

Foreshadowing

antithesis

irony

Welcome to A Level English Literature

What can you tell me about any of these terms?

direct and
indirect
speech

Blank verse

[Link to the A Level Lit Specification](#)

Today

- ▶ Quick Recap (No need to write down: I will send you the PowerPoint.)
- ▶ What did you learn about the devices in WH?
- ▶ Gothic Fiction?
- ▶ Cornell's notes (A great way to reflect on your thinking...)

Summer Reading and Tasks?

The slide features a white background with a decorative graphic on the right side. This graphic consists of several overlapping, semi-transparent green shapes in various shades, including light lime green, medium green, and dark forest green. These shapes are primarily triangular and polygonal, creating a modern, abstract design that tapers towards the top right corner.

Wuthering Heights Text

- ▶ https://www.amazon.co.uk/Wuthering-Heights-Wordsworth-Classics-Bront%C3%AB/dp/1853260010/ref=sr_1_1?ie=UTF8&qid=1498727333&sr=8-1&keywords=wuthering+heights

Today's induction will cover:

- ▶ **What established skills will I be practising and building on and what new skills will I learn?**
- ▶ **What does the course work towards - exams and NEA?**
- ▶ **What do I need to do over the summer to prepare?**

The Love thematic ideas

- ▶ Although not an exhaustive list of aspects of Love through the ages, areas that can usefully be explored include:
 - ▶ romantic love of many kinds; love and sex; love and loss; social conventions and taboos; love through the ages according to history and time; love through the ages according to individual lives (young love, maturing love); jealousy and guilt; truth and deception; proximity and distance; marriage; approval and disapproval.
- ▶ ***Can you think of any other types of love?***

WWI and its aftermath

thematic ideas

- ▶ Although not an exhaustive list of aspects of WW1 and its aftermath, areas that can usefully be explored include:
 - ▶ imperialism and nationalism; recruitment and propaganda; life on the front line; responses on the home front; pacifism; generals and soldiers; slaughter; heroism; peace and memorials; writers in action and writers looking back; the political and social aftermath; different and changing attitudes to the conflict; impact on combatants, non-combatants and subsequent generations as well as its social, political, personal and literary legacies.
- ▶ ***Can you think of any other ideas associated with WWI and its aftermath?***

What established skills will I build on and what new skills will I learn?

- ▶ Building a sophisticated argument in relation to a text and task
- ▶ Assured use of literary terminology, concepts and expression
- ▶ Analysis and evaluation of authorial methods
- ▶ Engagement with how meanings are created
- ▶ Understanding of contextual influences
- ▶ Connections across context and literary concepts
- ▶ Exploration of texts arising out of historicist study (wider reading!)
- ▶ Engagement with a debate set up by a task

Your induction will cover:

- ✓ **What established skills will I be practising and building on and what new skills will I learn?**
- ▶ **What will the Literature exams involve?**
- ▶ **What do I need to do over the summer to prepare?**

The examination process

	Paper One: Love Through the Ages 3hrs	Paper Two: Texts in Shared Contexts: WWI and its aftermath 2.5hrs
A	The Taming of the Shrew - Shakespeare. Extract based question, drawing on whole knowledge of text. (25marks)	Unseen prose analysis – draw in knowledge of wider reading; how war is conventionally presented. Analytical debate. (25marks)
B	Unseen Poetry comparison - 2 poems with a shared theme/ pov. - Debate their relation to a key word e.g. jealous, passion etc. (25 marks)	Comparative analysis of My Boy Jack (drama text) and Scars Upon My Heart poetry collection (discuss 2 poems). Debate with task set. (25marks)
C	Comparative analysis of 2 set texts - Wuthering Heights and pre 1900 poetry collection (discuss 2 poems). Debate with the task set. (25marks)	Analysis of prose text – Birdsong . Exploration of the text in relation to one of the larger ‘war’ thematic ideas. (25marks)

The NEA (Non-examined assessment)

Comparative critical study of two texts, at least one of which must have been written pre-1900 (*we will study The Picture of Dorian Gray*).

One extended essay (2,500words) and a bibliography.

- ▶ 50marks
- ▶ 20% of A Level
- ▶ Begin in term 6 of year 12. Complete in term 2 of year 13.
- ▶ Assessed by teachers (one draft only with minimal feedback)
- ▶ Moderated by exam board

What else do I need to do over the summer to prepare?

Buy a lever-arch folder, dividers, plastic wallets and lined paper. You will also need a range of coloured highlighters & pens and post-its.

Read 'Wuthering Heights'.

Read 'The Taming of the Shrew'.

The Arden version has thorough notes and glossaries as well as critical readings to help you understand the text.

Read 'Birdsong' (WWI)

Warnings:

- Deadlines must be stuck to
- Suitability tests will happen in the first three weeks, and we evaluate how suitable students are to the course of you are not deemed organised and committed.

Bronte's 'Wuthering Heights'

- ▶ How does Bronte create setting and character in the opening pages of 'Wuthering Heights'?
- ▶ What literary features can you identify and analyse?
- ▶ What do you predict about the relationship between Lockwood and Heathcliff?



This power point will be on the VLE and emailed to you, so that you can get access to the appropriate texts for next year and a reminder of the summer tasks.

Any questions?

Happy Reading!







Session 3

- ▶ To understand the significance of valuable, well organised notes
- ▶ To evaluate how Bronte uses language to create meanings (authorial methods)
- ▶ To examine Bronte's use of gothic conventions and archetypes (literary heritage)

What is the genre of the novel?

- ▶ Review your gothic genre sheet - pick just a handful of conventions for today - spend 5-10mins understanding a couple of key ideas
- ▶ Discuss with a partner - how could you best make notes to blend the gothic genre conventions with your reading of the texts?

Today we will review the opening few pages of WH again and look to consider how far we agree with the below statement.

▶ *Bronte's novel immediately establishes itself as a gothic novel.*

▶ Push yourself - What evidence could you use to counter this argument?

Cornell's notes sheet - summarising your learning effectively

Developing Engagement with Lit Texts / Wider Reading

Links to contextual factors and historicist study

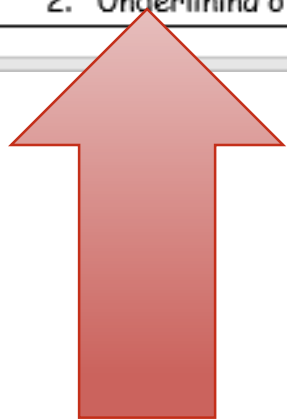
Source text / annotation / analysis / class notes / findings

Summarise your understanding of the theory here

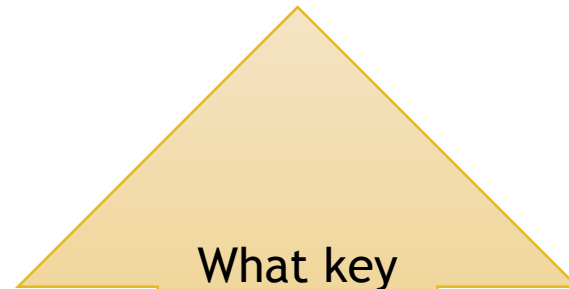
Correlate your theory with your analysis of W Heights here - summarise

Concluding your learning with the Cornell's sheet

<u>Links to key themes / character</u>	<u>Write a summary of your learning and next steps:</u>
	1.
	2.
<u>Add:</u>	3.
1. AO re	
2. Underlinina of	



Which characters or themes are most relevant in the extract?



What key ideas will you take away / what are you unclear about?

Reflection

What next?

Questions?

**What are you most
looking forward to?**

