

## Course planner

International GCSEs have 120 guided learning hours.

Guidance provided within the course planner and scheme of work on lesson plans and teaching approaches are teaching and learning suggestions which can be adapted by centres to suit their particular context.

The following course planner is based on a 45 minute lesson duration.

### International GCSE English Literature

#### Two- year course planner

##### Planner at a glance: English Literature

Term	Year of study	Topic/Paper	Guided Learning Hours
1	Year 1	Modern drama	27
2	Year 1	Literary Heritage text	27
3	Year 1	Poetry Anthology	27
1	Year 2	Poetry Anthology and Modern Prose	27
2	Year 2	Poetry Anthology and Modern Prose	27
3	Year 2	Revision	-

##### Detailed Planner: English Literature

Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
1	Year 1	<p><b>Modern Drama</b> Understand the social, historical and cultural context of the piece of modern drama they are exploring</p> <p><b>(3-8) First section* of play</b> <b>(* NB: this division is a suggestion for a 3-act play. The most sensible division into sections will need to be adopted for the text chosen and the lessons adjusted. Topics to be dealt with would remain the same.)</b></p> <p>(3-4) Read through first section (5) Think about plot (6) Explore characters and their relationships (7) Identify key themes and consider the intentions of the writer in the use of these (8) Understand the nature and effect of form and structure in a drama text</p> <p><b>(9-14) Second section* of play</b> (9-10) Read through second section (11) Think about plot development (12) Explore characters and their relationships (13) Identify key themes and consider the intentions of the writer in the use of these (14) Understand the nature and effect of form and structure in a drama text</p>	14	<p>Centres may use a DVD of a production (where available) to enrich students' understanding and visualisation but this must support the close study of the written text.</p> <p>It is also possible to make links between language analysis across International GCSE English Language and International GCSE English Literature and to develop oral skills through dramatisation or discussion.</p>

Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
1	Year 1	<p><b>Modern Drama</b></p> <p><b>(1-6) Third (final) section* of play</b></p> <p>(1-2) Read through third section</p> <p>(3) Think about plot development and dénouement</p> <p>(4) Explore characters and their relationships</p> <p>(5) Identify key themes and consider the intentions of the writer in the use of these</p> <p>(6) Understand the nature and effect of form and text</p> <p><b>(7-13) Considering response to play as a whole</b></p> <ul style="list-style-type: none"> <li>■ Study the impact of key scenes</li> <li>■ Consider the effect of the drama on the audience</li> <li>■ Practise essay planning (Paper 2 or Paper 3). Practise exam skills and complete a practice exam question under timed conditions (Paper 2)</li> <li>■ Decide coursework titles and discuss coursework assignment schedule (Paper 3)</li> </ul>	13	
2	Year 1	<p><b>Literary Heritage Text</b></p> <p><b>(1-2)</b> Understand the social, historical and cultural context of the literary heritage text they are studying</p> <p><b>(3-8) First section* of Text (*as above, regarding most sensible divisions)</b></p> <p>(3-4) Read through first section</p> <p>(5) Think about plot</p> <p>(6) Explore characters and their relationships</p> <p>(7) Identify key themes and consider the intentions of the writer in the use of these</p> <p>(8) Understand the nature and effect of form and structure in a literary heritage text</p> <p><b>(9-14) Second section* of text</b></p> <p>(9-10) Read through second section</p> <p>(11) Think about plot development</p> <p>(12) Explore characters and their relationships</p> <p>(13) Identify key themes and consider the intentions of the writer in the use of these</p> <p>(14) Understand the nature and effect of form and structure in a literary heritage text</p>	14	<p>Centres may use a DVD of an adaptation of the literary heritage text (where available) to enrich students' understanding and visualisation but this must support the close study of the written text.</p> <p>It is also possible to make links between language analysis across International GCSE English Language and GCSE English Literature and to develop oral skills through presentations or discussion.</p>

Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
2	Year 1	<p><b>Literary Heritage Text</b></p> <p><b>(1-6) Third (final) section* of text</b></p> <p>(1-2) Read through third section</p> <p>(3) Think about plot development and dénouement</p> <p>(4) Explore characters and their relationships</p> <p>(5) Identify key themes and consider the intentions of the writer in the use of these</p> <p>(6) Understand the nature and effect of form and structure in a literary heritage text</p> <p><b>(7-13) Considering response to text as a whole</b></p> <ul style="list-style-type: none"> <li>■ Study the impact of key scenes</li> <li>■ Consider the effect of the text on the reader/audience</li> <li>■ Practise exam skills and complete a practice exam question under timed conditions (Paper 2, Section B – open book)</li> <li>■ Develop their grasp of the author’s language, including any archaic features less familiar to them</li> <li>■ Recall and revise key sections</li> <li>■ Develop exam confidence through practice questions from Paper 2, Section B</li> </ul> <p>OR</p> <p>(For Paper 3 coursework option)</p> <p>Draft and discussion of literary heritage text assignment – completion by start of Summer Term</p>	13	
3	Year 1	<p><b>Poetry from the <i>Pearson Edexcel International GCSE English Anthology</i></b></p> <p><b>(1-3)</b></p> <ul style="list-style-type: none"> <li>■ Introduce AOs</li> <li>■ Recap knowledge of poetry. Be sure to cover both poetic techniques and elements of form and structure</li> </ul> <p>(4-13) Explore and annotate any 5 poems from Part 3 of the <i>Pearson Edexcel International GCSE English Anthology</i></p>	13	Unseen poetry skills can be developed when reading the <i>Pearson Edexcel International GCSE English Anthology</i> poems for the first time.



Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
2	Year 2	<p><b>Modern Prose</b></p> <p><b>(1-6) Third (final) section of text</b></p> <p>(1-2) Read through third section</p> <p>(3) Think about plot development and dénouement</p> <p>(4) Explore characters and their relationships</p> <p>(5) Identify key themes and consider the intentions of the writer in the use of these</p> <p>(6) Understand the nature and effect of form and structure in a modern novel</p> <p><b>(7-13) Considering response to text as a whole</b></p> <ul style="list-style-type: none"> <li>■ Study the impact of key episodes/chapters/passages</li> <li>■ Consider the effect of the text on the reader</li> <li>■ Practise exam skills and complete a practice exam question under timed conditions (closed book)</li> <li>■ Develop their grasp of the author's language</li> <li>■ Recall and revise key sections</li> <li>■ Develop exam confidence through practice questions from Paper 2, Section C</li> </ul> <p><b>OR</b></p> <p><b>(For Paper 3 coursework option)</b></p> <p>Draft and discussion of modern novel assignment – completion by end of Spring Term</p>	13	
2	Year 2	<p><b>Poetry from the <i>Pearson Edexcel International GCSE English Anthology</i></b></p> <p>(1-6) Explore links and comparisons between poems</p> <p>(7-8) Plan responses in preparation for examination questions</p> <p><b>Unseen Poetry</b></p> <p>(9-12) Practise the skills of a response to an unseen poem</p> <p><b>(13-14) Mock Exam Preparation</b></p> <ul style="list-style-type: none"> <li>■ Plan responses in preparation for examination questions</li> <li>■ Respond to exam style questions from Paper 1</li> </ul>	14	

Term	Year of study	Topic/Paper	Guided Learning Hours	Notes
3	Year 2	<p><b>Revision – focus on timings and exam paper(s)</b></p> <ul style="list-style-type: none"> <li>■ Work on timed questions/papers</li> <li>■ Reflect on marked assessments and improve responses</li> <li>■ Improve their understanding of what constitutes a high quality response</li> <li>■ Develop their checking and proofreading skills</li> </ul> <p><b>Knowledge gaps</b></p> <ul style="list-style-type: none"> <li>■ Complete 'Pupil Learning Checklists' (PLCs) with students to establish gaps in knowledge</li> <li>■ Address gaps in knowledge through targeted, personalised lessons</li> </ul> <p><b>Writing skills</b></p> <ul style="list-style-type: none"> <li>■ Develop proofreading skills</li> <li>■ Reference to text and use of quotations and key words</li> <li>■ Structure of answer</li> <li>■ Reference to question</li> <li>■ Analytical paragraph structure (SEED)</li> </ul>	12	