



English

Congratulations on your GCSE successes and welcome to your post-16 studies at All Saints!

At this significant moment in your education, you have selected to study courses that reflect your own unique gifts, talents, interests and future goals.

So let's get started! These tasks are designed to introduce you to some concepts that you will be exploring over the year ahead as well as giving you the opportunity to demonstrate your commitment and sincere interest in this subject.

We look forward to seeing your preparation work and welcoming you to our department in September.

Deadline for submission

Wednesday 2nd September 2026

Choose **TWO** tasks to complete from the following list:

Week	Task / question	Links to help you	Notes
1	Title Decoder Challenge: Explore what these titles might mean—without opening the book. - Write three speculative interpretations for each title - Consider possible themes, emotional tone, genre, and narrator - Finish with: "I think the title <i>Purple Hibiscus</i> means..." (use metaphors or personal associations)	Texts Teased: <i>The Age of Innocence</i>, <i>Purple Hibiscus</i>, <i>Ariel</i> LitCharts on the symbolism of <i>Purple Hibiscus</i> — explores how the flower represents freedom and individuality. CliffsNotes on the irony of <i>The Age of Innocence</i> — discusses how the title critiques societal repression. Poem Analysis of Ariel by Sylvia Plath — breaks down the emotional and symbolic layers of the title poem.	Break down the title word-by-word. Consider literal meanings (<i>hibiscus</i> as a flower, <i>innocence</i> as purity, <i>Ariel</i> as a name or spirit) and how they might metaphorically link to identity, rebellion, or emotional states. Speculate on genre and tone Ask: Does the title suggest poetry, drama, or prose? Is the mood likely lyrical, tragic, ironic, or mysterious? Imagine the narrator's voice Who might be speaking — a child, a rebel, a ghost, a lover? What kind of emotional lens might they bring?



Preparation for Year 12



			5. Use metaphor or personal association For example, <i>Purple Hibiscus</i> might evoke a rare bloom in a harsh climate — a metaphor for resilience or forbidden beauty. 6. Write your final reflection sentence End with: “I think the title <i>Purple Hibiscus</i> means...” and let your imagination lead — perhaps it’s a symbol of growth in silence, or a rebellion that flowers quietly.
2	Mirror Monologue: Whose Voice Might I Hear? Task: Using only a name and one sentence fragment from each play (e.g. “Hamlet: something is rotten...”), students write a short internal monologue imagining the speaker’s mood, setting, and life circumstance. • Include sensory details: What do they see, feel, hear? • No need to guess the real context—just explore possibilities.	Texts Teased: <i>Hamlet</i>, <i>The Glass Menagerie</i>, <i>The Duchess of Malfi</i> <i>LitCharts Character Analysis: Hamlet</i> — explores <i>Hamlet’s emotional complexity and famous lines like “something is rotten...”</i> <i>LitCharts Character Guide: The Duchess of Malfi</i> — outlines the <i>Duchess’s dignity, defiance, and tragic arc</i> <i>Daily Actor: Tom’s Monologue from The Glass Menagerie</i> — a <i>vivid example of internal voice and emotional tension</i>	1. Start with the fragment’s emotional tone Ask: Is the line angry, fearful, resigned, hopeful? Let that guide the speaker’s imagined mood. 2. Build a setting around the voice Describe where the speaker might be — a cold corridor, a candlelit chamber, a crowded street. Use sensory details: sights, sounds, textures. 3. Imagine the speaker’s inner conflict What might they be wrestling with? Guilt, ambition, grief, desire? Let the monologue reveal a tension or secret. 4. Use metaphor or symbolic imagery For example, if the line is “something is rotten...,” imagine the speaker surrounded by decaying flowers or breathing poisoned air. 5. End with a question or unresolved thought Leave the monologue open-ended to reflect uncertainty or emotional depth — this invites interpretation and personal connection.



Preparation for Year 12



3	Word Cloud & Emotion Spectrum Task: See cluster of thematically linked abstract words for each text (e.g. <i>Ariel</i> = “confession, rage, fire, silence”) and rate each word from 1–10 on: - Emotional intensity - Personal resonance - Curiosity factor <i>Ariel</i> by Sylvia Plath Word Cluster: confession · rage · fire · silence · fracture · bloom · edge <i>Paradise Lost</i> by John Milton Word Cluster: fall · ambition · obedience · exile · temptation · light · abyss <i>The Great Gatsby</i> by F. Scott Fitzgerald Word Cluster: illusion · longing · sparkle · regret · distance · gaze · collapse Then write a short paragraph: “This spectrum makes me curious about...”	Texts Teased: <i>Ariel</i>, <i>Paradise Lost</i>, <i>The Great Gatsby</i> <i>Poem Analysis of Ariel</i> by Sylvia Plath — breaks down Plath’s use of transformation, rage, and liberation <i>LitCharts Themes in Paradise Lost</i> — explores Milton’s ideas of obedience, free will, and cosmic hierarchy <i>SparkNotes Themes in The Great Gatsby</i> — covers illusion, longing, and the collapse of the American Dream	Rate each word thoughtfully across three dimensions Use a scale of 1–10 to assess <i>emotional intensity</i> (how powerful the word feels), <i>personal resonance</i> (how much it connects to your own experiences), and <i>curiosity factor</i> (how intrigued you are to see how it appears in the text). Look for patterns or contrasts within each cluster. Does the cluster lean toward violence, beauty, isolation, or transformation? For example, <i>Ariel</i>’s “fire” and “silence” suggest emotional extremes. Use metaphor or imagery to interpret the cluster. Imagine what kind of emotional landscape these words create. Is <i>Paradise Lost</i>’s cluster like a stormy sky or a crumbling cathedral? Compare clusters across texts How does <i>Gatsby</i>’s “sparkle” and “collapse” differ from <i>Plath</i>’s “bloom” and “fracture”? What does that say about tone or genre? Write a reflective paragraph starting with: “This spectrum makes me curious about...” Let your thoughts flow — speculate on character emotions, narrative style, or philosophical questions the text might raise.
4	Anonymous Letter Project:	Texts Teased: <i>The Great Gatsby</i>, <i>The Age of Innocence</i>, <i>Purple Hibiscus</i>	Let the title guide the emotional tone. Ask: What mood does <i>Purple Hibiscus</i> or



Preparation for Year 12



Task: Write a one-paragraph letter from “a stranger in crisis,” inspired only by the tone suggested by the title.

- Must include one metaphor and one emotional question
- Then guess: what kind of story might this character belong to? Is it romantic, tragic, political?

SparkNotes on The Great Gatsby's tone — explores the shift from satire to melancholy and romantic longing

LitCharts on The Age of Innocence tone — highlights irony, nostalgia, and emotional repression

LitCharts on Purple Hibiscus tone — examines restraint, fear, and emerging hope through Kambili's voice

The Age of Innocence suggest — serenity, repression, rebellion, longing?

2. **Invent a voice in crisis** Imagine a character writing from a moment of emotional tension — they might be grieving, yearning, or defying something. Keep the tone consistent with the title's suggestion.
3. **Use one metaphor to deepen emotion** For example: “My heart is a cracked teacup, holding silence that spills with every glance.” Metaphors should evoke fragility, illusion, or resistance.
4. **Include one emotional question** This could be rhetorical or direct: “Was I wrong to want more than what they gave me?” or “Can longing ever be enough?”
5. **Guess the genre or emotional arc** After writing, reflect: Does this letter feel like it belongs in a romantic tragedy (*Gatsby*), a political awakening (*Purple Hibiscus*), or a story of societal repression (*Age of Innocence*)?



Preparation for Year 12



Keywords and definitions: You will need to be familiar with the following keywords in term 1.

Keyword	Definition	Use of keyword within context
Soliloquy	A character's speech revealing inner thoughts, spoken alone	Hamlet's soliloquies expose his moral conflict and philosophical questioning.
Temptation	The urge to pursue something morally or spiritually forbidden	Eve's temptation by Satan in <i>Paradise Lost</i> fuels the Fall and cosmic rupture.
Confession	A revealing of truth, often emotional or spiritual	Plath's poems in <i>Ariel</i> contain raw confessional tones about identity and pain.
Illusion	A deceptive appearance or belief	Amanda in <i>The Glass Menagerie</i> clings to illusions about gentility and escape.
Rebellion	Resistance to authority or expectation	Kambili's emotional rebellion against her father marks her coming-of-age arc.
Identity	The qualities or beliefs that make a person who they are	Sylvia Plath's <i>Ariel</i> explores fractured and evolving identities through metaphor.
Melancholy	A deep, reflective sadness	Hamlet often inhabits a state of melancholy, questioning life and death.
Fall	A descent from grace or power	Adam and Eve's Fall in <i>Paradise Lost</i> represents spiritual and existential loss.
Silence	A lack of speech used symbolically	Silence in <i>Purple Hibiscus</i> is both protection and symptom of emotional repression.
Motif	A recurring image, idea, or symbol	Glass animals in <i>The Glass Menagerie</i> form a motif of fragility and escape.
Betrayal	Violation of trust or loyalty	Hamlet feels betrayed by Claudius and Gertrude, fueling his inner turmoil.



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