UNIT 1: Moving on from O level or IGCSE: developing the skills of literary analysis to include the development of student's own interpretation.

Recommended Prior Knowledge: A reasonable standard of written English and familiarity with reading poetry, prose and drama gained at O Level or IGCSE.

Context: This Unit is the introduction to the course and begins to develop the skills of close reading and interpretation of literary texts. It also encourages the support of ideas and judgements with reference and quotation.

Outline: This Unit addresses the development from O Level or IGCSE to AS Level and provides a framework for analysis and essay writing.

Learning Outcomes	Suggested Teaching/Learning Activities	Resources
1. Moving on from O level or		
IGCSE		
	It is a good idea to start with revision of work	The textbook by Toner and
The AS syllabus pre-supposes	done and texts read at O level or IGCSE. The	Whittome, published by CUP,
some understanding and	teacher will discover by discussion what students	has been written specifically to
knowledge about literature, and	have learned about texts, the ways in which	support the CIE AS Literature
aims to develop the students'	authors present ideas and engage the reader	and Language syllabuses.
appreciation of authorial technique,	and how the students express their own thoughts	
with a more sophisticated personal	about what they have read.	Useful websites:
written style by the time the		www.topmarks.co.uk has a large
examination is taken. However,	Students can list texts they feel familiar with and	directory of educational sites.
students have already gained	have enjoyed, including those texts studied for	Select English>Advanced Level
experience and confidence from O	exams and texts they have read for their own	from the pull-down menus.
level or IGCSE that will stand them	pleasure. Can they find any links between them,	
in good stead for the beginning of	in terms of time of writing, genre, structure, plot,	www.learn.co.uk is also worth
the 8695 syllabus.	theme?	visiting.

2. Types of Text: Genre		
The syllabus focuses on the main genres of poetry, prose and drama. Poetry and Prose are assessed together in Paper 3, while Drama is the subject of Paper 4.	If one of the activities in 1 was to group texts by genre, students can brainstorm the essential features of poetry, prose and drama. They will discover how wide each genre is, and how difficult it is to prescribe each genre, while it is usually easy to decide which genre a particular text belongs to. It can be useful for the teacher to have available texts or extracts from texts which challenge assumptions about genre.	Texts to challenge genre definitions: <u>Poetry</u> : free verse such as <u>Snake by D.H. Lawrence, The Loving Dexterity by William</u> Carlos Williams or anything by e.e.cummings. <u>Prose</u> : less easy, but challenges to the conventional novel can be found in the opening of <u>The Catcher in the Rye by J.D.</u> Salinger, the final section of <u>Ulysses by James Joyce or</u> samples from the diagrams and marbled pages in <u>Tristram</u> <u>Shandy by Laurence Sterne.</u> <u>Drama</u> : Act Without Words by Samuel Beckett, <u>The Chairs by</u> Eugene Ionesco (in translation) or <u>The Coat by Athol Fugard all</u> provide challenges to the conventional idea of a play.
3. <u>Types of Text: Period</u> The syllabus does not demand detailed historical knowledge of the periods in which texts were written or are set, but some contextual information can be useful in understanding and interpreting a text.	From the lists of texts, students can group texts by period to see if they can recognise any common features. Alternatively teachers can construct timeline cards, featuring author names, text titles and key events in history and see how well students manage to match them up. Students may be able to recognise period features or see how some texts respond to contemporary events.	Timeline cards.

4. Analysis and Interpretation		
Analysis and interpretation are key skills for AS and should be at the centre of students' writing by the end of the course.	Students should each bring in a short poem, a short extract of prose and a short extract of drama. They should present and discuss with the group how they interpret the extracts, based on analysis of language, imagery and structure. Students may need reminders of some technical terms as they arise in discussion.	Explanatory sheets of essential technical terms, such as <i>simile</i> , <i>metaphor</i> , <i>pun</i> , <i>paradox</i> , <i>alliteration</i> , <i>assonance</i> , <i>onomatopoeia</i> , <i>ballad</i> , <i>lyric</i> , <i>blank verse</i> , etc.