



## Scheme of work: Part 2 (Standard Level)

The following is an outline scheme of work for Part 2 of the IB English Literature syllabus (to be used in conjunction with Chapter 2 of the IB *English Literature* coursebook). The aims of this scheme of work are:

- to study two texts in preparation for the individual oral commentary (IOC)
- to prepare SL students to complete an effective IOC.

Specific resources for this scheme of work have been included for two popular and well-known works, both of which are featured in the coursebook:

- *Macbeth* by William Shakespeare
- *Great Expectations* by Charles Dickens.

The scheme of work is very much an outline: while not proscriptive, it aims to give you, the teacher, an idea of the sort of pattern that could be followed. The expectation is that students will complete their IOCs at the end of this scheme of work, and so the focus throughout is on passage-based work and on acquiring the skills that will be needed to complete an effective IOC. Students and teachers are strongly recommended to follow the advice outlined in Chapter 2 of the coursebook.

A number of passages have been selected from the two selected works as a starting point. You may choose to use these and the accompanying resources in your first few classes to prepare for the IOC. Alternatively, you may choose to select your own passages from the same works or, indeed, from a work by any of the authors on the PLA. In later weeks, this scheme of work assumes that you and your students will select your own passages for practice.

An editable template of the IOC planning sheet is available to use with any extract (see planning sheets 2.1 and 2.2).

This scheme of work adheres to the following general principles:

1. From the very first lesson, students are encouraged to think about how they are assessed. Becoming skilled in the discipline of the IOC and using every lesson as a preparation for the IOC are key considerations.
2. The scheme is based around the study of a number of different extracts from two works. In this way, students are being encouraged to think in terms of the IOC as they progress through the scheme of work.
3. Given the amount of time available in the curriculum in the majority of schools, the scheme does not encourage teachers to teach every page of both works in class. Students are strongly advised to read the works independently in advance of study in class, and teachers are advised to make use of resources such as film versions in order that all students have a very clear sense of the overall movement of the plot.
4. The scheme encourages extensive student involvement in lessons in terms of preparing extracts, delivering and assessing IOCs, and class discussion.

### Outline

- **Timeframe:** This outline scheme of work assumes 12 weeks of study: 6 weeks on one work and 6 weeks on the other. It assumes contact time of 2 or 3 hours each week. It may well be that teachers find they have less (or, indeed, more) time than this and will need to adjust their scheme accordingly.
- **Text:** The extracts listed below are those available on this website: see Planning Sheets 2.3–2.5 for *Macbeth* and 2.6–2.7 for *Great Expectations*. Other extracts can be selected for later weeks in the scheme.



- **Suggested activities:** The activities given below are only suggestions and can be adapted or replaced. Many of the activities will, of course, be repeated over the course of study.
- **Suggested resources:** Some of these are available as part of the Cambridge IB *English Literature* online resources. It is strongly recommended that you use the *IB English Literature* coursebook closely whilst studying this scheme of work.
- **Opportunities for assessment:** Practice IOCs will, of course, be important here.

Week	Text	Suggested activities	Suggested resources	Opportunities for assessment
1	<i>Macbeth</i> Act 1 Extract 1  (see Planning Sheet 2.3)	Introduction to the IOC, perhaps using relevant material from the <i>IB English Literature</i> coursebook (Chapter 2, pages 35–39).  Begin study of the text – perhaps using Extract 1 for <i>Macbeth</i> .  Begin showing film.	Make use of one of several film versions throughout the course in order to give students a vivid sense of the play in performance. The Polanski version (whilst rather explicit in parts) is a good place to start.	
2	<i>Macbeth</i> Act 1 Extracts 2 and 3  (see Planning Sheets 2.4 and 2.5)	Individual students prepare one extract each in advance of the class and deliver a mini presentation as an introduction to the chosen extract.  In class, students complete the planning sheets related to each extract for class discussion on those extracts, with a focus on preparation for the IOC.	Make use of the IOC planning sheets – either the blank one or those specifically tailored to the pre-selected extracts. This will encourage students to consider each passage in terms of the final assessment and get them thinking about useful IOC strategies.	Students complete – in detail – an IOC planning sheet which is then assessed by the teacher.

3	<p><i>Macbeth</i> Act 2</p> <p>Students should select their own extracts.</p>	<p>Students should begin delivering oral commentaries in class. At the beginning, these should not necessarily be full, 8-minute IOCs, but might be one section of an IOC in order to boost their confidence.</p> <p>Teachers will continue to teach using self-selected extracts in class, and maintain the focus on examining them in terms of the assessment criteria.</p>	<p>You might encourage students to use some of the excellent resources available on the Internet. The following might provide interesting starting points:</p> <p><a href="http://www.opensourceshakespeare.org/">http://www.opensourceshakespeare.org/</a></p> <p><a href="http://shakespeare.palomar.edu/">http://shakespeare.palomar.edu/</a></p> <p><a href="http://shakespearean.org.uk/">http://shakespearean.org.uk/</a></p> <p><a href="http://www.rsc.org.uk/explore/">http://www.rsc.org.uk/explore/</a></p>	<p>Students start to receive feedback on practice IOCs that they deliver in class or record in their own time.</p>
4	<p><i>Macbeth</i> Act 3</p> <p>Students should select their own extracts.</p>	<p>It might be appropriate to include some drama work in the teaching of this text. Students often miss out on the opportunities to talk about texts in genre-specific ways. Giving the students a really clear sense of <i>Macbeth</i> as a play written for the stage might help with this process.</p>	<p>If you have access to recording equipment, why not start recording students' attempts at IOCs and encouraging them to listen back and to reflect on what and how they might improve?</p> <p>Some teachers have set students the task of completing an IOC in their own time, recording it on their cellphone and then sending it to the teacher for assessment or use in class.</p>	<p>This would be a good opportunity to set the students a writing assignment. (It is important that, whilst preparing for the IOC, teachers don't neglect students' writing skills, which will continue to be assessed later in the course and, most particularly, in the two examinations).</p>
5	<p><i>Macbeth</i> Act 4</p> <p>Students should select their own extracts.</p>	<p>This week might provide a good opportunity for students to select their own extracts from Act 4 and to present them in class.</p>	<p>You might use the Part 2 IOC assessment sheet, available as part of the Cambridge <i>IB English Literature</i> online resources, with students.</p>	<p>Students use the assessment sheet for self and peer assessment (see Assessment Sheet 2.1 under 'Assessment').</p>

			<p>Why not introduce this with the completed sheet (see Assessment Sheet 2.3 under 'Assessment') which refers to the transcript of a student IOC on <i>Macbeth</i> from the IB <i>English Literature</i> coursebook (pages 63–65)?</p> <p>You could then use the blank version (Assessment Sheet 2.1) with students to encourage them to assess themselves and others.</p>	
6	<p><i>Macbeth</i> Act 5</p> <p>Students should select their own extracts.</p>	<p>Opportunities for individual practice and feedback.</p>	<p>If you were lucky enough to be able to travel to a production of the play in the theatre, it would be a wonderful opportunity for the students to see it performed on stage.</p>	<p>Working towards final IOC assessment.</p>
1	<p><i>Great Expectations</i></p> <p>Extracts 1 and 2</p> <p>(see Planning Sheets 2.6 and 2.7)</p>	<p>It is advisable that students are encouraged to continue to read ahead to ensure that they know the story: they must have a clear understanding of where the extract fits into the narrative.</p>	<p>Showing a film version (although no substitute for a careful reading of the novel) can be a useful way of reminding students of the plot. The 1946 David Lean version (although looking its age in black and white) remains an excellent choice. Several more modern versions are available.</p>	

2	<p><i>Great Expectations</i></p> <p>Students should select their own extracts with guidance on length from the teacher.</p>	<p>Whenever possible, students should be given the opportunity to practise using the 20-minute preparation time effectively. This could be done as an exercise in class or for homework.</p>		<p>Students should practise delivering IOC's on these passages whether in class or in their own time.</p>
3	<p><i>Great Expectations</i></p> <p>Students should select their own extracts with guidance on length from the teacher.</p>	<p>Students should explore narrative voice in each of two selected extracts: Does it change? How? How would you describe the tone?</p> <p>Students could focus on the development of both character and location: to what extent are they interrelated? Why does Dickens do this?</p>	<p>You might encourage the students to use an online version of the work to help their preparation. A good one is available online at the following location :</p> <p><a href="http://www.gutenberg.org/wiki/Main_Page">http://www.gutenberg.org/wiki/Main_Page</a></p>	
4	<p><i>Great Expectations</i></p> <p>Student prepared extracts</p>	<p>Students should choose their own extract, then prepare and deliver an IOC to the class. With the benefit of extensive preparation time, they will, hopefully, perform well and give themselves confidence for the full IOC which will soon follow.</p>	<p>As students begin to make the final preparations for the assessed IOC, their attention should be guided back to the advice in Chapter 2 of the <i>IB English Literature</i> coursebook (pages 35–46).</p>	

5	<i>Great Expectations</i>  IOC practice	Over the next two weeks students should be starting to practise in a more formal way for the IOC. They should be practising the full procedure as often as possible:  20-minute preparation; 8-minute IOC;  2 minutes of questions with unseen passages.		Students should complete (and be given feedback on) at least one (and preferably as many as possible) full IOC practices.
6	<i>Great Expectations</i>  IOC practice	Opportunities for individual practise and feedback.		Working towards final IOC assessment.