

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
A Level English Literature (from 2015)
Thousand Splendid Suns/Wuthering Heights

Component: _____ **Component 2: Prose** _____

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>A04 - Explore connections across literary texts</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 texts • 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 	<p>Practice essays – One per half term initially</p> <p>Initially essays based on single text (minus A04)</p> <p>Once both texts taught, comparative essays including focus on A04</p>

Resources	<p>Texts: Thousand Splendid Suns Wuthering Heights</p> <p>Khalid Husseini – afterword in <i>Thousand Splendid Suns</i> Khalid Husseini Foundation website EMC: Studying Wuthering Heights English and Media Website – (at present articles on <i>Wuthering Heights</i>; some articles on <i>Kite Runner</i> may be relevant)</p>
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KNOWLEDGE	SKILLS
<p>For each text, knowledge of:</p> <ul style="list-style-type: none"> • Key events in plot • Sequence of events in plot • (Chronological order and as structured in the text) • Key characters • Characterisation • Relationships between characters • Contrasts and comparisons between characters • Narrative style • Voice and point of view • Impact of narrative style on meaning • 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 themes and relate to women in society</p> <ul style="list-style-type: none"> • Enduring/Endurance • Isolation • Entrapment/imprisonment • Harami – outcast and outsider • Childhood • Education • Motherhood/Mother daughter relationships • Faith • Hope • Violence • Conflict and cruelty • Loss • Marriage/Love/Hate • Conventional/Unconventional • Afghanistan – challenging perceptions • Struggle and suffering • Hidden suffering 	<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 the author creates meaning</p> <p>Be able to explain the effect of writers' 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>

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| <ul style="list-style-type: none">• Obedience and defiance• Universal experience• Guilt• Forgiveness• Atonement• Power• Femininity/Masculinity• Natural/supernatural/un-natural• Revenge• Obsession• Extremes• Life/Death• Defiance | |
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