

Scheme of work – Cambridge IGCSE[®] Literature (English) (0486)

Overview

This scheme of work provides ideas about how to construct and deliver a course. The 2012 and 2013 syllabus has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom.

Recommended prior knowledge

Students are likely to have experience of reading plays, poems and prose fiction in their pre- Cambridge IGCSE studies.

Outline

The 0486 syllabus assessment objectives (**AO**) are assessed holistically, and not discretely. The assessment objectives are:

AO1: Show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry and Prose)

AO2: Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

AO3: Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects

AO4: Communicate a sensitive and informed personal response to literary texts

The learning objectives in each of the specific units relate to the assessment objectives, and the suggested teaching activities are designed to secure the learning objectives through approaches which combine both enjoyment of reading and academic rigour. The activities suggested in these units encourage students to become more confident readers, shaping their own interpretations of texts. The syllabus prizes original and fresh responses to texts based on close study. This scheme of work promotes active learning, where students take responsibility for their own (and others') learning. This will help students to become confident and reflective learners who are able to think for themselves and 'think on their feet' in both examination and coursework contexts.

Students are not expected to include extraneous background information in their written responses to texts. An awareness of historical or cultural context provides a framework in which teachers can encourage students to develop their own fresh and valid responses. Writers' effects are of interest for the way in which they prompt a particular response from the reader (or audience of a play). Teachers should encourage a close exploration of writers' use of form, structure and language and the ways in which they create and shape meanings and effects. Students should appreciate that the mere identification of devices writers use is not the same as literary study.

The units within this scheme of work are:

Unit 1: Drama

Unit 2: Prose

Unit 3: Poetry

Unit 4: Unseen

Unit 5: Coursework

The first three units relate to the teaching of the three main literary forms: prose, drama and poetry. These units can be read in any order, and are perhaps read initially as a specific group of units. The main focus of these units is on preparing students for the kinds of questions they will face in the Set Texts papers 4 and 5. But some of the activities in these first three units have a generic application which will be of use to teachers following either the Unseen or Coursework route.

The final two units relate to the more specific requirements of the Unseen paper (Paper 3) and the Coursework component (Paper 2).

Teacher support

The up-to-date list of resources for this syllabus can be found on the University of Cambridge International Examinations website www.cie.org.uk. In addition, the password-protected Teacher Support website <http://teachers.cie.org.uk> provides access to past question papers, mark schemes and examiners' reports. We also offer online and face-to-face training; details of forthcoming training opportunities are posted on the general website.

Resources

Songs of Ourselves University of Cambridge International Examinations, 2005. Cambridge University Press, UK
ISBN: 9788175962484

Stories of Ourselves University of Cambridge International Examinations, 2008. Cambridge University Press, UK
ISBN: 9780521727914

Cambridge IGCSE Literature in English Carey, R., 2011. Cambridge University Press, UK
ISBN: 9780521136105

www.poetryarchive.org.uk

www.victorianweb.org/

www.postcolonialweb.org/

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