

Year 11 into 12 Bridging the Gap

Summer Work for 2020 Entry



St Philip Howard
SIXTH FORM
Learn, Grow, Achieve

We want you to be really successful and what it takes to be successful at GCSEs is different from being successful at A-Levels. Although you have fewer subjects there are different skills at A-Level and the volume of work is greater because the depth and detail is more demanding.

Bridging the Gap Work will reassure you that the subject you have selected is for you, or allow you time to change your choice of subject at enrolment, as long as there is space and you meet the entry criteria. We want you to study a course that interests you and you are sufficiently qualified to study.

Subject:

English Literature

Head of Subject:

Mrs Y Neame
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Aim of Bridging Work:

- To broaden your reading experiences and become discerning and enthusiastic readers.
- To improve your critical reading skills, becoming adept at using professional criticism and articles to support your own ideas and offer alternative interpretations.
- To expand your vocabulary and become more sophisticated, fluent writers.
- To gain confidence and independence in communicating ideas through writing and discussion.
- To learn key terminology and concepts appropriate to the genre of tragedy, which will be our starting topic in September.
- To begin reading set texts and research historical, literary and cultural background to these texts to enhance understanding and depth of analysis.

Equipment List :

A4 lined and plain paper
Two large A4 ring binder folders
Small folder for day to day work

Textbook(s) for September:

Course book (optional but very useful):
AQA English Literature B – AS level and A level

Authors: Adrian Beard (Series Editor), Pete Bunten, Graham Elsdon, Alan Kent
Publisher: Oxford University Press
ISBN- 978-0-19-833748-5

Set texts: the genre of tragedy

To be confirmed in the next few weeks.

Tasks – week 5

1. Keep reading! As widely as possible. Aim to learn new vocabulary and notice techniques that professional writers use to engage their readers. Please let me know what you are reading and whether you have finished the book you started in Week 1.

2. Shakespeare's tragedies:

Last week you did research on classical tragedy and the origins of the tragic genre – mainly through Greek literature. Shakespeare studied the Classics at his grammar school and adapted the genre of tragedy in his own way whilst still drawing on, and presenting, classic Greek and Roman conventions of the tragic form.

Two main research tasks this week:

Who was Christopher Marlowe? What sort of plays did he write? How did he move the form of drama forward in the late 16th century? How is his writing important for Shakespeare's development?

What are Shakespeare's main tragedies? What makes them a tragedy – how do they fit into the classic ideas of what constitutes a tragedy? How did he adapt and alter the form of tragedy to suit his 16th/17th audience? Make a list of Shakespeare's tragedies and the date on which they were first performed.

Please email your notes to me – don't worry if you can't find answers to all of these questions – and most importantly keep all of your notes together so that we can go through them in September and discuss your findings!