

Carshalton High School for Girls

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ENGLISH

Y11 BRIDGING WORK: A LEVEL ENGLISH LITERATURE



Name:	•••••	Class:	•••••
Teacher:			#teamchsg

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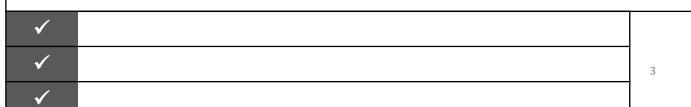
At CHSG we continue your familiarity with AQA GCSE English Literature by using the same board. The course is A Level English Literature A 7712.

SECTION	TITLE	LEARNING OBJECTIVES
Α	Welcome to English Literature!	Gain an overview of Consider the value Of the course Of th
WE	LCOME TO ENGLISH LITERATURE	
ourselv Appreo inspire	ves, each other and the world ciating the beauty of language , communicate and articulate	oble pursuit. As human beings, we understand better through what we read, listen to and tell. and great literature, their power to the human experience is a lifelong source of joy and patest, longest conversation of humanity'.
i IN	FORMATION	

Other subjects may study what you are, but English Literature is about who you are.

- Text Selection: text selections aim to offer a rich variety of content. You will study Shakespeare and other writers from the great Literary Canon but also be encouraged to draw from the wellspring of contemporary literature and works from diverse times, cultures and societies. As well as gaining more profound insights into your own culture, your world will open up to experiences from way beyond it. You will even choose your own text in the comparative coursework study in Y13.
- Becoming a Scholar: English Literature develops your reading for meaning skills. To demonstrate your blossoming scholarship you will be instructed and coached on how to write like an academic. As you read with increasing insight, rigour and appreciation, you will produce sophisticated work that analyses and comments on the art of 'meaning-making'.
- Knowledge: there are many 'big ideas' in literature, those themes and questions about life that persist across the ages. For one part of your course, you will trace the development throughout history of one of the most enduring of them all: love. The other part of the course focuses on a specific time period, modern times, building your knowledge of its literary preoccupations and contextual influences. Getting up close and personal with some of the writers of the set texts, researching their biographies and literary careers, will make you feel like you've made friends with them! Additionally, knowledge of authorial methods and artistry will deepen and broaden.
- Intellectual Autonomy: your CHSG English teachers want you to become an independent critical thinker. Many of your lessons will take shape in formats that, to begin with, will be unfamiliar: seminars with vigorous, high-level discussions; lectures where you will develop listening and note-taking skills (Cornell notes); tutorials where you have 1:1 dialogue with your teacher about coursework. There will even be opportunities to make presentations to peers of your independent studies. All students contribute to a wider reading blog online, sharing reviews and musings and you will also keep a personal Lit Log journal to record your close reading of set texts. It is a source of pride to us, as a department, that our English scholars go on to university (whichever subject they choose) well prepared for the variety of learning formats they will experience.

What are, for you, the 3 most interesting take-aways from this information?



SECTION	TITLE	LEARNING OBJECTIVES			
В	Love Through the Ages	Gain an overview of Onsider the Onsider th			
Image: Love through the ages					
'Othello analyse	o', 'The Great Gatsby' and an	ects of love in Literature as seen over time. You will study anthology of pre-1900 poems as well as prepare to ious eras. The question to ask yourself when reading nted in this text?			
i INF	ORMATION				
 Love a All the convergence proximon. Throu writen some text n Formation you state 	e aspects of romantic love come entions and taboos, young vs mat mity and distance, marriage, faith igh the ages: Literary history is fa rs, new forms and contextual infl thing develops over time) will rev night seem for its time or how it the set texts encompass the thr	k about in your exploration: ature, nothing has been more significant and influential. into play here as well as sexuality, loss of love, social cure love, jealousy and guilt, truth and deception, offulness and infidelity, barriers to love and the list goes ascinating and each era has its own preoccupations, key uences. The <i>diachronic</i> study (this means looking at how yeal how writing about love has evolved, how typical a may depart from contemporary convention. ee main forms of Literature: drama, prose and poetry. As are of how each writer is essentially a dramatist, a			
	<u>Stanza 1:</u> O what can ail thee, knight-at-arms, I met a lady in the meads,				
Alc	one and palely loitering?	Full beautiful—a faery's child,			
The see	dge has withered from the lake,	Her hair was long, her foot was light,			
An	d no birds sing.	And her eyes were wild.			
	two stanzas from a famous poen	n about love you will study. How is love presented? Note 3			
ideas.					

LIST OF TEXTS AND AUTHORS SET FOR STUDY/ LIST OF FAMOUS AUTHORS

'The Handmaid's Tale', Margaret Atwood
'The Garden of Love', William Blake
'She Walks in Beauty', Lord Byron
'Ae Fond Kiss', Robert Burns
'The Flea', John Donne
'Non Sum Qualis Eram Bonae Sub Regno Cynarae', Ernest Dowson
'Feminine Gospels', Carol Ann Duffy
'The Great Gatsby', F Scott Fitzgerald
'The Ruined Maid' and 'At An Inn', Thomas Hardy
'La Belle Dame San Merci', John Keats
'The Scrutiny', Richard Lovelace
'To His Coy Mistress', Andrew Marvell
'Absent from Thee', Lord Rochester
'Remember', Christina Rossetti
'Sonnet 116', William Shakespeare
'Othello', William Shakespeare
'Frankenstein', Mary Shelley
'A Streetcar Named Desire', Tennessee Williams
'Whoso List to Hunt', Thomas Wyatt

Jane	Auster
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Charles Dickens

George Orwell

Virginia Woolf

Charlotte Bronte

T S Eliot

D H Lawrence

George Eliot

Christopher Marlowe

Alexander Pope

Robert Browning

Emily Bronte

William Wordsworth

Samuel Beckett

John Milton

Oscar Wilde

Maya Angelou

Kazuo Ishiguro

Sylvia Plath

Hilary Mantel

Toni Morrison



Link to interactive timeline: http://www.tiki-toki.com/timeline/entry/75515/Cambridge-Literature-Timeline/http://#vars!date=1500-08-27_22:32:10!

TASK: ENGLISH LITERATURE TIMELINE

The earliest text set for study is from the 16 th century: a poem by Thomas Wyatt. However, we will go further back in our lessons to look at how the Bible and Greek/Roman mythology influenced the way writers wrote about love. Make a timeline with key dates, authors, events, figures and literary features of the eras we will study, using your research skills. Include the texts and authors set for study on the previous page in this timeline. Why not try to place your GCSE poems and texts on the timeline too?
The Renaissance:
The Metaphysicals
The Cavalier Poets
The Restoration
Augustans and Romantics:
The Victorian era
The Edwardian era
Modernism and Post-Modernism
Y

TASK Reading: Love Through the Ages

- 1. Choose one of the texts below to begin your wider reading in Love Through The Ages. When you finish, write at least a paragraph for each question.
- 2. How does the writer present ideas about love?
- 3. What connections are there between this presentation of love compared with your GCSE reading ('Love and Relationships' poetry and/or 'Romeo and Juliet')?
- 4. Where does this text fit in literary history and how is it typical or untypical of its time?
- 5. Select a passage for close study and analyse how the writer uses methods to present ideas about love.

\checkmark	'Emma', Jane Austen	\checkmark	'Tess of the D'Urbervilles', Thomas Hardy
✓	'Jane Eyre', Charlotte Bronte	\checkmark	'Rebecca', Daphne Du Maurier
✓	'Wuthering Heights', Emily Bronte	\checkmark	'A Thousand Splendid Suns', Khaled Hosseini

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SECTION	TITLE	LEARNING OBJECTIVES				
C	Modern Times	Gain an o the unit	verview of Consider the issues of Modern times	Introduction to Styles and forms of Modern Literature		
	- General Modern Times					
Taking t contem literary	The aim of this unit is to explore aspects of Literature connected through a period of time. Taking the end of WW2 as its historical starting point, this unit explores both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20 th century and the early decades of the 21 st century.					
<i>i</i> INFC	DRMATION					
 Model person ethnic imperi Times forms of time Form: 'A Stree 	D* { with a W phones I	be usefully exp gmorality and s ge; resistance a n and alienatio and each era ha <i>synchronic</i> stu- might seem fo ree main forms dmaid's Tale' an n writer is esse ostmodern p /estern style like cowboys	lored are wars and the legacy social structures; gender, class and rebellion; imperialism, po n; psychology; technology; ph is its own preoccupations, key dy (this means looking at a sp r its Modern dating. s of Literature (drama, prose a nd 'Feminine Gospels'. As you	s, race and ost- nilosophy. y writers, new becific period and poetry): a study each or a poet. lovers' quarrel e their mobile		
like gur alone. in my e		andline phone 1 my hips. I'm	S,			
Next tin then sq	ne, you speak after the tone. ueeze the trigger of my tong oose your spot, then blast me	ue, wide of the				
And this in the o	n the heart. s is love, high noon, calamity Id Last Chance saloon. I sho heriff; in my boot, another on	w the mobile	✓			
Down or read the and this	led. You text them both at on on my knees, I fumble for the e silver bullets of your kiss. Ta s and this and this an Ann Duffy	phone, ake this	✓	9		

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TASK Reading: Modern Times

- 1. Choose one of the texts below to begin your wider reading in Modern Times. When you finish, write at least a paragraph for each question.
- 2. How does the writer present issues of Modern Times?
- 3. What connections are there between this presentation of modern times compared with your GCSE reading ('An Inspector Calls' and 'Love and Relationships' modern poems)?
- 4. How is it typical or untypical of its time?
- 5. Select a passage for close study and analyse how the writer uses methods to present ideas about Modernism.

 \checkmark

'1984', George Orwell
'Brave New World', Aldous Huxley

'A View From The Bridge', Arthur Miller

'The World's Wife', Carol Ann Duffy

'Never Let Me Go', Kazuo Ishiguro

'Atonement', Ian McEwan

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••• OPTIONAL TASKS

Do some research on the life and career of one of the following set text authors:

- William Shakespeare
- F Scott Fitzgerald
- Tennessee Williams
- Margaret Atwood
- Mary Shelley
- Carol Ann Duffy

8 8-8	RESOURCES		
1	educational Institutions' and select 'Get Started' Use your Carshalton email and create a password.	 Get to know the British Library website. Suggestions to start: Dystopic Fiction Love and Marriage in Austen Victorian Sexuality Rebecca <u>https://www.bl.uk/romantics-and-yictorians/articles/courtship-love-and-marriage-in-jane-austens-novels</u> <u>https://www.bl.uk/romantics-and-yictorians/articles/victorian-sexualities</u> <u>https://www.bl.uk/romantics-and-yictorians/articles/victorian-sexualities</u> <u>https://www.bl.uk/romantics-and-yictorians/articles/victorian-sexualities</u> <u>https://www.bl.uk/20th-century-</u>	
literature/themes/visions-of-the-future https://www.bl.uk/20th-century- literature/articles/daphne-du-maurier-and-the-gothic- tradition			
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