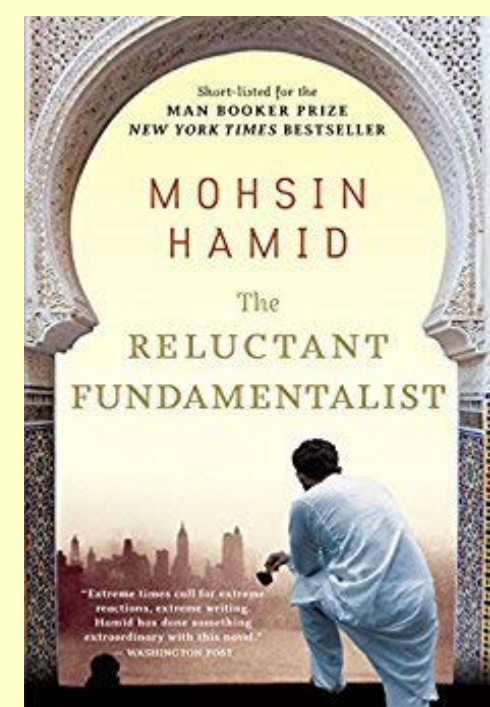


A Level English Literature OCR

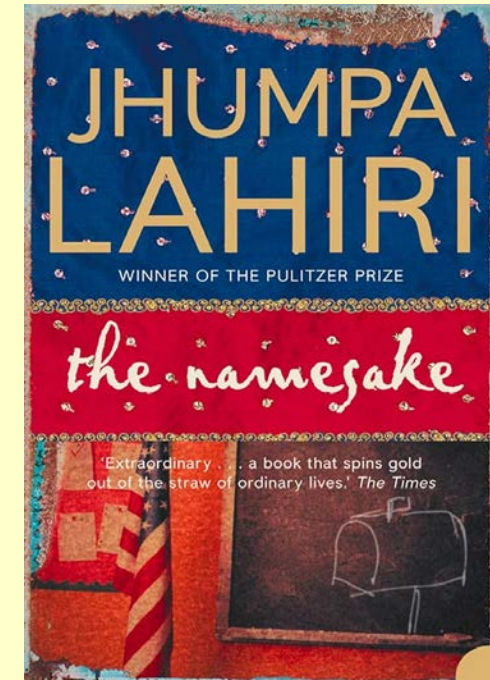
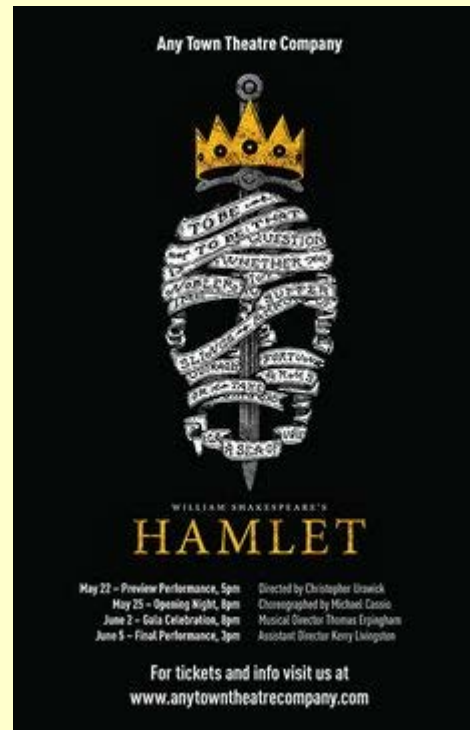


I have a room whereinto no
one enters

Save I myself alone:
There sits a blessed
memory on a throne,
There my life centres.

Christina Rossetti

www.STOREMYPIC.COM



Course overview

Unit 1: Examined

- Ibsen's *A Doll's House*
- Selected poems from Rossetti.
- Shakespeare's *Hamlet*

Unit 2: Examined

- Lead text is Mohsin Hamid's *The Reluctant Fundamentalist*.
- Comparison text is *The Namesake* by Jhumpa Lahiri.
- Unseen extract
- This unit also requires some guided wider reading.

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.
- 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

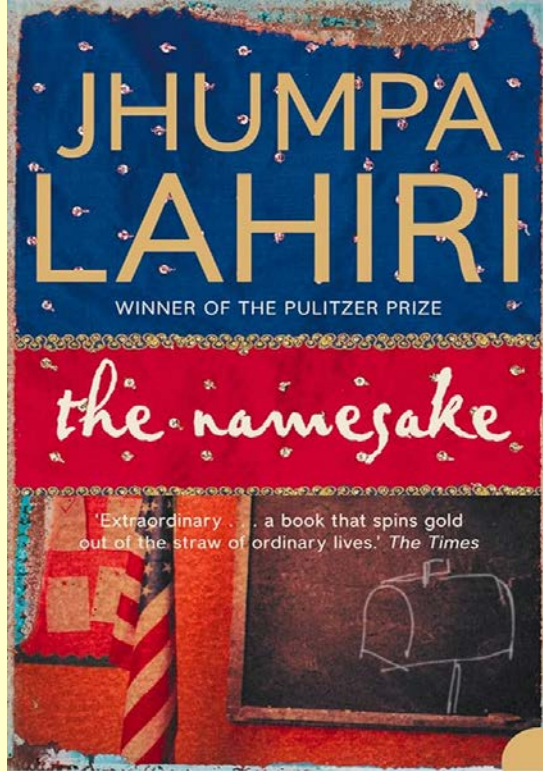
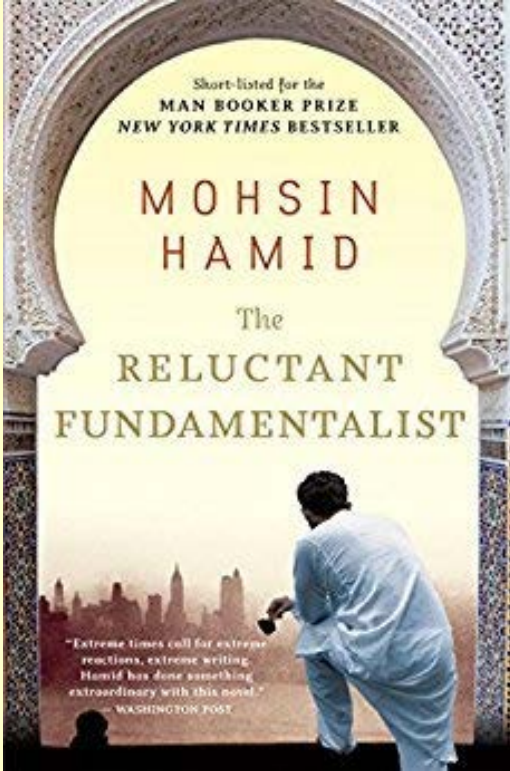
Learners must complete all components (01, 02 and 03) to be awarded the A Level in English Literature.

Content Overview	Assessment Overview	
Component 01 <ul style="list-style-type: none"> Shakespeare Drama 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 area Comparative 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 2 – The Immigrant Experience



Unit 2: Examined

- Lead text is Mohsin Hamid's *The Reluctant Fundamentalist*.
- Comparison text is *The Namesake* by Jhumpa Lahiri.
- Unseen extract
- This unit also requires some guided wider reading.
- This unit is mainly 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.

A Doll's House

A Doll's House is about a woman, Nora, who seems happy – but she's hiding a serious secret from her husband. The play shocked audiences in the 1870s because of how it showed marriage and women's rights. It was so shocking that in some countries the ending was changed.

Task: Discuss reasons why a woman hiding a secret may have caused controversy?

A DOLL'S HOUSE

A PLAY



HENRIK IBSEN

Component 1 – Drama and Poetry

Task: In pairs, read through these lines aloud between Nora and Helmer.

Helmer: *(from his room)*. Is that my skylark twittering out there?

Nora: *(opening some of the parcels)*. It is!

Helmer: Is that my squirrel rustling?

Nora: Yes!

Helmer: When did my squirrel come home?

Nora: Just now *(pops the bag of macaroons in her pocket and wipes her mouth)*. Come out here, Torvald, and see what I've bought.

Helmer: You mustn't disturb me!

(Short pause, then he opens the door and looks in, his pen in his hand.)

Helmer: Bought, did you say? All that? Has my little squanderbird been overspending again?

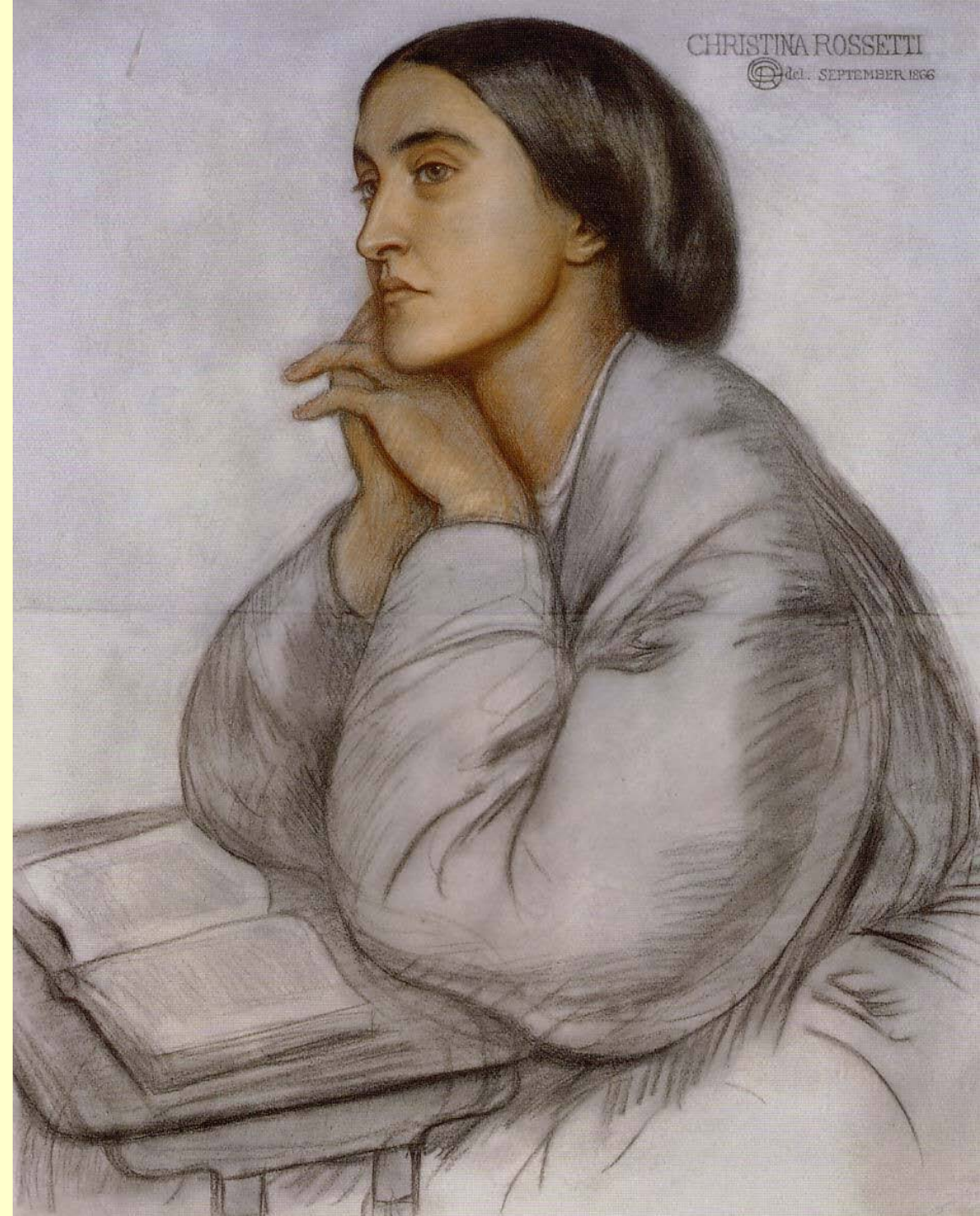
Nora: Oh, Torvald, surely we can let ourselves go a little this year! It's the first Christmas we don't have to scrape.

Helmer: Well, you know, we can't afford to be extravagant.

Nora: Oh yes, Torvald, we can be a little extravagant now. Can't we? Just a tiny bit? You've got a big salary now, and you're going to make lots and lots of money.

Rossetti's poems

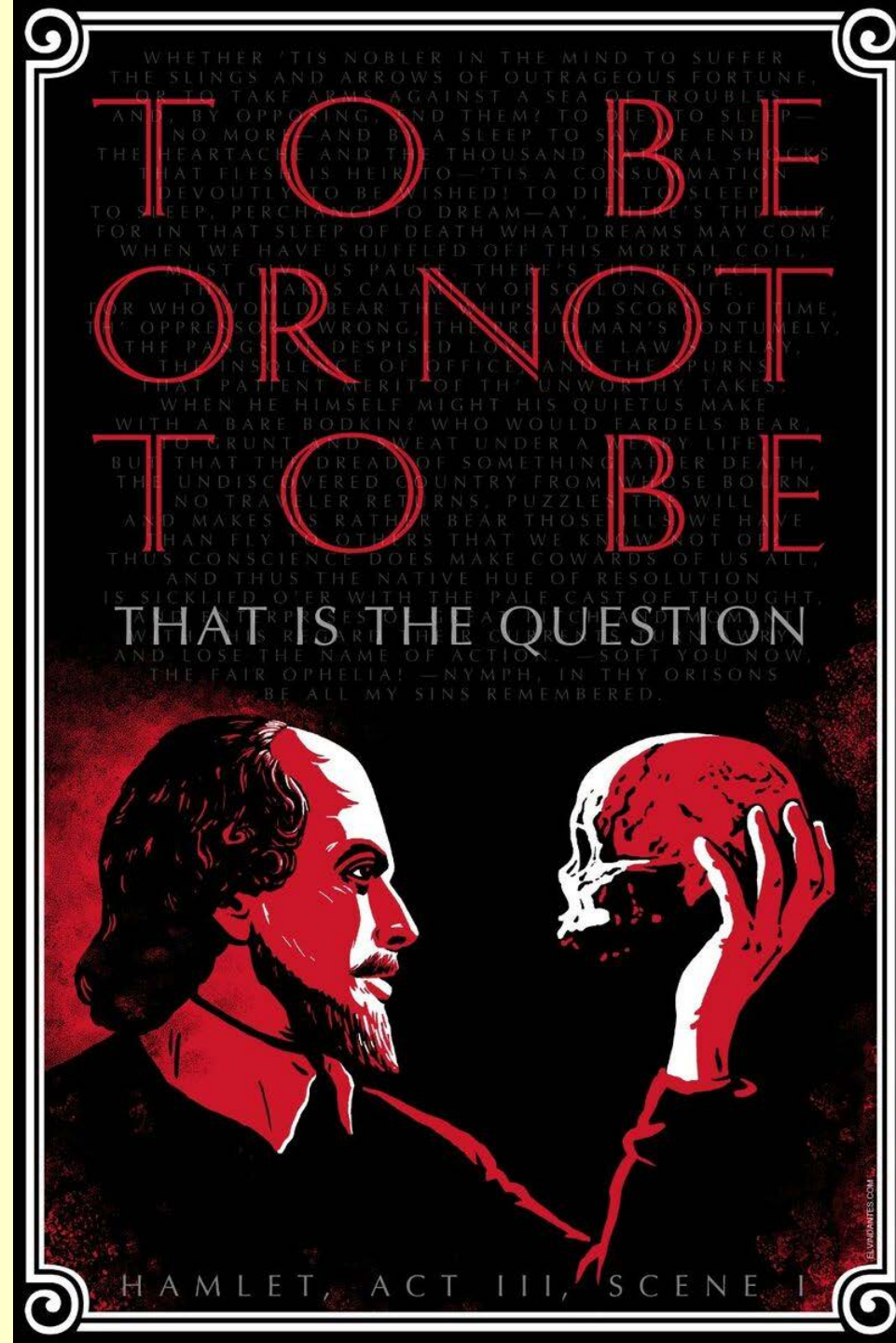
Christina Rossetti was a Victorian poet known for her emotional and often mysterious poems. She wrote about themes such as love, death, nature and faith. As a very religious person, her faith made an appearance in a lot of her writing. She'd often use vivid images or symbols (flowers, fruit, darkness, etc) that help to express ideas around life and loss.



What would you do if you were stuck with an impossible decision?

Hamlet is a tragedy about a prince whose father has been murdered (most likely by his uncle). His dead father appears as a ghost and coerces him into committing revenge. However, Hamlet is unsure whether to take revenge or not.

Task: Discuss reasons why Hamlet might decide to take revenge versus why he might not. Consider what could be at stake?



HAMLET, ACT III, SCENE I

Component 2 – The Immigrant Experience

The Immigrant Experience

As mentioned:

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

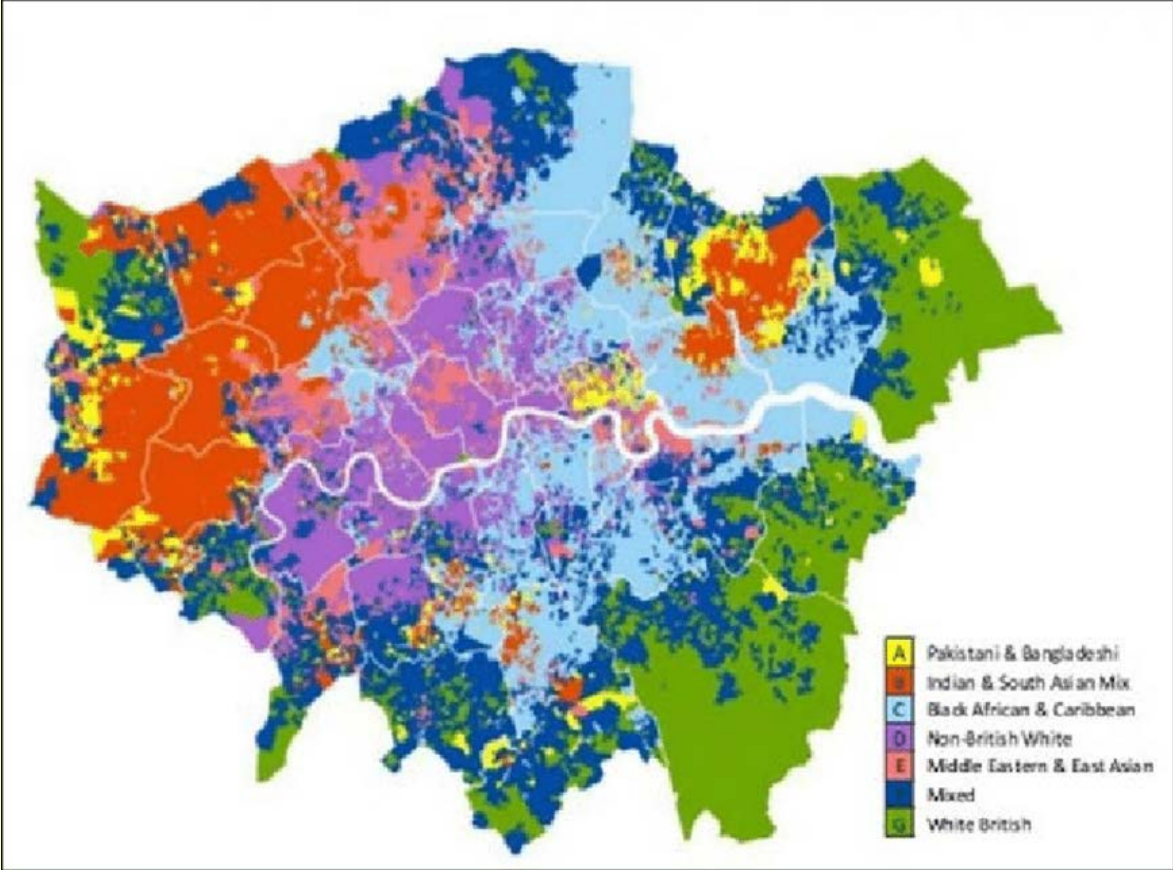
- The Reluctant Fundamentalist – Mohsin Hamid
- Namesake – Jhumpa Lahiri
- Critical appreciation is about showcasing the guided wider reading that you will be doing throughout the year.

Pictures tell stories – of people, cities and countries

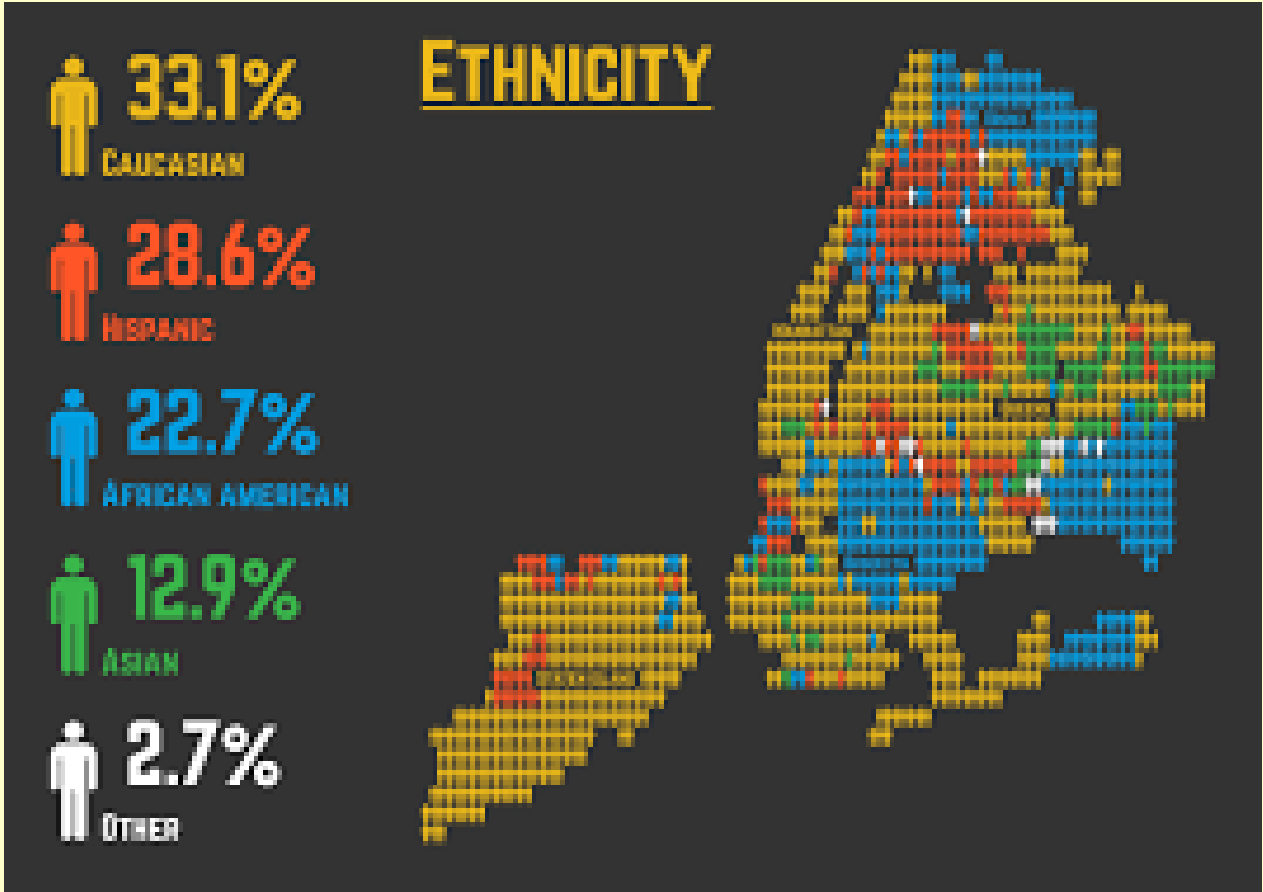


Discuss: What are your observations of these pictures?

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

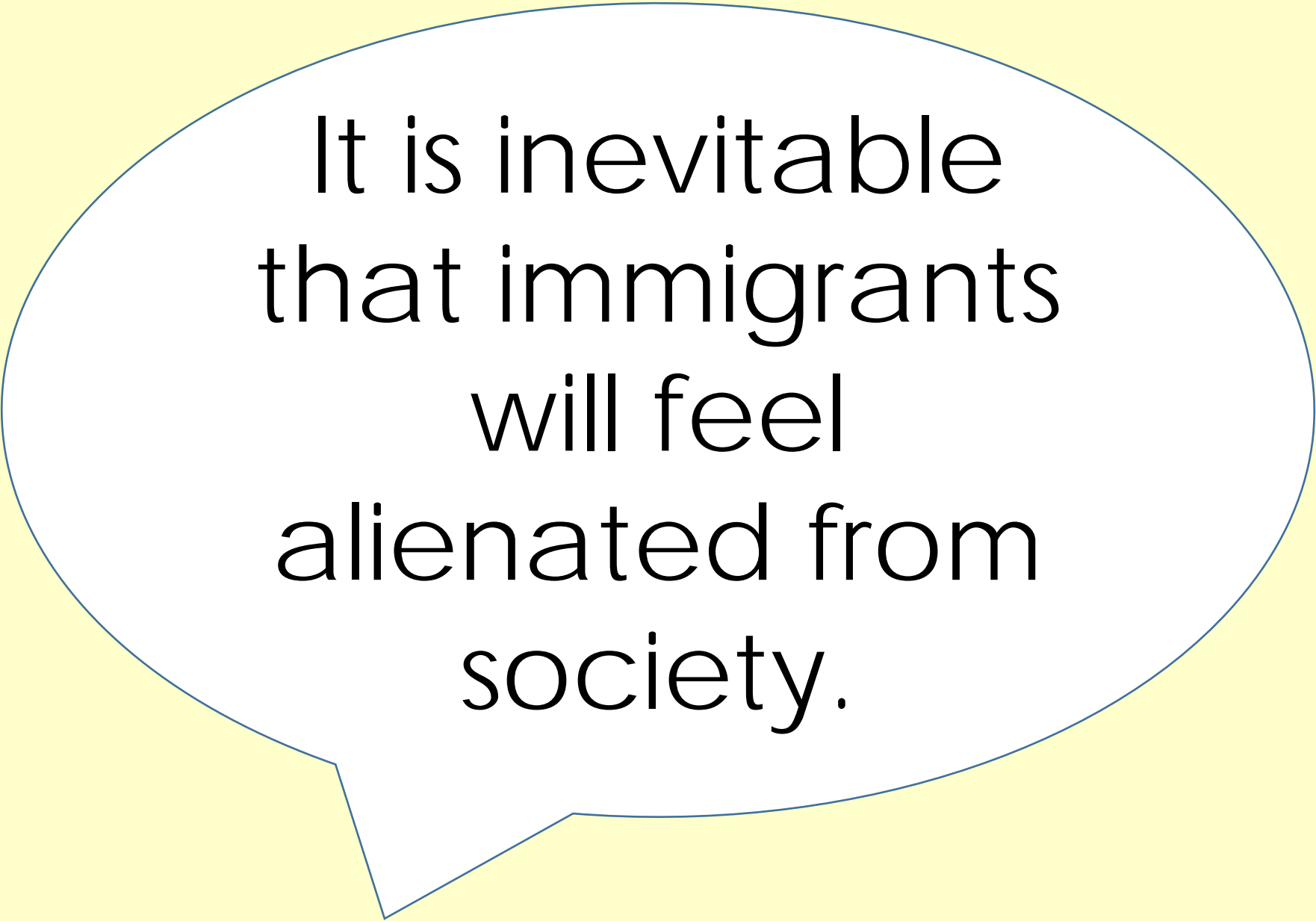
We will explore:

- 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

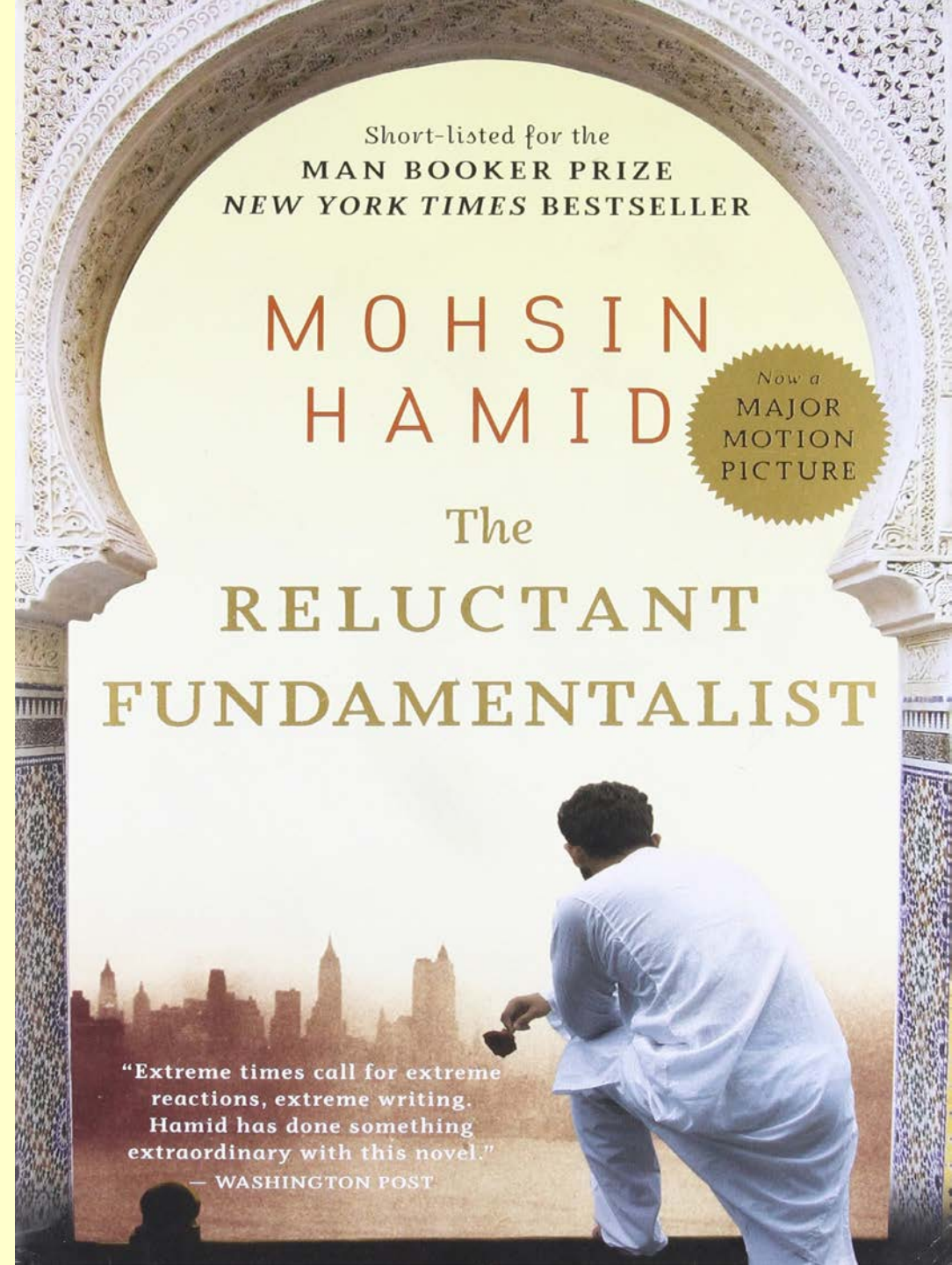
Discuss



It is inevitable
that immigrants
will feel
alienated from
society.

The Reluctant Fundamentalist

- What does this title mean to you?
- Expectations?
- Questions?



Caitlin Y13

The immigration side of English has taught me so much and it's so different to what other schools study. The books and the teachers have really helped to push me as a writer particularly through utilising class discussions to gain so many interesting perspectives and ideas. I loved studying the reluctant fundamentalist and the namesake and I'm sure you will too when you join in September, enjoy taster day and good luck for the future.

The Immigrant Experience course is a niche but contemporary area of English which is a fascinating insight into relevant current affairs. I loved the discussions we had in class which broadened our perspectives and helped me develop my analytical skills and inspire me to want to continue English at university.

The Reluctant Fundamentalist is written so well and keeps you questioning. It captivated me from page one with cliffhangers and was full of areas to debate, while The Namesake was an emotive and thought-provoking insight into the challenges immigrants can face.

Reading these set texts alongside other books in the genre (definitely recommend The Buddha in the Attic!) as well as the extracts you will annotate in class give you a broader appreciation for diverse and unique voices in literature which will inspire you to learn more and delve deeper!

I LOVED studying this module and I hope you do too!

Enjoy!,
Luka



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 home learning – Component 1

Task 1: Research of Victorian gender roles. How were men and women expected to behave in the 19th century? Consider the role of women in marriage and family life. What about legal rights for both men/women? Create a **poster** giving the facts.

Task 2: Research of what a 'well-made play' is. Write an **explanation** of this and how realism is involved.

Task 3: Research Rossetti's religious background and see how her faith might shape her views on love, life and death. Write a **paragraph** on what you have found out and your views.

Task 4: Buy all texts needed to begin in September!

Recommended Texts

Hamlet (for the accurate text for the exam)

https://www.amazon.co.uk/Oxford-School-Shakespeare-Hamlet-William/dp/0198328702/ref=sr_1_2?crid=8ZMLZQ0NQT3Z&keywords=hamlet+alexander+text+student&qid=1688112491&s=books&sprefix=hamlet+alexander+text+student%2Cstripbooks%2C76&sr=1-2

Hamlet (for scholarly reference)

<https://www.amazon.co.uk/Hamlet-Revised-Arden-Shakespeare-Third/dp/1472518381>

Christina Rossetti Poetry (guidebook)

<https://www.amazon.co.uk/Christina-Rossetti-Selected-Revision-Guides/dp/1520338554>

A Doll's House

<https://www.amazon.co.uk/Dolls-House-Student-Editions/dp/1350116785>

Summer home learning – Component 2

Task 1: To read **both** novels. This is essential.

Task 2: To write a paragraph for both novels explaining what you learnt about the immigrant experience.

Task 3: To write up an analysis of the opening of TRF and The Namesake.

Task 4: Either:

A) Research the Windrush generation: facts and attitudes

B) 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

Task 1 help:

The Reluctant Fundamentalist

Look at 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?

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?

Recommended Texts

The Reluctant Fundamentalist

<https://www.amazon.co.uk/Reluctant-Fundamentalist-Mohsin-Hamid/dp/0156034026>

The Namesake

<https://www.amazon.co.uk/Namesake-Jhumpa-Lahiri/dp/0006551807>