

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

<p><u>2. Types of Text: Genre</u></p> <p>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.</p>	<p>If one of the activities in 1 was to group texts by genre, students can brainstorm the essential features of poetry, prose and drama.</p> <p>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.</p>	<p>Texts to challenge genre definitions:</p> <p><u>Poetry</u>: free verse such as <i>Snake</i> by D.H. Lawrence, <i>The Loving Dexterity</i> by William Carlos Williams or anything by e.e.cummings.</p> <p><u>Prose</u>: less easy, but challenges to the conventional novel can be found in the opening of <i>The Catcher in the Rye</i> by J.D. Salinger, the final section of <i>Ulysses</i> by James Joyce or samples from the diagrams and marbled pages in <i>Tristram Shandy</i> by Laurence Sterne.</p> <p><u>Drama</u>: <i>Act Without Words</i> by Samuel Beckett, <i>The Chairs</i> by Eugene Ionesco (in translation) or <i>The Coat</i> by Athol Fugard all provide challenges to the conventional idea of a play.</p>
<p><u>3. Types of Text: Period</u></p> <p>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.</p>	<p>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.</p>	<p>Timeline cards.</p>

#### 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 *simile*, *metaphor*, *pun*, *paradox*, *alliteration*, *assonance*, *onomatopoeia*, *ballad*, *lyric*, *blank verse*, etc.