

# ENGLISH LANGUAGE AND LITERATURE

## TRANSITION PROJECT

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The A-level course at Woking College is taught through the OCR Specification, and we teach the following texts and units:

### Unit 1 – Exploring Non-fiction and Spoken Texts

- 20 texts from a range of genres and sources, the anthology can be found here: <https://www.ocr.org.uk/Images/480988-anthology-of-non-fiction-and-spoken-texts.pdf>

### Unit 2 – The Language of Poetry and Plays

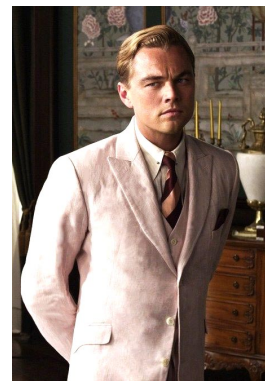
- Poetry – Eavan Boland
- Drama – A Streetcar Named Desire (Tennessee Williams)

### Unit 3 – Reading as a Writer, Writing as a Reader

- Analysis – The Great Gatsby (F. Scott Fitzgerald)
- Writing – A Creative Writing Piece, based on six bullet points

### Unit 4 – Analysing and Producing Texts

- Analysis – A Comparison of two Non-Fiction Literary Pieces
- Writing – A piece of original Non-Fiction writing in a genre of your choice



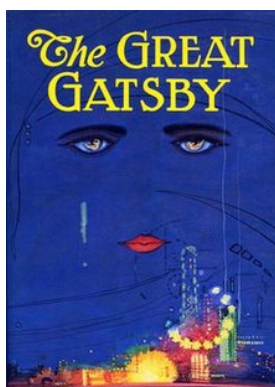
<https://www.ocr.org.uk/qualifications/as-and-a-level/english-language-and-literature-emc-h074-h474-from-2015/planning-and-teaching/>

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We cover a range of topics over the course of the subject, in fact even within one Unit! Rather than looking at the content just from one perspective, you are often looking at texts from literary, linguistic and creative angles. To give you a full range, this project will go through some of the core aspects of the Unit 3, our starting unit on the course.

There are going to be three main tasks, dealing with the different parts of that unit. Each section will have an initial task, and then two branching tasks of variable difficulty. I would recommend completing them in order. You choose what you are capable of, and we would love for you to bring them in when you come to enrolment in August. If you have any questions in the meantime, please email Thomas Wheeler at [tw@woking.ac.uk](mailto:tw@woking.ac.uk)

Enjoy these activities, there's a lot to discover in here!



# TASK 1 – THE GREAT GATSBY

Part A:

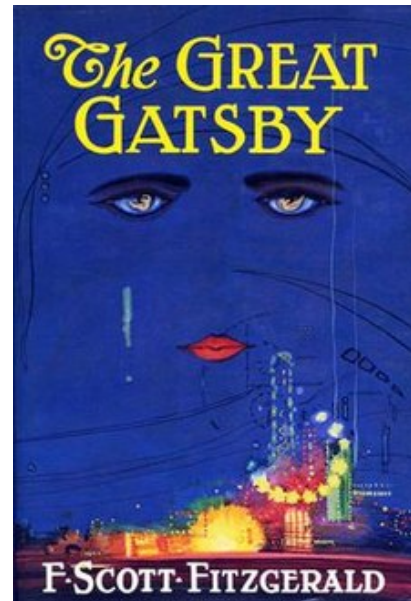
Read the novel *The Great Gatsby*, you can find it online here if you can't physically track down a copy:

<https://docs.google.com/viewer?a=v&pid=sites&srcid=bWVubG9hdGhlcuRvbmhzLmNvbXxtcnMtYmVyZ2hvdXNlLWVuZ2xpc2gtMjAxM3xneDo0MjM5ZDNINjFINjExM2Ey>

The novel is really accessible and a good read- at only 9 chapters it could be done in a day or two!

If you want to extend your text experience further, there are three film adaptations, though they do make significant changes! If you want to take your Fitzgerald experience further, then I would recommend three texts:

*Tender is the Night – The Beautiful and the Damned – The Curious Case of Benjamin Button.*



Part B:

Complete **either task**:

## Cultural Context:

Research these three cultural issues in 1920's America:

- **The Jazz Age and Flapper Culture**
- **Economic Booms and Busts**
- **Prohibition and Organised Crime**

Once you have researched them, please write a 500 word piece arguing for which contextual factor had the biggest impact on the story of *The Great Gatsby*.

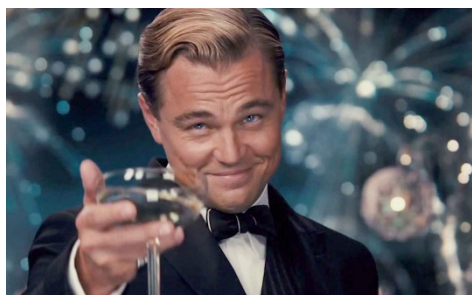
Or

## Literary Context:

Research the required qualities of **Tragedy** as a literary form. This might be a good website to start with: <https://www.britannica.com/art/tragedy-literature>

Once you have a good definition for yourself, write a 500 word piece evaluating the following statement:

**'The Great Gatsby is a successful adaptation of Tragic Literature for Modern America'**



## TASK 2 – ASPECTS OF NARRATIVE

### Part A:

We are studying *Narrative* as the key topic of Unit 3. This term is perhaps a tricky one, so the first task must be to define the term!

You need to research and define what the term *Narrative* means, you will need to be able to tell what the difference is between *Narrative* and *Plot*.

Keep this in your notes, because it will help with part 2!



### Part B:

There are many different aspects of narrative, listed on the right hand side of the page.

For each of these, you need to find a definition, and an example from a story/book/film/game that you can use to explain that concept.

Using *The Great Gatsby* might be helpful once you have finished it!

Then, create either:

#### Focused Poster

Create an educational poster/wall display that gives a guide to three specific Aspects of Narrative, and how they can be manipulated and used to create different effects within a Narrative.

Use your research from the previous two sections!

Or

#### Informative Presentation

Develop a Powerpoint presentation that will be able to teach a student what the usage and effects of three aspects of narrative are.

You will need examples – feel free to include videos as well!

- Openings
- Ending
- Suspense / tension / mystery
- Narrative Voice
- Narrative Point of View
- Characterisation
- Settings
- Structure
- Use of chronology / time
- Repetition
- Dialogue
- Motifs and symbols
- Moment of crisis
- Genre
- Prose Style
- Contexts
- Heroes and villains
- Different voices
- Contrasts

**For both of these tasks, please be as visually creative as you can!**

**This course relies on creativity, so express this information however you want!**



## TASK 3 – CREATIVE WRITING

This is the most free and variable part of the A-Level Language and Literature course!

In the exam you will be given six bullet points of plot with which to create your own 500 word **introduction** to a full narrative. These usually are drawn from either everyday life or traditional folk stories, fairy tales or myths.

Part A:

You need to research the original plot of a traditional fairy tale!

Choose one from the following list:

- Little Red Riding Hood
- (The) Beauty and the Beast
- Bluebeard
- Sleeping Beauty

Take the plot of your chosen story, and boil it down to six bullet points, this will get you ready for...

Part B:

Take your six bullet points, and choose **a maximum of two** that you can turn into a **500 word introduction to a full story**.

Play around and experiment with the aspects of narrative that you have already researched for Section 2.

If you want more inspiration, I would recommend looking at some modern versions of the stories – the best (but also most disturbing!) is the collection *The Bloody Chamber* by Angela Carter – read it if you dare!



Hopefully that will be enough to get you fully prepared to get straight on board with Unit 3.

If you want to be holistically preparing, try and engage with as many different non-fiction text types as you can – watch interviews, read newspapers, listen to speeches – we'll be doing all this and more next year.

Happy reading!