

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
A Level English Literature (from 2015)

Component: ___ Component 1. Section A Shakespeare (Othello)

Overall Objectives	<p>A01 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>A02 - Analyse ways in which meanings are shaped in literary texts</p> <p>A03 - Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>A05 - Explore literary texts informed by different interpretations</p>
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PLTS/6R's	<p>Independent enquirers</p> <p>Reflective Learners</p> <p>Team Workers</p> <p>Creative Thinkers</p> <p>Effective participators</p> <p>Self Managers</p>
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SUGGESTED TASKS	ASSESSMENTS
<ul style="list-style-type: none"> • Independent reading of text • Independent notes taking of key events and character points • In class close analysis of text • Independent application of classwork to parts of text not covered • Paired/group discussion • Individual/paired/group presentations on aspect of texts • Use of padlet to encourage development of written responses • Drama activities to engage with text: power and control activities; freeze frame – shifting; hitting paper for key word types; creating conflict – moving forward, backwards 	<p>Practice essays – One per half term initially</p> <p>Critical interpretation of Othello, Desdemona, Iago</p>

Resources	<p>Text: Othello</p> <p>EMC Study Guide to Othello</p> <p>English and Media Website and past magazines</p> <p>Edexcel Website – SAMS materials and past papers</p> <p>Online Study Guides</p>
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	<p>Notes on Critical Readings from Norton Edition of Othello (will be placed on Google Classroom)</p> <p>Notes on Tragedy (will be placed on Google classroom)</p>
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KNOWLEDGE	SKILLS
<p>For the play</p> <ul style="list-style-type: none"> • Key events in plot • Sequence of events in plot • Key characters • Characterisation • Relationships between characters • Contrasts and comparisons between characters • Settings • Comparison and contrast between settings • Significance of setting to meaning • Context of author's background • Historical context of text • Social context of text • Literary context • Changing reaction of readers <p>Have knowledge of key features of drama texts:</p> <ul style="list-style-type: none"> • dramatic irony, • soliloquy, • irony, • dialogue, • contrast, • foreshadowing; • aside; • resolution; • foil; • tension; • conflict; • stage direction; • setting; • suspension of disbelief <p>Have knowledge of key features of tragedy</p> <ul style="list-style-type: none"> • protagonist; 	<p>Be able to read for meaning</p> <p>Be able to take notes and build up notes after reflecting on text</p> <p>Be able to develop detailed knowledge and understanding of texts</p> <p>Be able to closely analyse text to understand the way Shakespeare creates meaning</p> <p>Be able to explain the effect of Shakespeare's use of language</p> <p>Be able to identify links and patterns within texts and between texts</p> <p>Be able to develop ideas on theme and meaning, supporting ideas with precise textual detail</p> <p>Be able to reflect on others point of view and adapt own view in light of alternative interpretations</p> <p>Be able to independently read round and research author and text</p> <p>Be able to use research into context to enhance understanding of texts</p> <p>Be able to write fluently and with accurate written expression</p> <p>Be able to use appropriate literary terminology</p> <p>Be able to develop arguments in essay form, supporting ideas with evidence</p>

<ul style="list-style-type: none"> • antagonist; • flaw; hamartia; • catharsis; • judgment • realization/ anagnorisis • hubris; • catastrophe • reversal/peripeteia <p>Have knowledge language features</p> <ul style="list-style-type: none"> • iambic pentameter; • rhyme; • prose; • simile, • metaphor; • personification; • broken meter; • colloquial; • bawdy • rhetoric; • lexical fields; • ambiguity; • double entendre • oppositions/antithesis; • repetition; symbolism • irony <p>Have knowledge of themes</p> <ul style="list-style-type: none"> • Love/hate • Marriage • Public/private • Jealousy • Power/control/status • Insecurity • Women in society • Race • Worth and self image/identity/self awareness • Judgment/prejudice • Betrayal/loyalty/duty • Sight/seeing; appearance/reality; seeming/being • Hero/villain; hero/weakness • Honesty: truth/lies • Isolation • Pride • Order/chaos • evil 	<p>Be able to evaluate critical readings and use to inform own interpretation of character and play</p> <p>Be able to integrate critical readings into exam responses</p>
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