

## Year 12 A Level Literature Revision Schedule

Week	Focus and suggested activities	
	Frankenstein/Handmaid's Tale / A Streetcar Named Desire	Modern Poetry / A Streetcar Named Desire
<p><b>1</b> w/c 15<sup>th</sup> April</p>	<p>Make revision cards for the areas of context behind The Handmaid's Tale: the feminist movement; 1980s conservative backlash, Iranian women etc...</p> <p>IMPORTANT: You must connect the relevance of each contextual factor to a specific aspect of ONE or BOTH of the novels. For example,</p> <ul style="list-style-type: none"> <li>• Why is the Enlightenment Movement relevant to events in Frankenstein?</li> <li>• How is Paradise Lost important to understanding the Creature?</li> <li>• What comment is Atwood making about feminism and education?</li> <li>• How do established Religious practices and the appropriation of the Christian Bible impact each narrative and the behaviour of characters?</li> </ul>	<p>Re-read all the poems you have studied again carefully. Organise them into groups.</p> <ul style="list-style-type: none"> <li>• How would you choose to group them?</li> <li>• What criteria did you use? – poetic voice, themes, style, structure, relevance to the modern world, relatability etc etc</li> <li>• What are their common themes and concerns?</li> </ul> <p>You might choose to compare your groupings with a classmate. How similar or different are they? Try to convince your partner to change their groupings. Debate the merits of each of your choices.</p>
<p><b>2</b> w/c 22<sup>nd</sup> April</p>	<p style="text-align: center;">Frankenstein / The Handmaid's Tale</p> <p>What are the most important ten events in each of the novels? Why are they more or less important than others? Make a list with notes to justify your choices.</p> <p style="text-align: center;">A Streetcar Named Desire</p> <p>Write down all the examples of Plastic Theatre elements in the play. Use direct quotations and stage directions. Connect these to a specific effect they create. Try to connect them to a specific contextual influence too.</p>	<p>Re-read all your class notes, practice comparisons, annotations etc.</p> <p>Make mind-maps for TWO of the poems we have studied. Include key poetic devices, structural elements, alternative interpretations, themes, patterns and context points.</p> <p>Make an A3 diagram or set of notes where you explain how any of the poems we have studied fit into these themes: conflict, masculinity, femininity, motherhood, growing older, relationships, and regret.</p> <p>Share your notes and ideas with a classmate(s). You might choose to swap folders or take photos of one another's work.</p>
<p><b>3</b> w/c 29<sup>th</sup> April</p>	<p>Write an exploration of narrative methods in both novels.</p> <ul style="list-style-type: none"> <li>• Whose 'voice' and perspective do we experience each part of the narratives from?</li> <li>• Why does Victor have the dominant or central voice of the novel Frankenstein?</li> <li>• Why does the natural world dominate when the creature is allowed to use his own voice and tell his own story?</li> <li>• How does the setting reflect power dynamics?</li> </ul>	<p>Re-read key scenes in A Streetcar Named Desire. You might choose:</p> <p>Blanche and Stanley's first meeting Poker Night The Birthday Party.</p> <p>Copy out ten key quotations or features of props, lighting, music and sound or staging from each scene.</p>

	<ul style="list-style-type: none"> <li>• What is the result of us experiencing the world of Gilead only through Offred's experience and perspective?</li> <li>• How does the 'Historical Notes' section in the epilogue impact our understanding of Offred's account?</li> </ul>	
<b>4</b> w/c 6 <sup>th</sup> May <b>(Bank Holiday)</b>	Mind map the theme of hope in both the novels. Find quotations and text references that are relevant to the concept of hope. What are the writers trying to convey about the concept of hope and how it impacts characters and society?	Write a comparison of TWO of the poems you have studied (choose different poems to those you have revised so far!). Use the <b>MITSL</b> acronym to structure your exploration. <b>Meaning, Imagery, Tone, Structure, Language (My Itchy Toes Smell Loads)</b> .
<b>5</b> w/c 13 <sup>th</sup> May	Try writing some of your own essay questions. The Prose Study questions follow this structure:  <b>Compare the ways in which the writers of A Handmaid's Tale and Frankenstein present / convey / make use of _____ . You must relate your discussion to relevant contextual factors.</b>  Write a plan for an essay response to your favourite (or most challenging) question.	Choose two or three 'unseen poems' from the anthologies ( <i>sent out on It's Learning</i> ) and find connections to one or more of the prescribed poems you have studied.  Make your choice of unseen poem entirely random or select one based on personal preference.  Create a mind map about one of the characters in A Streetcar Named Desire. Include their quotations and costumes. Try to incorporate the themes, features or ideas they represent – eg) age, taboos, gender, social class, desire, manipulation etc.
<b>6</b> w/c 20 <sup>th</sup> May	Plan a response to the following question:  <b>Compare the ways in which the writers of A Handmaid's Tale and Frankenstein present tragic events. You must relate your discussion to relevant contextual factors.</b>  To help, you might choose to explore features such as: control, laws, violence, threats, loss of language and education, sexual enslavement, psychological manipulation, religion.  OR: <b>Compare the ways in which the writers of The Handmaid's Tale and Frankenstein make use of locations. You must relate your discussion to relevant contextual factors.</b>	Choose one poem you are less familiar with and read it again, looking for deeper meanings or alternative interpretations. Use the <i>Three Layer</i> rule. This can be a useful way to structure an essay, incorporating the second poem. <ul style="list-style-type: none"> <li>• First layer – literal meaning (how it helps the reader understand the "story" of the poem)</li> <li>• Second layer – a metaphorical interpretation of themes, concerns, quotations etc</li> <li>• Third layer – an alternative interpretation. This could also be based on a poetic device, or an element of poetic structure, or it could be about the poet-reader relationship etc.</li> </ul>

	To help, you might consider: nature, Pantheism and the Sublime, The Wall and Jezebels (HMT), the way that each setting helps to shape the tone and atmosphere of a scene.	
<b>7</b> w/c 27 <sup>th</sup> <b>May</b> <b>(half term break)</b>	<p>Try planning or writing a response to one (or more) of these questions:</p> <p>Explore Williams' presentation of gender roles in <i>A Streetcar Named Desire</i>. You must relate your discussion to contextual factors.</p> <p>Explore Williams' presentation of secrets and deception in <i>A Streetcar Named Desire</i>. You must relate your discussion to contextual factors.</p> <p>Explore Williams' presentation of taboos in <i>A Streetcar Named Desire</i>. You must relate your discussion to contextual factors.</p> <p>Explore Williams' presentation of masculinity in <i>A Streetcar Named Desire</i>. You must relate your discussion to contextual factors.</p> <p>Explore Williams makes use of music and sound in <i>A Streetcar Named Desire</i>. You must relate your discussion to contextual factors.</p>	<p>Plan the following questions: Compare the writer's presentation of parenthood / gender / control / growth in two poems of your choice.</p> <p>Try writing some of your own essay questions. The Modern Poetry questions follow this structure:</p> <p><b>Read the poem _____ (<i>unseen</i>) by _____ and reread the anthology poem _____ by _____.</b></p> <p><b>Compare the methods both poets use to explore _____.</b></p>
<b>8</b> w/c 3 <sup>rd</sup> <b>June</b>	<p>Re-read the final chapters of both novels <i>The Handmaid's Tale</i> (not Historical Notes) and <i>Frankenstein</i>. Find points of comparison about elements such as:</p> <ul style="list-style-type: none"> <li>• imagery of fire and darkness – what this symbolises regarding knowledge, catharsis, purgatory and hell, morality.</li> <li>• Contextual conclusions – what is each writer trying to convey about their societies? What opinion are they expressing about humanity?</li> </ul> <p>Look again at the Historical Notes final chapter of <i>The Handmaid's Tale</i> and Walton's final and opening beliefs about the world and the importance of human endeavour. What connections can you make between the two? How far do both these 'voices' frame or edit the narratives of the central characters?</p>	<p>Read some other scenes of your choice in <i>A Streetcar Named Desire</i>.</p> <p>Watch a film or theatrical version of the play. Selected scenes are available on YouTube and Planet Estream.</p> <p>Think about how YOU might stage, direct or act out a section of a scene. Write some brief plans.</p>