

Welcome

To English Literature



Thank you for choosing to study A Level English Literature at Poynton High School, you've made an exciting choice.

The following three slides guide you through some activities that you can complete both before the course starts, and during the course, in order to get the most out of your studies.

Slide 2: Introduces nine activities to complete before the A Level English Literature course starts. Compile your own set of responses to each task either in a book, or in a file, or a folder. Work your way through the nine in any order and build your understanding of the tragedy genre.

Slide 3: '18 by 18': 18 texts to read, watch or listen to, by the time you're 18 years old (or by the end of Year 13), in order to both broaden your general cultural understanding and also help with some specific aspects of your study of A Level English Literature.

Slide 4: The set text lists. Your teachers will guide you through these texts but, if you are able to read and understand them on your own, it is useful to read as many of the texts as you can, prior to beginning your study of them in the classroom.

1.

Key areas for research	
Aspects of Tragedy: Key Terms, Ideas and People	
Compile notes that allow you to explain clearly these key terms, key ideas and key people.	
Aristotle and his rules for tragedy	unity of place
protagonist	unity of time
megalopsychia	chorus
hamartia	language
hubris	catharsis
peripeteia	Seneca and his tragic villains
chaos	Medieval drama/concept of fate
anagnorisis	Shakespeare breaking the rules
three unities or classical unities	modern tragedy/the middle class
unity of plot	contemporary or domestic tragedy

2. Now you know a bit about the literary genre of tragedy, apply what you know to ‘Macbeth.’ Explain, in around 30 words for each term, how the literary terms you researched in Box 1, relate to ‘Macbeth’ as a play which is part of the tragedy genre.

3. Read a summary version of the whole story of ‘Othello’. Then, produce a storyboard or dual-coded overview of the whole story. Your story overview should allow you to understand the order of events in the play clearly and easily. (Don’t copy and paste existing internet versions of the story, please create your own. It is the learning you do in creating the overview that is important).

4. Read the article: ‘The Murder that Inspired Thomas Hardy’s ‘Tess of the D’Urbervilles’’. (<https://medium.com/@tudorscribe/the-murder-that-inspired-hardys-tess-of-the-d-urbervilles-f132e6f77845>) What do you learn from this article about the story of ‘Tess’ and about Thomas Hardy’s attitudes and views regarding women?

5. Find a copy of Thomas Hardy’s poem ‘The Ruined Maid’. The poem explores attitudes towards women, sex and morality in the Victorian era. Read the poem, explain what the story of the poem is, in around 50 words. Find and read some analysis of the poem, explain what the meaning and messages of the poem are, in at least 100 words.

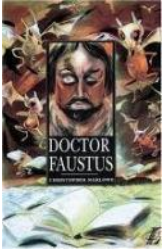

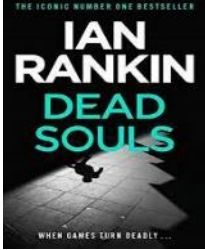
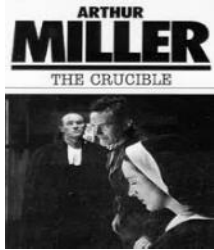

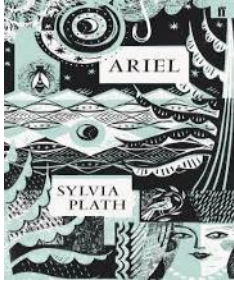


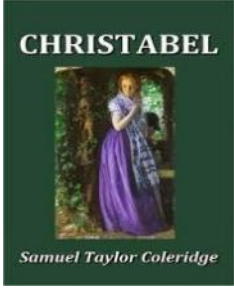

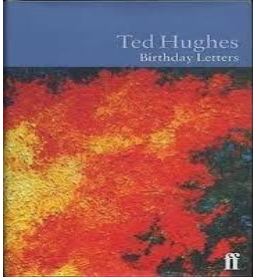
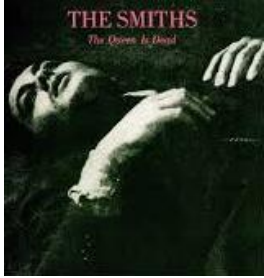

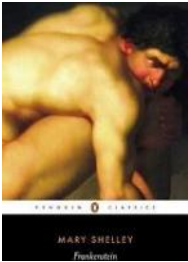


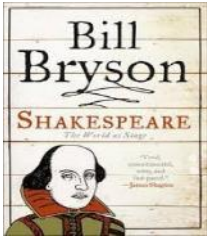
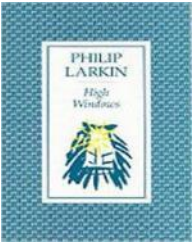
6. Read the article: ‘Book of a Lifetime: Tess of the D’Urbervilles’ by Jill Dawson. (<https://www.independent.co.uk/arts-entertainment/books/features/book-of-a-lifetime-tess-of-the-durbervilles-by-thomas-hardy-2335944.html>). Explain why the novel made such an impact on Dawson. Then pick a book you’ve read, explain why that book made an impact on you. (100 words for each)

7. To get a flavour of Arthur Miller’s tragic plays, read either ‘A View From the Bridge’ or ‘All My Sons’. Sum up the story of the play in around 150 words. Then, explain how the play that you read fits with the key terms from box one, in at least 100 words.

8. Arthur Miller’s plays are often described as modern or domestic tragedies. The difference in these plays is that ordinary characters are a focus for the tragedy. Read Miller’s essay ‘Tragedy and the Common Man’ and explain why Miller thinks ordinary people are a suitable focus for tragic texts. Aim for 100 to 150 words for the task.

9. Produce an A3 guide to the tragedy literary genre. Show what the 8 previous tasks on this sheet have taught you about both the genre as a whole and the specific writers that you have encountered. Be creative in finding an effective format to sum up your learning clearly and precisely.

18 by 18: 18 texts to read, watch or listen to, by the time you're 18 years old (or by the end of Year 13), in order to both broaden your general cultural understanding and also help with some specific aspects of your study of A Level English Literature.

<p>1.</p>  <p>Read: 'Doctor Faustus' by Christopher Marlowe.</p>	<p>2.</p>  <p>Watch: 'Sylvia' (2003).</p>	<p>3.</p>  <p>Read: 'Dead Souls' by Ian Rankin.</p>	<p>4.</p>  <p>Read: 'The Crucible' by Arthur Miller.</p>	<p>5.</p>  <p>Watch: 'The Great Gatsby' (2013).</p>	<p>6.</p>  <p>Read: 'Ariel' by Sylvia Plath.</p>
<p>7.</p>  <p>Listen: 'Far From the Madding Crowd (Soundtrack)' by Craig Armstrong.</p>	<p>8.</p>  <p>Watch: 'L.A. Confidential' (1997).</p>	<p>9.</p>  <p>Read: 'Christabel' by Samuel Taylor Coleridge.</p>	<p>10.</p>  <p>Read: 'The Hound of the Baskervilles' by Sir Arthur Conan Doyle.</p>	<p>11.</p>  <p>Read: 'Birthday Letters' by Ted Hughes.</p>	<p>12.</p>  <p>Listen: 'The Queen is Dead' by The Smiths.</p>
<p>13.</p>  <p>Watch: 'Murder on the Orient Express' (1974).</p>	<p>14.</p>  <p>Read: 'Frankenstein' by Mary Shelley.</p>	<p>15.</p>  <p>Listen: 'The Angel of Vine' crime podcast.</p>	<p>16.</p>  <p>Watch: 'The Third Man' (1949).</p>	<p>17.</p>  <p>Read: 'Shakespeare' by Bill Bryson.</p>	<p>18.</p>  <p>Read: 'High Windows' by Philip Larkin.</p>

A Level English Literature – The Set Texts

Unit of Study	Text	Author
Year 12: Aspects of Tragedy	'Othello'	William Shakespeare
Year 12: Aspects of Tragedy	'Death of a Salesman'	Arthur Miller
Year 12: Aspects of Tragedy	'Tess of the D'Urbervilles'	Thomas Hardy
Year 12/13: Non Examination Assessment	'The Bell Jar'	Sylvia Plath
Year 12/13: Non Examination Assessment	'The Whitsun Weddings'	Philip Larkin
Year 13: Elements of Crime	Unseen Crime Extracts	Various
Year 13: Elements of Crime	'The Rime of the Ancient Mariner'	Samuel Taylor Coleridge
Year 13: Elements of Crime	'Brighton Rock'	Graham Greene
Year 13: Elements of Crime	'When Will There Be Good News?'	Kate Atkinson