comparative essay based on the set texts.

H472/03 Non- Examined Assessments

Students will complete a 1,000 word critical appreciation of an extract from a modern novel and a 2,000 word comparative essay focusing on a theme in Williams' *A Streetcar Named Desire* and Duffy's poetry collection *The World's Wife*.



OUR EXPECTATIONS

College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.

Course-specific Expectations for Academic Success

A love of reading and writing is essential to be successful in A Level English Literature, particularly as students are required to complete wider reading to gain in depth knowledge about writers, genres and contexts surrounding texts.

Please read the expectations of students both in terms of their work and learning behaviour on the next page.



OUR EXPECTATIONS

The English Department expects that students who choose to study A Level are keen readers and will be committed to undertaking reading outside of the classroom.

An A Level English Literature student should:

- Have a keen interest in reading a range of texts from different time periods and genres
- Make contributions to discussions and activities about texts and the issues raised in them
- Be open to exploring different perspectives on texts and ideas
- Be interested in what texts reflect about writers, contexts and readers
- Be committed to independent wider reading
- Have the ability to make detailed annotations of texts and to keep clear classwork and revision notes
- Be able to plan their ideas effectively and write extended essay responses
- Be able to complete note taking independently and to use this skill to summarise their learning
- Be reflective about their work and committed to using their teachers' feedback to improve their learning
- Be hardworking and manage their time effectively
- Use the Practice for Progress techniques to help revise

Expectations of students in lessons

- Students will be punctual to lesson and arrive well-equipped for their learning with their set texts, highlighters and folders.
- Students will need to keep their classwork, homework, KAPs, Repair tasks and supervised study notes in clearly labelled sections in a folder as directed by their teacher.
- Students will help contribute to a positive learning atmosphere by working to the best of their ability, participating in class discussions and respecting the contributions of other class members.

Expectations of work

- Students present their work clearly and make useful notes for revision.
- Students use methods such as Cornell notes and making revision and quotation cards as directed.
- Students will respond to the feedback from teachers and complete 'Repair' tasks fully
- Students will complete their homework and supervised study tasks to the best of their ability and meeting deadlines



USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.

Cornell Notes in A Level English Literature

The A Level requires students to read a wide range of different texts in order to understand the main set texts we explore as part of the course. We will model how to make Cornell Notes when looking at a critical essay or watching a video about context in the first term of the course.

This booklet will give you good practice of this skill and in the following pages you will have tasks to complete using the method.

An example is shown here where the student has used the Cornell Notes method when analysing a text. They have:

-given their notes a clear title and used subheadings

-made bullet points about the main pieces of information they have gained from their reading

-used boxes, colours and pictures to help make their learning more memorable

-written a 'Summary' of the key points of their learning to recap.

-written a list of key themes, concepts and terms which are important to remember.

They could also have written down a list of questions they had during reading the text. The same method can be used when listening to a podcast, an interview or watching an informative video.

You can download a blank Cornell Notes template by [clicking here](#). It will help you complete the tasks.


ENGLISH - EXTRACT F FROM PERSUASION BY JANE AUSTEN 07/04/15 PROSE

KEY THEMES AND CONCEPTS

- ROMANTIC ERA
- LITERATURE + THE SEA
- MARRIAGE
- PRIVATE VS. PUBLIC
- STRONG FEMALE HEROINE
- LETTERS
- PERSONAL COMMAND/FAITH
- COMEDY OF THE MUNDANE/PETTY
- MEN + WOMEN AS MORAL EQUALS
- KEY TECHNIQUES
- THIRD PERSON NARRATIVE
- DIALOGUE
- LETTER
- SOCIAL HYPOCRISY THROUGH IRONY
- REALISM? - DEBATABLE
- FREE INDIRECT SPEECH

CONTEXTUAL INFORMATION:

- In the Romantic era - 1795-1840, written in 1818 + is her last complete novel.
- Gothic influence in character events + setting in many Romantic works.
- Key characteristics are worship of nature, passion + imagination.
- Jane Austen is credited with bringing the novel to maturity, sets up for developments in the 19th century.
- Each of her novels is about a small middle-class group in a limiting environment. JANE AUSTEN. Shapes the mundane into a comedy of manners.
- Key concern of courtship + marriage, shows comedy + compassion, + beneath irony is moral commentary.
- Anne, in the extract, is an independent heroine who frees herself from paternal authority.



EXTRACT:

Upon looking at the extract, I feel it can be divided into 3...

THE SHOCK OF THE LETTER
 "Her eyes devoured the following words - " (in the letter ->)... "I have read your feelings, as I think you must have generated mine." -> Typical feature of Austen to receive dramatic letter, reflects modes of communication, secrecy, private vs. public.

WIDER READING

- For from the *Maddening Crowd* - Thomas Hardy
- *Anne Hathaway* - Carol Anne Duffy
- *Sense & Sensibility* - Jane Austen
- *The Taming of the Shrew* - Shakespeare
- *Jane Eyre* - Charlotte Brontë
- *Enduring Love* - Ian McEwan

COMEDY OF THE MUNDANE
 "but I am no doctor myself. Charles, ring and order a chair. She must not walk."
 -> Comical moment, pettiness is somewhat endearing
 "he had forgotten his gloves"
 -> as a modern reader we find this bland, unimportant, but Austen's clever writing makes it funny

EQUALITY OF GENDERS
 "Union Street". "proceeding together". "exchanged again these feelings".
 -> Anne & Wentworth are painted as one, as if incomplete w/o each other. Language used promotes equality. Also speaks of happiness, careful observation + the value of patience.

SUMMARY

Persuasion is a romantic novel which endeavours to comment on the middle-class society in early 19th century Britain. It uses limited setting in comparison to preceding novels, free indirect speech (typical of Austen), and devices in structure such as letters + dialogue. It is praised for the moral equality of the genders and subtle use of irony to show moral commentary. The heroine also frees herself from paternal authority.



REVIEW / REVISE

Shakespeare

It is important that students have a good understanding of Shakespeare's language, form and structure as you will be studying Hamlet as part of the course.

Task 1: Make a Cornell Notes page about Shakespeare's language. In particular, make notes on prose, verse, iambic pentameter, rhyming couplets, antithesis and dramatic irony.

Resources to help:

<https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet/language/key-terms>

<https://www.rsc.org.uk/shakespeare/language>

<https://www.bbc.co.uk/bitesize/guides/zgap9qt/revision/4>

Also, you may have a Romeo and Juliet Revision Guide from your GCSE course to revise from.

Prose analysis

In Paper 1 of GCSE English Language and in GCSE English Literature Paper 1, you read sections of prose texts, both seen and unseen. Your ability to read sections of prose texts and to comment on the language, form and structure of writers continues to be important at A Level. You will need to analyse extracts from dystopian novels in close detail

Task 2: Revise the Q2 question on GCSE English Language Paper 1 which asks you to analyse writer's language by watching the following video. Make a Cornell notes page on the language devices and sentence structures you could comment on.

<https://www.youtube.com/watch?v=h0gDzLhfxRI>

You may also have your GCSE English Language Paper 1 Revision guide to help you.

Essay writing : It is important you can write effective literature essays.

Task 3: Revise the features of a good essay and make a Cornell Notes page. You may want to look over your classwork notes and GCSE English Literature Revision guide for tips on essay writing, handy phrases to use and success criteria for effective analytical paragraphs.

Use the following to help:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zvvn92p>

<https://www.tes.com/news/essay-technique-how-get-gcse-students-writing-better-introductions>

Challenging: https://www.bucks.edu/media/bcccmcdialibrary/pdf/HOWTOWRITEALITERARYANALYSISSESSAY_10.15.07_001.pdf



WATCH

Dystopia

The most important literary genre we study at A Level is Dystopia. One of the exam papers is focused on this genre. Complete the following tasks to help you learn about it:

Task 1: <https://ed.ted.com/lessons/how-to-recognize-a-dystopia-alex-gendler>

Watch the TED talk 'How to recognise a dystopia' and complete a Cornell notes page about the following:

- What are the conventions of the dystopian genre?
- What examples of dystopian writers and novels are given?
- What political or historical events are linked to dystopian writing?
- What modern anxieties are explored by the genre?
- Why does it tell us about the idea of a 'perfect world'?

Task 2: <https://www.youtube.com/watch?v=eFvuzu8vtY8>

Watch the following BBC News clip about the writer George Orwell and his dystopian novel '1984' and complete a Cornell notes page about the following:

- What inspired his novel?
- What is Ingsoc based on?
- What is Newspeak?
- What points are made about surveillance and technology?
- What has changed over time about the important ideas that readers have seen in the novel?

Shakespeare

We study Shakespeare's *Hamlet* at A Level and it would be useful for you to watch a production of the play. The Royal Shakespeare Company and National Theatre are streaming and giving access to productions at different points:

<https://www.rsc.org.uk/at-home-with-shakespeare>

It would be useful and hopefully enjoyable to watch other productions to remind yourself of Shakespeare's language and dramatic devices.

Please look at the Appendix for more links about what you can 'watch' to explore more literature.



LISTEN TO

There are many podcasts available for you to listen to debates, information and readings of literature. A list of places to find literary podcasts are given in the [Appendix](#).

An Ideal Husband

You will study the play *An Ideal Husband* by the playwright Oscar Wilde and poetry by Christina Rossetti in H472: 01 component.

Task 1:

Listen to a podcast about Christina Rossetti's life to understand more about the context of her poetry <https://www.bbc.co.uk/programmes/b017mvwy>

Make notes about:

- Her family and background
- Religion and her beliefs
- Influences on her poetry

This is a challenging task so you may wish to do a shorter section of the podcast.



LISTEN TO

Listen and watch

Future Learn Courses:

This is a new initiative in partnership with the TES institute and Pearson UK for students age 13-18, who will have access to short online courses from world-renowned universities for free. (please read their terms and conditions before signing up).

Online tutors guide you through a course and this would be an excellent way to prepare for A Level and also degree level. You can browse the courses but some suggestions:

<https://www.futurelearn.com/courses/explore-english-shakespeare>

Shakespeare's language and explores parts of Hamlet (set text) and four other plays

<https://www.futurelearn.com/courses/country-house-literature>

Take a journey through the literature of English country houses - particularly useful for Oscar Wilde context. Excellent foundation for reading and studying classic literature.

<https://www.futurelearn.com/courses/fairytales>

Fairytales : Meanings, messages and morals— this will help you explore the cultural context in literature.

There are also courses on creative writing, novel writing and poetry if you wish to explore these.

Task:

If you complete a course, you will have tasks to complete so do keep a copy to share with us. You may wish to complete a Cornell Notes page to summarise the key points of your learning.



READ

Reading Lists

In the Appendix, there is a selection of reading lists to help you to explore new writers and genres of your own choice:

-What should 'great' A Level, university-ready students have read? A list of 19th century, post 1900 and Drama texts, as well as online poetry libraries.

-Prize-winning book lists

This is great place to start if you are not sure what to read next:

<https://www.englishandmedia.co.uk/blog/50-great-21st-century-novels-for-6th-formers>

Course Specific Reading List

We follow OCR A Level English Literature and these are the set texts we study if you wish to read any in preparation:

H472 01: Shakespeare's '*Hamlet*', Wilde's *An Ideal Husband* and Rossetti's Selected Poetry

H472 02: Dystopian genre: Orwell's '*1984*' and Atwood's '*The Handmaid's Tale*'

Useful wider reading for the dystopian genre includes: *Brave New World*, *The Time Machine*, *The Hunger Games*, *Children of Men*, *The Testaments*, *Fahrenheit 451*, *The Road*, *Vox*, *The Stand*, *The Giver*, *A Clockwork Orange*, *Never Let me Go*, *Drowned World*, *We*, and *V for Vendetta*.

Reading poetry task

Read a selection of poetry from different time periods and consider how they are different. Using the following link, look at the 'Timeline Anthology 14+' and scroll through the timeline of poets.

<https://www.poetrybyheart.org.uk/anthology/>

Select a poet you have not read before. Read one of their poems and make notes on:

- subject matter/ themes/ content
- language, form and structure
- how the poems differ from each other and what influence the time period might have had on the poems

Reading task - Note taking

At A Level, students are required to read critical essays exploring aspects of texts and writers. Let's practise on a writer you know well—Charles Dickens. In the **Appendix** there is an article called '**Dickens and Realism**' by John Mullan. Read the article and make a Cornell Notes page on how Dickens' writing creates realism. Use the subheadings to help guide your note taking.



RESEARCH

Critical theories

Critical theories are very important in the study of literature at A Level. Students will need good understanding of the way in which texts can be 'interpreted' and 'perceived' in different ways. You will build on the idea of providing alternative interpretations by using critical perspectives.

Research task 1: Research the critical theories below and complete a Cornell notes page about what you have learnt about one. There are some links to get you started but do practice your research skills and look for other sources too.

Feminism

<http://writersinspire.org/content/feminist-approaches-literature>

<https://www.youtube.com/watch?v=6s1-8sWutQ>

Aestheticism

<https://www.britannica.com/art/Aestheticism>

<https://lusme.atavist.com/oscarwilde>

Marxism

<https://www.aresearchguide.com/marxist-criticism.html>

<https://www.youtube.com/watch?v=nmlhEWiYE3o>

Psychoanalysis and literature

<https://www.bbc.co.uk/programmes/p00546y5>

Authors

Research Task 2: You will be studying some inspirational female writers as part of your course. Undertake some research about two of these authors and complete a Cornell notes page for each.

-Carol Ann Duffy

-Margaret Atwood

Try to find out:

- their personal life and background
- influences on their writing
- examples of their fiction

Other authors relevant to the course you could research: George Orwell and Tennessee Williams.



COMPLETE

Now that you have revised some skills from GCSE English Language and Literature and you have made some important notes about different aspects of the A Level Literature course, you have some tasks to complete.

These should be kept together with the Cornell note pages you have written throughout this booklet. The worksheets are available in the appendix.

Dystopian prose analysis

Read the [extract](#) from *There Will Come Soft Rains* by Ray Bradbury (1950) which is set in California after a nuclear disaster.

Task 1: Summarise what is happening in the story and make a list of clues in the text that it belongs to the dystopian genre.

Task 2: Highlight and annotate the important language devices and sentence structures used by the writer.

Task 3: Write an analysis of the extract: How does the writer use language to describe the dystopian setting? 500 words

Shakespeare's language

Highlighting and annotating texts is an important skill to master to show your ability to analyse. Three questions over the two exam papers and the Non-Examined Assessment require students to undertake close reading of extracts.

Complete the **Hamlet** extract task—[click here](#).

Read this scene in which young Hamlet sees the Ghost of his father, the late king, who was murdered by his own brother. The Ghost reveals to his son what has happened to him and how he is trapped in the afterlife until his murder is avenged.

Task 1: Read the extract and highlight and annotate any important features of Shakespeare's language, form and structure. Use your revision notes from the booklet to help you.

Task 2: How does Shakespeare use language to show the audience that the Ghost cannot rest in peace? Write a short analysis.

Resources to help:

https://www.sparknotes.com/nofear/shakespeare/hamlet/page_60/

This link has a translation and study guide to support you.



APPENDICES / RESOURCES

Appendix 1: [Cornell Notes template](#)

Appendix 2: [Read, listen, watch additional lists](#)

Appendix 3: [Dickens and Realism article](#)

Appendix 4: [Dystopian prose task to complete](#)

Appendix 5: [Hamlet task to complete](#)

Appendix 6: [Dystopia wider reading list](#)