



Literature

Virginia Perez

4th A/ B

SYLLABUS



ACHIEVEMENT AIMS

General Objectives

- -To encourage effective and appropriate communication in English amongst the members of the group.
- -To develop in students a sense of critical thinking.
- -To help students gain confidence on their way to IGCSE English Literature examination.
- -To encourage an appreciation of, and an informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures.
- -To encourage the interdependent skills of reading, analysis and communication.
- -To promote wider reading and an understanding of how it may contribute to personal development.

-To increase student's ability to write in English, focusing on the writing of literary essays.

Specific Objectives

Students will be assessed on their ability to:

- Show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose);
- Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes;
- Recognise and appreciate ways in which writers use language, structure, and form to create



and shape meanings and effects;

- Shape and express their personal response to literary texts, their knowledge of them through the use of close reference to detail and use of quotations;
- Demonstrate their clear critical understanding of the author's intentions and be able to respond in detail to the way language works in the text.



CONTENTS

Poetry: From Songs of Ourselves

Sonnet 43 by Elizabeth Barret Browning

Sonnet 29 by Edna St Vincent

Marrysong, by Dennis Scott

She Dwelt among the Untrodden Ways by William Wordsworth

Those Winter Sundays by Robert Hayden

Amends by Adrienne Rich

Rising Five, by Norman Nicholson

Little Boy Crying by Mervin Morris

Not Waving but Drowning by Steve Smith

Literary devices: Literary devices such as personification, simile, metaphors, etc. Phonological features such as alliteration, consonance, assonance, etc. Voice, stanzas and lines, rhyme and rhythm. Themes. Language used for effect.

Drama- The Crucible by Arthur Miller



Colegio Santa María

Mixto - Bilingüe

Literary focus:

- Background . The origins of tragedy. General features. Miller´s essay: Tragedy and the Common Man. Miller as a social dramatist.
- Immigration in the USA, Puritanism .Witchcraft and the Salem Trials in 1692. MacCarthism and its connection with the play, (witchhunt vs communism).
- The play: Sources. Themes. Tragic features, structure, character, setting and motivation analysis. Connections between the play and contemporary society.

Essay writing

Text-based questions Essay questions

Assessment Criteria

A variety of classroom techniques will be used. These will include teacher explanation, class reading, home reading, debate, essay writing, questionnaires, role-plays, oral presentations, working on films, etc.

Evaluation

Process evaluation will be the course´s asset. A range of evaluation techniques will be needed for this purpose: oral lessons, written assignments, written tests, mid-year exam and final exam. Those students obtaining an average of 8 considering 1st term, 2nd term, partial 3rd term (up to the final examination date) and mid-year exam will be exempted from the final exam.



MATERIALS

- I.G.C.S.E 2019 Literature Booklet
- The Crucible play by Arthur Miller.



BIBLIOGRAPHY

- Songs of Ourselves
- On-line resources.