
GCE English Language and Literature 2015: A level Component 1: Voices in Speech and Writing

Section B: Drama Scheme of Work

Introduction

This scheme of work focuses on the skills needed for responding to a drama text in Paper 1, Section B of the A level. There is a separate scheme of work for the teaching of Section A of the A level.

Centres may choose to teach the two sections in parallel with two teachers (A level only classes) or consecutively. A co-teachable pathway would require the teaching of the drama text to be delayed until Year 2 of the course.

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Drama Scheme of Work (A level)**

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		<p>established in the opening scenes</p> <ul style="list-style-type: none"> the playwright's use of literary and language techniques to introduce characters and differentiate their voices. 	<ul style="list-style-type: none"> use of language to develop voice character and plot. <p>Group analysis and presentations.</p> <ul style="list-style-type: none"> Allocate students (pairs/small groups) a character or theme/aspect based on the opening scene/s of their set play. Students to prepare a brief presentation with specific focus on the literary and language techniques employed by the playwright to establish, develop and foreshadow issues of character and plot. 	
3, 4	Reading the drama text	<p>Students will understand:</p> <ul style="list-style-type: none"> how the play is structured to meet the conventions of the genre, the expectations of the audience and the objectives of the writer the importance of contextual factors in shaping voice, character, plot and theme how the writer uses language to develop voice, character, plot and theme the literary, linguistic and dramatic conventions applied in their set text and the effects they produce how to apply linguistic/literary terminology to the exploration of the text and the quotations used to evidence method and/or effect 	<p>Students should read the entire text and consider it as a staged drama with a focus on the voices created by the playwright and how these interact and develop as the play progresses.</p> <p>Some of the following activities might be useful in achieving a good understanding of the text; they will obviously vary according to the content and structure of the play studied.</p> <p>As students read the play:</p> <ul style="list-style-type: none"> keep a reading log/mindmap, completed at least at the end of every act; this could include: <ul style="list-style-type: none"> a summary of events thematic and dramatic developments. <p>All should be supported by quotations which should be selected to evidence and analyse the writer's craft. These</p>	<ul style="list-style-type: none"> SAMs Further reading list with specific links to the play and the playwright Film versions – the play as edited film or filmed theatre productions Reviews of the play in performance Video, text or online material about the historical and literary context Film or text interviews with the playwright (where available) or relevant actors/directors

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		<ul style="list-style-type: none"> • how to structure evidence into a coherent argument or written response which meets the Assessment Objectives for this component of the examination • how to select evidence across the text which links to a specific task. 	<p>quotations could be organised according to theme/issue/aspect and incremented on completion of each act.</p> <ul style="list-style-type: none"> • Select a key extract from each act in terms of character or thematic development. Students to produce a detailed analysis of the extract. Peer mark this assignment using the mark scheme and AO grid. 'Marker' to feed back on mark/band awarded with suggestions for improvement. • Consideration of film/theatre versions of key moments in the play and comparison of more than one interpretation. • Discussion of the relevance of the historical, social, literary and cultural background in understanding specific aspects of the text. • Presentations by individuals or pairs of students on aspects of the play, requiring seminar style discussion from all students, key questions and consideration of contrasting viewpoints. • Consideration of play reviews on specific performances of the set text. • Further reading to enhance students' independent study skills and understanding of the writer and relevant contemporary literary texts. 	<ul style="list-style-type: none"> • Trip to see live performance of the play where possible

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5		<p>Students will further develop their skills in analysis and apply these to tasks which apply to the whole play. They will apply these skills to:</p> <ul style="list-style-type: none"> select evidence across the whole text which links to a specific task apply linguistic/literary terminology to the exploration of the text and the quotations used to evidence method and/or effect. 	<p>Once the play has been read in its entirety.</p> <ul style="list-style-type: none"> Divide students into pairs/small groups. Allocate each group a theme/issue/aspect of the whole play. Divide the play between group members and then carry out a targeted quotation search across the whole play linked to the topic (sticky notes are handy for this). Students produce a PowerPoint presentation on the above, structured through quotations. Whole-class interrogation of the presentation and focused discussion of the chosen quotations. 	
6(+)	Examination preparation, feedback and target setting	<p>Students will improve their competence in:</p> <ul style="list-style-type: none"> using a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response based on their set drama text meeting the Assessment Objectives against which examination responses for component 1B will be judged understanding their personal areas for improvement in terms of skills and knowledge managing time effectively under examination conditions. 	<ul style="list-style-type: none"> Students produce written response(s) to sample/whole questions (i.e. those that explore a key extract and then expand into the broader text as prompted). Initial responses to be peer marked with written feedback on mark awarded and justification for this mark together with any suggestions for improvement. Latter responses best teacher-assessed. As the examination approaches students practise writing timed response(s) to a sample question on their set drama text. 	<ul style="list-style-type: none"> Edexcel SAMs for Component 1, Section B Drama p. 14 Edexcel specification