

Sample Scheme of Work AS English Literature H072

Scheme of work for OCR AS English Literature (H072)

Component 02 Drama and prose post-1900 *Nineteen Eighty-Four*

This scheme of work offers an example of how teaching *Nineteen eighty-four* 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: <i>Ways of reading</i> (Routledge - 978 0415346344) and Peet and Robinson: <i>Leading questions</i> (Nelson - 0 174 323379).	A section of <i>Nineteen eighty-four</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.		This task will be ongoing throughout the AS and A Level courses.
An introduction to the novel	What is the novel and where did it come from? • Discussion and research.		
Ways in to Orwell	Biographical context . Literary context .	Nineteen Eighty-Four – Lesson Element	
<i>Nineteen eighty-four</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: first person narrative/symbolism, beginnings/endings, alternative titles and structure of the novel 5. Explanation and clarification 6. Consideration of critical reactions and interpretations 7. Presentations by students – personal response 8. Links with other works. 	1984 film (Radford).	



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<p>Nineteen eighty-four Part 1, Chapter 1</p>	<p>Exploration of historical context (students should research totalitarianism/Stalin & Hitler/use of propaganda/Karl Marx).</p> <p>Research how the dangers of totalitarian regimes are presented in a selection of dystopian literature.</p> <p>Creative writing exercise: third person narrative.</p>		
<p>Nineteen eighty-four Part 1, Chapters 2 - 3</p>	<p>Focus on character - Winston: What are your first impressions of Winston?</p> <p>Fatalism Discuss what is meant by the term fatalism and how a fatalistic tone is established in this opening section. How far do we read Winston as having a fatalistic outlook? What impact does Winston's fatalism have on the reader?</p> <p>Social context: Hitler Youth (research)</p>		<p>http://www.holocaustresearchproject.org/holoprelude/hitleryouth.html</p>
<p>Nineteen eighty-four Part 1, Chapters 4 - 6</p>	<p>Focus on character development – Winston: How does the author shape Winston into a more complicated character in this section? You should consider Winston in relation to:</p> <ul style="list-style-type: none"> • his repressed sexuality • his work • individualism <p>Discuss: doublethink</p>		



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<p><i>Nineteen eighty-four</i> Part 1, Chapters 7 - 8</p>	<p>Winston's diary</p> <p>Knowledge of the past</p> <p>Social context:</p> <ul style="list-style-type: none"> think about social class : The proles <p>Mood:</p> <ul style="list-style-type: none"> how does Orwell create a dark and ominous mood? 		
<p><i>Nineteen eighty-four</i> Part 2, Chapters 4 – 6</p>	<p>Think about symbolism:</p> <ul style="list-style-type: none"> the glass paperweight singing prole woman <p>Motifs: Winston's fear of rats</p> <p>Think about character: O'Brien – what are your first impressions?</p>		
<p><i>Nineteen eighty-four</i> Part 2, Chapters 7 – 8</p>	<p>The power of memory: Winston's childhood</p>		



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<p><i>Nineteen eighty-four</i> Part 2, Chapters 9 – 10</p>	<p>How do you respond to this extended political treatise? Why is the political treatise included here? What insights into the pervasiveness of the regime do we gain from this section of the text?</p> <p>Character: the contrast between Winston and Julia</p>		
<p><i>Nineteen eighty-four</i> Part 3, Chapters 1 – 3</p>	<p>Character: Winston's obsession with O'Brien</p> <p>Physical pain and torture – here and throughout the novel</p>		
<p><i>Nineteen eighty-four</i> Part 3, Chapters 4 – 6</p>	<p>The release of the cage of rats: Discuss initial reactions.</p> <p>Is this scene an anti-climax?</p> <p>Is Winston just a fatalist or does this undermine Orwell's TRUE INTENT to warn readers about the dangers of totalitarianism?</p>		



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Use of a critical text in relation to <i>Nineteen eighty-four</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 • Point of view • Introducing a character • Symbolism • Narrative structure. 	NB. AO5 is not assessed in Section 2 of the AS exam paper on <i>Nineteen eighty-four</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). AO5 different interpretations are assessed at A Level.
<i>Nineteen eighty-four</i>	Revision to consolidate study.		
'Mock' examination		Interactive SAM resource	Afer Easter break
Final summarising activities and revision	Revision of assessment objectives and thier application to individual questions. Structure of exam paper. Use of interactive SAM resource.	Interactive SAM resource	Final weeks before May examination.

