



GET READY TO STUDY A LEVEL ENGLISH LANGUAGE AND LITERATURE COMBINED

If you are planning to study English Language and Literature with us in September, please review this document and complete the required activities. Please bring the completed activities with you at induction.

FAQ

What specification will I study?

You will be studying the Edexcel A Level English Language and Literature Specification (9EL0)

You will be assessed every term, with a progress exam in May that determines if you will pass on to Year 13.

How many lessons will I have a week?

You'll have 4 lessons a week – two singles and one double.

Who can I contact if I have a question about this subject?

Helen Maloney: h.maloney@barnsley.ac.uk

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What subjects go well with English Literature? Media, Film, Drama, History, Law, Criminology.

What grades should I have? In addition to the general sixth form entry requirements, learners must have a grade 5 in both English Language and Literature.

WHAT WILL I STUDY?

In this course you will study:

- *Voices in Speech and Writing: An Anthology*
- *A Streetcar Named Desire* by Tennessee Williams
- *A Range of Non-Fiction Texts* with a Crossing Boundaries theme
- *Dracula* by Bram Stoker
- *Wide Sargasso Sea* by Jean Rhys
- *Investigating and Creating Texts* (NEA)

Examination and assessments (All sat in Year 13):

Voices in Speech and Writing: 2.5 hour timed exam (40% of A-Level)

Varieties in Language and Literature: 2.5 hour timed exam (40% of A-Level)

NEA Coursework: Two pieces of original writing: one piece of fiction and one piece of non-fiction, and one analytical commentary reflecting on studied texts and the original writing produced (20% of A-level)

WHAT WILL I NEED?

To study the course you **must** bring the following equipment:

Pens

Highlighters

Sticky Notes

Notepad

Lever-arch folder

A copy of:

- *Dracula* by Bram Stoker (needed Sept 23)
- *A Streetcar Named Desire* by Tennessee Williams (needed Jan 24)
- *Wide Sargasso Sea* by Jean Rhys (needed Sept 24)

FIND OUT MORE

These activities are to help broaden your understanding of the subject in preparation for studying this subject at an advanced level.

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| Careers | English is a useful degree with transferrable employment skills. Here are a few potential careers: <ul style="list-style-type: none">• Journalism• Teaching• Publishing• Marketing |
|---------|---|

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|-----------------------------------|--|
| | <ul style="list-style-type: none"> • Author • Copy Writing & Editing • Speech and Language Therapy • Academia and research |
| Social Media | <p>Penguin Books UK (@PenguinUKBooks) / Twitter The British Library (@britishlibrary) / Twitter Waterstones (@Waterstones) / Twitter The Booker Prizes (@TheBookerPrizes) / Twitter</p> <p>On Tiktok: #Literarytok #gothicliterature</p> <p>In Podcasts: @Penguinpodcast Oxford Gothic Literate Pod</p> <p>On Instagram: @Lit_review @Writersdigest</p> |
| YouTube | <p>Dracula (Course Hero) Wide Sargasso Sea (Analysis) A Streetcar Named Desire (Course Hero)</p> |
| Further Reading / Useful websites | <p>Dracula Daily Writer's Digest Doug Bradley's Spinechillers The Booker Prize Longlist Penguin 100 Must Read Books Dark Side of the Library</p> <p>Modern Gothic edited by Victor Sage & Allan Lloyd Smith Gothic by Fred Botting Queering the Gothic edited by William Hughes & Andrew Smith Gothic Kinship edited by Agnes Andeweg & Sue Zlosnik On Writing by Stephen King The Mysteries of Udolpho by Ann Radcliffe The Vampire: A New History by Nick Groom Gothic Literature 1764 – 1824 by Carol Margaret Davison Monster She Wrote by Lisa Kroger & Melanie R. Anderson The Bloody Chamber by Angela Carter Urban Space and Representation by Maria Balshaw An Introduction to Literature, Criticism and Theory by Andrew Bennett</p> |

REQUIRED ACTIVITIES

It is important that all the required activities are completed in preparation for starting your course. **Please bring these completed activities with you at induction.**

Choosing your A Levels can be a challenge for some learners therefore if you are undecided around which subjects you are planning to study completing these activities will give yourself greater insight into the course to help ensure you have made the right choice.

Please remember that you are required to read Dracula before you attend lessons, as well as the following tasks.

INDUCTION TASK

Task One: Read the list of key-terminology, match-up the words to their definitions and then give an example of each.

| Terminology | | Definition | Examples |
|------------------|--|---|----------|
| Onomatopoeia | | The giving of human characteristics, feelings and actions to animals, non-animate objects and ideas. It is a form of metaphor. | |
| Metaphor | | The production of a sense impression relating to one sense or part of the body by stimulation of another sense or part of the body. | |
| Synaesthesia | | Two things being seen or placed close together with contrasting effect. | |
| Juxtaposition | | Visually descriptive or figurative language, especially in a literary work. | |
| Binary Opposites | | The repetition of the same initial sound in words of close proximity. | |
| Personification | | A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. | |
| Semantic Field | | Using figurative and metaphoric language, items, or incident to represent other things. | |
| Imagery | | An author's blending of human senses to describe an object. | |

| | | | |
|-------------------|--|--|--|
| Alliteration | | Words that convey a sense of the sound that they represents. | |
| Sibilance | | A descriptive technique where the descriptive words come before the thing they are describing. | |
| Hyperbole | | Elements of a texts that hold opposite ends of a notional scale. | |
| Post-Modification | | A specific form of alliteration repetition of the 's' sound. | |
| Pre-modification | | The literary term for exaggeration. | |
| Symbolism | | A descriptive technique where the descriptive words come after the thing they are describing. | |

2) Task Two: Research the Gothic genre and make notes.

Key Terms: Obscurity, Terror, the Supernatural, Horror, Subverting the Natural World

Top Tips:

- **Look for time period, importance of setting and setting types.**
- **Look at language and structure.**
- **Consider the authorial intent of Gothic authors.**

Suspense and tension – extract 3

From this terrific vision I was abruptly awaked by the motions of my cat, who had been sleeping as usual across my feet. This time I did not have to question the source of his snarls and hisses, and of the fear which made him sink his claws into my ankle, unconscious of their effect; for on every side of the chamber the walls were alive with nauseous sound—the verminous slithering of ravenous, gigantic rats. There was now no aurora to shew the state of the arras—the fallen section of which had been replaced—but I was not too frightened to switch on the light.

As the bulbs leapt into radiance I saw a hideous shaking all over the tapestry, causing the somewhat peculiar designs to execute a singular dance of death. This motion disappeared almost at once, and the sound with it. Springing out of bed, I poked at the arras with the long handle of a warming-pan that rested near, and lifted one section to see what lay beneath. There was nothing but the patched stone wall, and even the cat had lost his tense realisation of abnormal presences. When I examined the circular trap that had been

placed in the room, I found all of the openings sprung, though no trace remained of what had been caught and had escaped.

Further sleep was out of the question, so, lighting a candle, I opened the door and went out in the gallery toward the stairs to my study, my cat following at my heels. Before we had reached the stone steps, however, the cat darted ahead of me and vanished down the ancient flight. As I descended the stairs myself, I became suddenly aware of sounds in the great room below; sounds of a nature which could not be mistaken. The oak-panelled walls were alive with rats, scampering and milling, whilst the cat was racing about with the fury of a baffled hunter. Reaching the bottom, I switched on the light, which did not this time cause the noise to subside. The rats continued their riot, stampeding with such force and distinctness that I could finally assign to their motions a definite direction. These creatures, in numbers apparently inexhaustible, were engaged in one stupendous migration from inconceivable heights to some depth conceivably, or inconceivably, below.

I now heard steps in the corridor, and in another moment two servants pushed open the massive door. They were searching the house for some unknown source of disturbance which had thrown all the cats into a snarling panic and caused them to plunge precipitately down several flights of stairs and squat, yowling, before the closed door to the sub-cellar. I asked them if they had heard the rats, but they replied in the negative. And when I turned to call their attention to the sounds in the panels, I realised that the noise had ceased. With the two men, I went down to the door of the sub-cellar, but found the cats already dispersed. Later I resolved to explore the crypt below, but for the present I merely made a round of the traps. All were sprung, yet all were tenantless.

3) Task Three: Annotate the extract above using the terminology and research you have done on The Gothic. (Make sure you are labelling language features and links to the genre).

4) Task Four: Evaluate the methods used to create suspense and tension within the extract. (Terminology = 10 marks, Suspense & Tension = 10 marks, Links to Genre = 10 marks).

5) Task Five: Write up to 1000 words (or 1.5 sides of an A4 sheet) of a story based on the image below.



6) Task Six: Write a speech to persuade the guardian of Room 101 to put your pet peeve inside it.

7) Task Seven: Correct the paragraph below to include the missing punctuation.

katie stared at the dragon in front of her it was asleep she watched as its great sides slowly heaved up and down the light in the cave was dim but it was still bright enough for her to see looking closely at the creature she realised that the scales covering the dragon's side formed a curious pattern it was made up of golden and red scales and was shaped like a star katie was so excited that she almost stopped breathing there was only one dragon in the world which had such markings this had to be great starburst she'd found him