



ENGLISH LITERATURE

Examination Board:	Cambridge International Examinations (CIE)
Assessment Pattern:	<p>Single tier examination of two written papers leading to Grades A-G. The papers are externally set and marked.</p> <p>Paper 1: Open books. 2 hours 15 minutes (75%) Answer on three different texts covering three genres: poetry, prose and drama. All questions encourage a personal response testing the 3 domains (listed below). At least one answer must be text based.</p> <p>Paper 3: Unseen. 1 hr 15 minutes (25%) One short passage of either Prose or Poetry is provided for pupils to consider for critical commentary and appreciation. Previous knowledge of this text extract is not assumed and skills are developed throughout the course.</p>
Course Description:	<p>Pupils will be encouraged to demonstrate an appreciation of texts and themes in ways which may range from a straightforward knowledge of content and surface meaning, to the communication of an informed personal response. Pupils will study, in detail, texts in the three literary genres of Prose, Poetry and Drama. All pupils will acquire knowledge of the content of literary texts and a deeper level of awareness of themes and attitudes. Pupils will learn to write creatively and provide imaginative responses to texts. They will be guided towards a recognition and appreciation of ways in which writers achieve their literary world through structure, characterization, language and narrative techniques.</p> <p>All students should be able to achieve the following:</p> <p>Knowledge and Understanding Recall, narrate, summarise, paraphrase and select relevant details.</p> <p>Critical Interpretation Distinguish viewpoint, detect themes and motivation. Comment and analyse the narrative method, plot and characterisation. Demonstrate (through writing and discussion), an awareness of how writers achieve effects. Use critical terminology.</p> <p>Judgment and Personal Response Students should state opinions, interpret, articulate and discuss their own assumptions, feelings and attitudes. In their writing, pupils should integrate apposite quotations and communicate a considered and reflective personal response. Empathic questions also give candidates the opportunity to engage more imaginatively with the text by assuming an appropriate "voice" (i.e. writing in the role of a character).</p>
For further information:	Dr L A Morris