

UNIT 1 - DRAMA

Content

- Assessment Objectives
- Background on Shakespeare and his world
- Shakespeare's language
- Verse, prose, iambic pentameter
- Plot, structure, characters
- Portrayals of themes / ideas
- Essay planning and structuring

Resources & ICT

- Main text: *The Merchant of Venice* – William Shakespeare
- Film version of *The Merchant of Venice* – Michael Radford, 2004
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions

Types of assessment

- Past IGCSE 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 requirements for an IGCSE level academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The importance of wider reading and how it may contribute to personal development
- The meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

Students to be able to Do

- To recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
- To communicate an informed personal response appropriately and effectively
- To explore the contribution of literature to an understanding of areas of human concern
- To enjoy the experience of reading literature
- To produce an essay under timed conditions

Cross curricular links

- History; the Elizabethan Age, religious persecution, patriarchal societies
- Geography; the setting of the action in Venice – an economic force in the 16th and 17th centuries
- PSHE; moral choices, racism, prejudice and bias

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



An evening performance of the Merchant of Venice in the grounds of Coughton Court

Tony Hisgett / CC BY 2.0

Global citizenship, internationalism, local environment

- Shakespeare as a universal playwright – his plays are still produced in a huge variety of different countries and cultures, demonstrating how his ideas transcend barriers of gender, race, religion and nationality



UNIT 2 - PROSE

Content

- Assessment Objectives
- Background
- Plot, structure, characters
- Portrayals of themes / ideas
- Essay planning and structuring

Resources & ICT

- Main text: *I'm the King of the Castle* Susan Hill
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions

Types of assessment

- Past IGCSE 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 requirements for an IGCSE level academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The importance of wider reading and how it may contribute to personal development
- The meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

Students to be able to Do

- To recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
- To communicate an informed personal response appropriately and effectively
- To explore the contribution of literature to an understanding of areas of human concern
- To enjoy the experience of reading literature
- To produce an essay under timed conditions

Cross curricular links

- Biology; lepidopterist
- PSHE; bullying, family relationships, power

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



Joe Mabel / CC BY-SA 3.0

Global citizenship, internationalism, local environment

- Universal themes of loneliness, isolation, power and control
- How the local environment can affect behaviour



UNIT 3 - POETRY

Content

- Assessment Objectives
- Different poetic genres
- Structure, linguistic features
- Portrayals of themes / ideas
- Essay planning and structuring

Resources & ICT

- Main text: *Songs of Ourselves* – Selection of 19th and 20th century poetry from the CIE anthology
- PowerPoint / Prezi presentations on aspects of the text
- Worksheets and questions

Types of assessment

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

Students to Know

- The variety of literary devices and techniques in the poems
- The possible contexts in which poems are set / produced
- The requirements for an IGCSE level academic literature essay

Students to Understand

- The ways in which writers' choices of form, structure and language shape meanings
- The importance of wider reading and how it may contribute to personal development
- The meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

Students to be able to Do

- To recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
- To communicate an informed personal response appropriately and effectively
- To explore the contribution of literature to an understanding of areas of human concern
- To enjoy the experience of reading literature
- To produce an essay under timed conditions

Cross curricular links

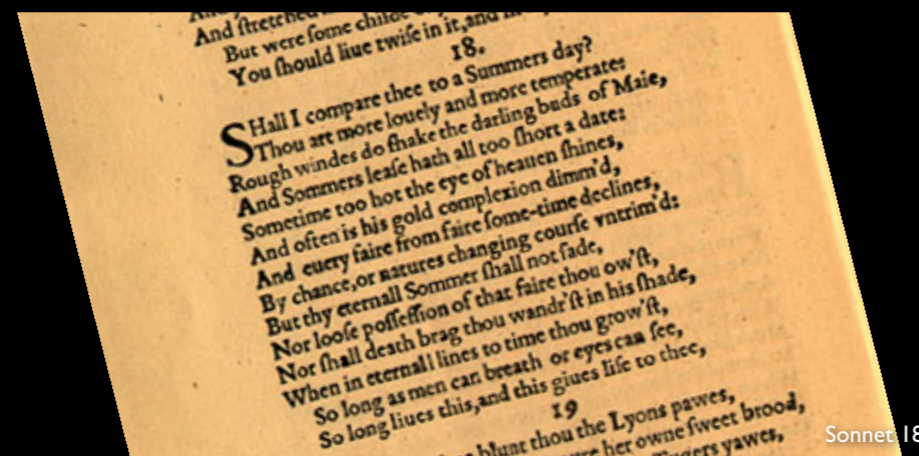
- Within the different poems are different themes and ideas which provide links to other subjects

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



William Shakespeare / Public domain

Global citizenship, internationalism, local environment

- A variety of themes such as the environment, the power of nature, and the difficulties of immigrant integration are encompassed by the different poems

