A level English language and literature combined | Summer Task

* A levels take a lot of independence, commitment and motivation. We’ve set this summer task to help you prepare for the new course but also so you can show your new English teacher what you can do.
* Your English teacher will collect your work during the first lesson in September.
* If you have any questions, please don’t hesitate to contact Mr Rootham – subject leader for KS5 English & Film: [j.rootham@cns-school.org](mailto:j.rootham@cns-school.org) (NB: emails will only be answered during term time).
* You need to spend around two hours completing this task.

**Textual investigation**

As part of the course, you’ll be introduced to texts which share a common theme, but are written in different styles. To prepare for this part of the course, complete the tasks below.

1. Choose a theme for your textual investigation – this could be: a place, country, or topic such as food, sport, politics, transport… To make the next task easier to complete, make sure you choose a broad topic.
2. Find three different non-fiction texts which have this theme. Texts need to be one side of A4 in length – if the text is longer than this, just choose a section of it. Make sure you choose three different text types from this list: newspaper articles, reports, leaflets, promotional materials, blogs, travel guides, literary non-fiction (travelogues, biography / autobiographies), transcripts, adverts, letters… You should be able to find these texts on the internet. When you’ve found your three texts, print them out – you will need to hand these in alongside the task below.
3. Complete the table on the other side of this hand-out – you must do this electronically so that the boxes expand to fit the text you’re writing. It needs to be completed in detail – it should be between 800 and 1000 words in length. Next to each question on the hand-out there is a challenge; you don’t have to complete this task, but it is a good way to push yourself and show off to your teacher! The hand-out is available on the school website or you could just copy it onto your computer. If you are unsure about any of the terminology on the hand-out, make sure you research the term on the internet.

**Purchase the following…**

As part of the course, you’ll be studying the following texts. You will need to purchase your own copy of the texts so you can make notes in them.

* ‘The Handmaid’s Tale’ by Margaret Atwood.
* ‘A Streetcar named desire’ by Tennessee Williams.
* ‘Great Gatsby’ by F. Scott Fitzgerald.
* You may also find it useful to purchase accompanying study guides, but this isn’t compulsory.

It doesn’t matter which editions you buy and you can find second hand copies quite cheaply on the internet. If you are in receipt of a bursary, contact Mrs K. Blake [k.blake@cns-school.org](mailto:k.blake@cns-school.org) – you may be able to have help with purchasing these books.

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The theme I have chosen to study is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Tasks** | **Text one** | **Text two** | **Text three** |
| Title of text |  |  |  |
| What type of text have you chosen? E.g. newspaper articles, reports, leaflets, promotional materials, blogs, travel guides, literary non-fiction (travelogues, biography / autobiographies), transcripts, adverts, letters… |  |  |  |
| What’s the target audience for text? Consider age, gender, class… Challenge: how does the text appeal to that target audience? |  |  |  |
| What’s the purpose of text? E.g. to inform, persuade, entertain, advise… Challenge: how is that purpose made evident through the language choices? |  |  |  |
| How would you describe the overall language of the text? You might like to consider whether the language is: formal, technical, humorous, abstract… Back up your ideas with quotations. Challenge: why is this type of language appropriate for the audience and purpose of the text? |  |  |  |
| Identify and analyse two stylistic devices that have been used? You might like to comment on: similes, metaphors, alliteration, use of fact / opinion, rhetorical devices, first person… Back up ideas with at least two quotations! Challenge: what is the effect of the stylistic devices on the reader? |  |  |  |
| How has the text been structured? You might like to comment on: sentence types, syntax, paragraphing, discourse markers, punctuation, beginning, development, ending. Back up ideas with at least two quotations! Challenge: how does the structure facilitate reader engagement? |  |  |  |
| How have graphological features been used? E.g. font, colour, images, layout, text boxes… Challenge: why have these features been used? To what extent do they enhance the meaning of the text? |  |  |  |
| Identify four different word classes in the text. Quote the words and write down their word class, then analyse the effect of that word. Word classes include nouns, adjective, adverbs, verbs, prepositions… Challenge: do you notice any lexical fields being used? |  |  |  |
| From whose point of view is the text written? Challenge: how is their point of view made evident? |  |  |  |