

**Cambridge Program**  
**UNIT OUTLINE Semester 1 2019**

<b>Course</b>	<b>Literature 0486</b>
<b>Unit(s)</b>	<b>Component 1:</b> Poetry and Prose <b>Component 2:</b> Drama

**AIMS OF THE COURSE**

Cambridge IGCSE Literature (English) aims to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern

**CONTENT SUMMARY**

From Songs of Ourselves Volume 2, Part 2, the following 15 poems:

- Kofi Awoonor, 'The Sea Eats the Land at Home'
- Robert Bridges, 'London Snow'
- Billy Collins, 'Afternoon with Irish Cows'
- David Constantine, 'Watching for Dolphins'
- William Cowper, 'The Poplar-Field'
- Allen Curnow, 'You will Know When You Get There'
- Gerard Manley Hopkins, 'The Caged Skylark'
- Elizabeth Jennings, 'In Praise of Creation'
- John Keats, 'Ode on Melancholy'
- Philip Larkin, 'Coming'
- Ruth Pitter, 'Stormcock in Elder'
- Peter Reading, 'Cetacean'
- Edna St Vincent Millay, 'The Buck in the Snow'
- Charlotte Smith, 'Written Near a Port on a Dark Evening'
- Alfred, Lord Tennyson, 'The Kraken'

William Shakespeare: *Macbeth*  
*Romeo and Juliet*

**ASSESSMENT**

<b>TASK</b>	<b>DUE DATE</b>	<b>WEIGHTING</b>
Test Essay – Romeo and Juliet	Week 6	25%
Oral Presentation	Week 9/10	20%
Essay	Week 15	25%
Exams (Paper 1 & 2)	Week 18	30%

## **ASSESSMENT OBJECTIVES**

The assessment objectives in Cambridge IGCSE Literature (English) are:

AO1: show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose)

AO2: understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

AO3: recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects

AO4: communicate a sensitive and informed personal response to literary texts.

## **ACHIEVEMENT STANDARDS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of a candidate's performance in the examination may be balanced by a better performance in others.

## **UNIT GRADE DESCRIPTORS (CAMBRIDGE)**

### **Grade A**

To achieve a Grade A, a candidate will be able to:

- sustain a perceptive and convincing response with well-chosen detail of narrative and situation
- demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays
- make much well-selected reference to the text
- respond sensitively and in detail to the way language works in the text
- communicate a considered and reflective personal response to the text

### **Grade C**

To achieve a Grade C, a candidate will be able to:

- make a reasonably sustained/extended response with detail of narrative and situation
- show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays
- show some thoroughness in use of the text for support
- make some response to the way language works in the text
- communicate an informed personal response to the text

### **Grade F**

To achieve a Grade F, a candidate will be able to:

- make a few straightforward points in terms of narrative and situation
- show a few signs of understanding of the author's intentions and the surface meanings of the text
- make a little reference to the text
- show evidence of a simple personal response to the text.

## **ATTENDANCE AND PARTICIPATION**

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will fail the unit. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

## **CHEATING AND DISHONEST PRACTICE**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

**Cambridge Coordinator: Amy Smith**

**Class Teacher: Amy Smith**

**Date: February 2019**