

Eastbrook Sixth Form

Independent Study Guide

English Literature



Year 12 English Literature ROADMAP

**Half
Term
1**

Teacher 1: Prose Text 1
The Picture of Dorian Gray
Teacher 2: Drama Text 1
A Streetcar Named Desire

**Half
Term
2**

Teacher 1: Prose Text 1
The Picture of Dorian Gray
Teacher 2: Drama Text 1
A Streetcar Named Desire

**Half
Term
3**

Teacher 1: Prose Text 2
Beloved
Teacher 2: Poetry Text 1
Poems of the Decade

**Half
Term
4**

Teacher 1: Prose Text 2
Beloved
Teacher 2: Poetry Text 1
Poems of the Decade

**Half
Term
5**

Teachers 1 and 2:
Coursework
*The Great Gatsby and A View from
the Bridge*

**Half
Term
6**




Teachers 1 and 2:
Coursework
*The Great Gatsby and A View from
the Bridge*

Paper 1 / 2: Drama and Prose
*A Streetcar Named Desire and
Beloved / The Picture of Dorian Gray*




**Mock
Exams**

**On to
Year
13**




Year 12 Term One

Summary		Assessment Objectives	
For Paper 1 you will study aspects of the form of drama via two plays. In term one, you will study the first of these, ‘A Streetcar Named Desire’ by Tennessee Williams, a play about a woman from the American South who experiences a series of personal and emotional loses. The central focus of the drama study is the literary text. You will need to explore the use of literary and dramatic devices and the shaping of meanings. Wider reading should address the significance and influence of contextual factors.		AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2: Analyse ways in which meanings are shaped in literary texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.	
For Paper 2 , you will need to study aspects of prose via two thematically linked texts, at least one of which must be pre-1900. In Term One you study the first of these, the pre-1900 text ‘The Picture of Dorian Gray’ by Oscar Wilde. This focuses on a man who ‘sells his soul to the devil’ for eternal youth and beauty. Literary study of this text will include contexts in which it was written and received.			
Required Reading List		Additional Reading List	
‘A Streetcar Named Desire’ (Tennessee Williams) ‘The Picture of Dorian Gray’ (Oscar Wilde)		‘The Picture of Dorian Gray’ York Notes Advanced ‘A Streetcar Named Desire’ York Notes Advanced ‘Frankenstein’ (Mary Shelley) ‘Death of a Salesman’ (Arthur Miller) ‘Tragedy: A Student Handbook’ (English and Media Centre)	
Self-Study Questions		What the mark scheme says?	
How does Williams explore the clash between the Old South and the New South?		You could: explore the differing settings of Laurel/Belle Reve and New Orleans/Elysian Fields; compare Blanche as an example of fading aristocracy and Stanley as representative of the emerging industrial class; explore the Southern Belle.	
In what ways does ‘A Streetcar Named Desire’ employ the conventions of tragedy?		You could: explore Aristotle’s conventions of Tragedy (hero, malcontent, hubris, hamartia, downfall, peripetia, death, catharsis); consider the three unities of Greek drama and how time is used differently in the play.	
In what ways can Lord Henry be said to represent the Faustian devil?		You could: explore Lord Henry’s views on youth / beauty / sin / hedonism; explore the language used by Lord Henry, including the Free Indirect style; examine Dorian’s reaction to the speeches; compare Lord Henry and Basil Hallward.	
How does Wilde employ Gothic conventions in the death of Basil Hallward?		You could: explore Wilde’s use of the senses and weather; analyse Wilde’s descriptions of the body, including confrontational imagery and objectification; consider the excessive use of violence; analyse the effects of Free Indirect style.	
Exam Style: Explore how Williams makes use of stage directions in ‘A Streetcar Named Desire’. You must relate your discussion to relevant contextual factors.		(25 marks) You could write about: Williams’ use of ‘plastic theatre’ and a focus on psychological verisimilitude as typical of post-war taste for realism in drama; effects of staging details and use of music to establish mood and develop character; use of costume to reflect character; how the stage directions contribute to significant set pieces, e.g. The Poker game.	
Exam Style: Explore the ways in which Wilde presents corruption. You must relate your discussion to relevant contextual factors.		(30 marks) You could write about: characters who are corrupted; how corrupting influences are presented; how corruption relates to supernatural forces; contextual factors relating to corruption; how characters who resist corruption are presented; methods writers use to present corruption.	
Where this term links with Career Prospects		Top Tip from the Department	
Careers connected to theatre: Playwright, Director, Stage Manager.		<i>After each lesson, re-read the section of text that you have focused on in class and add further annotations – deface your book!</i>	
			
			
			

Year 12 Term Two

Summary		Assessment Objectives		
For Paper 3 you will study a selection of poems from two published poetry texts. During this term you will consider the concerns and choices of modern-day poets in a selection of contemporary poems, focusing on themes such as ageing, death, objectification and nature. You will apply your knowledge of poetic form, content and meaning, and develop your skills in comparing an unseen poem with a studied poem.		AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2: Analyse ways in which meanings are shaped in literary texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4: Explore connections across literary texts.		
For Paper 2 you will now study your second text, ‘Beloved’, a novel about a woman who murdered her own baby daughter and is seemingly then haunted by her ghost. As well as showing knowledge and understanding of this literary text, you will make connections and explore the relationships between this and ‘The Picture of Dorian Gray,’ understanding the ways texts can be grouped and compared to inform interpretation.				
Required Reading List		Additional Reading List		
‘Poems of the Decade – An Anthology of the Forward Books of Poetry’ (Various) ‘Beloved’ (Toni Morrison)		‘Beloved’ York Notes Advanced ‘The Art of Poetry – Forward’s Poems of the Decade’ (Neil Bowen) ‘To Kill a Mockingbird’ (Harper Lee) ‘How to Study a Poet’ (John Peck)		
Self-Study Questions		What the mark scheme says?		
How is the theme of objectification presented in ‘Eat Me’ and how is language used to portray this?		You could: refer to how the poem opens with factual/direct, short sentences with subject, verb, object construction / use of tricolons, sense of excess / classification / Biblical allusion / sexual imagery / assonance / adopts tone of the male (threat).		
How does the structure of ‘Please Hold’ mirror the frustration of the speaker?		You could: refer to the lack of strict structure / use of repetition / combination of ‘voices’ / deviation from repetition foregrounds / internal cyclical structure through repetition.		
How does Morrison structure ‘Beloved’ in an interesting and effective way?		You could: explore Morrison’s elastic and elliptic references; analyse the switching narrative mode, including 3 rd person omniscient, 1 st person and stream of consciousness; link the lack of coherency to the experiences of enslaved people.		
How far do you agree that Beloved is a supernatural being?		You could: explore the supernatural activities in 124; analyse Beloved’s arrival, including her lack of motor and language skills; explore her as a succubus for Sethe and Paul D; consider the alternative interpretation (the middle passage).		
Exam Style: Compare how ‘Effects’ and ‘When Six O Clock Comes and Another Day Has Passed’ explore responses to birth and death.		(30 marks) You could write about: compare the speakers’ attitudes towards their subjects; use of syntax; use of everyday objects to enhance emotional effects; mixing of the ordinary and the extraordinary; use of contrasts within the poem; impact of imagery; use of irony and paradox; effects of closing images.		
Exam Style: Compare the ways in which the writers of your two chosen texts explore imbalances of power. Relate your discussion to relevant contextual factors.		(40 marks) You could write about: characters who have power over others; how writers use supernatural characters to explore power; contextual factors affecting imbalances of power; methods writers use to present power imbalances; comparison of the ways in which power imbalances are redressed.		
Where this term links with Career Prospects Careers in publishing: Editor or Publishing assistant, Literary Agent, Marketing and Publicity.	Top Tip from the Department <i>When analysing poetry, always start with meaning – don’t instantly dive into technique spotting without understanding content first.</i>			

Year 12 Term Three

Year 12 Term Three			
Summary		Assessment Objectives	
<p>For your coursework, you will produce a 2500-3000 word essay comparing two texts, 'The Great Gatsby' (F. Scott Fitzgerald) and 'A View from the Bridge' (Arthur Miller). This is known as your non-examination assessment (NEA) and will be 20% of your overall A Level mark.</p> <p>The two texts are linked thematically. You will also independently explore critical and theoretical readings and show knowledge and understanding of ways to interpret and evaluate texts in response to interpretations by different readers.</p>		<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2: Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO4: Explore connections across literary texts.</p> <p>AO5: Explore literary texts informed by different interpretations.</p>	
Required Reading List		Additional Reading List	
<p>'The Great Gatsby' (F Scott Fitzgerald) 'A View from the Bridge' (Arthur Miller)</p>		<p>'Critical Studies: The Great Gatsby' (Kathleen Parkinson) 'Tragedy and the Common Man' (Arthur Miller) <i>You will be expected to conduct independent critical research using academic texts and journals</i></p>	
Self-Study Questions		What the mark scheme says?	
How do both writers use narrators to elevate their protagonists?		You could: explore Alfieri's role as a Greek Chorus; examine Nick's insistence of narrative neutrality versus the reality of his biased narration; compare how the differing forms (drama versus prose) affect the narrative role.	
In what ways do Gatsby and Eddie stray from their guiding ethical and ideological principles?		You could: explore how Gatsby's 'romantic readiness' is replaced with consumerist and materialist concerns; analyse Eddie's act of betrayal against his Sicilian principles by 'ratting' on his relatives to the Immigration Bureau.	
How do Fitzgerald and Miller employ symbolism?		You could: analyse Fitzgerald's use of the green light / light and dark / clock imagery / settings as symbols / faulty vision / mistaken identity / bad driving; explore Miller's use of high-heels / the bridge / Italy / lifting of the chair / Paper Doll song.	
To what extent do both texts follow the conventions of tragedy?		You could: explore Arthur Miller's arguments regarding the modern man as a tragic hero; explore the 'nobility' of the characters and the role of the narrator in making them heroic; explore their hubris and hamartia; compare their deaths.	
Compare the contexts of the two texts.		You could: write about the Roaring Twenties / the Jazz Age / Flappers / Prohibition / Economic Boom / the Dutch exploration in New York in 'The Great Gatsby'; write about Italian Americans / immigration in 'A View from the Bridge'; compare the American Dream in both.	
How do both writers create sympathy for the protagonists in the descriptions of their deaths?		You could: explore Fitzgerald's use of diminuendo in his description of Gatsby's death; compare the respectful description of Gatsby's death with the confrontational description of Myrtle's; explore Eddie's death by his own knife and his final words.	
<p>Where this term links with Career Prospects</p> <p>Careers in writing and content creation: Copywriter, Journalist, Editor, Proofreader, Technical Writer, Web Content Manager, Social Media Manager, Author.</p>		<p>Top Tip from the Department</p> <p><i>Read your coursework aloud – this is the best way to ensure that your expression is not only accurate and sophisticated, but it also helps you follow your own line of argument and establish whether it is logical, linked and developing.</i></p>	  

Year 13 English Literature ROADMAP

**Half
Term
1**

Teacher 1: Poetry Text 2
The Wife of Bath
Teacher 2: Drama Text 2
Hamlet

**Half
Term
2**

Teacher 1: Poetry Text 2
The Wife of Bath
Teacher 2: Drama Text 2
Hamlet

**Mock
Exams**

Paper 1 / 3: Drama and Poetry
Hamlet / The Wife of Bath

Teacher 1: Prose Revision
Dorian Gray and Beloved
Teacher 2: Poetry Revision
Poems of the Decade

**Half
Term
4**

**Half
Term
3**

Teacher 1: Prose Revision
Dorian Gray and Beloved
Teacher 2: Poetry Revision
Poems of the Decade

Teacher 1: Poetry Revision
The Wife of Bath
Teacher 2: Drama Revision
A Streetcar Named Desire




Paper 1: Drama
Paper 2: Prose
Paper 3: Poetry

**Half
Term
5**

**Final
Exams**

**Further
Education**

Year 13 Term One

Summary		Assessment Objectives		
<p>You will now study the second poem for Paper 3, 'The Wife of Bath'. This is an extended poem about a fictional, five-times married, middle-aged and sexually active woman who challenges medieval views on marriage and gender roles. She is known for her outspokenness and worldly experiences</p> <p>For Paper 1, you will now study Shakespeare's 'Hamlet', a play about a son who is visited by the ghost of his deceased father and asked to avenge his murder by killing the new king. Your study of this play will be enhanced by engagement with critical writing.</p>		<p>AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.</p> <p>AO2: Analyse ways in which meanings are shaped in literary texts.</p> <p>AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</p> <p>AO5: Explore literary texts informed by different interpretations.</p>		
Required Reading List		Additional Reading List		
<p>'The Wife of Bath's Prologue and Tale' (Geoffrey Chaucer)</p> <p>'Hamlet' (William Shakespeare)</p>		<p>'The Wife of Bath's Prologue and Tale' (York Notes Advanced)</p> <p>'Hamlet' (York Notes Advanced)</p> <p>'The Wife of Bath A Biography' (Marion Turner)</p> <p>'Hamlet' (Longman Critical Essays)</p>		
Self-Study Questions		What the mark scheme says?		
How effective a storyteller is the Wife of Bath?		You could: include the Wife's direct quotation of the arguments she used to outwit her old husbands; explore her use of affirmations and rhetorical devices; consider the tradition of religious pilgrimage and social interaction.		
What are the wife's views on marriage?		You could: explore her misinterpretation of biblical allusions and criticism of religious scholars; explore how she sees marriage in terms of exchange/profit; her own experiences of marriage – the three old husbands versus marriage for love.		
What are the reasons for Hamlet's procrastination?		You could: consider Renaissance Humanism / the influence of religion / philosophical contemplation and introspection / moral ambiguity and doubt / emotional turmoil and psychological complexity / his repressed Oedipus complex.		
Is Hamlet really mad?		You could: write about feigned madness referring to his 'antic disposition' / his calculated and theatrical behaviour towards Ophelia and Polonius / his use of riddles; explore genuine madness, referring to his grief / the chamber scene / the ghost.		
Explore how 'maistrie' is presented in The Wife of Bath's Prologue and Tale, by referring to lines 1037–1057 and one other extract of similar length.		(30 marks) You could write about: ways in which the concept of 'maistrie' reflects the Wife's character and actions as presented throughout her Prologue; extent to which the idea of 'maistrie' matches the context of women's place in society as shown in the Prologue and Tale; Chaucer's use of language to construct the attitudes of characters towards 'maistrie'.		
Explore how Shakespeare presents uncertainty in Hamlet. You must relate your discussion to relevant contextual factors and ideas from your critical reading.		(35 marks) You could write about: presentation of political uncertainty at the start of the play; dramatic impact of Hamlet's soliloquies and his indecisiveness; use of the supernatural to foreground the theme of uncertainty; uncertainty as a reflection of contemporary political upheaval; representations of madness and their impact on creating uncertainty.		
Where this term links with Career Prospects	Top Tip from the Department			
Careers in research: academic researcher, social science researchers and policy researchers.	<p>Be discerning when you critically research texts. Use Google Scholar and JSTOR to find articles written by critics, academics and subject specialists – and be cautious of what is readily available on the internet</p>			
				

Year 13 Term Two

Summary		Assessment Objectives		
In this term you will follow a taught revision programme in preparation for your three exams: <div>Paper 1: Drama (2hr 15mins / 60 marks) Section A: Shakespeare (Hamlet) Section B A Streetcar Named Desire Paper 2: Prose (1hr 15mins / 40 marks) The Supernatural (The Picture of Dorian Gray and Beloved Comparison) Paper 3: Poetry (2hr 15mins / 60 marks) Section A: post-2000 Specified Poetry (Poems of the Decade) Section B: pre-2000 Specified Poetry (The Wife of Bath)</div>		AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2: Analyse ways in which meanings are shaped in literary texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4: Explore connections across literary texts. AO5: Explore literary texts informed by different interpretations.		
Self-Study Questions		What the mark scheme says?		
Explore how Shakespeare presents suffering in ‘Hamlet’. You must relate your discussion to relevant contextual factors and ideas from your critical reading.		(35 marks) You could write about: the presentation of Denmark as a nation suffering; the play’s treatment of madness as a form of suffering; use of soliloquies to present internal turmoil; Ophelia’s suffering as a reflection of contemporary patriarchal attitudes to women; use of imagery and symbolism to present suffering; Renaissance attitudes to melancholy.		
Explore the ways Williams portrays the rise of a new social order in ‘A Streetcar Named Desire’. You must relate your discussion to relevant contextual factors.		(25 marks) You could write about: incongruities between Blanche and her surroundings; dramatic presentation of the confrontations between Blanche and Stanley; Blanche as the faded Southern Belle; Stanley as a representation of the American Dream; significance and symbolism of Belle Reve; significance of the setting in diverse New Orleans.		
Compare the ways in which the writers of your two chosen texts examine cruelty. You must relate your discussion to relevant contextual factors.		(40 marks) You could write about: a comparison of different types of cruelty; comparison of the ways writers use narrative structure to present cruelty; comparison of the language used to describe acts of cruelty; ways writers present revenge in response to acts of cruelty; comparison of the extent to which the supernatural is presented as being responsible for cruelty.		
Compare the methods both poets use to explore the bonds between parents and children in ‘When Six O’Clock Comes and Another Day Has Passed’ and ‘Genetics’ .		(30 marks) You could write about: a comparison of the speakers’ approaches to the theme of parent-children relationships; use of shared cultural references; use of imagery; how structure enhances meaning; how the poets convey the intensity of family links; appeal to the senses in ‘Genetics’; impact of final lines; effects of patterns of repetition in both poems.		
Explore how justice is presented in ‘The Wife of Bath’s Prologue and Tale’, by referring to lines 902–918 and one other extract of similar length.		(30 marks) You could write about: story of the Knight’s crime and punishment as a satire of the courtly love ideal; trial by ordeal as a common trope in folk tales; social criticism of the knight and his claims to ‘gentillesse’; degree to which justice is served by the Knight’s avoidance of the death penalty; Chaucer’s use of the Tale to comment on religious justice; introduction of the theme of Christian grace and mercy as the Knight is spared.		
Where this term links with Career Prospects		Top Tip from the Department		
Careers connected to publishing: Publishing Assistant, Literary Agent, Marketing and Publicity.		Read the examiners reports – and read them again. They tell you what they want to see... and what they don’t want to see.		