

## Syllabus 0486: Literature (English) Scheme of Work.

### INTRODUCTION

This is probably the first dedicated Literature public examination course most students will follow and for many it will be the only such course. Teaching should recognise the ultimate aim: that students develop a mode of reading which will equip them in the future to enjoy the richness of such an activity. Essentially, we should be looking to allow them to develop an honest, genuine, searching response to the works they read. They should be committed to their reading, involved in the texts, moved by what is depicted there; in short, they should learn that the words they read have the potential to alter their perspectives on life. We have to help them to learn how to express their response to literature also and, at this level, we expect them to start to understand *how* the writers they are studying have the power to affect them in this way.

Work at AS-level and A-level will put more emphasis on the analytical and methodological approach to literature study, but able students will find ample opportunity in this IGSE course to begin this journey.

Teachers should also be aware that any codification of aims in this subject is likely to be found inadequate. Great writers are original and cannot be expected to perform to type. (Aristotle's descriptions of literary practice did not encompass Shakespeare; Beckett's work was not circumscribed by theory on what constituted the "well-made" play.) Similarly, students themselves often have fresh, even unique insights into literary texts, precisely because they are young and do not come with preconceived, conventionally received ideas. If, at any time in the study of a text, unexpectedly original insights are reached or stumbled across that do not nestle neatly into the structures suggested here, the teacher should have the confidence and the perception to move beyond them and help the students to develop their own ideas in the most fruitful way.

Because of the nature of the IGCSE Syllabus, with its choice of set texts, it is not feasible to present a single, fixed scheme of work that will be universally applicable. Nevertheless, there are many learning outcomes which should be common to all work schemes devised. The scheme of work presented here will be related to a few of the 2007 set-texts but it can be used as a guide for application to schemes of work for other texts.

The **Appendices** attached to this scheme of work are intended as **examples** of suggested teaching/learning activities. They are based on four of the texts on the 2007 syllabus: *Great Expectations*, *Into the Wind*, *Macbeth* and *A Streetcar Named Desire*. (CIE is publishing teacher support notes on the set poems in the *Songs of Ourselves Anthology* which also gives full suggestions for teaching/learning activities. These are posted on the CIE public website.) They may be used if applicable, but essentially teachers should assume that they will have to devise their own learning activities for their choice of text and to take account of the varying circumstances of their students, teaching environments and teaching styles.

The aims of the exemplar tasks in these Appendices are accompanied by Roman numerals which refer to the Learning Outcomes in the left hand column of the Workscheme grids. The Learning Outcomes should be the same whichever text is studied. The symbol (>3), (>4) or (>5) indicate that that particular activity is leading to items 3, 4 or 5 in the Suggested Teaching/Learning Activities column, that is, tackling passage-based questions, general questions and empathic questions respectively.

It is recommended that teachers familiarise themselves with the structures of the questions papers, general styles of question, and overall requirements if they are new to the syllabus. Full details are given in the syllabus booklet.

### **Section 1.01**

**Section 1.02 General Resources:** Syllabus; Standards booklet; past papers

There are some technical terms in the Learning Outcomes of the scheme of work, especially in Unit 3, the Poetry section. The advice given at the beginning of the middle column in this Section on the teaching of such terms should keep such work in proportion. A useful glossary of the meanings of most of these terms is to be found at the website: <http://www.english-teaching.co.uk/sample/criticalterms.pdf>

There are many sites with advice about teaching texts to students at this level or offering revision suggestions. While suggesting interesting sites in the meantime, the set texts are not necessarily covered and teachers will have to make their own minds up about the value of the advice given. Examples of such sites are: [www.universalteacher.org.uk](http://www.universalteacher.org.uk) ; [www.sheffcol.ac.uk/links/English](http://www.sheffcol.ac.uk/links/English) ; [www.englishbiz.co.uk](http://www.englishbiz.co.uk); [www.teachit.co.uk](http://www.teachit.co.uk) .

### Section 1.03 Structure

Currently students must offer one of three possible schemes of assessment for the IGCSE examination:

Option A: Paper 1 (Set Texts: Open Book) plus Paper 2 (coursework)

Option B: Paper 1 (Set Texts: Open Book) plus Paper 3 (unseen)

Option C: Paper 4 (Closed Book)

#### Section 1.04

Units 1-3 of this scheme of work are aimed at teachers of students of *ALL* these options.

Unit 4 is aimed at teachers of students taking Option C.

Unit 5 is aimed at teachers of students taking Option B.

### Section 1.05

#### Section 1.06 Teaching order

There is a progression in the types of tasks set out within each unit, but they can be taught in any order and it is expected that teachers will move between units according to the development of the skills of their students.

#### Section 1.07

#### Section 1.08

#### Section 1.09 Summary of units

|   |   |
|---|---|
| 1 | Prose Set Texts: novels and short stories |
| 2 | Drama Set Texts                           |
| 3 | Prescribed Poetry Texts                   |
| 4 | Unseen Poetry and Prose                   |
| 5 | Coursework                                |