



Course Outline

IGCSE Literature in English

Grade 11/Year 12

Inspiring excellence, empowering global minds

Overview

The Cambridge IGCSE Grade 11 Literature at GEMS Wesgreen International Secondary School will provide learners with a solid foundation for further study. Cambridge IGCSE Literature in English offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE Literature in English will stimulate learners to read for pleasure and to explore wider and universal issues, promoting a better understanding of themselves and the world.

Throughout the IGCSE course learners will be encouraged to practise their skills in close reading through the study of literary extracts; developing skills of analysis and interpretation of texts, alongside their expression of personal response to the texts studied. At Cambridge IGCSE level learners will study two drama plays, ten poems and fifteen prose. Learners will explore the conventions of genres of texts and the contexts in which works have been written, read and received.

Learning Outcomes

The aims of IGCSE Literature describe the purposes of the course based on this syllabus and suggests how the student may be changed by the learning experience. Thus, enabling the students to:

- enjoy the experience of reading literature.
- understand and respond to literary texts in different forms and from different periods and cultures.
- communicate an informed personal response appropriately and effectively.
- appreciate different ways in which writers achieve their effects.
- experience literature's contribution to aesthetic, imaginative and intellectual growth.
- explore the contribution of literature to an understanding of areas of human concern.

Assessment Objectives

The assessment objectives (AOs) are:

AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.

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.

All questions in this syllabus assess the four assessment objectives: AO1, AO2, AO3 and AO4.

Ongoing Objectives

There are objectives that are covered and built upon throughout each unit of work. These will help students develop skills and abilities including:

- Developing critical insight as well as subject knowledge with regard to the use transferable. Literary skills to produce polished final draft.
- Developing higher order thinking skills - analysis, critical thinking, problem solving.
- Presenting ordered and coherent arguments with supporting textual evidence.
- Developing independent learning and research.
- Developing confidence, especially in applying knowledge and skills in new situations.
- Building the vocabulary to discuss the subject conceptually and show how different aspects link together.

Unit Overviews

IGCSE level literature re-visits and integrates skills learnt at grade 10 IGCSE level, students engage in an intensive review to the course and gives an overview of the skills needed in this course including analysis, note taking, essay writing techniques, and the use of embedded quotations.

Key Concepts:

The key concepts for Cambridge IGCSE level

- **Language**

Exploring the variety and use of language in literary texts. Identifying literary techniques and explaining how their use contributes to a reader's analysis and understanding of the text.

- **Form**

Considering the ways in which writers use – or depart from – conventions of literary forms of prose, poetry and drama and how those inform meaning and effects.

- **Structure**

When analysed in reading: the organisation of a text or passage, its shape and development and how this contributes to the readers' understanding of its meaning and effects. When used in writing: the construction of a relevant and supported argument appropriate to the question.

- **Genre**

Exploring the characteristics of different text types: for example, tragedy, comedy and satire.

- **Context**

Exploring the relationship between a text and its historical, social and cultural backgrounds and the ways in which this can illuminate the reading of a text. In response to unseen texts, considering the ways in which a text's meaning is shaped by conventions of form alongside those of language and style.

- **Style**

Analysing the ways in which choices regarding form, structure and language interact to create a distinctive style, for different forms and genres.

- **Interpretation**

- Evaluating and explaining different ideas within a text using textual support as evidence.

These key concepts enrich teaching and learning, and help students develop a deep understanding and make links between different aspects. They open up new ways of thinking about life experiences, understanding or interpreting the important themes be learned, and help students gain:

- A greater depth as well as breadth of subject knowledge.
- Confidence, especially in applying knowledge and skills in new situations.
- The vocabulary to discuss their subject conceptually and show how different aspects link together.
- A level of mastery of their subject to help them enter higher education.

Term 1 Subject content

Unit 1 – Poetry: Selected poems from “Songs of Ourselves”, Volume 2

Approximate length: 6-7 weeks

In this unit, learners will revise fifteen texts focusing on the key concepts for Cambridge IGCSE Level Literature in English, and practice answering a wide variety of essay questions.

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'

Specific Curriculum Objectives Covered:

Candidates must demonstrate the following:

- Knowledge and understanding of the set text they have studied and an appreciation of relevant contexts.
- Analysis of the ways in which writers' choices shape meaning and create effects.
- An informed, independent opinion about the text studied.
- Appropriate communication of literary ideas and arguments.

Unit 2 – Prose: Selected stories from "Stories of Ourselves", Volume 2

Approximate length: 4-5 weeks

In this unit, Learners will revise 10 set texts focusing on the key concepts for IGCSE Level Literature in English, and practice answering a wide variety of passage based or discursive essay questions.

Edgar Allan Poe, 'The Fall of the House of Usher'
 Stephen Crane, 'The Open Boat'
 Edith Wharton, 'The Moving Finger'
 Ray Bradbury, 'There Will Come Soft Rains'
 Alex La Guma, 'The Lemon Orchard'
 Bernard MacLaverty, 'Secrets'
 John McGahern, 'The Stroat'
 Patricia Grace, 'Journey'
 Janet Frame, 'The Bath'
 Tim Winton, 'On Her Knees'

Specific Curriculum Objectives Covered:

Candidates must demonstrate the following:

- Knowledge and understanding of the set text they have studied and an appreciation of relevant contexts.

- Analysis of the ways in which writers' choices shape meaning and create effects.
- An informed, independent opinion about the text studied.
- Appropriate communication of literary ideas and arguments.

Term 2

Unit 3 – Drama

Approximate length: 4 weeks

In this unit, learners will review two set text focusing on the key concepts for Cambridge IGCSE Level Literature in English, and practice answering a wide variety of passage based and discursive essay questions.

1. The Crucible by Arthur Miller

Specific Curriculum Objectives Covered:

Candidates must demonstrate the following:

- Knowledge and understanding of the set text they have studied and an appreciation of relevant contexts.
- Analysis of the ways in which writers' choices shape meaning and create effects.
- An informed, independent opinion about the text studied.
- Appropriate communication of literary ideas and arguments.

Unit 4 – Drama

Approximate length: 4 weeks

1. Twelfth Night by William Shakespeare

Specific Curriculum Objectives Covered:

Candidates must demonstrate the following:

- Knowledge and understanding of the set text they have studied and an appreciation of relevant contexts.
- Analysis of the ways in which writers' choices shape meaning and create effects.
- An informed, independent opinion about the text studied.
- Appropriate communication of literary ideas and arguments.
- Demonstrate, by informed discussion and opinion, an understanding of the ways in which meaning is expressed through a writer's choices of language, form and structure.
- Knowledge and understanding of the text type which helps to inform a response.

- Analysis of the ways in which writers' choices shape meaning and create effects.
- An informed, independent opinion about the text studied.
- Appropriate communication of literary ideas and arguments.

Term 3

Unit 8 – Mock Exams

Approximate length: 4 weeks

Assessment

Baseline Test: At the beginning of the academic year, the students write an internal and standardized baseline test, which is used to measure progress.

Formative: Throughout the year, the students complete past paper questions and project work which allow the teachers to assess the students' attainment and inform their planning.

Summative: Each term the students write internal and standardized tests. At the end of term 1, the students sit for the EoT exams, which allow teachers to measure the students' progress throughout the term. At the end of Term 2, the students sit for the Mock exams in preparation for the IGCSE examinations. The teachers use this data to measure progress throughout the year and predict an IGCSE Grade.

Action for blended learning

Due to Covid-19 safety measures, we are following a blended model of remote and face-to-face learning, which is technology-centred. In addition to the traditional copybook, we will use:

- GEMS Phoenix classroom.
- GCSE pods.
- Microsoft Office.
- Education websites and applications, such as Kahoot, Padlet, Pear Deck, etc.