GCE English Language and Literature 2015:

Component 3: Investigating and Creating Texts

Coursework Scheme of Work (A level)

Introduction

This scheme is for a 12-week block, which could be introduced at any point in the A level course. If A level and AS are being taught simultaneously, the coursework will need to be taught in Year 2. It is understood that students will draw upon and apply their literary and linguistic skills and knowledge acquired during the course as a whole.

Week	Paper/theme	Learning outcomes	Content
1	Organisation and planning of coursework; choosing and testing suitability of topic and core texts	Students will: ● select and evaluate the choices of topic and core texts ● be introduced to the coursework unit and will understand the need to organise and plan. Students will begin to keep a coursework notebook, and will focus on the allocation of time and the need for regular documentation.	Choose a topic and test it out by interrogating it using the following questions. ● Does it offer enough scope and opportunities for varied and substantial research? ● Is it manageable? Does it have a clear focus and are all the materials accessible? ● Does it provide a range of possible outcomes for both fiction and non-fiction tasks? Choose **two** core texts – **one fiction** and **one non-fiction**. Test the suitability of the texts using bullets 1 and 3 above. Introduce students to the structure of the course, Assessment Objectives and criteria. Ask students to begin a notebook to record details of their research and textual study. Students to begin reading core texts.
2–3	Reading core texts; analysis and research skills	Students will: ● apply relevant methods for textual analysis ● identify and describe how meanings and effects are created ● demonstrate the ability to think and research independently.	Students continue reading core texts. **Step 1** ● Present students with six short texts in different genres (fiction and non-fiction). ● Discuss and explore the concepts of genre and sub-genre. Explain the distinction between fiction and literary non-fiction (see A level specification for definitions) ● Analyse the texts as a class activity, providing students with a framework for recording details of the text for example: theme, genre, audience, purpose, mode and literary and linguistics techniques in each text **Step 2** ● Divide students into 'buddy groups', possibly based on shared interests. ● Give each group the task of sourcing six more texts in different genres and work together on the analysis.

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			Step 3 ● Each group makes a presentation to the whole class.

4–6	Individual research and wide reading
	
	Writing first drafts of creative tasks
		Students will:
		● increase understanding of audience, purpose, mode
		● continue developing independent research skills
		● work collaboratively.
			The focus now is on independent research and individual approaches to the topic area and core texts.
			Discuss with students how they can research the topic.
			● What can I read?
			● What can I watch/listen to?
			● Who can I talk to?
			Any thoughts, ideas and lines of enquiry to be noted in the coursework notebook.
			Students to write first drafts of fiction and non-fiction tasks.
			Peer review feedback
			● Working in pairs students will evaluate and offer constructive comments on their partner's work using the following questions.
			   ○ Is there a clear link with the topic, core text and wide reading?
			   ○ Does the writing show clear understanding of genre conventions?
			   ○ Does it have a clearly defined audience?
			   ○ Does it employ suitable techniques to appeal to this audience?
			Ask students to note any decisions about changes/amendments in their notebooks.

7	Writing and evaluating commentaries	Students will: ● apply skills and knowledge in analysing texts ● develop the skill of self-analysis ● evaluate the work of	Students to write commentaries for both creative tasks. Emphasise the importance of word counts. Provide the following checklist for commentaries: ● a clear rationale for the choice of approaches and the significance of the chosen genres ● evidence of wide reading and research ● evaluative comments about the style and influence of the stimulus

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		others ● work collaboratively.	texts ● clear explanation of purposes ● comment on the characteristic stylistic features of the chosen genres ● appropriate and discriminating use of technical terminology ● interesting and coherent commentary.
8–9	Revising and editing	Students will: ● evaluate the effectiveness of texts ● understand the importance of working to a specified word count ● develop skills of revising and editing ● continue to work collaboratively.	Peer feedback on commentaries. Working in pairs, exchange commentaries and interrogate them by asking the following questions. ● Is there a clear rationale for the choice of approaches and the significance of the chosen genres? ● Is there evidence of wide reading and research? ● Are there some evaluative comments about the style and influence of the stimulus texts? ● Are the purposes clear? ● Is there understanding of the characteristic stylistic features of the chosen genres? ● Is there appropriate and discriminating use of technical terminology? ● Is the commentary interesting and coherent? Ask students to note any comments/ amendments in their notebooks.
10–12	Final drafts	Students will: ● consider peer feedback ● apply skills of revising and editing ● make accurate references to texts and sources.	Students should write the final drafts of their creative tasks and commentaries, paying particular attention to word counts. Write the bibliography. For this students should follow the Harvard method. Core texts should be listed first. Cover sheets should be completed with titles of each creative task. It is advisable to note the topic and the two core texts on the cover sheet.