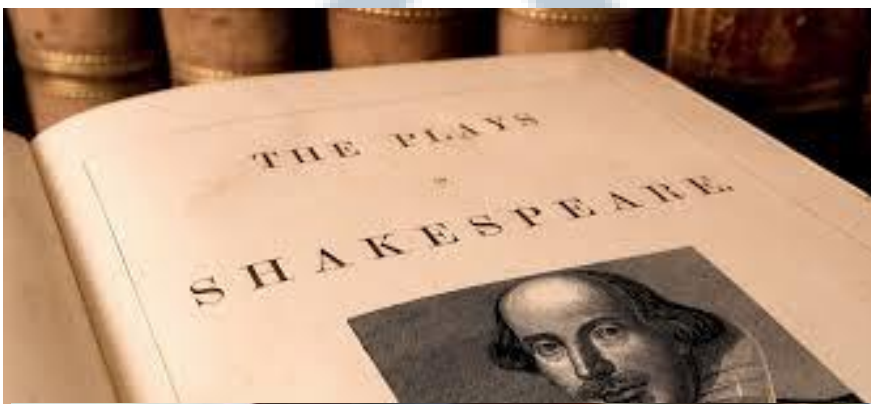




A Level English Literature

What is English Literature?



MEGAN - I
because I
really enjo
am al

LEWIS - I really
enjoyed literature at GCSE
and wanted to carry on
studying it.
It's an advanced course and
does look good on job and
university applications.

ERIN - It's a higher
level/impressive A-Level
I enjoy English Lit
wanted
Educatio

FRANK - it's a
heavily respected A-
Level and it is useful
for getting jobs and
into Universities.

ACAD

What does the Edexcel course look like?



Open book!

Unit	What is involved	%
Paper 1 – Drama	Section A – a Shakespeare play, either comedy or tragedy Section B – <i>A Streetcar Named Desire</i> by Tennessee Williams	2hr15 exam = 30%
Paper 2 - Novel	A comparison of two novels from the group Science and Society	1hr15 exam = 20%
Paper 3 – Poetry	Section A – a collection of poems post-2000, with one compared to an unseen poem Section B – a collection of poems from Christina Rossetti	2hr15 exam = 30%
Paper 4 – Coursework	Free choice of two texts written in a 2500 – 3000 word essay.	Non-examined assessment = 20%

Everything you do at GCSE transfers to A-Level – the form of the texts studied, the time periods of texts, and the skills of analysis, essay writing and forming a critical opinion.

September Expectations

- **Entry Requirements:** Grade 5 GCSE English Literature and Grade 4 GCSE English Language.
- Completion of the **summer tasks**.
- **Purchase** *The Handmaid's Tale* ISBN 9780099740919 and *Frankenstein* ISBN: 9781853260230.

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Expectations

- Arriving prepared for the lesson (equipment, questioning done, wider/critical reading etc).
- Completing homework.
- Acting on feedback (choosing to re-write essays that have generated low marks + red pen work).
- Revision – you cannot simply read your exam texts once!
- Wider knowledge – watching plays, reading other texts by the same author, reading within a genre, watching the news and how current affairs shape our readings of texts.

Summer Work

Miss Steeples

Research (but avoid Wikipedia) the following:

- The 'Romantics' – who were they? What was their focus? What did they write about and why?
- Read and summarise: '*The Rime of the Ancient Mariner*' and the story of '*Prometheus*'.

Dr Bennett

Research (but avoid Wikipedia) the following:

- Women's rights (or lack thereof) in the news today. Where and how are women restricted in the world? What was "Roe vs Wade" in the US and why was it so significant?
- Define the word "Theocracy" and compile a fact-file as a case study about a specific place in the world.

MONSTER

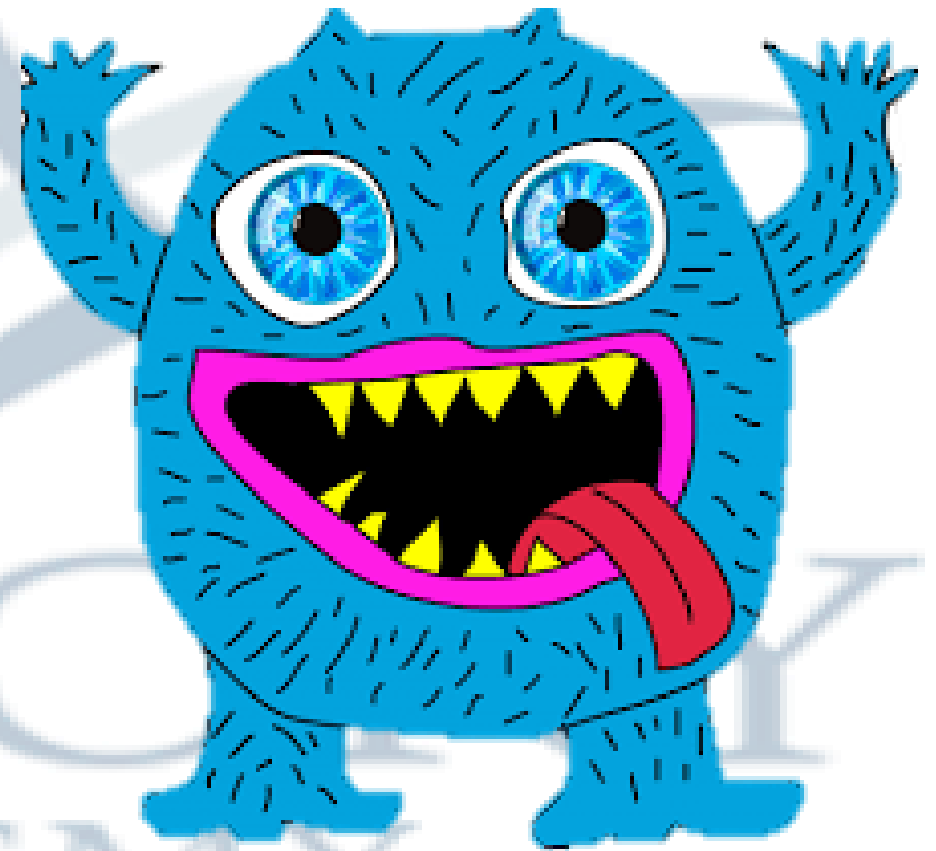
Origin

Late Middle English from Old French monstre, from Latin monstrum 'portent or monster', from monere 'warn'.

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MONSTER

1. A large, ugly, and frightening imaginary creature.
2. A thing of extraordinary or daunting size.
3. A congenitally malformed or mutant animal or plant.
4. *humorous* A rude or badly behaved person, typically a child.



Reflective task 1

From your understanding of your GCSE Literature texts (including the 15 poems!), which texts demonstrate the idea of a 'monster'? Can you think of any contextual reasons for any of the 'monsters'?

MONSTER

An inhumanly cruel or wicked person

Reflective task 2

Why do you think 'monster' is a common theme for writers across time?



Hope to see you in September!

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