

Sample Scheme of Work AS English Literature H072

Scheme of work for OCR AS English Literature (H072) Component 02 Drama and prose post-1900 *Mrs Dalloway*

This scheme of work offers an example of how teaching *Mrs Dalloway* for the AS English Literature Paper 2 could be structured. It assumes the course will be taught by one teacher in one year with 28 teaching weeks. It is designed as a guide only and the order of topics can be changed to suit the preferences of the department.

TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED READING/RESOURCES	POINTS TO NOTE
Introduction to the study of English literature at AS	'Bridging the gap' between GCSE and AS: <ul style="list-style-type: none"> • Discussion • Guidance • Reflection on prior learning and attainment. 	Robert Eaglestone: <i>Doing English</i> (Routledge - 978 0415346344).	Students will be approaching the specification via a variety of possible Key Stage 4 routes.
An introduction to the specification structure and aims	Handout and discussion: <ul style="list-style-type: none"> • 'Why are you studying AS English Literature?' • Rank the specification aims in order of personal importance. 	Specification: http://www.ocr.org.uk	
An introduction to the assessment objectives and text requirements	Handout and discussion: <ul style="list-style-type: none"> • How can the study of literature be measured? 	Specification: http://www.ocr.org.uk Assessment objective weightings	
AO3 (" contexts ") and AO4 (connections)	Create a visual representation of the place of 'major literary works' across history and in their social/cultural/historical contexts.	Powerpoint. Boardgame. Poster. Artwork.	Students will need to explain why the works they have chosen are 'major' Include H072/H472 'set' texts.



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AO2 (“ways in which meanings are shaped”)	Students work in groups to list possible literary structures, forms and linguistic techniques. Re-write a literary excerpt using a number of specified features chosen from this list. Discussion: what is genre ? Poetry vs. Prose.	Montgomery et al: Ways of reading (Routledge - 978 0415346344) and Peet and Robinson: Leading questions (Nelson - 0 174 323379).	A section of <i>Mrs Dalloway</i> could be used for the second part of this task.
AO1 (“responses” and “accurate written expression”)	How to write an effective A-level essay.	N. Bowen and M. Meally The Art of Writing English Literature Essays: For A-level and beyond (ISBN: 978-0993077845)	This task will be ongoing throughout the as and A2 courses.
An introduction to the novel	What is the novel and where did it come from? – Discussion and research.		
Ways in to Woolf and modernism	Biographical context . Literary context .	Mrs Dalloway - Lesson element http://www.ocr.org.uk/Images/269791-mrs-dalloway-lesson-element-teacher-s-instructions-and-student-activity.doc	
<i>Mrs Dalloway</i>	<ol style="list-style-type: none"> 1. Reading, summary and narration 2. Dramatic and group explorations 3. Narrative, thematic, linguistic and contextual discussion 4. Style: stream of consciousness/ free indirect discourse, interior monologue, foreshadowing and flashback 5. Explanation and clarification 6. Consideration of critical reactions and interpretations 7. Presentations by students – personal response 8. Links with other works. 	1997 Film (Marleen Gorris). Michael Cunningham: <i>The Hours</i> (and screenplay). <i>The Mrs Dalloway Reader</i> (Woolf; prose; Hussey). Woolf: <i>Moments of being</i> .	



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<p>Mrs Dalloway (5 – 16)</p>	<p>Begin constructing a map of London locations mentioned in the novel. Begin constructing a timeline of the events of the day described in the novel. Exploration of historical context (1923: research). Reconstructing the past in the novel (discussion and research). Focus on characters: Clarissa Dalloway and Peter Walsh. Flowers as symbol and motif in literature (research). Creative writing exercise: stream of consciousness/free indirect discourse.</p>	<p>www.a-zmaps.co.uk Woolf: Mrs Dalloway in Bond Street.</p>	<p>Page numbers in the Penguin Popular Classics edition. The map and timeline activities should be continued throughout study of the novel.</p>
<p>Mrs Dalloway (16 – 33)</p>	<p>Focus on character: Septimus Warren Smith and Lucrezia Warren Smith. Social context: hierarchy and class structure. Italy and England. Mental illness and the medical context. The aeroplane and its significance.</p>	<p>Shakespeare: <i>Cymbeline</i>.</p>	
<p>Mrs Dalloway (33 – 54)</p>	<p>Focus on character: Lady Bruton and Sally Seton. Women in society and feminism. Love and sexuality in the early twentieth-century context. Discussion: choices and implications in love. Time and change. The Indian context.</p>	<p>Woolf: <i>A Room of One's Own</i>.</p>	



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<i>Mrs Dalloway</i> (54 – 63)	London as a 'Character'.		
<i>Mrs Dalloway</i> (63 - 65)	Reflections: the solitary traveller and 'visions'. Research: the 'Moment of being'.		
Use of a critical text in relation to <i>Mrs Dalloway</i>	Reading, discussing and presenting: David Lodge: <i>The Art Of Fiction</i>.	David Lodge: <i>The Art Of Fiction</i> (Penguin - 978-0140174922): <ul style="list-style-type: none"> • Beginning • The intrusive author • Point of view • Mystery • Names • Stream of consciousness • Interior monologue • The sense of place • Lists • Introducing a character • Time-shift • The reader in the text • The experimental novel • Telling in different voices • Symbolism • Narrative structure. 	Nb. AO5 is not assessed in Section 2 of the as exam paper on <i>Mrs Dalloway</i> , but this critical text is helpful for thinking about literary concepts and terminology (AO1) and ways in which meanings are shaped in the text (AO2).
<i>Mrs Dalloway</i> (65 - 72)	Bourton: reinventing the past and the concept of memory. Discussion and research: 'subjective' and 'objective' experiences.		



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<i>Mrs Dalloway</i> (72 – 104)	Septimus and Rezia. The first world war and its after-effects: research, presentation and discussion (post-traumatic stress; bipolar disorder). Peter Walsh and Sally. 'Britishness'. Dr. Holmes.	www.firstworldwar.com	
<i>Mrs Dalloway</i> (104 – 166)	Focus on character : Sir William Bradshaw, Richard Dalloway, Hugh Whitbread, Miss Kilman, Elizabeth and Mrs Peters. Discussion: 'The Establishment'; the medical profession; health and sanity; the pursuit of politics; class and generations; love and religion.		
<i>Mrs Dalloway</i> (166 - 181)	Peter Walsh. Present and past. Friendships and relationships.		
<i>Mrs Dalloway</i> (181 - 205)	The party. Characters major and minor (including the prime minister). 'The Snobbery Of The English'. Death and its connections .	Woolf: <i>The Prime Minister</i>	
<i>Mrs Dalloway</i> (205 - 213)	Focus on character: Sally Seton. Judgements and conclusions.		
Assessment (Woolf)	Quick answer factual test. Exam conditions sample paper essay question.	The Sample Assessment Materials are available on OCR website: www.ocr.org.uk .	
<i>Mrs Dalloway</i>	Revision to consolidate study		



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Mock' examination			After Easter break.
Final summarising activities and revision	Revision of Assessment Objectives and their application to individual questions. Structure of exam papers. Use of interactive SAM resource.		Final weeks before May examination.

