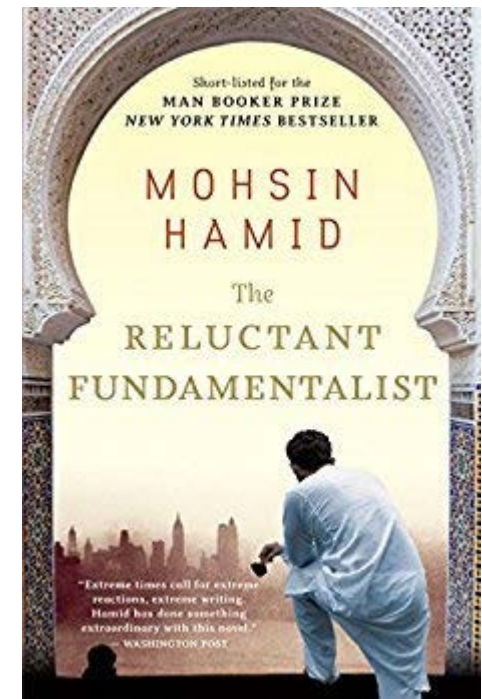


A Level Literature OCR

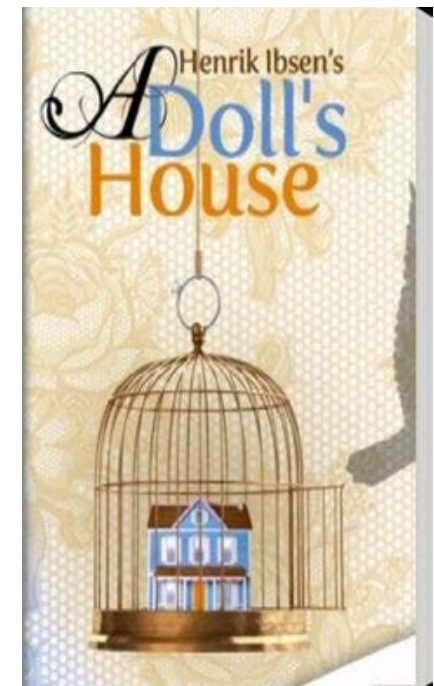
Your introduction to A Level English Literature



I have a room whereinto no
one enters
Save I myself alone:
There sits a blessed
memory on a throne,
There my life centres.

Christina Rossetti

www.STOREMYPIC.COM



Welcome to English Literature!

Course Overview

Unit 1: Examined

- Shakespeare's *Hamlet*,
- Ibsen's *A Doll's House*
- Selected poems from Rossetti.
- This is studied across both year 12 and 13

Unit 2: Examined

- Lead text is Mohsin Hamid's *The Reluctant Fundamentalist*.
- Comparison Text is *The Namesake* by Jhumpa Lahiri.
- This unit also requires some guided wider reading.
- This unit is studied in year 12 and revised in year 13.

Unit 3: Coursework

- Part extract analysis and part comparative essay.
- There is some choice of texts and you will be guided through this.
- Initial study takes place in the summer holiday before year 13
- the coursework is written in the autumn and spring terms of year 13.

Course content – A bird's eye view



Aerial view of London – looking at the course at a glance

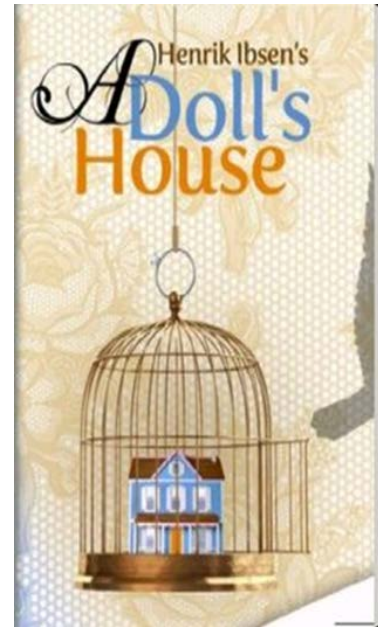
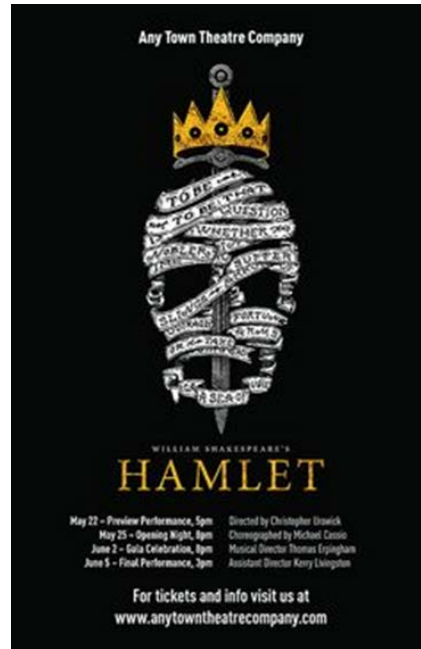
Learners must complete all components (01, 02 and 03) to be awarded the A Level in English Literature.

Content Overview	Assessment Overview	
Component 01 <ul style="list-style-type: none">ShakespeareDrama and poetry pre-1900	Drama and poetry pre-1900 (01)* Written paper 60 marks Closed text 2 hours 30 minutes	40% of total A level
Component 02 <ul style="list-style-type: none">Close reading in chosen topic areaComparative and contextual study from chosen topic area	Comparative and contextual study (02)* Written paper 60 marks Closed text 2 hours 30 minutes	40% of total A level
Component 03 <ul style="list-style-type: none">Close reading OR re-creative writing piece with commentary.Comparative essay*	Literature post-1900 (03)* 40 marks Non-exam assessment	20% of total A level

* Indicates synoptic assessment.

Learners who are retaking the qualification may carry forward their result for the non-exam assessment component.

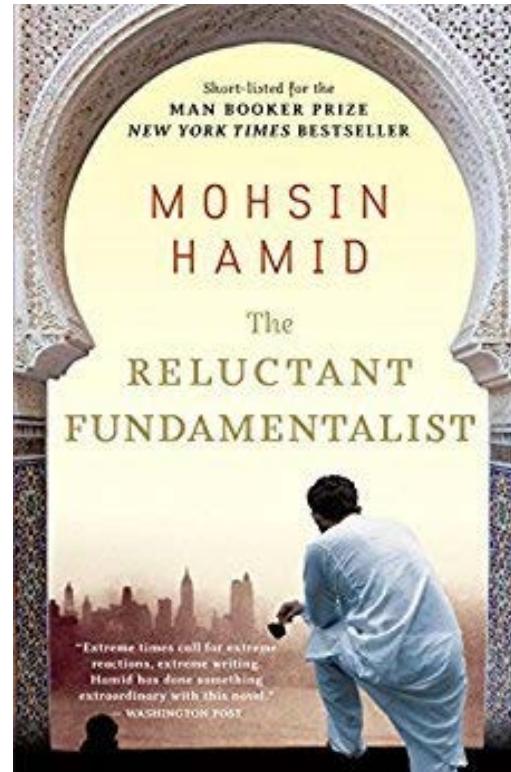
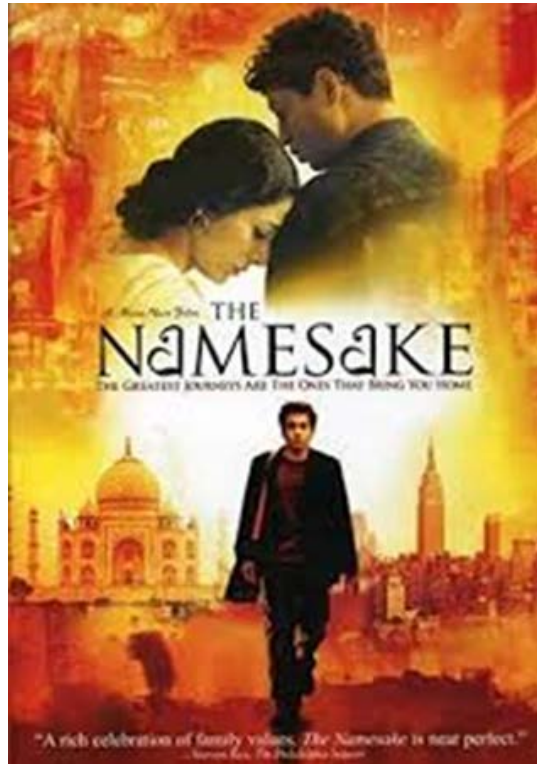
Component 1 - led and taught by Mr Clarke/ Miss Sharp



Unit 1: Examined

- Shakespeare's *Hamlet*,
- Ibsen's *A Doll's House*
- Selected poems from Rossetti.
- This is studied across both year 12 and 13

Component 2 – The Immigrant Experience



Led and taught by Mrs Byrne/
Miss Denny

Unit 2: Examined

- Lead text is Mohsin Hamid's *The Reluctant Fundamentalist*.
- Comparison Text is *The Namesake* by Jhumpa Lahiri.
- This unit also requires some guided wider reading.
- This unit is studied in year 12 and revised in year 13.

Introduction to assessment objectives

	Assessment Objective
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.

The Immigrant Experience

As mentioned:

There are three aspects to this course: 2 key texts and critical appreciation of an unseen extract

- The Reluctant Fundamentalist – Mohsin Hamid
- Namesake – Jhumpa Lahiri
- Critical appreciation is about showcasing the guided wider reading that you will be doing throughout the year.

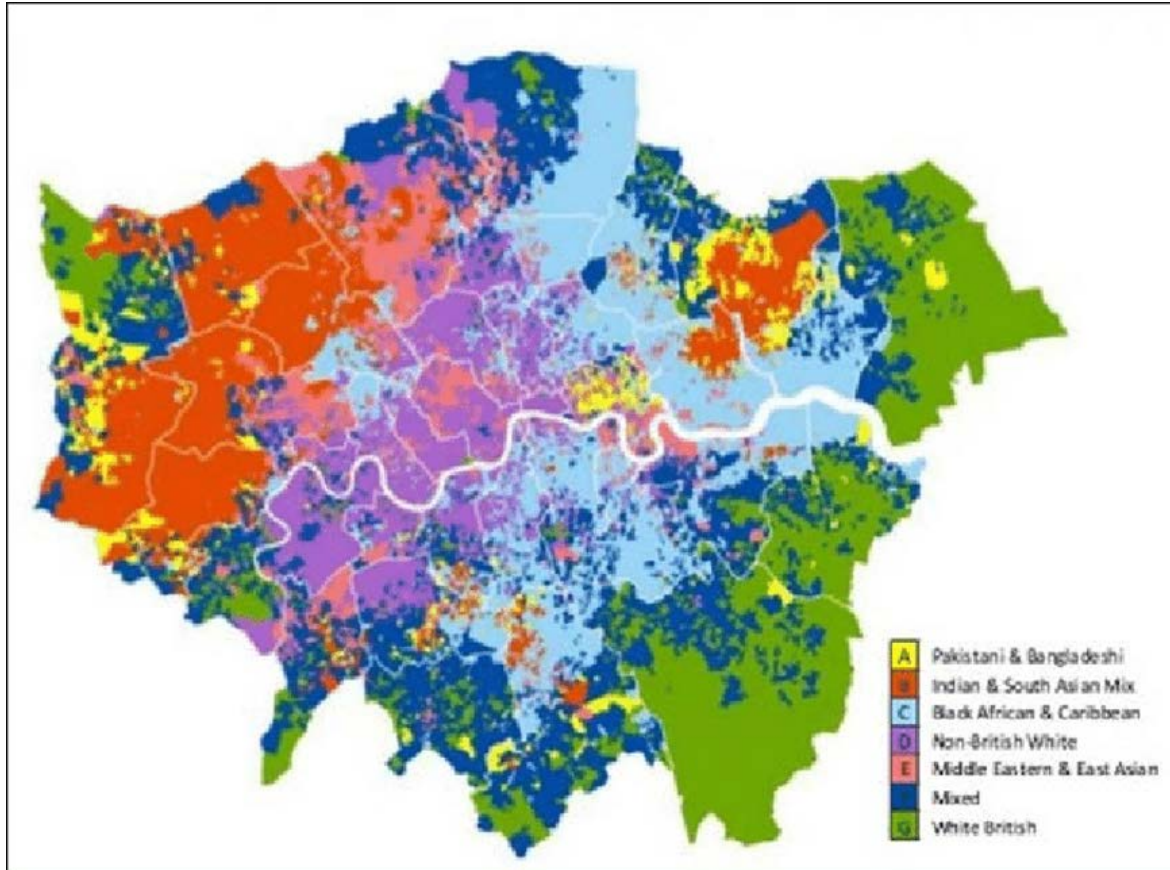
Pictures tell stories – of people, cities and countries



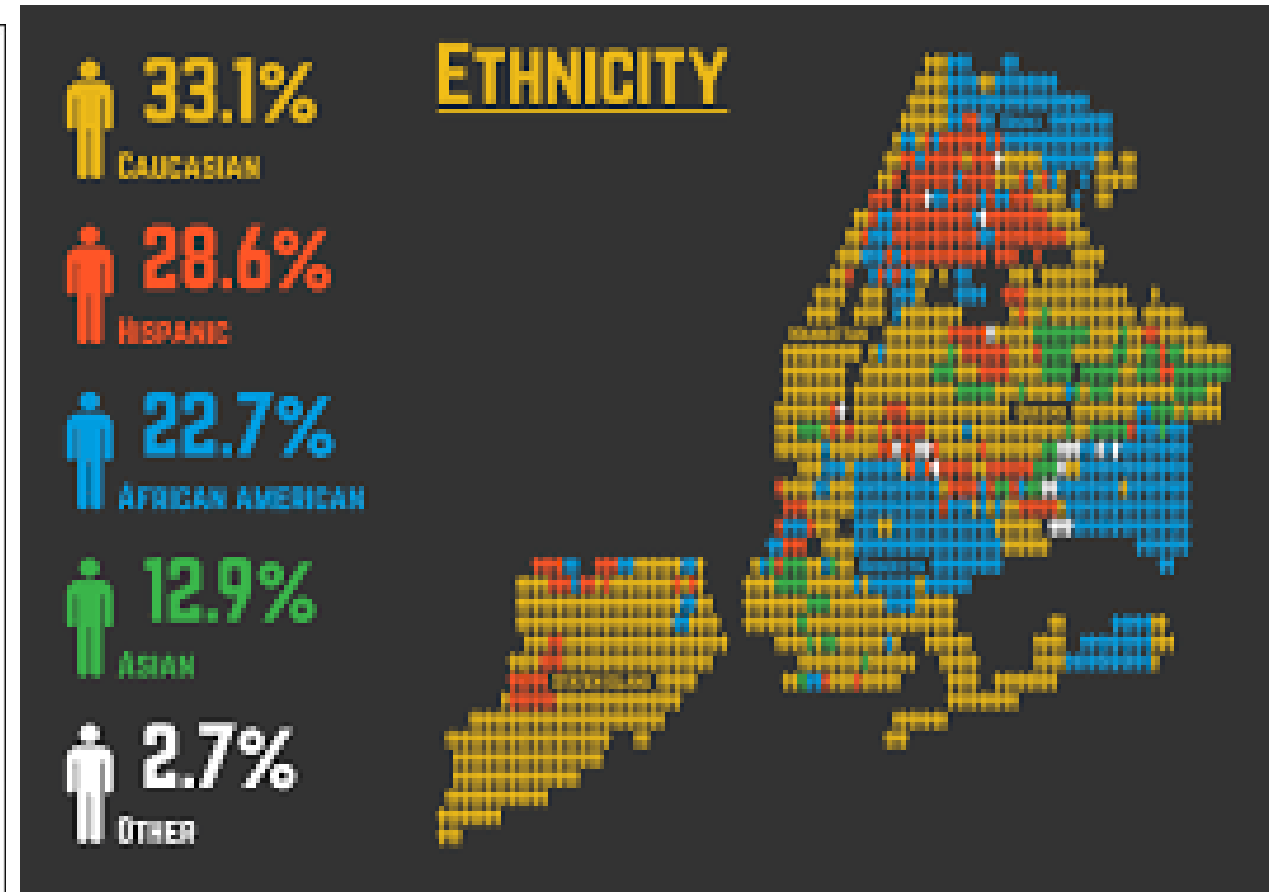
What are your observations of these pictures?



Diversity reflected in statistics



London



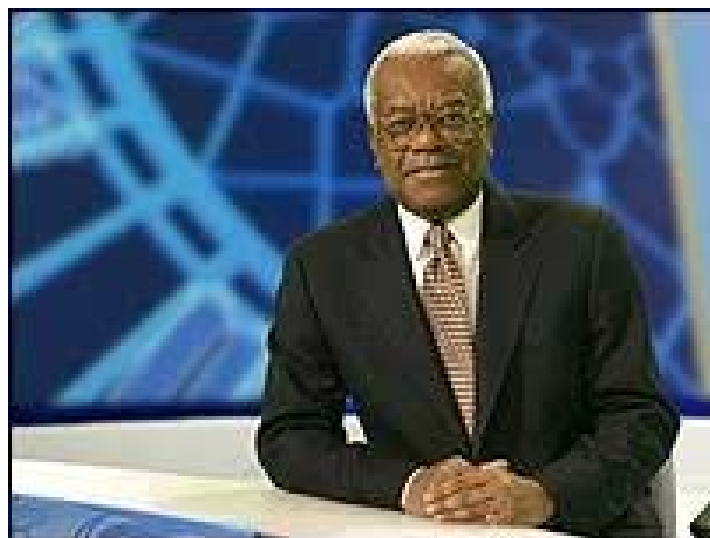
New York

Meaning, inference and connotation

What does this word mean to you?

Immigrant

When you think of the word, which images and personalities come to mind?



Exploration of Immigration as a concept and reality

We will explore:

- What are the complexities surrounding Immigration?
- What are the specific challenges that impact immigrants in new environment?
- Displacement, values, cultural appropriation, homogenisation
- Impact of immigration on society within the changing landscape of world politics.
- Different waves of immigration and their impact
- Personal stories of hardships, challenges, hope and triumph

Some of the highlights of the unit!

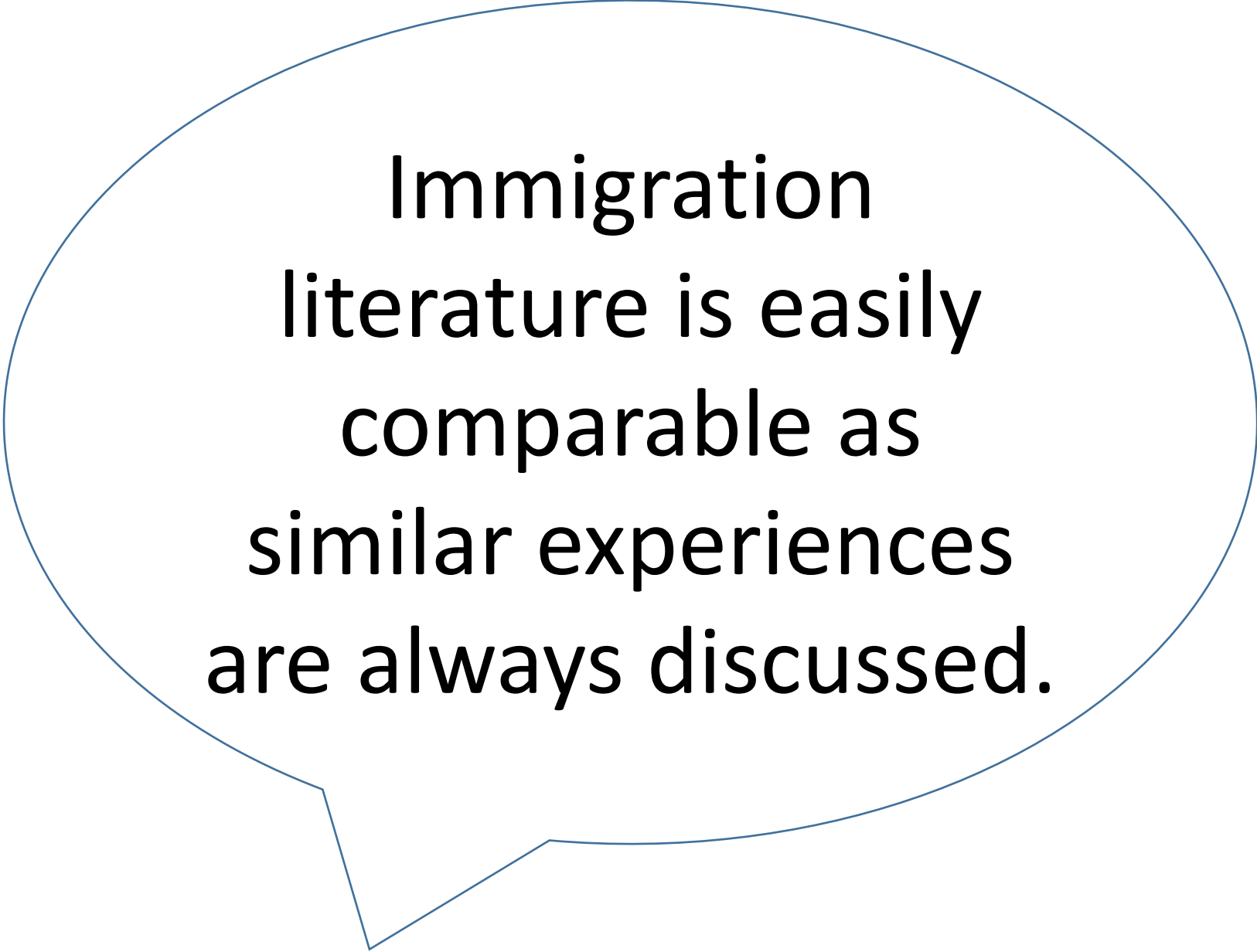
- **Guided discussion:** Discussion is key to learning from each other, so from very early in the course you will be encouraged to bring questions and discussion points and give your opinion.
- **Debates:** Plenty of opportunities to role up your sleeves and defend your standpoint and convince your opponents.
- **Film and documentary viewing:** Media that highlights the Immigrant Experience
- **Journaling:** training ourselves in research and writing through using a journal
- **Research and presentations:** developing an understanding of the various aspects of Immigration
- **Trips:** Looking at popular London areas through the lens of culture and identity

“Context is everything” Atwood

There is a series of AOs for Lit; each component examines a different objective.

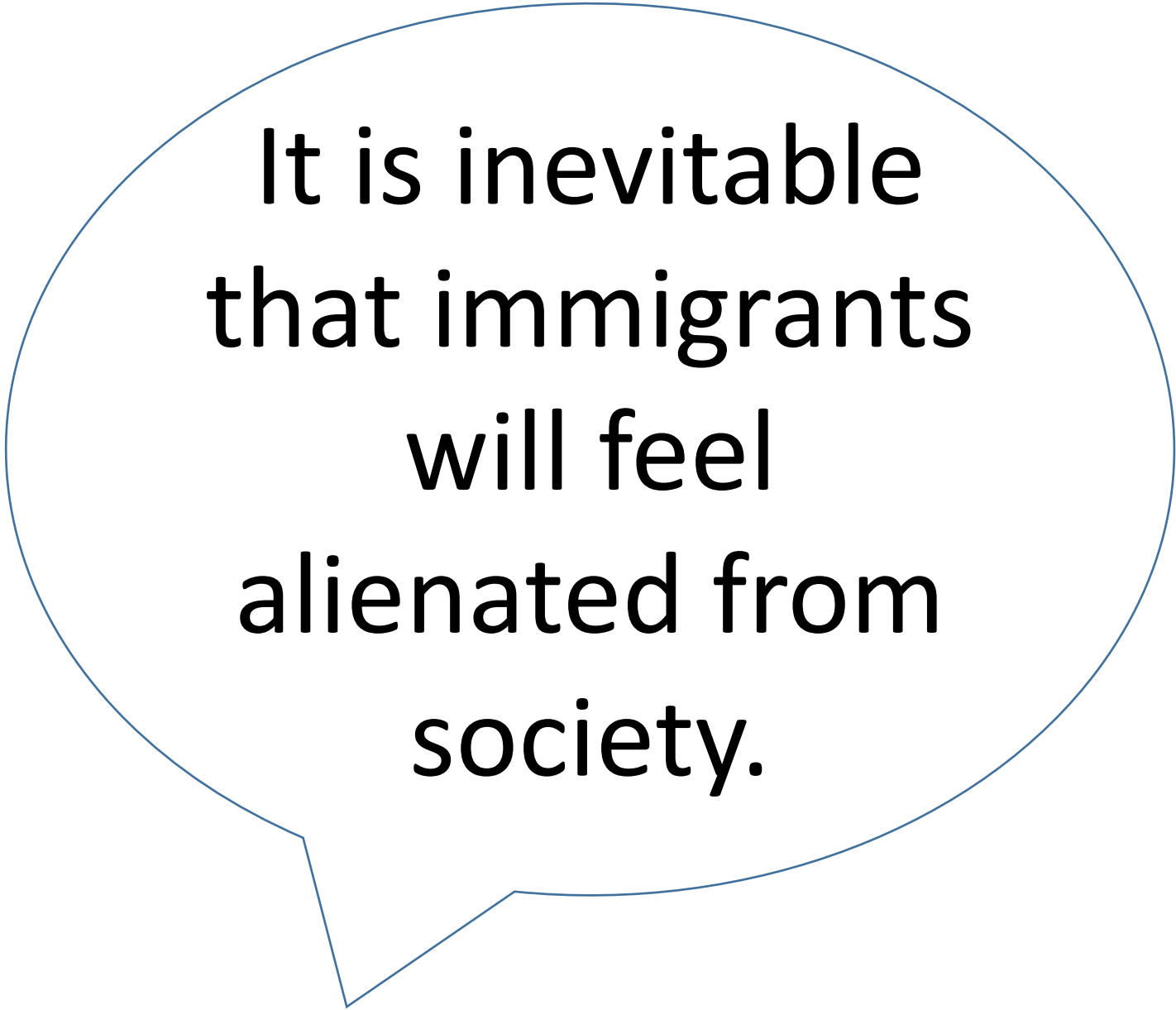
- AO1: Write fluently and academically, applying literary concepts and terminology.
- AO2: Analyse the ways meanings are shaped in literary texts.
- AO3: Analysing the significance and influence of the contexts in which texts are written and received.
- AO4: Explore connections across literary texts.
- AO5: Explore literary texts informed by different interpretations.

DISCUSS.....



Immigration
literature is easily
comparable as
similar experiences
are always discussed.

Discuss



It is inevitable
that immigrants
will feel
alienated from
society.

The Reluctant Fundamentalist

- What does this title mean to you?
- Expectations?
- Questions?
- https://www.amazon.co.uk/Reluctant-Fundamentalist-Penguin-Essentials/dp/0241981387/ref=sr_1_1?crid=1UNWD9HE395GR&keywords=the+reluctant+fundamentalist&qid=1656341481&s=books&sprefix=the+reluctant+fundamentalist%2Cstripbooks%2C59&sr=1-1

The Namesake

- What does this title mean to you?
- Expectations?
- Questions?
- https://www.amazon.co.uk/Namesake-Jhumpa-Lahiri/dp/0006551807/ref=sr_1_1?crid=2B7EXM0XVZUA9&keywords=the+namesake&qid=1656341504&s=books&sprefix=the+namesake%2Cstripbooks%2C68&sr=1-1

Comparing the opening Lines

The Namesake

1968

On a sticky August evening two weeks before her due date, Ashima Ganguli stands in the kitchen of a Central Square apartment, combining Rice Krispies and Planters peanuts and chopped red onion in a bowl. She adds salt, lemon juice, thin slices of green chilli pepper, wishing there were mustard oil to pour into the mix.

Ashima has been consuming this concoction throughout her pregnancy, a humble approximation of the snack sold for pennies on Calcutta sidewalks..

The Reluctant Fundamentalist

Excuse me, sir, but may I be of assistance? Ah, I see I have alarmed you. Do not be frightened by my beard: I am a lover of America.

Summer learning

- Reading the two novels. This is a MUST.
- A week before school's reopening in September, you will receive a quiz from me to test your knowledge of the novel.
- As part of the quiz I will be looking for knowledge on genre, narrative style and context on each of the novels.
- Students should ensure they have their own copies of the following texts:
- Hamlet
- https://www.amazon.co.uk/dp/1472518381/ref=redir_mobile_desktop?encoding=UTF8&aaxitk=a391995a2aecab7232acd360954af386&content-id=amzn1.sym.e4f48e2a-4f4e-495a-a95b-34f114e19c84%3Aamzn1.sym.e4f48e2a-4f4e-495a-a95b-34f114e19c84&hsa_cr_id=7201609130502&pd_rd_plhdr=t&pd_rd_r=d139abf2-7727-4183-a264-bb6d213a4166&pd_rd_w=l7gQn&pd_rd_wg=Q8JDv&qid=1656341718&ref=sbx_be_s_sparkle_mcd_asin_2_img&sr=1-3-fd947bf3-57d2-4cc9-939d-2805f92cef28

OR

- https://www.amazon.co.uk/Hamlet-level-student-Classroom-Classics/dp/0008400482/ref=sr_1_1?crid=3OZL2RK3NQ6TP&keywords=hamlet+ALEXANDER&qid=1656341948&s=books&srefix=hamlet+alexander%2Cstripbooks%2C74&sr=1-1
- A Doll's House https://www.amazon.co.uk/Dolls-House-Student-Editions/dp/1350116785/ref=pd_sbs_sccl_2_1/259-6898552-7110724?pd_rd_w=dw7AT&content-id=amzn1.sym.a200e6b3-c42b-4de6-8b56-f259d4e0a2cd&pf_rd_p=a200e6b3-c42b-4de6-8b56-f259d4e0a2cd&pf_rd_r=44T72BWVHJEYA6HFAX1X&pd_rd_wg=wr0iW&pd_rd_r=14c44fa1-3b92-441d-8dc5-2630126c5b77&pd_rd_i=1350116785&psc=1
- The Reluctant Fundamentalist https://www.amazon.co.uk/Reluctant-Fundamentalist-Penguin-Essentials/dp/0241981387/ref=sr_1_1?crid=1UNWD9HE395GR&keywords=the+reluctant+fundamentalist&qid=1656341481&s=books&srefix=the+reluctant+fundamentalist%2Cstripbooks%2C59&sr=1-1
- The Namesake https://www.amazon.co.uk/Namesake-Jhumpa-Lahiri/dp/0006551807/ref=sr_1_1?crid=2B7EXM0XVZUA9&keywords=the+namesake&qid=1656341504&s=books&srefix=the+namesake%2Cstripbooks%2C68&sr=1-1

- HW Option 1: Research
- Research the Windrush generation: facts and attitudes
- Research immigration and refugees from Syria to UK and USA and compare other developed countries.
- Be ready to present a 2 minute summary of your findings

HW

- To write up an analysis of the opening of RF
- OR
- Research the Windrush generation: facts and attitudes
- Research immigration and refugees from Syria to UK and USA and compare other developed countries.
- Be ready to present a 2minute summary of your findings

The Reluctant Fundamentalist

- Look at the longer extract that details the first two pages of the novel.

What can you say about:

- The content?
- The characters?
- The hook?
- The mood?
- The language used?
- The context?

Do the same for The Namesake

What can you say about:

- The content?
- The characters?
- The hook?
- The mood?
- The language used?
- The context?

Summer Homework

Compare the effectiveness of the openings

- Genre
- Narrative voice focaliser in TN, monologue in RF...addressee with no voice
- Rhetorical question
- Tone
- Pragmatics of fear
- Politics
- Personal
- Both set in a place where you eat
- When set?