



English Literature

International Baccalaureate Lower Sixth

Curriculum Intent

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. These approaches include: Intertextuality, time and space and readers and writers. In each of these approaches students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Students will learn:-

Being able to engage with a range of texts, in a variety of ways from different periods, styles, and cultures.

The ability to listen, speak, read and write. In this regard being able to identify a global issue and make reference to it in a range of texts

A sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings. Particularly being able to identify creative and engaging language techniques in unseen texts and respond in an academic way.

An understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.

How is homework used to enhance learning?

Researching background of authors which are to be taught in the course: George Orwell, Primo Levi; Cormac McCarthy; John Donne; Sophocles; William Golding; of course the authors taught are dependent on the teacher.

Producing essays comparing global issues across texts

Researching historical context around totalitarianism; classical Greek literature; post-apocalyptic literature; 19th bourgeoisie society; Elizabethan society

Some useful links to assist with reading:

Sparknotes Nofear Shakespeare: <https://www.sparknotes.com/shakespeare/>

Cliffnotes: <https://www.cliffsnotes.com/>

Royal Shakespeare Company, Othello: <https://www.youtube.com/user/theRSC>

National Theatre, Hedda Gabler: <https://www.youtube.com/watch?v=9Jt1XpJBiu8&list=PLKhhqngCM-AN0QM36wpFl2iSD2U9sJ8s4>

National Theatre, Greek Theatre: https://www.youtube.com/watch?v=MIXi8LfKv-0&list=PLJgBmiHpggs59hmAilAsX_vh0vGYv_3Jm

National Theatre, Antigone: https://www.youtube.com/watch?v=r1-tMzk9cMg&list=PL9y2BUcGVZeBZwuTcWBihngnZ_W6QF6R9



Knowledge, understanding & skills

Students will understand and evaluate a wide range of genres, attending to textual detail, applying knowledge of textual conventions and making informed interpretations, analyses, comparisons and evaluations.

Students analysis in lower sixth will be teacher guided at first and achieved through classroom discussion. Towards the end of the year students will be expected to achieve a greater degree of independence, analysing passages on their own and supporting their ideas with their own interpretations.

Students will present and develop their ideas and opinions on a variety of topics, orally and in writing. They will construct and support complex arguments with explanations and examples.

What does excellence look like?

Know, understand and interpret: a range of texts contexts in which texts are written and/or received and elements of literary, stylistic, rhetorical, techniques.

An ability to analyse and evaluate ways in which the use of language creates meaning and uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques.

An ability to analyse the relationship between texts.

Communicate ideas in clear, logical and persuasive ways in a range of styles, registers and for a variety of purposes and situations. In regards to the oral assessment, students should be able to articulate a clear argument about how the global issue of their choice is presented in the texts which they have selected.

At the end of lower sixth students will have achieved an ability to analyse a passage, identify language techniques and communicate complex ideas through an oral presentation.

How will we assess impact?

- Global issues group presentations
- Global issues assignments
- Practice unseen analysis
- Timed essay
- Practice essays

International Opportunities in the Curriculum:

- Ensuring teachers teach at least three works which have been translated into English
- Ensuring teachers teach works which are from three different countries and two different continents.
- Some of the writers and texts covered are: Pablo Neruda, Marjane Satrapi, Primo Levi, John Agard and Murakami Haruki.

"We were the people who were not in the papers. We lived in the blank white spaces at the edges of print. It gave us more freedom. We lived in the gaps between the stories." **Margaret Atwood, The Handmaid's Tale**