



# INTERNATIONAL SCHOOL OF SOUTH AFRICA

## FORM 1 – UPPER 6 YEARLY OVERVIEW

### ENGLISH

#### RATIONALE

The English Department aims to:

- **Apply Backward Mapping** – upskilling Form 1, 2 and 3 in Higher Order Blooms skills; liaise with the Primary School on early development of Higher Order skills.
- **Include 21<sup>st</sup> Century Learning skills** in the work scheme – particularly research-based activities, Flipped Classroom techniques revolving around student research and presentations.
- **Use or current and topical media texts**, including South African texts, as the basis of Language work.
- **Boost Reading skills** – fiction and contemporary media. Dedicated one reading lesson per week in Forms 1-3 – can be ONCEs or Battle of Books – must be structured, monitored and assessed in some way. Form 4: Contemporary, high-interest topical novels for holiday work reading.
- **Boost Oral presentation skills:** (speaking, listening, discussing, presenting); we do the IGCSE Listening and Speaking endorsement.
- **Focus on Academic Rigor:** high expectations – make demands. Expect quality work and best effort – relentless follow up on homework, deadlines for assignments.
- **Ensure that exercise books are covered** and kept in good condition and workbooks are neat and orderly and monitored frequently with relevant feedback.
- **Engage students** by being enthusiastic and bringing the subject 'alive' by relating content to real life situations, utilising current and relevant media source material in Language Teaching and selecting topical, current meaningful literary texts for study, with a Pan-African focus where curriculum options allow.
- **Timeously identify weak students** and offer assistance and extra remedial work in intervention classes and 1:1 extra lessons where required.
- **Assess student work fairly and accurately and give specific feedback and target setting.**
- **Keep up to date with the latest trends in teaching methodologies** through CIE Face to Face and Online training, Webinars and the workshopping of new ideas in departmental meetings, discussion groups



## OUTLINE OF FORM 1

### Current textbooks used in English:

**Form Language:** There are no prescribed text books for Form 1 as language study is centred around the ONCE resource material (Online Current English – which covers the NCE Language Curriculum through the context of current, topical media articles

Teachers are encouraged to compile their own notes and exercises for the teaching of specific concepts. Macrat source material is useful in this regard; a number of reference texts are available from the HoD. Teachers have copies of the *Cambridge Checkpoint* series which is specific to each form to inform and supplement lesson preparation. The curriculum is aligned to the Cambridge Secondary curriculum Stage 8.

### Form 1 Literature

Literature study texts are reviewed and updated annually by the team. Writing activities relevant to the curriculum should be developed out of these texts. The focus is on the selection of engaging, contemporary, relevant texts with a balance Southern African, Eurocentric and Classical texts. A contemporary novel / play / short story collection (Contemporary / South African)

- A classical / pre-20th C text *Macbeth*
- A film from film study *Big Hero 6*
- 12 poems thematically linked to set works: 4 a term
- An engaging self-study contemporary novel to be read in the April holiday and assessed in the first week of Term 2. *Trash*
- Three examination papers are written in July and November (Paper 1: Writing: Composition and Empathic Writing (1 ½ hrs) Paper 2: Reading Comprehension and Language application (1 ½ hours); Paper 3 Literature: Seen and unseen Poetry, Passage –based analysis and Mini-essay)(1 ½ hours)

## TERM 1

### Writing:

- Writing instructions workshop (CASS)
- Descriptive Writing skills workshop: describing a bedroom; (CASS) descriptive paragraphs based on description of two or three characters from *Big Hero 6*, (CASS).
- Empathic Writing based on *Big Hero 6*: diary entry and Friendly letter based on *Big Hero 6*.and assess (MO).

### Language:

- Reading Comprehension and punctuation marks and identification and effect of selected nouns adjectives, verbs, adverbs in context. (ONCE. Practice, then Assess (MO).

### Literature:

- Complete “I “poem, create your own Painless Poem, create Colour poems, (CASS)
- *Big Hero 6* identifying camera angles and shots and the effect, onomatopoeic words.

- Introduce *Trash*. Start reading in class.

**Oral:**

- Presentation on character similar to you in *Big Hero 6*, (CASS)
- Listening comprehension (CASS)
- Prepared Reading from *Trash* (CASS)

**Holiday homework:** Complete the reading of *Trash*.

**TERM 2**

**Writing:**

- Descriptive Writing and narrative techniques workshop: paragraphs describing setting, feelings and thoughts (CASS).
- Telling a story – good opening and plot, creating suspense, developing setting, character and plot. Assess (MO).
- Formal an informal letter, newspaper article empathic diary entry genres - practise and assess- base on *Trash*. (MO)

**Language:**

- Reading Comprehension techniques and assess (MO)
- Prefix and suffix, function of punctuation marks, provide the meaning of ....., types of nouns, synonyms, indirect speech, active and passive, concord, idiomatic expressions, providing details, connotation, fact or opinion, literal and figurative language. Assess: Language Test (MO)

**Literature:**

- Assess holiday homework Content test on *Trash* CASS).
- Study characterisation and themes in *Trash*, through analysis selected extracts. *Trash* Passage-based assessment (MO).
- Poetry – 4 poems: identifying and understanding the effect of metaphor, simile, alliteration, assonance. Understanding theme and tone and simple elements of structure. Assess (MO)

**Oral:**

- Describing a character in *Trash*, style and symbolism, presentation on: A day in the life of ..... (based on any character in *Trash*). (CASS)

July examination with review and feedback.

**Holiday homework:** Context project on *Macbeth*

**TERM 3**

**Writing:**

- Holiday homework on *Macbeth*. Assess (CASS)
- Newspaper front page – group assignment, paragraph, (too vague?) (CASS)
- Empathic Writing based on *Macbeth*: Friendly letter and diary genres. Assess (MO)



### Language:

- Reading Comprehension (ONCEs) adjectives, phrases, synonyms, antonyms, punctuation, tenses, homophones x homonyms, opposites, meaning of words, direct and indirect speech, prepositions, active and passive, main ideas and supporting sentences. Assess (MO)

### Literature:

- Genre: what is a tragedy?
- Macbeth Timeline
- Study of selected passages from *Macbeth* timeline,
- Analysis of diction and selected figures of speech metaphor, simile, assonance, alliteration, onomatopoeia from *Macbeth* extracts. Themes and characterisation in ***Macbeth*** (Compiling notes and important quotes from *Macbeth*,
- *Macbeth* Passage –based assessment (MO)
- Poetry: 4 simple poems to practise Unseen: identifying and understanding the effect of metaphor, simile, alliteration, assonance. Understanding theme and tone and simple elements of structure. Assess (MO)

### Oral:

- Prepared reading from *Macbeth* (CASS)
- Scene dramatization videoed and viewed (**CASS**)

November examination with review and feedback.

## OUTLINE OF FORM 2

### Current textbooks used in English:

**Form 2 Language:** There are no prescribed text books for Form 2 as language study is centred around the ONCE resource material (Online Current English – which covers the NCE Language Curriculum through the context of current, topical media articles, which are designed around Reading, discussion and Language.

Teachers are encouraged to compile their own notes and exercises for the teaching of specific concepts. Macrat source material is useful in this regard; a number of reference texts are available from the HoD. Teachers have copies of the *Cambridge Checkpoint* series which is specific to each form to inform and supplement lesson preparation. The curriculum is aligned to the Cambridge Secondary curriculum Stage 9.

### Form 2 Literature:

Literature study texts are reviewed and updated annually by the team. Writing activities relevant to the curriculum should be developed out of these texts. The focus is on the selection of engaging, contemporary, relevant texts with a balance Southern African, Eurocentric and Classical texts, a contemporary novel / play / short story collection (Contemporary / South African)

- A classical / pre-20th C text (probably Shakespeare) *A Midsummer Night's Dream*

- Film study *Bend it like Beckham*
- 12 poems thematically linked to set works: 4 a term
- 3 short stories *Flowers for Algernon*, *Lamb to the Slaughter* and *Through the Tunnel*.
- A self-study novel *Boitjie you better believe it* to be read in the April holiday and assessed in the first week of Term 2. Further short story reading in the August holiday.
- Three examination papers are written in July and November (Paper 1: Writing: Composition and Empathic Writing (1 ½ hrs) Paper 2: Reading Comprehension and Language application (1 ½ hours); Paper 3 Literature: Seen and unseen Poetry, Passage –based analysis and Mini-essay)(1 ½ hours)

## TERM 1

### Writing:

- Script Writing of modernised/ additional scenes from *Midsummer Night's Dream* (CASS)

### Language:

- Parts of Speech revision; use in context. Comprehension and Reading Skills (ONCEs) adjectives, phrases, synonyms, antonyms, punctuation, tenses, homophones, homonyms, opposites, meaning of words, direct and indirect speech, prepositions, active and passive, main ideas and supporting sentences. Assess (MO)

### Literature:

- Figures of Speech identification and effect in range of Love Poetry. Assess (MO)
- Introduction to Shakespeare; *A Midsummer Night's Dream*.
- Study of characterisation, thematic development and dramatic effects in a selection of scenes. Notetaking and preparing quotations.
- Techniques for passage-based analysis. Asses (MO)

### Oral:

- Plastic Bag Presentations - Speeches (CASS)
- Dramatisations of scripted scenes (CASS)

Holiday work: Read self-study novel *Boitjie you better believe it* by Diane Hofmeyer

## TERM 2

### Writing:

- Empathic Writing (Letter, news article, journal entry) based on character roleplays from: *Short Stories* (CASS)
- Workshop Descriptive Writing techniques and assess (MO)

### Language:

- Comprehension and Reading skills; Grammar and Punctuation Asses (MO)
- Present , past and perfect participle
- Word associations
- Commas: Function
- Apostrophe: Function
- Hyphens, brackets, semicolon, colon, dash, parentheses and ellipses.

#### **Literature:**

- Short Story study: introduction of Short Story genre; Read and study elements of *Flowers for Algernon* and *Lamb to the Slaughter*. Notetaking on elements.
- Mini Essay writing on theme and character development in short stories and assess (MO)
- Unseen Poetry Skills: 4 poems identifying and understanding the effect of metaphor, simile, alliteration, assonance. Understanding theme and tone and elements of structure. Assess (MO)

#### **Oral:**

- Students will prepare a speech on a topic of their choosing and will present it to the class. They are assessed on the basis of their content, delivery and ability to answer questions about their topic. (MO)

July examination with review and feedback. Holiday work: Read short story *Through the Tunnel* an assess theme and character.

### **TERM 3**

#### **Writing:**

- Empathic Writing based on character roleplays (range of genres) from the film *Bend it like Beckham* (CASS)
- Narrative Essay workshop and assess (MO)

#### **Language:**

- Comprehension Skills; Grammar Revision Asses (MO)
- Sentence structure: run-on, types of sentences clauses and phrases
- Simple, compound, complex or compound - complex
- Punctuation
- Direct and indirect speech

#### **Literature:**

- Film study Techniques such as shot angles, types of shots and their effects.
- Viewing of film: *Bend it like Beckham*. Assess understanding of effect of film techniques (MO).



- Poetry Workshop African Poets; analysis of themes and context; poetic effects/ techniques (effect of diction and figures of speech, creation of tone, effect of structure) Assess (MO)

#### Oral:

- Analysis of key scenes from *Bend it like Beckham* as oral presentations in groups (CASS)

November examination with review and feedback.

### OUTLINE OF FORM 3

#### Current textbooks used in English:

##### Form 3 Language:

There are no prescribed text books for Form 1 – 3 as language study is centred around the ONCE resource material (Online Current English – which covers the NCE Language Curriculum through the context of current, topical media articles, which are designed around Reading, discussion and Language.

Teachers are encouraged to compile their own notes and exercises for the teaching of specific concepts. Macrat source material is useful in this regard; a number of reference texts are available from the HoD. Teachers have copies of the *Cambridge Checkpoint* series which is specific to each form to inform and supplement lesson preparation. The curriculum is aligned to the Cambridge Secondary curriculum and Stage 10. We target, and go beyond skills required for the Checkpoint Examination at the end of this phase.

##### Form 3 Literature:

Literature study texts are reviewed and updated annually by the team. Writing activities relevant to the curriculum should be developed out of these texts. The focus is on the selection of engaging, contemporary, relevant texts with a balance Southern African, Eurocentric and Classical texts. A contemporary novel / play / short story collection (Contemporary / South African)

- A classical / pre-20th C text (probably Shakespeare) *Romeo and Juliet*
- A contemporary Drama text *An Inspector Calls*
- A contemporary film for film study *Tsotsi*
- 12 poems thematically linked to set works: 4 a term
- An engaging self-study novel to be read in the April holiday and assessed in the first week of Term 2. **Please indicate what the holiday work is and the nature of the assessment**
- An independent study novel to be read in the August holiday and assessed in the first week of Term 3. *Crocodile Burning*





- Three examination papers are written in July and November (Paper 1: Writing: Composition and Empathic Writing using Directed Writing genres. (2 hrs) Paper 2: Reading Comprehension and Language analysis and Summary (2 hours); Paper 3 Literature: Seen and Unseen Poetry (2 hours); Passage-based analysis and Literary essay.

## TERM 1

### Writing:

- Empathic Writing Newspaper and Magazine articles linked to *An Inspector Calls* (CASS)
- Workshop Narrative writing, specifically characterisation, creation and management of tension. And assess (MO)

### Language:

- Listening Comprehension, Reading Comprehension, punctuation marks, use and effect of nouns, adjectives verbs, adverbs. The focus is on extending learning done at Checkpoint level, specifically the students' command of spelling, an appreciation of diction and expansion of vocabulary.

### Literature:

- Read *An Inspector Calls*,
- Study characterisation, theme, techniques of Passage-based question response. Assess (MO)
- Study poems written during Apartheid (*Touch, Motho ke Motho babatho Babang, Trespasser, Da Same Da Same, There's Somethin'*). Assess (MO)

### Oral:

- Presentation of a chosen scene from *An Inspector Calls*.

**Holiday homework:** Students must choose a book to read during the Holiday and will do an oral book-review in the first week of Term 2. The books must be on the Battle of the Books list or must be approved by their class teacher.

## TERM 2

### Writing:

- Introduction to Writers Effect questions and techniques.
- Revision of Narrative and Formal writing techniques in preparation for mid-year Examinations.
- Workshop Descriptive writing techniques. Assess (MO)

### Language:

- Reading comprehension and Grammar (Complex sentences, clauses, parts of a sentence, punctuation, figures of speech) and sentence structure. Assess ONCE. (MO).

### Literature:

- *Crocodile Burning* books to be handed out for self-study.
- Film study on *Tsotsi* to commence. Students will also be introduced to Film techniques such as shot angles, types of shots and their terminology





- Both texts will be used to compare life in South Africa pre and post-Apartheid – specifically focusing on the building of critical thinking skills via literary application to the real-world. Assess analysis of Film techniques in context of still from *Tsotsi*. (MO)
- Poetry: 4 more poems for Unseen Poetry analysis skills. The focus in this area of study is on Identifying and understanding the effect of metaphor, simile, alliteration and assonance. Understanding theme, tone, elements of structure and the role of symbolism is also introduced here.

#### **Oral:**

- Students will prepare a speech on a topic of their choosing and will present it to the class. They are assessed on the basis of their content, delivery and ability to answer questions about their topic. (CASS)

**Holiday homework:** Read text of *Crocodile Burning* ready for content and theme test during the first week back.

### **TERM 3**

#### **Writing:**

- Holiday homework on *Crocodile Burning* to be assessed. (CASS)
- Newspaper Articles base on *Crocodile Burning* themes and context.

#### **Language:**

- Advertising to be examined and principles of AIDA will be taught. Assess (CASS)
- Revision of Grammar and Language concepts covered so far. Summarising techniques and practice. Assessment will cover the core concepts (spelling, gerunds, nouns, adjectives, sentence structure, clauses, finite and non-finite verbs).

#### **Literature:**

- *Crocodile Burning* content test for Holiday Homework. (CASS).
- Read *Romeo and Juliet*, study characterisation, thematic development, symbols and plot and dramatic techniques. Assess Passage –based analysis (MO).
- Watch two film versions of *Romeo and Juliet* (Luhrman and Zefferelli versions), discuss and analyse differences between versions. (CASS)

#### **Oral:**

- Prepared reading from *Romeo and Juliet* and Impromptu Orals scene/ extract dramatisations from *Romeo and Juliet*. (CASS)
- Oral component for their advertisement projects. (MO)

November examination with review and feedback.

### **OUTLINE OF FORM 4**

#### **IGCSE Curriculum commences.**

We do both English Language (0500) and English Literature for IGCSE. These count as two separate subjects in their certification. We teach the two subjects concurrently. We do the



Extended curriculum which teaches and evaluates higher order skills and prepares students for the Advanced Subsidiary and Advanced level curricula.

**Prescribed Text Book:**

**Language 0500: Text book:** Julia Burchell *IGCSE English Language Student Book*  
ISBN9780007517053

**Course outline: Two papers**

Paper 2:(2 hours) the Reading Passages paper that focuses on Directed Writing and Reading Skills, Commentary on the effect of language and Summary.

Paper 3: (2 hours) the Writing Paper that focuses on various genres of Imaginative writing as well as Extended Writing which is more referential writing aimed at specific audiences.

**Literature 0486:** No prescribed text book for Literature; set works change every three years according to the CIE syllabus. Our choices for 2019 are:

- The following prescribed poems from *Songs of Ourselves 2* for the Poetry section of Paper 1: Kofi Awoonor, 'The Sea Eats the Land at Home' Robert Bridges, 'London Snow' Billy Collins, 'Afternoon with Irish Cows' David Constantine, 'Watching for Dolphins' William Cowper, 'The Poplar-Field' Allen Curnow, 'You will Know When You Get There' Gerard Manley Hopkins, 'The Caged Skylark' Elizabeth Jennings, 'In Praise of Creation' John Keats, 'Ode on Melancholy' Philip Larkin, 'Coming' Ruth Pitter, 'Stormcock in Elder' Peter Reading, 'Cetacean' Edna St Vincent Millay, 'The Buck in the Snow' Charlotte Smith, 'Written Near a Port on a Dark Evening' Alfred, Lord Tennyson, 'The Kraken'
- *Cry the Beloved Country* by Alan Paton for the Prose section of Paper 1
- *Macbeth* by Shakespeare for Paper 3 (to be covered in F5 year)
- past CIE papers are used. Paper 4, the Unseen Paper

**Course Outline: 3 papers**

Paper 1: (1 hr 30 minutes) Poetry and Prose, based on a selection of poetry as well as a prose text – either a novel or a short story collection

Paper 3: (45 minutes) Drama; an open book examination that aims to assess the dramatic techniques, as well as themes, characterisation and context of the dramatic work.

Paper 4: (1 hr 15 minutes) Unseen Poetry and Prose Paper that aims to assess the ability to critically evaluate and comment on an unseen Prose or Poetry text,

**TERM 1**

**Language:**

- Persuasive Language: Give the Obama, Martin Luther King and Trump speeches to identify persuasive techniques, write critical analysis and assess (CASS).

- Speech writing to promote: Students given speech topic for MO Oral: “You are campaigning to become president of student parliament, using all the persuasive language techniques you have covered so far, write the speech you would deliver to the school at assembly on the morning of the day before the election. Your speech should be two to three minutes in length.”
- Emotive Language study – PSA, Advertising. Directed writing (P2) conventions of writing a letter, voice and audience and assess (MO).
- Technical skills of Summary writing and Assess (MO)

### Literature:

- Unseen Poetry appreciation technique. Apply to following 5 sea-themed poems: Written near a Port on a Dark Evening (Charlotte Smith); The sea eats the land at home (Kofi Awoonor); You will never know when you get there (Alan Curnow); The Kraken (Alfred Lord Tennyson); Cetacean (Peter Reading). Focus on Context, theme, poetic techniques and effects (structure, effect of diction and figures of speech), developing a personal response. ASSESS (MO)
- Writer’s effect (this section scaffolds the process so that the student understands the entire process of how words and meaning create effect) Sensory Language – Variety of texts – *Kite Runner* and *A Thousand Splendid Suns*, *Cry the Beloved Country* excerpts.
- Introduction to Alan Paton: research project on Biography and SA context. (CASS)
- Close study of Part 1 of text. Techniques of understanding implicit meaning / themes; Setting; Characterisation; Imagery and Symbolism; Writers effects. Pair presentations on key 2 pg extracts with detailed analysis of these elements. (CASS)
- Prepared readings on text (CASS)
- Techniques of approaching passage –based questions, Assess Part 1 (MO)

**Holiday work:** Complete the reading of *Cry the Beloved Country*.

## TERM 2

### Language:

- Preparation for form 5 Orals. Students select a topic of their own choosing. Time in class to start working on it. Same format as Form 5 Orals. 4-5 minutes they should speak about their topic. This is then followed by 6-7 minutes of questions from peers and responses. Good questions from other students to be rewarded with bonus marks.
- Workshop Commentary skills (P2) and Answering Commentary Questions and assess (MO)
- Workshop Descriptive Writing.(P3)Write a descriptive essay in class (MO)
- Technical skills of Summary writing (P2) and Assess (MO).

July examinations, review and feedback.

### Literature:

- Content test on rest of *Cry the Beloved Country*. Review of key passages. Groups to research, prepare and present oral on allocated thematic and character development topics (Quotation to support) Notetaking from presentations (CASS).
- Literary essay techniques. Assess literary essay on *CBC*.(MO)



- Poetry Unseen Poetry Analysis skills – 2 more poems: London Snow (Robert Bridges); The Buck in the Snow (Edna St Vincent Millay) Assess Unseen Poetry (P4) (MO)

July examinations, review and feedback.

**Holiday work:** Complete reading of Self Study novel – *A Thousand Splendid Suns*.  
Advertisement analysis project.

### TERM 3

#### Language:

- Holiday Homework assessment on Writer's Effect Advert Analysis.
- Study elements of Satirical Cartoons.
- Newspaper Project: group work based on *District 9* study on range of Directed Writing genres: Hard News Article; Interview; Editorial; Feature (Investigative Reporting); 3 Letters to the Editor (Points of view must be different); A multi-framed political cartoon (Zapiro style).ASSESS (MO).
- Workshop Narrative Writing techniques. Assess (MO) (topics linked to *District 9* themes)

November Examinations with review and feedback.

#### Literature:

- Preparation of quotes for *A Thousand Splendid Suns* assessment; essay in test conditions (MO)
- *A Thousand Splendid Suns* quiz.
- Unseen Prose analysis techniques (P4) Practice and assess – taken from past papers (MO)
- *Paperman* Short Animated Film as introduction to Film Study 'The Grammar' of Television and Film:
- View *District 9*, with discussion of Key scenes re characterisation, thematic development and effect of film techniques.
- Poetry: 2 further poems reactions to nature: Afternoon with Irish Cows (Billy Collins); Watching for Dolphins (David Constantine)

November Examinations with review and feedback.

### OUTLINE OF FORM 5

#### IGCSE curriculum completed:

We do both English Language (0500) and English Literature for IGCSE. These count as two separate subjects in their certification. We teach the two subjects concurrently. We do the Extended curriculum which teaches and evaluates higher order skills and prepares students for the Advanced level curriculum.



### Prescribed Text Book:

**Language 0500: Text book:** Julia Burchell *IGCSE English Language Student Book*  
ISBN9780007517053

### Course outline: Two papers

Paper 2:(2 hours) the Reading Passages paper that focuses on Directed Writing and Reading Skills, Commentary on the effect of language and Summary.

Paper 3:(2 hours) the Writing Paper that focuses on various genres of Imaginative writing as well as Extended Writing which is more referential writing aimed at specific audiences.

**Language 0500:** Julia Burchell *IGCSE English Language Student Book*  
ISBN9780007517053

**Literature 0486:** No prescribed text book for Literature; set works change every three years. Our choices for 2018 are:

- *Songs of Ourselves 2*

Poetry selection for Paper 1: William Blake, 'The Clod and The Pebble'; Lady Mary Wroth, 'Song' ; Kathleen Raine, 'Passion; George Herbert, 'Love (3)'; John Donne, 'Lovers' Infiniteness' ; William Wordsworth, 'She was a Phantom of Delight'; Emma Jones, 'Tiger in the Menagerie'; Amanda Chong, 'lion heart'; Edith Sitwell, 'Heart and Mind' ; Liz Lochhead, 'For My Grandmother Knitting;' Dilip Chitre, 'Father Returning Home'; Patricia Beer, 'The Lost Woman'; Owen Sheers, 'Coming Home'; Sam Hunt, 'Stabat Mater'

- *Stories of Ourselves*

Short Story selection for Paper 1: no. 10 Saki (Hector Hugo Munro), 'Sredni Vashtar' ; no. 17 Sylvia Townsend Warner, 'The Phoenix'; no. 19 Bernard Malamud, 'The Prison'; no. 22 J G Ballard, 'Billenium'; no. 24 Maurice Shadbolt, 'The People Before'; no. 30 Patricia Highsmith, 'Ming's Biggest Prey'; no. 34 Anita Desai, 'Games at Twilight'; no. 39 Paule Marshall, 'To Da-duh, in Memoriam'; no. 40 Rohinton Mistry, 'Of White Hairs and Cricket'; no. 45 Adam Thorpe, 'Tyres'.

- Shakespeare's *Macbeth* for Paper 3,
- past CIE papers are used. Paper 4, the Unseen Paper

### TERM 1

#### Language:

- November 0500 final paper P2 take in (holiday work) (CASS)
- Revise Formal Article Writing Techniques and asses (MO)
- Descriptive Essay Workshop and assess (MO)
- Revision on Writers Effects and assess (MO)

**Holiday work** for April: complete 0500 P2 from Nov 2017 series.

#### Literature:



- Introduction Macbeth; Genre; Historical, Cultural and Social context Research project; Timeline; Biography of Shakespeare; (CASS)
- Reading *Macbeth*; Discussion of Characterisation, thematic development and the effect of dramatic techniques.
- Group dramatisations of key scenes with oral presentation/ analysis on dramatic techniques, theme and character development (MO);
- Passage based question techniques and assess TWB (MO)

## TERM 2

### Language:

- Assess holiday work – assess and review. (CASS)
- Letter writing revision and assess (MO)
- Summary writing revision and assess (MO) Speaking and Listening examination Speech and discussion review /practice / feedback (CASS)
- Narrative Essay Revision and assess (MO)
- Extended Writing: Newspaper report / report writing revision and assess (MO)

July Examinations and review and feedback.

### Literature:

- Complete outstanding poems, reviewing context and poetic technique: George Herbert, 'Love (3)'; John Donne, 'Lovers' Infiniteness' ; William Wordsworth, 'She was a Phantom of Delight' ; Owen Sheers, 'Coming Home'; Sam Hunt, 'Stabat Mater'; Keats 'Last Sonnet'. Assess (MO)
- Complete any outstanding Short Stories: *Analysis Of White Hairs and Cricket*; Tyres Oral Presentations on Writers' Effects, characterisation, thematic development and context. July Examinations and review and feedback. (CASS)
- Revise Unseen Poetry; Practice Unseen Oral presentations (CASS);

**Holiday Work** Unseen Prose and Poetry P4

## TERM 3

### Language:

- Prepared Speeches for External Examination starting week 3 Sept (do be done concurrently with group-based revision in Literature);
- Paper 2 Q 1 and 2 revision of genres, write, assess; P3 revision of Narrative and Descriptive techniques; brainstorm topic of the May/June 2018 series.
- Revision of summary technique and practice.

### Literature:

- Unseen Poetry and Prose: review of holiday work and final revision of examination technique and approach
- *Macbeth* revision: dramatisation of passage based question with critique of dramatic effects, thematic and character development - group presentations; Short stories: revision workshop on passage –based question – group presentations on Context, themes, character development and Writers' effects.



- Poetry revision on selection of poems: group preparation and presentation of model answers on context, themes and poetic effects.

External examinations commence October week 2.

## OUTLINE OF LOWER 6 LANGUAGE

**AS Language 9093:** Two papers are written in the examination:

Paper 1: (2 hours 15 minutes) Passages Paper that focuses on Directed Writing and Reading Skills and in-depth analysis of style in the form of a critical commentary.

Paper 2: Writing Paper. Section A is the Imaginative Writing section which focuses on the genres of Narrative and Descriptive writing. Section B is the Writing for and Audience section which focuses on developed pieces of referential writing.

**Text Book:** Julian Pattison & Duncan Williams: *English Language for Cambridge International AS and A level* ISBN9780198300120. Additional texts for study are taken from Past papers.

### TERM 1

#### Writing (Paper 2):

- The study of types of non-fiction text: Memoirs and autobiographies
- Persuasive writing – speech/advertising/travel;
- Reviews; blogs; podcast; articles (magazine/newspaper/travel) Assess (MO)
- Workshop Descriptive Writing Skills. Assess (MO)

#### Language Paper (Paper 1):

- Types of questions, language and style; key reading skills for responding to passages; planning and structuring commentary; using evidence and quotations. Assess (MO)

### TERM 2

#### Writing:

- Exploring imaginative writing tasks; creating your own imaginative narrative writing/short story. Assess (MO)
- Writing the voice over or podcast of a promotional text and the persuasive text of an advertisement. Assess (MO)

#### Language:

- Approaching 'Directed Writing' questions: writing for a specified audience; planning written; responses; text types and purposes; discursive writing and writing to argue; key reading and writing skills. Asses Paper Q1 option (MO)
- Revise and Assess P2 Commentary (MO)





### TERM 3

Revision on any of the above areas as deemed necessary.

External examinations commence October week 2.

### OUTLINE OF LOWER 6 LITERATURE

**AS Language and Literature 8695.** Two papers are written in the examination.

Paper 2: (2 hours) Writing Paper. Section A is the Imaginative Writing section which focuses on the genres of Narrative and Descriptive writing. Section B is the Writing for and Audience section which focuses on developed pieces of referential writing.

Paper 9: Literature Paper (2 hours) Section A is based on writing a critical analysis of an extract or writing a critical essay from a selection of short stories from internationally renowned authors. Section B is based on writing a critical analysis of an extract or writing a critical essay from a dramatic text

**Text book:** (used for teacher reference) Elizabeth Whittome *Cambridge AS Language and Literature* ISBN 978052153379 Set works rotate; at least one change annually. Our set work choices for Paper 9 (Literature) this year are:

- **Prose:** *Stories of Ourselves* Short Story selection for 2017: Charles Dickens *The Signalman*; Charlotte Perkins Gilman *The Yellow Wallpaper* Evelyn Waugh *An Englishman's Home*; John Wyndham *Meteor*; Alex La Guma *The Lemon Orchard*; Patricia Grace *Journey*; Bessie Head *The Village Saint*; Bernard Mac Laverty *Secrets*; *The Stoat* John McGahern; Anita Desai *Games at Twilight*; Patrick White *Five-Twenty*; Shirley Geok-lin Lim *Journey*
- **Drama:** Wole Soyinka's *Death and the King's Horsemen*. (We are not doing the Poetry option this year)

### TERM 1

#### Writing:

- Descriptive Writing skills and Assess (MO)
- Writing for an audience Persuasive language, writing Speeches. Assess (MO)

#### Literature:

- Dramatic Text study: (*Death and the King's Horsemen*) Research biography of Soyinka and context and themes of play (CASS)
- Analysis of dramatic technique, context, themes and characterisation presentation in pairs (CASS)
- Group dramatization analysis of dramatic technique, context, themes and characterisation (CASS)
- Passage-based assessment on *Death and the Kings Horsemen* (MO)
- Elements of Short Stories review. Gothic Genre review. Textual analysis of Writers techniques/ gothic genre of *The Signalman*.

**Holiday work:** The reading of the Short Story texts in preparation for Term 2.

### TERM 2



### Writing Paper:

- Narrative writing skills; writing a short story, Assess (MO)
- Writing the voice over or podcast of a promotional text and the persuasive text of an advertisement. Assess (MO)
- Writing magazine articles and features, writing a range of letters, particularly letter to the press/ blog. (CASS)

### Literature:

- Content test on the short stories (Holiday work) Short Story texts: all the rest of the stories in the Prose section of the syllabus.(MO)
- Workshop focus on an understanding of a range of genres and styles; close textual analysis on writers' context, use of writers' techniques, themes and characterisation of each of the short stories (CASS – multiple assessments)
- Passage-based critical essay writing skills. Assess.(MO)

July Examinations (Mock examinations) with post examination review and feedback.

## TERM 3

### Writing:

- Review of Imaginative Writing Skills – assessing sample scripts
- Writing Reviews (film / play / restaurant) CASS
- Revision of key aspects of all genres of Writing for an Audience and Imaginative Writing.

### Literature:

- Revision of essay-type themes and characterisation of Death and the King's Horsemen
- Revision of Short Story texts in group brainstorming, essay planning;
- Past paper study and preparation of essay and passage –based plans
- External examinations commence October week 2.

## OUTLINE OF UPPER 6

**A Level Literature 9695:** Four papers are written in the examination. Each is based on writing a critical analysis of an extract or writing a critical essay and the A2 level course require the inclusion of an evaluation of critical opinions on the text, too. The A1 level courses papers are written in the May June series; the A2 papers are written in the November series of examinations.

- Paper 3: Prose and Poetry (A1 level)
- Paper 4: Drama (A1 level)
- Paper 5: Pre 20<sup>th</sup> Century Literature (A2 level)
- Paper 6: Literature from the 20<sup>th</sup> Century onwards. (A1 level)

**Text book:** Elizabeth Whittome *Cambridge Literature in English* is used for reference.

- In 2018 our choices are:

- **Paper 3 (Prose and Poetry)**

*Prose: Stories of Ourselves* Short Story selection for 2017: Charles Dickens *The Signalman*; Charlotte Perkins Gilman *The Yellow Wallpaper* Evelyn Waugh *An Englishman's Home*; John Wyndham *Meteor*; Alex La Guma *The Lemon Orchard*; Patricia Grace *Journey*; Bessie Head *The Village Saint*; Bernard MacLaverly *Secrets*; *The Stoat* John McGahern; Anita Desai *Games at Twilight*; Patrick White *Five-Twenty*; Shirley Geok-lin Lim *Journey*

*Poetry: Elizabeth Jennings Selected Poems: Reminiscence; Identity; Fishermen; Poem in Winter; At Noon; Absence; Song for a Departure; Song for a Birth or a Death; In Praise of Creation; World I have not Made; Harvest and Consecration; A World of Light; A Requiem; The Resurrection; Visit to an Artist ;The Diamond Cutter; To a Friend with a Religious Vocation; Two Deaths; About These Things; Remembering Fireworks; Sequence in Hospital; Father To Son; Warning to Parents; Admonition; The Young Ones; A Mental Hospital; Sitting-Room; Night Sister ;Samuel Palmer and Chagall; Night Garden of the Asylum; Chinese Art; Love Poem; One Flesh*

- **Paper 4 (Drama):**

Wole Soyinka *Death and the King's Horsemen*

Eric Friel *Philadelphia here I Come*

- **Paper 5 (Pre 20<sup>th</sup> C)**

Shakespeare *Measure for Measure*

Emily Bronte *Wuthering Heights*

- **Paper 6 (1900 to present)**

Chimamanda Adichie *Americanah*

Athol Fugard *Road to Mecca; My Children! My Africa!*

In addition to textbooks, the members of this department make use of additional resources such as critical reviews/ essays from the internet and the CIE discussion groups.

## TERM 1

- **Short Story texts for Paper 3:** all the stories in the Prose section of the syllabus. Focus on an understanding of a range of genres and styles; close textual analysis on writers' context, use of writers' techniques, themes and characterisation; literary essay writing skills; student presentations on certain stories. Assess(MO)
- **Poetry Text for Paper 3:** Focus on a close study of all of the prescribed poems by **Elizabeth Jennings**, and understanding of context, poetic techniques and themes; passage-based literary essay writing skills. Assess (MO); student presentations on certain poems. (CASS)
- **First Drama text for Paper 4: *Death and the King's Horsemen*.** Group reading and dramatization analysis of dramatic techniques, context, themes and characterisation. (CASS) Passage-based Assessment (MO)

- **Start second Drama text for Paper 4: *Philadelphia, here I come*.** Group reading and dramatization analysis of dramatic techniques, context, themes and characterisation.

**Holiday work:** reading of two novels: *Wuthering Heights* (to be studied in Term 2); *Americanah* (to be studied in Term 3)

## TERM 2

- **Complete second Drama text. *Philadelphia, here I come*,** Passage –based assessment (MO)
- Past paper review; examination preparation for May /June series (Paper 3 and Paper 4). Write examinations.
- **Dramatic text for Paper 5: *Measure for Measure*.** Viewing of the play; group reading and dramatization analysis of dramatic techniques, context, themes and characterisation; analysis of critical reviews and opinion; CASS on critical reading analysis. Integrating this into the literary essay. Assess (MO)
- **Prose text for Paper 5: *Wuthering Heights*** Focus on an understanding of the Gothic Romance genre and styles; close textual analysis on writers' context, use of writers' techniques, themes and characterisation; analysis of critical reviews and opinion. Presentations on selected chapters and passages by students (CASS) integrating this into the literary essay. Assess (MO)

July / mock examinations for Papers 3, 4, 5 with post-examination review and feedback.

**Holiday work:** Complete the reading of *Americanah* and the critical reading

## TERM 3

- **Both Drama texts for Paper 6: *The Road to Mecca* and *My Children! My Africa!*** Viewing of the play; group reading and dramatization analysis of dramatic techniques, context, themes and characterisation; analysis of critical reviews and opinion; integrating this into the literary essay. Student presentation on themes .
- **Prose text for Paper 6: *Americanah*.** Focus on an understanding of protest/ feminist literature; contemporary developments in style (use of blogs in fiction); close textual analysis of writers' context, use of writers' techniques, themes and characterisation; analysis of critical reviews and opinion; integrating this into the literary essay. Student presentations on selected passages.

Final examination preparation revision for Paper 3 and 4 (for those students who re-writing / improving grades from May)

Final examination preparation for Papers 5 and 6.

