

# GCE English Literature 2015: AS and A level 'Other' Drama

## AS Component 1B and A level Component 1B

### Introduction

The scheme below reflects one half term block of teaching. This scheme is appropriate for the drama text in AS component 1: Poetry and Drama, as well as A level component 1: Drama (Section B 'other' drama) and so can be used for a co-taught group of AS and A level students in year 12, if desired.

The named drama texts are the same for AS and A level students.

For A level-only students, you may choose to follow this scheme of work, delaying the teaching of Shakespeare plus literary criticism until Year 2 of the course. Or you could, teach the 'other' drama and Shakespeare texts in parallel, with two teachers consecutively (please see the Shakespeare Scheme of Work).

### 'Other' Drama

Wk	Teaching focus	Learning outcomes	Content	Exemplar resources
1	'Ways into the text' <ul style="list-style-type: none"> <li>Introducing the playwright, key themes in their literary output and insights into the central issues of the set play.</li> </ul>	Students will understand: <ul style="list-style-type: none"> <li>the setting and period of the text and relevant historical/geographical/sociological details</li> <li>particular aspects of written style and dramatic method, as established in the opening scenes</li> <li>the playwright's position in the literary canon, common thematic or literary aspects in their</li> </ul>	<ul style="list-style-type: none"> <li>Issue pairs of students with two research questions on particular aspects of context: literary, historical, geographical, biblical or mythological, sociological, or the playwright's biographical details, as relevant. Students should present their findings to the rest of the class.</li> <li>Consider a short text that is a source text linked to the set text, or the output of this writer or a contemporary, eg short story, letter, poem, artwork or essay that reflects some of the thematic or wider concerns addressed in the set drama text.</li> </ul>	<ul style="list-style-type: none"> <li>Video, text or online material about the historical and literary context</li> <li>Short story, poem, letter, artwork or essay from a source text, linked to the set text, the playwright or a contemporary.</li> </ul>

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	<ul style="list-style-type: none"> <li>Reading the opening scene(s)</li> </ul>	<ul style="list-style-type: none"> <li>literary output and central aspects addressed in the set text</li> <li>the nature of tragedy/comedy to enable students to consider their set text within these conventions as they read.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a class reading of the opening scene.</li> </ul>	
2-6	Reading the drama text	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>the ways in which themes, characters and relationships develop as the drama progresses</li> <li>the dramatic structure and impact of the text on the audience</li> <li>the importance of context to inform understanding of the text.</li> <li>the writer's style and language choices</li> <li>relevant literary terminology and the conventions of the literary essay</li> <li>how to form and express personal response to literary text</li> <li>the Assessment Objectives against which examination responses for Component 1 will be judged</li> </ul>	<p>Students should read the entire text and consider the text as a drama. Some of the activities listed below might be useful in achieving a good understanding of the text.</p> <ul style="list-style-type: none"> <li>Keep a reading log/mindmap, completed at least at the end of every Act. Either might include a summary of events and quotations about characters plus notes on use of language, thematic development, dramatic effect, etc.</li> <li>Lead consideration of film/theatre versions of key moments in the play and comparison of more than one interpretation.</li> <li>Discuss the relevance of the historical, social, literary and cultural background in understanding specific aspects of the text.</li> <li>Remind the class that individual or pairs of students will deliver presentations on aspects of the play, requiring seminar-style discussion from all students, key questions and consideration of contrasting viewpoints.</li> <li>Help students consider play reviews on specific performances of the set text.</li> <li>Encourage further reading to enhance students' independent study skills and understanding of the writer and relevant</li> </ul>	<ul style="list-style-type: none"> <li>Further reading list with specific links to the play and the playwright</li> <li>Film versions: the play as film or one or more filmed theatre versions</li> <li>Reviews of the play in performance</li> <li>Video, text or online material about the historical and literary context</li> <li>Film or text interviews with the playwright (where available) or relevant actors/directors</li> <li>Relevant critical extracts to support development of personal responses to the text</li> </ul>

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			<p>contemporary literary texts. (This may also begin to support work on potential coursework texts if the centre is facilitating students making independent text choices.)</p> <ul style="list-style-type: none"> <li>Set short essays at key points in their reading, with focus on relevant literary aspects of the text, such as the opening of the play and relationships between characters.</li> <li>Teacher to assist students' consideration of model essays/extracts on sample questions. Students complete paired writing, to enable them to consider effective written style, literary analysis and personal response.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to see live performance of the play where possible.</li> </ul>
7(+)	Examination preparation, feedback and target setting	<p>Students will improve their competence in:</p> <ul style="list-style-type: none"> <li>meeting the Assessment Objectives against which examination responses for Component 1 'Other Drama' will be judged (AO1, AO2 and AO3 for AS and A level, plus AO5 for AS level, accessed through responding to a given perspective or opinion – see Sample Assessment Materials)</li> <li>considering the play as a whole via literary essay writing: close analysis of the play alongside the wider methods and concerns of the playwright</li> <li>understanding their personal strengths and weaknesses in</li> </ul>	<ul style="list-style-type: none"> <li>Students mark a model answer, then identify success criteria and targets.</li> <li>Students practise writing a timed response to a sample question on their set drama text.</li> <li>Students engage in re-creative writing, e.g. they write an additional scene for this play, plus an analytical commentary, in order to consider the playwright's style and characterisation and enrich reading and analysis skills for essay writing.</li> </ul>	<p>Edexcel Sample Assessment Materials:</p> <p><a href="#">A level</a> p.20</p> <p><a href="#">AS</a> p.12</p>

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		skills and knowledge, in order to identify areas for improvement.		