

Learning Programme – English Language & Literature

Topic: 'Othello' (UVI Language & Literature Paper 2: Exploring Conflict – Dramatic Encounters)

Topic/ Content	Objectives/Skills	Homework	Assessment	Success Criteria (for A Level examination)	Stretch & Challenge (Thirst for Learning)
Approaching conflict in a dramatic text ('Othello')	To read & respond to a dramatic text with confidence – learning not only 'Othello', but also garnering skills for the unseen literature (prose) question	Revise/learn linguistic terminology & that of dramatic conflict from glossary (AO1 & AO2 focus)		AO1 (15) Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression Level 5:	Read other plays by Shakespeare (<i>The Merchant of Venice</i> would be a great start!); contemporary reviews of his work (by Coleridge, for example) and other plays from the era e.g. <i>Dr Faustus</i> by C Marlowe (AO4 focus)
Using Specialist terminology	To revise/learn some advanced specialist terminology (The following list is a guide to the areas of <u>language analysis</u> students are expected to be familiar with: phonetics, phonology and prosodics – for example, how aspects of <u>spoken language</u> are produced and interpreted; lexis and semantics – for example, the different connotations of terms of address; grammar – for example, how structural features express characters' attitudes; pragmatics – for example, the assumptions made about listeners/readers by the speaker's/writer's language choices; discourse – for example, the conventions of drama texts. To understand a range of terminology and be able to identify examples within the play and use it judiciously in responses	Revise specialist terminology for test next lesson (AO1 & AO2 focus) Become familiar with the play – read Acts I-V I entirely (AO1 & AO2 & AO3 focus) Complete: Character tracking sheet Setting sheet Mood & atmosphere sheet	Key terminology class test (AO1 & AO2 focus) Context test – put each Act of the play into its context – Elizabethan, Venetian, Cypriot etc. (AO3 focus) Practice paragraphs / part essays on the extract part of the question (AO1, AO2, AO3 & AO5)	Apply a range of terminology accurately. Select language levels with sustained relevance and evaluate patterns. Express ideas with sophistication and sustained development. Level 4: Relevantly and accurately Level 3: Some accuracy Level 2: Some general labels AO2 (20) Analyse ways in which meanings are shaped in texts Level 5 Offer a thorough and open-minded analysis by: • interpreting the question theme subtly • evaluating varied forms of the question focus • making careful selections from the text. Provide perceptive accounts of how meanings are shaped by: • investigating closely how the writer's construction of characters' identities contribute to the question focus	Practise responding to sections of the play outside those discussed in lessons. Think carefully about which literary and spoken language devices are effective and why (AO1, AO2 & AO3 focus) Begin to explore how the structure of a play (or extract from a play) can contribute to overall meaning (AO2 focus) Read articles from the British Library website (AO4 & AO5 focus) Explore the British Library timeline (AO4 & AO5 focus) Create a glossary of key specialist terminology, which can be added to throughout the year (AO1 and AO2 focus)
Exploring effects of language & methods, including structure, to	To explore the effects of Shakespeare's language choices & literary methods including structure by focusing on the context of the play – its contemporary reception and its modern appreciation	Choose five extracts from the play where there is an example of conflict between characters or ideas to analyse.			Links to wider reading in the shared area (W drive) in the English / A Level folder

<p>create meaning in context</p>	<p>To be able to use terminology as part of this analysis</p> <p>To develop analysis of language & methods by offering tentative judgements informed by context</p>	<p>Focus on the impact of a particular word choices/literary methods and their effects in context (AO2 & AO3 focus)</p>	<p>Full essays based on the play as studied (AO1, AO2, AO3, AO4 & AO5) – moving from extract to the play as a whole e.g. Referring to these lines and other parts of the play, explore how and why Shakespeare presents characters' attitudes to (INSERT THEME/IDEA) at different points in the play.</p>	<ul style="list-style-type: none"> evaluating how the relationships between characters are negotiated exploring the writer's crafting and evaluating its role in shaping meaning symbolically. <p>Level 4 Offers a good and secure analysis</p> <p>Level 3 Some analysis</p> <p>Level 2 Partially descriptive / analytical account</p>	
<p>Concepts and issues from wider literature study</p>	<p>To explore connections between the play and the central issues of modern literature.</p> <p>To frame a wider understanding of concepts from connective reading in this area.</p>			<p>Level 4 Offers a good and secure analysis</p> <p>Level 3 Some analysis</p> <p>Level 2 Partially descriptive / analytical account</p>	
<p>Practise responses to specific questions – understanding the question prompt ... 'Explore how and why... Shakespeare presents ...' AND in the rest of the play</p>	<p>To be able to extract relevant information from a question to form an argument</p> <p>To be able to choose extracts/quotations - beyond the one provided – judiciously</p> <p>To focus on particular aspects (literary methods/spoken language techniques) to support your argument</p> <p>To offer an alternative response to the play / engage with the debate in the question</p>	<p>Compose introductions to a range of set questions focus on AO1 – constructing an argument</p> <p>Write paragraphs focused on set questions (AO1 & AO2 focus)</p> <p>Engage with question debate (AO5 focus)</p> <p>(Peer marked, using modelled responses and a student friendly marking scheme).</p> <p>Sampled by teacher</p>	<p>End of unit assessment focusing on these skills. This will follow the A Level Language & Literature format.</p>	<p>AO3 (10) Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received</p> <p>Level 5 Offer a <u>perceptive</u> account.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> the use of particular genre conventions to present dramatic conflict the influence of contextual factors on the production and various interpretations of the play. <p>Level 4 <u>Clear exploration</u> – genre conventions</p> <p>Level 3 <u>Some explanation</u> – obvious genre conventions</p> <p>Level 2 <u>Partial awareness</u> – broad genre conventions</p>	
<p>Assessment</p>	<p>To be able to respond to feedback and improve response(s) as a result</p> <p>To respond to a thematic/general question on 'Othello' and produce a response in timed conditions</p>				

The homework highlighted in red or green is used when forming judgements/interim grades. The final grades are based on the one off end of unit assessment. Tasks highlighted in green will be teacher assessed with diagnostic feedback provided. Tasks highlighted in red will be self or peer assessed with marks recorded.