



English Literature A Level

Transition Task

Task 1: Write an analytical response to 'Remember' by Christina Rossetti

Read the poem:

Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.



How is the theme of loss presented in the poem?

Challenge: Consider the time period Christina Rossetti was writing; How might this have been significant to the ideas presented in the text?

Aim: To write a discursive essay in which you consider the methods Rossetti utilises to convey her ideas.

Expectation: 2 sides of A4. Articulate informed, personal and creative responses to literary text, using associated concepts and terminology, and coherent, accurate written expression. Analyse ways in which meaning are shaped in literary texts. Demonstrate the significance and influence of context.



Task 2. Plan and present a presentation on William Shakespeare

Your presentation should consider:

- The social and historical context of his life
- His plays including different genres
- A discussion of his sonnets
- The theatre of Elizabethan England

You will be required to submit PowerPoints, prezzi or similar as part of the presentation process.

Task 3: Produce a re-creative response to the extract provided

Read the extract provided from Bram Stokers Dracula:

15 May.—Once more have I seen the Count go out in his lizard fashion. He moved downwards in a sidelong way, some hundred feet down, and a good deal to the left. He vanished into some hole or window. When his head had disappeared, I leaned out to try and see more, but without avail—the distance was too great to allow a proper angle of sight. I knew he had left the castle now, and thought to use the opportunity to explore more than I had dared to do as yet. I went back to the room, and taking a lamp, tried all the doors. They were all locked, as I had expected, and the locks were comparatively new; but I went down the stone stairs to the hall where I had entered originally. I found I could pull back the bolts easily enough and unhook the great chains; but the door was locked, and the key was gone! That key must be in the Count's room; I must watch should his door be unlocked, so that I may get it and escape. I went on to make a thorough examination of the various stairs and passages, and to try the doors that opened from them. One or two small rooms near the hall were open, but there was nothing to see in them except old furniture, dusty with age and moth-eaten.

At last, however, I found one door at the top of the stairway which, though it seemed to be locked, gave a little under pressure. I tried it harder, and found that it was not really locked, but that the resistance came from the fact that the hinges had fallen somewhat, and the heavy door rested on the floor.

Here was an opportunity which I might not have again, so I exerted myself, and with many efforts forced it back so that I could enter. I was now in a wing of the castle further to the right than the rooms I knew and a storey lower down. From the windows I could see that the suite of rooms lay along to the south of the castle, the windows of the end room looking out both west and south. On the latter side, as well as to the former, there was a great precipice. The castle was built on the corner of a great rock, so that on three sides it was quite impregnable, and great windows were placed here where sling, or bow, or culverin could not reach, and consequently light and comfort, impossible to a position which had to be guarded, were secured.

To the west was a great valley, and then, rising far away, great jagged mountain fastnesses, rising peak on peak, the sheer rock studded with mountain ash and thorn, whose roots clung in cracks and crevices and crannies of the stone. This was evidently the portion of the castle occupied by the ladies in bygone days, for the furniture had more air of comfort than any I had seen. The windows were curtainless, and the yellow moonlight, flooding in through the diamond panes, enabled one to see even colours, whilst it softened the wealth of dust which lay over all and disguised in some measure the ravages of time and the moth. My lamp seemed to be of little effect in the brilliant moonlight, but I was glad to have it with me, for there was a dread loneliness in the place which chilled my heart and made my nerves tremble.

Using ideas and themes explored in the extract, produce a piece of creative writing.

Challenge: Consider the time period that it is set in. You should aim to reflect this in your response.

Aim: The purpose of a re-creative task is to open up a new, alternative reading of the base text by creating a piece of work that explores an aspect of that base text through a critical lens.

Expectation: 2 sides of A4. Articulate informed, personal and creative responses to literary text, using associated concepts and terminology, and coherent, accurate written expression.

Task 4: Research the term 'Gothic'

Create a research board / page, detailing everything that you find out about the term 'Gothic'. This will be used in your first lesson in September.