

**Edexcel GCSE**

# **English Literature**

**Unit 3: Shakespeare and Contemporary Drama**

Sample Controlled Assessment Material

Paper Reference

**5ET03/01**

*Turn over* ►

**S42139A**

©2012 Pearson Education Ltd.

1/2/1/



S 4 2 1 3 9 A

**PEARSON**

## Contents

	Page
<b>Guidance for teachers</b>	<b>3</b>
What do students have to do?	3
How much time do students have?	3
How should students be prepared for the tasks?	3
What must the response to the tasks show?	3
What kinds of adaptation of Shakespeare can I use for the Shakespeare task?	4
What is meant by 'dramatic devices'?	4
How long should the chosen scene or episode be?	4
How should students present their responses?	4
<b>The Shakespeare task for the student</b>	<b>5</b>
<b>The contemporary drama task for the student</b>	<b>6</b>

## Guidance for teachers

### What do students have to do?

Students will complete **two** drama tasks, from a choice of eight.

One task must be on a Shakespeare drama text.

One task must be on a contemporary drama text.

Task responses must be handwritten or word-processed.

Students must complete the responses on their own.

### How much time do students have?

Following preparation, students will have up to four hours to complete both tasks.

### How should students be prepared for the tasks?

Students must study one Shakespeare drama text and one contemporary drama text.

Preparation on these drama texts may include:

- developing understanding of the drama texts on page, screen or sound player/system
- paired discussion, reading and speaking the lines
- group discussion of how to edit and present the drama texts for screen or radio performance
- group performances of the drama texts
- class discussion of ways in which the drama texts have been performed on screen
- exploring links and connections between the student's reading and an adaptation of the Shakespeare drama text

Choose the tasks from those given below.

Students should then prepare by planning their response to each task.

### What must the response to the tasks show?

The response to the Shakespeare task must show that students can:

- respond to the chosen drama text critically and imaginatively
- make comparisons and explain links between the student's reading and an adaptation, evaluating different ways of expressing Shakespeare's meaning and achieving effects
- support ideas by choosing evidence from the text.

The response to the contemporary drama task must show that students can:

- respond to the chosen drama text critically and imaginatively
- evaluate writers' different ways of expressing meaning and achieving effects
- support ideas by choosing evidence from the drama texts.

### **What kinds of adaptation of Shakespeare can I use for the Shakespeare task?**

The following adaptations are acceptable:

- film of a play based on the original
- television production based on the original
- musical based on the original play
- graphic novel
- audio production
- cartoon.

### **What is meant by 'dramatic devices'?**

Dramatic devices include a range of theatrical techniques and styles used by a playwright to add interest to his work or create a particular impression or effect on the audience to engage the audience, such as: soliloquies, monologues and asides; juxtaposition and contrast; use of dramatic irony; use of the stage and props; visual humour; actions and reactions. Candidates should explore the different ways in which, in the chosen scene or episode, playwrights use such approaches to engage the audience.

### **How long should the chosen scene or episode be?**

No fixed length or unit is prescribed, partly because contemporary writers often do not employ the conventional divisions of Acts and Scenes. The chosen passage should be of sufficient length to allow the student to offer a substantial and detailed response. It may be worth considering the time taken to perform the chosen passage: this could well be in the range of 5–10 minutes.

### **How should students present their responses?**

A written response to **each** task of up to 1000 words.

Quality of Written Communication will be assessed in the response to both tasks.

## The Shakespeare task for the student

You will complete **one** task from those below for your Shakespeare drama text. Your response should be based closely on **your own reading** of the chosen drama text, comparing this with an **adaptation of the play**.

### **EITHER**

#### **Characterisation**

Choose **one** central character in the Shakespeare drama text you have studied. Compare your reading of the character with the presentation of the same character in an adaptation.

Use examples from the text in your response.

(30)

### **OR**

#### **Performance**

Choose **one** dramatic device used in the Shakespeare drama text you have studied. Compare your understanding of the dramatic device with the way the same dramatic device is presented in an adaptation.

Use examples from the text in your response.

(30)

### **OR**

#### **Theme**

Choose **one** key theme in the Shakespeare drama text you have studied. Compare your reading of the theme with the presentation of the same theme in an adaptation.

Use examples from the text in your response.

(30)

### **OR**

#### **Relationships**

Choose **one** important relationship in the Shakespeare drama text you have studied. Compare your reading of the relationship with the presentation of the same relationship in an adaptation.

Use examples from the text in your response.

(30)

## The contemporary drama task for the student

You will complete **one** task from those below for your contemporary drama text:

### **EITHER**

#### **Characterisation**

Explore the ways in which the dramatist introduces a key character to the audience.  
Use examples from the text in your response.

(20)

### **OR**

#### **Stagecraft**

With reference to two scenes or episodes, explore the dramatic devices used by the playwright to bring the drama to life.  
Use examples from the text in your response.

(20)

### **OR**

#### **Theme**

Explore the ways a key theme is presented in the drama.  
Use examples from the text in your response.

(20)

### **OR**

#### **Relationships**

Explore the ways in which a relationship between two characters is introduced in the drama.  
Use examples from the text in your response.

(20)