



Literature

Paula D'Alessandro

5° E-H

SYLLABUS



ACHIEVEMENT AIMS

Candidates will be required to demonstrate:

- Ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures.
- Understanding of the ways in which writers' choices of form, structure and language shape meanings.
- Ability to produce informed, independent opinions and judgements on literary texts.
- Ability to communicate clearly the knowledge, understanding and insight appropriate to literary study.
- Ability to appreciate and discuss varying opinions of literary works.



CONTENTS

Poetry - From *Songs of Ourselves*:

- Fleur Adcock, 'For Heidi With Blue Hair'
- Elizabeth Bishop, 'One Art'
- Boey Kim Cheng, 'Reservist'
- Emily Brontë, 'Cold In The Earth'
- Robert Browning, 'Meeting At Night'
- Emily Dickinson, 'Because I Could Not Stop For Death'
- Grace Nichols, 'Praise Song For My Mother'
- Siegfried Sassoon, 'Attack'
- Stephen Spender, 'My Parents' Alfred,
- Lord Tennyson, 'Song: Tears, Idle Tears'
- Hone Tuwhare, 'Friend'
- Hair' James K Baxter, 'Elegy For My Father's Father'



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. Biographical background.

Prose - From *Stories of Ourselves*:

- Stephen Crane, 'The Open Boat'
- Edith Wharton, 'The Moving Finger'
- Alex La Guma, 'The Lemon Orchard'
- John McGahern, 'The Stoat'
- Patricia Grace, 'Journey'
- Janet Frame, 'The Bath'
- Tim Winton, 'On Her Knees'

Drama: *A View from the Bridge* by Arthur Miller – Revision and expansion on 4th Year work.

Literary concepts: Point of view. Type of narrator. Dramatic moments. Actions and reactions. Rhetorical techniques. Rhetorical devices. Emotive language. Semantic choices. Phonological features. Symbolism. Framed stories. Narrative voice. Literary devices such as metaphors, similes, personification, etc. Characterization through speech and action. Atmosphere and setting. The social and historical contexts. Foils. Motivations. Structure.

Unseen material

Analysis of a variety of texts, both prose and poetry pieces. First-sight reading and analysis. Guessing meaning from context. Understanding the network of meaning of a text on a first-approach basis.

Essay writing

Text-based questions

Essay questions



ASSESSMENT AND EVALUATION CRITERIA

Assessment and evaluation criteria:

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 and mid-year exam. Students whose final average is equal to or higher than 8 will not take a final examination.



Warning against plagiarism

Assignments are individual tasks and not group activities, unless explicitly indicated as group activities.

Copying of text from other students or from other sources, for instance study guides or Internet resources is not allowed. Only brief quotations are allowed and then only if indicated as such.

You should reformulate existing text and use your own words to explain what you have read. It is not acceptable to retype existing text and just acknowledge the source in a footnote.

Be warned: students who submit copied text will obtain a mark of one, as well as that student whose text has been copied. Be careful and do not make your work available to anyone.



MATERIALS

- 5th year booklet
- 4th year booklet
- *A View from the Bridge* by Arthur Miller
- Television and necessary connecting devices
- Internet connection
- Computers



BIBLIOGRAPHY

- I.G.C.S.E. 2019 Literature Booklet
- I.G.C.S.E. 2018 Literature Booklet
- *A View from the Bridge* by Arthur Miller