

# Year 12 English Literature Mastery Guide – Cycle 1 – Prose Comparison

Week	Content taught	Independent work	Further reading and opportunities
1	<ul style="list-style-type: none"> <li>The core ideas and writer's intentions behind The Handmaid's Tale</li> <li>Close reading: epigraphs</li> <li>Core features of dystopian fiction and key works in this genre - how Atwood appropriates these and uses for a feminist purpose</li> <li>The differences between sci-fi, dystopian fiction and speculative fiction.</li> <li>Close reading Chapter 1 exploring: dystopian features.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 1-7.</li> <li><input type="checkbox"/> Complete reading questions.</li> </ul>	<p>Introductions to dystopia:  <a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/dystopia-an-overview/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/dystopia-an-overview/</a>  <a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/ordinary-average-cowardly-the-everyman-archetype-in-1984-fahrenheit-451-the-handmaids-tale/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/ordinary-average-cowardly-the-everyman-archetype-in-1984-fahrenheit-451-the-handmaids-tale/</a>                      Podcast on 1984:  <a href="https://www.bbc.co.uk/programmes/m001bz77">https://www.bbc.co.uk/programmes/m001bz77</a>                      Essay comparing 1984 and Handmaid's:  <a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/two-different-kinds-of-dystopia-the-handmaids-tale-and-1984/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/two-different-kinds-of-dystopia-the-handmaids-tale-and-1984/</a>                      Atwood on genre:  <a href="https://www.theguardian.com/film/2005/jun/17/sciencefictionfantasyandhorror.margaretatwood">https://www.theguardian.com/film/2005/jun/17/sciencefictionfantasyandhorror.margaretatwood</a></p>
2	<ul style="list-style-type: none"> <li>The significance of the novel's setting in Harvard / Cambridge, Massachusetts.</li> <li>The symbolism of the Handmaid's clothing.</li> <li>Understand first person, self-conscious and unreliable narrators.</li> <li>Understand the episodic structure of The Handmaid's Tale.</li> <li>Close reading Chapters 2 and 5: setting and symbolism.</li> <li>Close reading Chapter 7: narrative structure and narrative voice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read chapters 8-15.</li> <li><input type="checkbox"/> Complete reading questions.</li> <li><input type="checkbox"/> Write a response to this question: Explore the ways in which Atwood presents power in Chapters 1-7 of The Handmaid's Tale.</li> </ul>	<p>Context and opening of novel:  <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/contexts">https://massolit.io/courses/atwood-the-handmaid-s-tale/contexts</a>  <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/structure-and-beginnings">https://massolit.io/courses/atwood-the-handmaid-s-tale/structure-and-beginnings</a>                      Narrative structure:  <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/narration">https://massolit.io/courses/atwood-the-handmaid-s-tale/narration</a>                      Themes:  <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/identity-8ef284ba-b86e-4d96-9eb6-fc0ade9f7b71">https://massolit.io/courses/atwood-the-handmaid-s-tale/identity-8ef284ba-b86e-4d96-9eb6-fc0ade9f7b71</a>  <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/surveillance">https://massolit.io/courses/atwood-the-handmaid-s-tale/surveillance</a>  <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/indoctrination-and-ideology">https://massolit.io/courses/atwood-the-handmaid-s-tale/indoctrination-and-ideology</a></p>
3	<ul style="list-style-type: none"> <li>Overview of the three waves of feminism and core feminist concepts</li> <li>Understand what Ecriture Feminine is and how this applies to Handmaid's</li> <li>Close reading Chapters 11-13 exploring: objectification, ecriture feminine, imagery and fragmentation.</li> <li>Close reading Chapter 15 exploring: patriarchal power structures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 16-28.</li> <li><input type="checkbox"/> Complete the reading questions.</li> </ul>	<p>Feminism and female bodies:  <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/the-body-c5f23018-bf0e-4b1e-b260-c10bda6d4ed3">https://massolit.io/courses/atwood-the-handmaid-s-tale/the-body-c5f23018-bf0e-4b1e-b260-c10bda6d4ed3</a>  <a href="https://massolit.io/courses/feminist-literary-criticism/what-is-feminism">https://massolit.io/courses/feminist-literary-criticism/what-is-feminism</a>  <a href="https://massolit.io/courses/feminist-literary-criticism/french-feminisms-and-literature-ecriture-feminine">https://massolit.io/courses/feminist-literary-criticism/french-feminisms-and-literature-ecriture-feminine</a></p>

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4	<ul style="list-style-type: none"> <li>• Close reading Chapter 16 exploring: representation of reproduction.</li> <li>• Close reading: Chapter 21 exploring: representation of birth.</li> <li>• Chapter 23: language, puns, irony.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 29-39.</li> <li><input type="checkbox"/> Complete the reading questions.</li> </ul>	Theme of language: <a href="https://massolit.io/courses/atwood-the-handmaid-s-tale/words-and-silence">https://massolit.io/courses/atwood-the-handmaid-s-tale/words-and-silence</a> <a href="https://englishandmedia.co.uk/emc-magazines/emagazine/articles/the-handmaids-tale-worrying-at-words/">https://englishandmedia.co.uk/emc-magazines/emagazine/articles/the-handmaids-tale-worrying-at-words/</a>
5	<ul style="list-style-type: none"> <li>• Read extracts from seminal feminist texts – The Second Sex and Gender Troubles to explore the changes in feminist ideas over time.</li> <li>• Close reading Chapter 28 exploring: gender roles.</li> <li>• Close reading Chapter 37-39 exploring: objectification, hypocrisy, symbolism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 40-46 and The Historical Notes.</li> <li><input type="checkbox"/> Complete the reading questions.</li> <li><input type="checkbox"/> Write a response to this question: Explore the ways in which Atwood presents the relationship between men and women in The Handmaid’s Tale. (MPA)</li> </ul>	Feminist literary theory: <a href="https://massolit.io/courses/feminist-literary-criticism/applying-feminist-literary-criticism-em-the-handmaid-s-tale-em">https://massolit.io/courses/feminist-literary-criticism/applying-feminist-literary-criticism-em-the-handmaid-s-tale-em</a> <a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/atwood-margaret-the-handmaids-tale-a-critical-essay/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/atwood-margaret-the-handmaids-tale-a-critical-essay/</a> <a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/noise-is-coming-up-the-handmaid-s-tale-emagplus-94/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/noise-is-coming-up-the-handmaid-s-tale-emagplus-94/</a>
6	<ul style="list-style-type: none"> <li>• Understand the significance and purpose of Moira and other female characters (Ofglen, Janine/Ofwarren, Offred’s mother, Serena)</li> <li>• Understand meta-narrative</li> <li>• Close reading Chapters 40-41, 46 exploring: symbolism, narrative voice</li> <li>• Understand Atwood’s satirical commentary and warning via the Historical Notes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a detailed visual summary of the novel including key plot points, quotations, features of writer’s craft.</li> <li><input type="checkbox"/> Complete the context questions on page 2 of your PixL booklet.</li> <li><input type="checkbox"/> Add your contextual knowledge to relevant points on your summary.</li> </ul>	Narrative structure and The Historical Notes: <a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/fragmenting-the-whole-the-narrative-inventiveness-of-the-handmaids-tale/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/fragmenting-the-whole-the-narrative-inventiveness-of-the-handmaids-tale/</a> <a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-handmaids-tale-the-epilogue/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-handmaids-tale-the-epilogue/</a> <a href="https://www.massolit.io/courses/atwood-the-handmaid-s-tale/the-historical-notes">https://www.massolit.io/courses/atwood-the-handmaid-s-tale/the-historical-notes</a> <a href="https://www.massolit.io/courses/atwood-the-handmaid-s-tale/endings-herstory-vs-history">https://www.massolit.io/courses/atwood-the-handmaid-s-tale/endings-herstory-vs-history</a>
7	<ul style="list-style-type: none"> <li>• Close reading The Historical Notes exploring: satire, narrative structure</li> <li>• Revisit authorial intentions and evaluate in light of full reading of the novel</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select 5 key extracts from the novel. Detailed notes on: links to theme and character, key quotations and features of writer’s craft, links to context.</li> <li><input type="checkbox"/> Use the multiple choice questions from P3 of the PixL booklet to check your knowledge of the novel.</li> </ul>	Listen: <a href="https://www.bbc.co.uk/programmes/m001kppn">https://www.bbc.co.uk/programmes/m001kppn</a> Listen to BBC Bookclub: <a href="https://www.bbc.co.uk/programmes/b0b4zf0w">https://www.bbc.co.uk/programmes/b0b4zf0w</a> Listen: <a href="https://www.bbc.co.uk/programmes/m001byk5">https://www.bbc.co.uk/programmes/m001byk5</a>

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8	<ul style="list-style-type: none"> <li>Explore the significance of the symbols: red, flowers, doubles/mirrors, eyes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your symbolism tracker in detail.</li> <li><input type="checkbox"/> Complete the multiple choice questions in your PixL booklet to confirm your knowledge of the text.</li> <li><input type="checkbox"/> Complete the Linguistic and Structural devices quiz on p23 of your PixL booklet.</li> </ul>	<p>Symbols:</p> <p><a href="https://dc.etsu.edu/cgi/viewcontent.cgi?article=1171&amp;context=honors">https://dc.etsu.edu/cgi/viewcontent.cgi?article=1171&amp;context=honors</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/under-his-eye-seeing-and-surveillance-in-the-handmaid-s-tale/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/under-his-eye-seeing-and-surveillance-in-the-handmaid-s-tale/</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/language-and-resistance-in-the-handmaids-tale/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/language-and-resistance-in-the-handmaids-tale/</a></p>
9	<ul style="list-style-type: none"> <li>Understand the social, historical and biographical context of Frankenstein’s production</li> <li>Understand the core ideas of the myth of Prometheus, The Ancient Mariner and Paradise Lost – relate these to Shelley’s intertextual references</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: Walton’s letters; Vol I, Chapters 1-3.</li> <li><input type="checkbox"/> Read the LitChart OR the Zigzag guide</li> <li><input type="checkbox"/> Complete Cornell Notes on: Events, Characters, Themes/ideas, Language.</li> </ul>	<p><a href="https://ed.ted.com/lessons/everything-you-need-to-know-to-read-mary-shelley-s-frankenstein-iseult-gillespie">https://ed.ted.com/lessons/everything-you-need-to-know-to-read-mary-shelley-s-frankenstein-iseult-gillespie</a></p> <p><a href="https://www.massolit.io/courses/shelley-frankenstein-7c502e45-7e8d-4ae6-a852-6baa265a7de0/mary-shelley">https://www.massolit.io/courses/shelley-frankenstein-7c502e45-7e8d-4ae6-a852-6baa265a7de0/mary-shelley</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-revolutionary-times-and-feminist-readings/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-revolutionary-times-and-feminist-readings/</a></p> <p><a href="https://www.massolit.io/courses/shelley-frankenstein/frankenstein-and-prometheus">https://www.massolit.io/courses/shelley-frankenstein/frankenstein-and-prometheus</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/milton-and-the-romantics-frankenstein-and-paradise-lost/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/milton-and-the-romantics-frankenstein-and-paradise-lost/</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/a-tale-for-our-times-the-ecological-message-of-the-rime-of-the-ancient-mariner/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/a-tale-for-our-times-the-ecological-message-of-the-rime-of-the-ancient-mariner/</a></p>

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10	<ul style="list-style-type: none"><li>• Understand what an epistolary narrative is and how Shelley uses this form</li><li>• Close reading Vol I, Letters I-IV exploring: transgression, naivety and isolation.</li><li>• Close reading Volume I, Chapters I-III, exploring: foreshadowing, symbolism and doubles.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Read: Volume 1, Chapters 4 and 5.</li><li><input type="checkbox"/> Read the LitChart OR the Zigzag guide</li><li><input type="checkbox"/> Complete Cornell Notes on: Events, Characters, Themes/ideas, Language.</li></ul>	<p><a href="https://www.massolit.io/courses/shelley-frankenstein/frankenstein-and-knowledge">https://www.massolit.io/courses/shelley-frankenstein/frankenstein-and-knowledge</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-family-freud-and-frankenstein/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-family-freud-and-frankenstein/</a></p>

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1	<ul style="list-style-type: none"> <li>To know how Armitage explores conflict between feminine and masculine; nature and mankind in <b>Chainsaw and the Pampas Grass</b></li> <li>To know how Agbabi presents destructive relationships through voice and imagery in <b>Eat Me</b></li> <li>To understand how to write effectively about poetry through exemplar work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your poetry summary sheet for both poems studied this week</li> <li><input type="checkbox"/> Review poetic terms for A-Level and make flashcards</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>Massolit lectures on each poem</li> <li>Lit Chart on most poems – see the Poetry folder on Teams</li> <li>Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>
2	<ul style="list-style-type: none"> <li>To understand how Barber presents memory and nostalgia for a lost way of life in <b>Material</b></li> <li>To understand how Motion explores masculinity and class in <b>From the Journal of a Disappointed Man</b></li> <li>To understand how to plan effectively for an essay on poetry</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your poetry summary sheet for both poems studied this week</li> <li><input type="checkbox"/> Plan an essay responding to each of the learning questions from this week. Use the format you have been taught in your additional hour.</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>Massolit lectures on each poem</li> <li>Lit Chart on most poems – see the Poetry folder on Teams</li> <li>Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>
3	<ul style="list-style-type: none"> <li>To understand how Copus explores a ‘coming of age’ moment in <b>An Easy Passage</b></li> <li>To explore how Dunmore explores reflections on and memories of a younger self in <b>To My Nine-Year-Old Self</b></li> <li>To understand how to write an effective poetry essay through shared writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your poetry summary sheet for both poems studied this week</li> <li><input type="checkbox"/> Plan and write an essay on either of the poems studied this week</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>Massolit lectures on each poem</li> <li>Lit Chart on most poems – see the Poetry folder on Teams</li> <li>Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>
4	<ul style="list-style-type: none"> <li>To understand the interweaving of journeys and relationships in <b>The Furthest Distances I’ve Travelled.</b></li> <li>To understand the relationship between performance and personal experience in <b>A Minor Role.</b></li> <li>To understand how to compare poems effectively through an exemplar response</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your poetry summary sheet for both poems studied this week</li> <li><input type="checkbox"/> Create a comparison grid comparing how the two poems studied this week present relationships.</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>Massolit lectures on each poem</li> <li>Lit Chart on most poems – see the Poetry folder on Teams</li> <li>Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>

# Year 12 English Literature Mastery Guide: Cycle 2 – Poems of the Decade

Week	Content taught	Independent work	Further reading and opportunities
5	<ul style="list-style-type: none"> <li>• <b>To explore the different injustices experienced by women in Toshi's The Deliverer</b></li> <li>• <b>To understand how Fors uses magic realism to represent human capacity for violence</b></li> <li>• To understand how to plan a poetry comparison essay effectively</li> </ul>	<ul style="list-style-type: none"> <li>☐ Complete your poetry summary sheet for both poems studied this week</li> <li>☐ Choose one of the poems you have studied this week and write one paragraph in response to this question – Explore the methods the poet uses to establish the ideas of the poem at its opening.</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>▪ Massolit lectures on each poem</li> <li>▪ Lit Chart on most poems – see the Poetry folder on Teams</li> <li>▪ Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>To understand how Nagra uses voice and linguistic innovation to present the experience of migration</b></li> <li>• <b>To understand how O'Driscoll explores the mundane frustrations of modern life in Please Hold</b></li> <li>• To understand how to write an effective poetry comparison essay through shared writing.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Complete your poetry summary sheet for both poems studied this week</li> <li>☐ Choose one of the poems you have studied this week and write one paragraph in response to this question – Explore the methods the poet uses to establish a shift in tone or ideas in their poem.</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>▪ Massolit lectures on each poem</li> <li>▪ Lit Chart on most poems – see the Poetry folder on Teams</li> <li>▪ Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>
7	<ul style="list-style-type: none"> <li>• <b>To understand how Thorpe uses intertextuality to convey his anger and grief over the loss of his mother</b></li> <li>• <b>To understand how a parent-child relationship is explored through grief and loss in Effects</b></li> <li>• To understand how to approach an unseen poem independently</li> </ul>	<ul style="list-style-type: none"> <li>☐ Complete your poetry summary sheet for both poems studied this week</li> <li>☐ Create an essay plan (and / or write an essay) in response to this question: Compare the methods the writers use to present significant relationships. Use the poem The Wreck and one of the poems from this week.</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>▪ Massolit lectures on each poem</li> <li>▪ Lit Chart on most poems – see the Poetry folder on Teams</li> <li>▪ Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>To understand how Tumbull plays on different expectations of art and social status in Ode on a Grayson Perry Urn</b></li> <li>• <b>To understand how Duhig uses folklore and myth to explore on-going guilt and culpability.</b></li> <li>• To understand how to approach a seen / unseen poetry comparison</li> </ul>	<ul style="list-style-type: none"> <li>☐ Complete your poetry summary sheet for both poems studied this week</li> <li>☐ Read the essays on how to approach an unseen poem (see Poetry Teams folder) – respond to the questions on them.</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>▪ Massolit lectures on each poem</li> <li>▪ Lit Chart on most poems – see the Poetry folder on Teams</li> <li>▪ Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>

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9	<ul style="list-style-type: none"> <li>• To explore how Burnside presents the transient nature of our existence in <b>History</b></li> <li>• To understand how Morrissey explores the interconnected nature of family relationships, particularly through the form of her poem</li> <li>• To complete a seen / unseen comparison independently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your poetry summary sheet for both poems studied this week</li> <li><input type="checkbox"/> Using the methods you have been taught, plan three essay responses to the practise unseen/seen poetry comparison questions (see Teams folder).</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>▪ Massolit lectures on each poem</li> <li>▪ Lit Chart on most poems – see the Poetry folder on Teams</li> <li>▪ Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>
10	<ul style="list-style-type: none"> <li>• To understand how Feaver explores the cyclical nature of life and death through the violent and domestic imagery of <b>The Gun</b></li> <li>• To explore the ways Heaney presents uncertainty about life, illness and death in <b>Out of the Bag</b></li> <li>• To understand how to improve my unseen/ seen poetry comparisons through feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your poetry summary sheet for both poems studied this week</li> <li><input type="checkbox"/> Write a response to this practise question - Compare the methods the writers of <i>Out of the Bag</i> and <i>My father carries me across a field</i> use to present a child's perspective on significant events. Ensuring your respond to the feedback you have been given on your <i>Lammas Hireling / Wasps</i> essay. The resources are in your poetry writing booklet.</li> </ul>	<p>Use these resources to expand your understanding of the poems studied this week. It is best to do this before your consolidation sheet:</p> <ul style="list-style-type: none"> <li>▪ Massolit lectures on each poem</li> <li>▪ Lit Chart on most poems – see the Poetry folder on Teams</li> <li>▪ Extracts from the Hodder revision guide – see the Poetry folder on Teams</li> </ul>

# Year 12 English Literature Mastery Guide – Cycle 2 – Prose Comparison

Week	Content taught	Independent work	Further reading and opportunities
1	<ul style="list-style-type: none"> <li>To understand the function of Justine’s character.</li> <li>To understand how Shelley’s critique of the limitations of the justice system were influenced by William Godwin.</li> <li>To explore the negation of female testimony and narrative through Justine and Elizabeth’s contributions to the trial.</li> <li>To understand what the sublime is and how this was presented in Romantic poetry</li> <li>To relate this concept to Frankenstein's visit to the Alps and consider the significance of how Shelley utilises it</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading: Vol 2, CH 3-9.</li> <li><input type="checkbox"/> Read the LitChart OR the Zigzag guide and complete Cornell Notes on: Events, Characters, Themes/ideas, Language.</li> </ul>	<p><a href="https://www.massolit.io/courses/romanticism/the-sublime">https://www.massolit.io/courses/romanticism/the-sublime</a></p> <p><a href="https://www.massolit.io/courses/shelley-frankenstein/victor-and-the-creature">https://www.massolit.io/courses/shelley-frankenstein/victor-and-the-creature</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-romantic-in-frankenstein-mary-shelley/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-romantic-in-frankenstein-mary-shelley/</a></p>
2	<ul style="list-style-type: none"> <li>To understand 18<sup>th</sup> Century concepts of development including John Locke’s Tabula Rasa and Jean-Jacques Rousseau’s views.</li> <li>To relate these concepts to Shelley’s presentation of the creature’s development.</li> <li>To explore the extent to which society is to blame for the creature’s corruption.</li> <li>To understand the significance of the creature’s autodidactic education and his relationship with the De Lacy’s.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading: Vol 3, CH1-6.</li> <li><input type="checkbox"/> Read the LitChart OR the Zigzag guide and complete Cornell Notes on: Events, Characters, Themes/ideas, Language.</li> </ul>	<p><a href="https://www.massolit.io/courses/shelley-frankenstein/the-life-of-the-monster">https://www.massolit.io/courses/shelley-frankenstein/the-life-of-the-monster</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/whos-the-real-monster-in-frankenstein/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/whos-the-real-monster-in-frankenstein/</a></p>
3	<ul style="list-style-type: none"> <li>Close reading: Vol 3, Chapter 3</li> <li>To explore the representative function of the female creature</li> <li>To understand conventional expectations of women and sexuality in Gothic fiction</li> <li>Close reading: Vol 3, Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading: Vol 3, CH 7.</li> <li><input type="checkbox"/> Read the LitChart OR the Zigzag guide and complete Cornell Notes on: Events, Characters, Themes/ideas, Language.</li> <li><input type="checkbox"/> ESSAY: Explore how Shelley presents expectations of women in Frankenstein.</li> </ul>	<p><a href="https://www.bbc.co.uk/sounds/play/m00051n6">https://www.bbc.co.uk/sounds/play/m00051n6</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/transgressing-the-boundaries-an-introduction-to-the-gothic/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/transgressing-the-boundaries-an-introduction-to-the-gothic/</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-madonna-and-the-whore-women-in-gothic-texts/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/the-madonna-and-the-whore-women-in-gothic-texts/</a></p>



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4	<ul style="list-style-type: none"> <li>To understand what a frame narrative is and explore the impact of Shelley’s choice of structure</li> <li>To explore how Walton has changed from the opening of the ‘frame’ and this significance of this</li> <li>To explore the extent to which Shelley delivers a ‘message’ or warning with the conclusion of her narrative.</li> <li>To know the significant symbols of Frankenstein: fire, light, ice.</li> <li>To track the development and purpose of these through the novel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your symbols and motifs tracker in detail.</li> <li><input type="checkbox"/> Watch and complete detailed Cornell notes: <a href="https://www.youtube.com/watch?v=xFr7x_5m_4">https://www.youtube.com/watch?v=xFr7x_5m_4</a></li> </ul>	<p><a href="https://www.massolit.io/courses/shelley-frankenstein-7c502e45-7e8d-4ae6-a852-6baa265a7de0/structure-4102f044-3419-466c-a887-836a06c66c4d">https://www.massolit.io/courses/shelley-frankenstein-7c502e45-7e8d-4ae6-a852-6baa265a7de0/structure-4102f044-3419-466c-a887-836a06c66c4d</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-order-narrative-and-chaos/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-order-narrative-and-chaos/</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-layers-of-complexity/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-layers-of-complexity/</a></p>
5	<ul style="list-style-type: none"> <li>To understand what we mean by a feminist critical reading.</li> <li>To read and understand two significant feminist readings of Frankenstein (Ellen Moers – The Female Gothic and Gilbert and Gubar - The Mad Woman in the Attic) that may radically challenge your reading of the text!</li> <li>To understand how the text can be read as a ‘birth myth’ and the creature as an allegory for female experience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Redraft your essay on the ‘expectations of women’ in the novel.</li> <li><input type="checkbox"/> Create a detailed visual summary of the novel including key plot points, quotations, features of writer’s craft.</li> </ul>	<p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-revolutionary-times-and-feminist-readings/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-revolutionary-times-and-feminist-readings/</a></p> <p>Explore the Bodleian’s Frankenstein reading list and resources.</p> <p><a href="https://visit.bodleian.ox.ac.uk/sites/default/files/bodwhatson/documents/media/frankstein-reading-list-resources.pdf">https://visit.bodleian.ox.ac.uk/sites/default/files/bodwhatson/documents/media/frankstein-reading-list-resources.pdf</a></p>
6	<ul style="list-style-type: none"> <li>To read and understand Shelley and Atwood’s introductions and to make connections to the biographical, social and historical and literary inspirations for the novels.</li> <li>To be able to start to compare the connections and contrasts between why these novels were written.</li> <li>To identify the key settings of both novels and explore the significance and purpose of these.</li> <li>To be able to compare the ways in which the writers make use of these settings in their overall intentions in the novels.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select 5 key extracts from Frankenstein. Detailed notes on: links to theme and character, key quotations and features of writer’s craft, links to context.</li> <li><input type="checkbox"/> Complete the Linguistic and Structural devices quiz in your Resource booklet.</li> <li><input type="checkbox"/> Complete a comparison grid for Writer’s Intentions and Settings.</li> </ul>	<p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/wild-child-mary-shelley-authorship-and-frankenstein-emagazine-101-september-2023/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/wild-child-mary-shelley-authorship-and-frankenstein-emagazine-101-september-2023/</a></p> <p><a href="https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-so-much-more-than-a-story/">https://www.englishandmedia.co.uk/emc-magazines/emagazine/articles/frankenstein-so-much-more-than-a-story/</a></p> <p>Revisit relevant suggested Wider Reading from your Cycle 1 and 2 Prose Comparison Mastery Guides.</p> <p>Read essays / articles from the Extended Wider Reading folder on Teams.</p>
7	<ul style="list-style-type: none"> <li>To identify the different narrative voices of both novels and explore the potential significance and purpose of these.</li> <li>To be able to compare the ways in which the writers make use of these narrative voices in their overall intentions in the novels.</li> <li>To read a Level 5 exemplar response and understand its effective features.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete a comparison grid for Narrative Voice.</li> <li><input type="checkbox"/> ESSAY - Compare the ways in which the writers of your two chosen texts present the roles individuals play within their societies.</li> </ul>	<p>Revisit relevant suggested Wider Reading from your Cycle 1 and 2 Prose Comparison Mastery Guides.</p> <p>Read essays / articles from the Extended Wider Reading folder on Teams.</p>

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8	<ul style="list-style-type: none"> <li>To identify key elements of the writers' representations of gender including: the feminine as oppressed, objectified, voiceless, rebellious, subversive; masculinity and the patriarchy; ambiguities surrounding gender in the novels.</li> <li>To be able to compare the ways in which the writers explore conceptions of gender in their overall intentions in the novels.</li> <li>To identify where and how the writers present the status of knowledge in their texts including who does/does not have access to knowledge and how knowledge can be used to create and perpetuate power imbalances.</li> <li>To compare the writers' possible intentions in relation to this theme, making close link to contextual knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a Level 3 response and replan / rewrite to show how you would develop or improve this response.</li> <li><input type="checkbox"/> Complete a comparison grid for Gender and Knowledge.</li> </ul>	<p>Revisit relevant suggested Wider Reading from your Cycle 1 and 2 Prose Comparison Mastery Guides.</p> <p>Read essays / articles from the Extended Wider Reading folder on Teams.</p>
9	<ul style="list-style-type: none"> <li>To understand how patterns of language including imagery, motifs and symbolism work throughout a text to create meaning.</li> <li>To compare the possible connections and contrasts in how Shelley and Atwood make use of this element of writer's craft.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete a comparison grid for Patterns of Language.</li> <li><input type="checkbox"/> Redraft your essay on 'roles individuals play'.</li> </ul>	<p>Revisit relevant suggested Wider Reading from your Cycle 1 and 2 Prose Comparison Mastery Guides.</p> <p>Read essays / articles from the Extended Wider Reading folder on Teams.</p>
10	<ul style="list-style-type: none"> <li>To understand how to revise effectively for a Prose Comparison questions, such as through key extracts, key quotations, essay planning and practise questions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create revision resources using the strategies explored in class.</li> </ul>	<p>Revisit relevant suggested Wider Reading from your Cycle 1 and 2 Prose Comparison Mastery Guides.</p> <p>Read essays / articles from the Extended Wider Reading folder on Teams.</p>