

A Level English Language & Literature Summer Independent Learning Year 11-12

Welcome to A Level English Language & Literature.

Please complete the following tasks ready for your first day at New College:

Compulsory Content:

Part 1: Sense of Voice

Task 1: Research the following contextual factors surrounding the American President, John F. Kennedy:

- When did he become President?
- What was notable about his Presidency?
- What was happening socially, culturally and politically at this time? You may want to consider the following:
 - The threat of Russia and Communism
 - The Cold War and nuclear warfare
 - The Space Race
 - Newly independent countries following decolonisation at this time
 - America's position as a global superpower

Task 2: Read the speech attached at the end of this document (Source A) and annotate in detail, the ways JFK addresses his audience following his election victory:

You should consider and identify:

1. Who JFK is addressing in different parts of the speech.
2. What he is offering these different groups and why.
3. How he is influenced by the contextual factors you have researched above.
4. What tone/ emotions are conveyed in the speech.
5. The different linguistic and literary devices he uses to convey these ideas.

Task 3: Written Task

-Write 300-word summary of the key ideas within the speech and how it is influenced by its context.

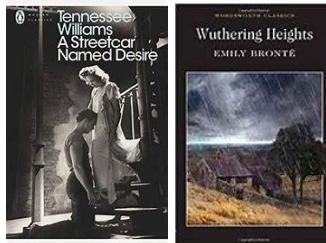
- Select at least 3 linguistic/ literary device used by JFK within the speech and write an analysis of how they create tone/ emotions within the speech. You may wish to use the P.E.E or T.E.A structure to support you in this.

Part 2: A Streetcar Named Desire

Task 1: You need to purchase the following texts for the first term:

A Streetcar named Desire (ISBN: 9780141190273)

Wuthering Heights (ISBN: 9781853260018)



Task 2: Read *A Streetcar Named Desire*, by Tennessee Williams.

You might also watch a production on YouTube if you would like to see it in performance, but this should be done in addition to, not instead of, the reading task. You should:

- Summarise each scene in brief, bullet-point form- key characters, events and staging.
- Select two pieces of textual evidence from each scene and describe in detail the effect created by Williams with the use of each piece of evidence.
- Your evidence can be dialogue or stage directions such as use of sound, staging, props, costume or proxemics.
- You might want to consider tone, lexis, connotations, symbolism and imagery, depending on the quotation selected.

Task 3: Analytical Writing – A Streetcar Named Desire

After reading the play produce an essay of at least 600 words in answer to one of the following questions:

- Explore Williams' presentation of Blanche in the first three scenes of *A Streetcar Named Desire*.
- Explore Williams' presentation of Stanley in the first three scenes of *A Streetcar Named Desire*.

Strongly Advised:

Part 3: Wuthering Heights

You will be studying this novel during term 2 and expected to read independently during term 1. In preparation for this, it is recommended you research the novel's plot, key characters and themes, as well as the context including:

- Emily Bronte's history & biography
- Industrial revolution in England
- Romanticism
- Gothic

If you are able to visit the Bronte Parsonage at Haworth, West Yorkshire over the summer months, this will give you an invaluable insight into this text. We will be offering this as a trip to students later in Y12.

1 John F. Kennedy's Inaugural Address in Washington on January 20, 1961

This is an extract from the speech by John F. Kennedy at his inauguration, a formal ceremony to mark the beginning of his term of office as President of the United States of America.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom - and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required - not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge: to convert our good words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbours know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support - to prevent it from becoming merely a forum for invective, to strengthen its shield of the new and the weak, and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course - both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew – remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed, in all corners of the earth, the command of Isaiah – to “undo the heavy burdens, and [to] let the oppressed go free.”

And, if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor – not a new balance of power, but a new world of law – where the strong are just, and the weak secure, and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days; nor in the life of this administration; nor even perhaps in our lifetime on this planet. But let us begin.