

**ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW**  
**A Level English Literature (from 2015)**

**Component 2: Prose (*The Supernatural - Dracula and Beloved*)**

<b>Overall Objectives</b>	<p>AO1 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 - Analyse ways in which <b>meanings</b> are shaped in literary texts</p> <p>AO3 - Demonstrate understanding of the significance and influence of the <b>contexts</b> in which literary texts are <b>written and received</b></p> <p>AO4 - Explore <b>connections</b> across literary texts</p>
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<b>PLTS/6R's</b>	<p><b>Independent enquirers</b></p> <p><b>Reflective Learners</b></p> <p><b>Team Workers</b></p> <p><b>Creative Thinkers</b></p> <p><b>Effective participators</b></p> <p><b>Self Managers</b></p>
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<b>SUGGESTED TASKS</b>	<b>ASSESSMENTS</b>
<ul style="list-style-type: none"> <li>• Independent reading of texts</li> <li>• Independent note-taking on various aspects of texts: elements of prose</li> <li>• Analysis using elements of narratology</li> <li>• In class close analysis of text</li> <li>• Independent application of classwork to parts of text not covered</li> <li>• Paired/group discussion</li> <li>• Individual/paired/group presentations on aspect of texts</li> <li>• Independent research and presentation of different aspects of each text: context, author information, setting etc.</li> </ul>	<p>Practice essays – One per half term</p> <p>Initial essays based on single text (sans AO4)</p> <p>Once both texts taught, comparative essays including focus on AO4</p>

<b>Resources</b>	<p><b>The Supernatural</b></p> <p style="text-align: center;"><b>Texts: <i>Dracula</i> &amp; <i>Beloved</i></b></p> <p>English and Media Website – (articles on <i>Dracula</i> and <i>Beloved</i> and also supernatural and gothic )</p> <p>Edexcel Website – SAMs materials and past papers</p> <p>There are many materials online</p> <p>Teacher Notes</p> <p>Student Notes</p>
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KNOWLEDGE	SKILLS
<p>For each text, knowledge of:</p> <ul style="list-style-type: none"> <li>• Narratology: narrative style, elements of prose, characters, setting and contextual elements</li> <li>• Complex narrative style: fragmented, stream of consciousness, epistolary, temporal shift, framed narrative etc.</li> <li>• Impact of narrative style on meaning</li> <li>• Key characters and relationships between characters - Contrasts and comparisons</li> <li>• Voice and point of view</li> <li>• Author intent</li> <li>• Writer's craft</li> <li>• Settings</li> <li>• Author – autobiographical context</li> <li>• Historical context of text</li> <li>• Social context of text</li> <li>• Literary context</li> <li>• Changing reaction of readers</li> <li>• Comparison and contrast</li> </ul> <p>Have knowledge of key themes and relate to The Supernatural / Gothic</p> <ul style="list-style-type: none"> <li>• Dark setting</li> <li>• Dark, mysterious characters</li> <li>• Mystery plot</li> <li>• Heightened emotions</li> <li>• Violence</li> <li>• Revenge</li> <li>• Madness</li> <li>• Death</li> <li>• Supernatural elements</li> <li>• Writing of Excess, Transgression and Diffusion</li> <li>• Despairing ecstasies of Romantic idealism</li> <li>• Terror and Horror</li> <li>• Gothic atmosphere - gloomy, mysterious, return of the past, evoking emotions of terror</li> </ul>	<p>Be able to read independently for meaning</p> <p>Be able to take notes and build up notes after reflecting on text</p> <p>Be able to develop detailed knowledge and understanding of texts</p> <p>Be able to closely analyse text and explain the effect of writer's craft</p> <p>Be able to identify links and patterns within texts and between texts</p> <p>Be able to develop ideas on theme and meaning, supporting ideas with precise textual detail and reference</p> <p>Be able to reflect on others point of view and adapt own view in light of alternative interpretations</p> <p>Be able to independently read around and research author and text</p> <p>Be able to research into context to enhance understanding of texts</p> <p>Be able to write fluently and with accurate written expression</p> <p>Be able to use appropriate literary terminology</p> <p>Be able to develop arguments in essay form, supporting ideas with evidence</p> <p>Be able to structure essays in accordance with SPECS.</p>

- Transgression
- Anxiety over cultural limits and boundaries
- Ambivalent emotions and meanings
- Tales of darkness, desire and power
- Counter narrative to humanist values and enlightenment
  - Perceived threats to these values
  - Supernatural and natural forces
  - Imaginative excesses and delusions
  - Religious and human evil
  - Social transgression
  - Mental disintegration
  - Spiritual corruption
  - Irrational
  - Immoral
  - Fantastic
- Monsters of the imagination pervaded the Gothic narrative, which strayed beyond the parameters of acceptability and stretched reader - imagination, corrupting the morality of the reader
- Magic realism
- Temporality

#### **Allegories of Gothic/Supernatural**

- Revolution and change
- Opposition/contradiction/contrast
- Radical philosophy
- Subversion
- Superstition
- Corruption
- Cultural difference/fear
- Socio-political anxiety
- Revenge

## **Contexts**

### *Dracula*

- Invasion Literature
- Victorian decadence
- Victorian patriarchy
- Science and supernatural
- Transylvanian/Romanian Folklore
- Francis Burton and *Vetala Tales*
- The *Lyceum Theatre* and Henry Irving
- Oral narrative and Irish folkore

### *Beloved*

- African American / Slave History
- Black Feminism
- Female Slave narrative
- Unwritten elements in Slave History
- African folklore and superstition
- Religion
- Horror of slavery