



ENGLISH  
LITERATURE AT  
THE BISHOP'S  
STORTFORD  
HIGH SCHOOL





# **TBSHS English Department – English Literature (Eduqas)**

English Literature at A Level aims to provide students with a learning environment which is both stimulating and academically successful. Group discussion, textual analysis and heated debate are fundamental to this experience. Students can expect to become self-sufficient learners, acquiring the critical skills and essay writing skills essential for many university degree courses. Classes benefit from the flair and imagination of experienced staff who have high expectations of those they teach.

## **Staff**

The English Department's Literature teachers are:

Mr P L Williams, Teacher i/c A Level English  
Miss G L Davies  
Mrs J Mays  
Mrs T L Panayiotou  
Miss S L Morris

## **Structure**

Every student has nine lessons of Literature per fortnight and will be taught by two members of the Department. Lessons are organised around a mix of teacher-led and seminar-type lessons. The latter means that students are well prepared for life at university.

## **Expectations**

The course demands that every student takes an increasing responsibility for their own work. With this in mind, there is an expectation that students complete at least another ten hours of study outside of lessons per fortnight.

The course is (naturally) reading-heavy. There is an expectation that students will enjoy reading outside of school. This wider reading will enhance study allowing students to develop a keen personal voice, the key to success in the subject. It is true to say that students who struggle with their reading not only enjoy the course less than

they might but they are also less likely to secure a strong grade at the end of the course.

Students who study English Literature go on to study at a range of universities from Oxbridge through the Red Brick institutions to the more recently created towers of learning.

### **Book Buying Policy**

The Department asks all students to purchase the examination texts that they will be studying. This will allow the students to annotate their texts, a hugely important part of the academic and intellectual process of studying text. This will provide them with a much greater chance of success in their final examinations. Staff have freedom to choose the most appropriate texts from the Specification and the purchasing of examination texts by the students helps this process.

## **ENGLISH DEPARTMENT A LEVEL** **RESULTS 2010-2020**

Year	No. Candidates	@	A	B	C	D	E	N	U	No. Passes	% A-B	% A-C
2020	18	0	3	4	9	2	0	0	0	18	39	89
2019	10	0	1	2	6	1	0	0	0	10	30	90
2018	24	1	0	2	8	10	2	0	1	23	12.5	46
2017	14	1	1	2	6	3	1	0	0	14	28.5	71.4
2016	28	1	5	13	9	0	0	0	0	28	68	100
2015	22	0	7	11	3	0	1	0	0	22	81.8	95
2014	28	0	2	12	7	7	0	0	0	28	50	75
2013	28	2	8	8	8	2	0	0	0	28	64.2	92.8
2012	20	1	9	6	3	1	0	0	0	20	80	95
2011	18	0	5	6	5	2	0	0	0	18	61	88.8
2010	21	0	8	4	8	1	0	0	0	21	57	95.2

# Year 12 English Literature Induction

## Reading list: post-2000 novels

*Theme: The American Dream*

All students will complete a 3000 word essay for their Literature coursework in which they compare a pre-2000 novel with a post-2000 novel.

If you don't know already, find out what the American Dream is and then select and read one of the following novels over the summer. This will act as a starting point for you choosing which novels you study for your coursework.

- *Americanah* by Chimamanda Ngozi Adichie
- *The Fortress of Solitude* by Jonathan Lethem
- *The Brief Wondrous Life of Oscar Wao* by Junot Diaz
- *Billy Lynn's Long Halftime Walk* by Ben Fountain
- *The Plot Against America* by Philip Roth
- *A Visit From The Goon Squad* by Jennifer Egan
- *Exit West* by Mohsin Hamid
- *The Kite Runner* by Khaled Hosseini

Annotate your chosen novel focusing on the idea of the American Dream as well as other useful ideas on narrator, characterisation, setting, imagery, structure etc.

There will be a discussion in class and an essay to be completed on your chosen novel once the course has begun.

# A Breakdown of Eduqas English Literature at A Level

## Component 1: Poetry

### **Section A: Pre-1900 Poetry**

One question based on the reading of one of the following pre-1900 poetry texts:

- **Geoffrey Chaucer:** *The Merchant's Prologue and Tale*
- **John Donne:** *Selected Poems*
- **John Milton:** *Paradise Lost Book IX*
- **John Keats:** *Selected Poems*
- **Christina Rossetti:** *Selected Poems*

### **Section B: Post-1900 Poetry**

One question based on the reading of two of the following post-1900 poetry texts:

- **Thomas Hardy:** *Selected Poems* & **T S Eliot:** *Selected Poems*
- **D H Lawrence:** *Selected Poems* & **Gillian Clarke:** *Making the Beds for the Dead*
- **Ted Hughes:** *Selected Poems* & **Sylvia Plath:** *Selected Poems*
- **Philip Larkin:** *The Whitsun Weddings* & **Carol Ann Duffy:** *Mean Time*
- **Seamus Heaney:** *Field Work* & **Owen Sheers:** *Skirrid Hill*

## Component 2: Drama

### **Section A: Shakespeare**

One question based on the reading of one of the following Shakespeare plays:

- *King Lear*
- *Antony and Cleopatra*
- *Hamlet*
- *Henry IV Part 1*
- *The Tempest*

## **Section B: Drama**

One question based on the reading of one of the following pair of plays: one pre-1900 and one post-1900:

- **Christopher Marlowe:** *Doctor Faustus* & **Lucy Prebble:** *Enron*
- **John Webster:** *The Duchess of Malfi* & **Tennessee Williams:** *A Streetcar Named Desire*
- **Thomas Middleton:** *The Revenger's Tragedy* & **Joe Orton:** *Loot*
- **Oscar Wilde:** *Lady Windermere's Fan* & **Harold Pinter:** *Betrayal*  
**William Shakespeare:** *Measure for Measure* & **David Hare:** *Murmuring Judges*

## **Component 3: Unseen Texts**

### **Section A: Unseen prose**

One question analysing an unseen passage of prose

### **Section B: Unseen poetry**

One question analysing an unseen poem or poetry extract

## **Component 4: Prose Study**

One 2500-3500 word assignment based on the reading of two prose texts from different periods, one preC20 and one postC20.