



# English Literature

## International Baccalaureate Upper Sixth

### Curriculum Intent

English Literature A's approach to the study of literature rests upon reading texts within a shared context. English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English Literature A privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

#### Students will learn:-

Students study to themes: Love through the ages and Literature in Modern Times.

In Love through the ages, students study of three texts: Poetry, Love through the Ages pre 1900 Anthology and The Great Gatsby, and Othello.

Students will begin and complete their coursework which is a comparative essay on two texts. One text is pre 1900 and the other is a text of their choice. It cannot be text currently being studied.

#### Knowledge, understanding & skills

Students should be able to independently engage critically with a substantial body of texts. In this sense students should be able to:

- Analyse and respond to literary texts. Identifying key themes, understanding how language is used to create meaning
- Conduct independent research and incorporate scholarly opinion into their own ideas.
- Make independent connections between historical contexts and the text being studied.

#### What does excellence look like?

Students are able to present a unique response to a text and use literary concepts or terminology to express their ideas. This would include:

- Understanding a wide range of different interpretations
  - Being able to incorporate different interpretations into their own writing.
  - Have an ability to include reference to historical and literary contexts which is both common and subtle
- An ability to compare texts looking at how words and phrases shape meaning.

#### How will we assess impact?

Fortnightly written response with teacher feedback

Critical reading; Analysis and essay writing skills;

Create own exam questions; set question for peers;

Half-termly group presentation



#### International opportunities within 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.

#### How is homework used to enhance learning?

Students should conduct independent research on different ideas of love in:

- Elizabethan era
- The early 20th century
- Scott Fitzgerald
- An film adaptation of Othello

Students should also read:

- Beloved by Toni Morrison;
- Oranges Are Not the Only Fruit, Jeanette Winterson;
- Revolutionary Road, Richard Yates
- Birthday Letters, Ted Hughes

“You are your best thing” Toni Morrison “Beloved”