



**FEARNHILL
SCHOOL**

Sixth Form Bridging Project



Subject	English Literature
Course	A-Level
Awarding Body	AQA

Sixth Form Teachers:

Mrs H. Bennett: Head of Faculty – Hadeel.bennett10@fearnhill.herts.sch.uk

Miss R. Christie: Second in English - Rachel.Christie10@fearnhill.herts.sch.uk

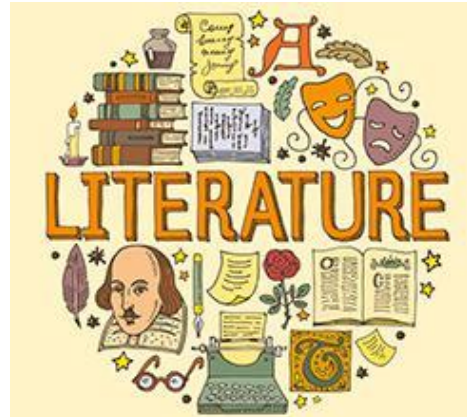
Activity 1: Explore what Literature is and why you want to study it.

Read the statements below and write down your initial thoughts about each statement. If you know other students who want to study literature, you might want to call them or message them to discuss your ideas.

Keep going back to the statements over a course of a week so you can really absorb them and mull them over. Each time you reread the statements, write down any new thoughts which come into your head.

At the end of the week, write a 250 word exploration of why studying Literature is important and what it means to you.

End the piece with your own pithy and profound statement on Literature.



Statements:

- “Literature should represent an ‘experience’, giving something to the reader and employing all the resources of language” Barrell
- Literature is, “The energy of the mind and imagination released by the creative use of words” L C Knight
- Literature is, “Writing that has permanence and value – literature is the truth, that is what makes it literature” Wain
- Literature is “Writings that are valued for their beauty” Oxford English Dictionary
- “Literature is the question minus the answer” Roland Barthes
- “Literature adds to reality, it does not simply describe it...and in this respect, it irrigates the deserts that our lives have already become” C.S. Lewis
- Literature is, “the greatest eternal truths that bind all men together the whole world over. We eat, we shit, we fornicate, we kill, and we die” Marquis de Sade
- Literature is, “Medicine for the soul” Inscription over the door of the Library at Thebes

Success Criteria:

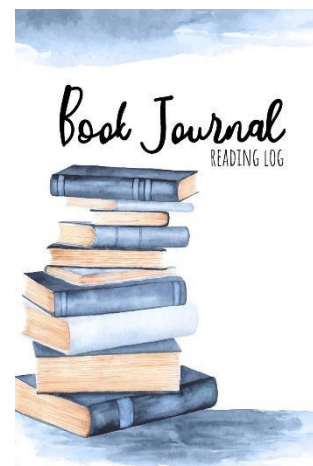
- You refer to some of the specific quotations given in the task.
- You express your own views and ideas and your writing is probing and exploratory
- Your writing is clear, crafted and controlled with not grammatical errors
- Your piece ends with your own pithy statement about what literature means to you
- You write 250 words

Activity 2: Write a Reading Autobiography that reflects your development as a reader

This should be 400 words, reflecting on all the literary (i.e. novels, plays and poetry) reading you have done outside of school independently and outside the texts you have studied in class.

If you have not done much reading to date, then you need to begin reading now before beginning your reading autobiography.

This activity is an introduction to your NEA (non-exam assessment) which is a continuous independent assessment you will undertake across the next two years.



Questions to help you begin writing your reading autobiography:

- Which writers do you read/admire?
- What genres do you enjoy reading?
- What do you look for in a good writer?
- How do books/reading make you feel?
- Which books have changed you or the way you see the world?
- What would life be like for you if you were not allowed to read another book?
- Do you connect any books with particular moments in your life? This is not a comprehensive list of questions – simply ideas to get you writing about your life of reading so far!

Success Criteria:

- You refer to specific texts and writers
- You give opinions and make personal reflections showing your engagement with the task
- Your writing reveals something to the reader about your personality
- You write 400 words

Task 3: Exploring Theatre Rationale

During this course, you will study plays. How many times have you 'read' a play rather than watched it in performance? Think of all the plays you might have studied in school: A View from the Bridge, Macbeth, An Inspector Calls etc.

You will have studied the language in lots of detail but at A level, you also need to explore dramatic conventions too, such as: the fourth wall and how writers break it down, the use of the chorus, soliloquies and their dramatic uses, entrances and exits, the use of sounds or music to create symbolic effects, etc.



So, for this task, we want you to watch short modern plays created for TV and explore the range and effect of dramatic devices the playwrights use to present their message to the audience.

Activity 3: Watch a series of mini performances and write a commentary on how playwrights use dramatic devices to communicate and present their ideas to the audience.

Look at these resources before you start this task. You should refer back to these resources when you write your notes.

- <https://thedramateacher.com/dramatic-elements/>
- https://www.oranim.ac.il/sites/heb/sitecollectionimages/pictures/english/expression/glossary_of_drama_dramatic.pdf

Now log on to YouTube and search for the series called: Allen Bennett's Talking Heads. There are currently 3 performances. Choose at least one performance to watch.

As you watch the performance, make notes on the DRAMATIC DEVICES used. Keep referring back to the resources above.

You can also go onto YouTube and search for plays or scenes from plays which you may/may not have heard of before.

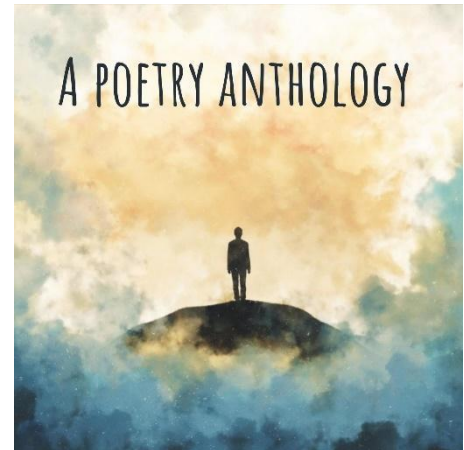
Once you have completed your notes, write a 200-300 word commentary exploring how playwrights use dramatic devices to communicate and present their ideas to the audience and evaluate the devices you found most effective as a viewer. You should also provide your opinion on which performances were most successful and the reasons why.

Success Criteria:

- You refer to 2-3 specific performances
- You use subject specific terminology like 'fourth wall', 'chorus', 'flashback', 'irony' etc (use the resources above)
- You write clearly and your writing is controlled and makes sense
- You write 200-300 words

Task 4: Poetry anthology Rationale

As part of your final examined unit of study, you will explore a range of poetry from across time. Poetry has been around much longer than other genres such as the novel which is a relatively modern invention. Therefore, our ancestors used poetry to pass on their history, tell stories to entertain and explore universal truths about human nature. Because poems are often shorter than other literary texts, every word in a poem must work really hard and there are layers and layers of meaning. For this task, I would like you to immerse yourself in poetry for pleasure.



Activity 4: Create a poetry anthology and write an introduction to your chosen collection

Begin by spending some time browsing online poetry libraries. Take your time on this stage. Read lots and lots of poems until you find ones that really speak to you. Make notes of the ones that really appeal to you.

The links below are a brilliant resource that you can use to select your poems and also use when you start your course. Select 6-8 poems that you would place in an anthology of poetry. Work out the main idea behind the collection, for example, you might create a collection around a theme like love, conflict, loss, different cultures, women's experiences etc. You might decide to group your poems based on genre such as sonnets, lyrical poems, dramatic monologues etc. You might decide to go with a collection of your favourite poems or poems that mean something to you. You decide how you want to group your poems.

Once you have decided the idea behind the collection and the poems you will include, write a short introduction to the anthology to give readers a sense of what the collection offers, picking out something special about each of your chosen poems. Write 200-300 words.

Poetry Collections online:

<https://www.poetrybyheart.org.uk/anthology/>

<https://www.poetryfoundation.org/>

<https://www.theguardian.com/books/series/saturdaypoem>

<https://www.nationalpoetrylibrary.org.uk/>

<https://www.poemhunter.com/>

Success Criteria:

- You refer to 8-10 specific poems by name and refer to the poets.
- You quote from the poems
- You clearly explain the idea behind the collection of poems and why they have been put together
- Your writing is clear and controlled with no grammatical errors
- You write 200-300 words

Additional Information

How and when to present your bridging project:

You need to bring your completed bridging project to your first English lesson which is likely to be on Wednesday 6th September.

You need to be ready to hand in a physical copy of your completed project. This could be in a folder, or an exercise book. It can be handwritten or typed.

You will be expected to talk about the ideas from your bridging project in your first English lesson.

You will receive written comments from Mrs Bennett within 1 week of submission.

Texts you need to purchase:

Year 12:

Othello, William Shakespeare

Rebecca, Daphne Du Maurier

Year 13:

The Handmaid's Tale, Margaret Atwood

A Streetcar Named Desire, Tennessee Williams

Feminine Gospels, Carol Ann Duffy