

UNIT 1 - SHAKESPEARE

Content

- Assessment Objectives
- The Elizabethan Age
- Genre – Shakespearean drama
- Plot, structure, characters
- Themes
- Literary Theory
- Critical opinion
- Essay planning and structuring

Resources & ICT

- Main text: *Othello* – William Shakespeare
- *Studying English Literature* – Marian Cox
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions

Types of assessment

- Past A Level English Literature essay questions
- Spoken contributions in class
- Extended homework questions
- In-class presentations
- Factual quizzes

Students to Know

- The ideas, characters and themes within the drama
- The context in which the text is set / produced
- The genre / language / structure employed by the author
- The requirements for an academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The effective use of narrative methods
- How parts of the text relate to the work as a whole
- The importance of wider reading and how it may contribute to personal development

Students to be able to Do

- To produce informed, independent opinions and judgements on literary texts
- To communicate clearly the knowledge, understanding and insight appropriate for literary study
- To produce an essay under timed conditions
- The ability to appreciate and discuss varying opinions of literary works

Cross curricular links

- History; the Elizabethan Age
- Geography; Venice as the setting for the play
- PSHE; jealousy and hatred, the manipulations of emotions

Differentiation incl. EAL

- Extension activities
- Groups working on tasks suitable for ability level

Learning styles activities

- Groupwork
- Pair to whole group discussion opportunities
- Teacher-led lectures
- Self-editing of work and peer editing



Othello and Desdemona, 1829

Alexandre-Marie Colin / Public domain

Global citizenship, internationalism, local environment

- Shakespeare as a universal, cross-cultural playwright
- Shakespeare's plays are performed all over the world – they are plays which transcend language and racial/cultural boundaries

UNIT 2 - PRE-TWENTIETH CENTURY PROSE

ADV. ENGLISH LITERATURE 2

Content

- Assessment Objectives
- The Georgian Age
- Genre – Early Nineteenth Century Prose
- Plot, structure, characters
- Themes
- Literary Theory
- Critical opinion
- Essay planning and structuring

Resources & ICT

- Main text: *Sense and Sensibility* – Jane Austen
- Studying English Literature – Marian Cox
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions

Types of assessment

- Past A Level English Literature essay questions
- Spoken contributions in class
- Extended homework questions
- In-class presentations
- Factual quizzes

Students to Know

- The plot, characters and themes within the text
- The context in which the text is set / produced
- The genre / language / structure employed by the author
- The requirements for an academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The effective use of narrative methods
- How parts of the text relate to the work as a whole
- The importance of wider reading and how it may contribute to personal development
- Varying interpretations of texts

Students to be able to Do

- To produce informed, independent opinions and judgements on literary texts
- To communicate clearly the knowledge, understanding and insight appropriate for literary study
- To produce an essay under timed conditions
- The ability to appreciate and discuss varying opinions of literary works

Cross curricular links

- History; the Georgian Age, roles of women, the life of Jane Austen
- PSHE; social conventions, questions of morality

Differentiation incl. EAL

- Extension activities
- Groups working on tasks suitable for ability level

Learning styles activities

- Groupwork
- Pair to whole group discussion opportunities
- Teacher-led lectures
- Self-editing of work and peer editing



Engraving of Godmersham Park (Kent) in 1779

Unknown / Public domain

Global citizenship, internationalism, local environment

- Starting point on discussions on social expectations, mores, and conventions for an international student base



UNIT 3 - COMMENT AND APPRECIATION

Content

- Assessment Objectives
- Exploration of different genres
- Functions of plot, structure, characters
- Portrayals of themes / ideas
- Literary Theory
- Essay planning and structuring

Resources & ICT

- Variety of extracts from prose, poetry and drama selected for analysis
- *Studying English Literature* – Marian Cox
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions
- Film version of text *A Man for All Seasons* – Fred Zinnemann

Types of assessment

- Past A Level English Literature essay questions
- Spoken contributions in class
- Extended homework questions
- In-class presentations
- Factual quizzes

Students to Know

- The function of plot, characters and themes within the text
- The possible contexts in which texts are set / produced
- The genre / language / structure employed by the author(s)
- The requirements for an academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The effective use of narrative methods
- How parts of the text relate to the work as a whole
- The importance of wider reading and how it may contribute to personal development

Students to be able to Do

- To produce informed, independent opinions and judgements on literary texts
- To communicate clearly the knowledge, understanding and insight appropriate for literary study
- To produce an essay under timed conditions

Cross curricular links

- History; different time periods in history producing different genres of literature
- Geography; work in English by non-native speakers in ex-colonial countries

Differentiation incl. EAL

- Extension activities
- Groups working on tasks suitable for ability level

Learning styles activities

- Groupwork
- Pair to whole group discussion opportunities
- Teacher-led lectures
- Self-editing of work and peer editing



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Global citizenship, internationalism, local environment

- Literature as a global language – works of fiction span the gender, racial and nationality divide

