



Carshalton High School for Girls

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ENGLISH

Y11 BRIDGING WORK: A LEVEL ENGLISH LITERATURE



Name: Class:

Teacher:

*#teamchsg*¹

CONTENTS PAGE



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
A	Welcome to English Literature!	<input type="radio"/> Gain an overview of the course <input type="radio"/> Consider the value of the course <input type="radio"/> Prepare yourself for a new way of studying

 **WELCOME TO ENGLISH LITERATURE**

The study of English Literature is a noble pursuit. As human beings, we understand ourselves, each other and the world better through what we read, listen to and tell. Appreciating the beauty of language and great literature, their power to inspire, communicate and articulate the human experience is a lifelong source of joy and enables our students to *'join the greatest, longest conversation of humanity'*.



i INFORMATION

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?



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SECTION	TITLE	LEARNING OBJECTIVES
B	Love Through the Ages	<input type="radio"/> Gain an overview of the unit <input type="radio"/> Consider the historical sweep of literature <input type="radio"/> Introduction to the theme of love

 **LOVE THROUGH THE AGES**

The aim of this unit is to explore aspects of love in Literature as seen over time. You will study 'Othello', 'The Great Gatsby' and an anthology of pre-1900 poems as well as prepare to analyse unseen love poems from various eras. The question to ask yourself when reading about love is this: **how is love presented in this text?**

i INFORMATION

There are some key components to think about in your exploration:

- **Love as a theme:** as a concept in Literature, nothing has been more significant and influential. All the aspects of romantic love come into play here as well as sexuality, loss of love, social conventions and taboos, young vs mature love, jealousy and guilt, truth and deception, proximity and distance, marriage, faithfulness and infidelity, barriers to love and the list goes on.
- **Through the ages:** Literary history is fascinating and each era has its own preoccupations, key writers, new forms and contextual influences. The *diachronic* study (this means looking at how something develops over time) will reveal how writing about love has evolved, how typical a text might seem for its time or how it may depart from contemporary convention.
- **Form:** the set texts encompass the three main forms of Literature: drama, prose and poetry. As you study each text, be constantly aware of how each writer is essentially a dramatist, a novelist or a poet.

Stanza 1:
O what can ail thee, knight-at-arms,

Alone and palely loitering?

The sedge has withered from the lake,

And no birds sing.

Stanza 4:
I met a lady in the meads,

Full beautiful—a faery's child,

Her hair was long, her foot was light,

And her eyes were wild.

Here's two stanzas from a famous poem about love you will study. How is love presented? Note 3 ideas.



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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 Austen
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





TASK: ENGLISH LITERATURE TIMELINE

The earliest text set for study is from the 16th 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?





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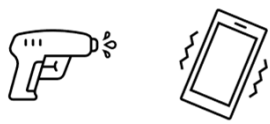
SECTION C	TITLE Modern Times	LEARNING OBJECTIVES <input type="radio"/> Gain an overview of the unit <input type="radio"/> Consider the issues of Modern times <input type="radio"/> Introduction to styles and forms of Modern Literature
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 **MODERN TIMES**

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 20th century and the early decades of the 21st century.

i **INFORMATION**

- There are some key components to think about in your exploration:**
- **Modern:** some of the areas that can be usefully explored are wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; isolation and alienation; psychology; technology; philosophy.
 - **Times:** Literary history is fascinating and each era has its own preoccupations, key writers, new forms and contextual influences. The *synchronic* study (this means looking at a specific period of time) will reveal how typical a text might seem for its Modern dating.
 - **Form:** the set texts encompass the three main forms of Literature (drama, prose and poetry): ‘A Streetcar Named Desire’, ‘The Handmaid’s Tale’ and ‘Feminine Gospels’. As you study each text, be constantly aware of how each writer is essentially a dramatist, a novelist or a poet.



In this postmodern poem, Duffy compares a lovers’ quarrel with a Western style shootout. The lovers use their mobile phones like cowboys use their guns as weapons. Which 3 things do you find interesting about it?

Quickdraw

I wear the two, the mobile and the landline phones, like guns, slung from the pockets on my hips. I’m all alone. You ring, quickdraw, your voice a pellet in my ear, and hear me groan.

You’ve wounded me. Next time, you speak after the tone. I twirl the phone, then squeeze the trigger of my tongue, wide of the mark. You choose your spot, then blast me

through the heart. And this is love, high noon, calamity, hard liquor in the old Last Chance saloon. I show the mobile to the sheriff; in my boot, another one’s

concealed. You text them both at once. I reel. Down on my knees, I fumble for the phone, read the silver bullets of your kiss. Take this ... and this ... and this ... and this ...

Carol Ann Duffy

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