
GCE English Literature 2015: Prose

AS and A level Component 2: Prose

Introduction

The scheme below reflects 1 half-term block of teaching for each of the two prose texts. The text choices are the same for AS and A level students. An additional period is outlined below (week 8 onwards), for teaching comparative work in preparation for the examination.

Component 2 is required for both the AS and full A level courses, and so should be covered in year 1 for a co-taught AS and A level group.

You may choose to teach the two texts in parallel or consecutively, using one or two teachers. Using two teachers for this component would require close and detailed collaboration to enable the comparative work required for the examination (AO4 Explore connections across literary texts).

Component 2 Prose

Wk	Focus	Learning outcomes	Content	Exemplar resources
1	<p>'Ways into the text'</p> <ul style="list-style-type: none"> Overview of the history of the novel in English (text 1, Pre-1900, only) Introducing the author, key themes in their literary output and insights into the central issues of the set text. Reading other short texts/extracts by the author that illuminate the central concerns or methods of the set text Reading the opening chapter(s) 	<p>Students will establish knowledge of:</p> <ul style="list-style-type: none"> the development of the novel in English literature the place of their set text in the author's output literary terminology related to prose style and narrative features any further relevant texts and their relationship to the set text particular aspects of written style as established in the opening chapters. 	<ul style="list-style-type: none"> Issue pairs of students with two research questions on particular aspects of context: literary, historical, geographical, sociological or biographical details, as relevant. Students should present their findings to the rest of the class. Give students an overview of the history of the novel in English (e.g. Defoe: the nineteenth-century novel, serialisation and publishing; experimentation in the early twentieth century; world/ Commonwealth literature; the place of the novel/book in the digital age) Provide biographical information on the author Conduct a class reading of a short story, extract or poem by the author (plus other visual stimuli where appropriate) that reflects on the key themes, concerns or style of the set text. Include discussion of key aspects and comparisons with the set text to anticipate the AO4 examination requirement (Explore connections across literary texts). Teacher to establish expectations of wider and independent reading outside class teaching time, to enable completion of the novel and informed discussion of the text during class time. Lead consideration of the text's title and cover designs. 	<ul style="list-style-type: none"> Extracts from <i>The Art of Fiction</i> by David Lodge and <i>How Novels Work</i> by John Mullan Information about the history of the novel from Ian Watt's <i>The Rise of the Novel</i> Further reading list to include: novels contemporary to the set text, further texts by the author, other related texts. These may support students' preparation for A level coursework. Short story or poem by the author or a contemporary Artwork, film or other visual stimuli that reflect contemporary thematic or stylistic concerns

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			<ul style="list-style-type: none"> Teacher to model note-taking for chapter summaries/key points. Establish a shared electronic area/conference for online discussion of the text. Conduct a class reading of the opening chapter and discussion of key aspects of characterisation, language, thematic concerns, narrative structure. Allocate one key issue for debate on the text per individual/pairs, in preparation for a seminar that students will lead much later in their study of the text. Students should begin to keep notes on this issue in preparation for when they lead such a debate later in the term. 	<ul style="list-style-type: none"> Examples of cover designs used for the set text Key questions/issues about the text for distribution to individuals/pairs/ small groups for ongoing consideration.
2-7	Reading and studying prose text	<p>Students will understand:</p> <ul style="list-style-type: none"> the ways in which themes, characters and relationships develop as the text progresses the narrative structure of the text prose style and its effect on mood, pace, atmosphere and tone. 	<p>Students should read the entire text. Some of the following activities might be useful in achieving a good understanding of the text:</p> <ul style="list-style-type: none"> keeping a reading log/mindmap/ electronic log. These might include a summary of events and quotations about characters plus notes on use of language, thematic development, narrative structure, etc teacher advice on notetaking/reading journal requirements to support ongoing independent notetaking on the text analysis of the author’s language choices and their effect, through annotation of selected key passages analysis of <i>patterns</i> of the author’s choice of language and how such frequencies may reflect 	<ul style="list-style-type: none"> Teacher-created model of good quality note taking/journal writing/mindmap Teacher selection of key passages for annotation and study as a whole class, or in groups or by individuals, prior to whole-class discussion Still images of key moments in the text translated into film

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2 – 7		<p>Students will understand</p> <ul style="list-style-type: none"> the importance of context to inform understanding of the text. 	<p>the novel’s themes, and the concerns of individual characters</p> <ul style="list-style-type: none"> analysis of textual and narrative organisation through scrutiny of the way the text is organised. Study of key passages and events, as well as the overall structure via chapters or ‘books’. Consideration of the opening, changes of viewpoint, time-shifts, etc re-creative writing activities, for example: rewriting a chapter in script form to consider characterisation and dialogue; rewriting a section of the novel from a different perspective; adding a new chapter, character or setting. These should be accompanied by an analytical commentary to develop students’ skills in AO1 and AO2 for literary essay writing. <p>Lead a discussion of the relevance of the historical, social, literary and cultural background in understanding specific aspects of the text.</p> <ul style="list-style-type: none"> Ask students to consider film/theatre versions of key moments in the prose text, adaptation and related directorial choices. Discussion of how the text has been interpreted over time if various film versions have been produced. Individuals or pairs of students give presentations on central debates about the text, requiring seminar-style discussion from all students, key questions and consideration of contrasting viewpoints. 	<ul style="list-style-type: none"> Film version(s) of the text plus trailer(s) and relevant reviews Film or text interviews with relevant actors/directors Teacher-authored statements giving points of view on aspects of the text (to be used to stimulate student discussion and consideration of personal response with relevant supporting evidence) Relevant critical extracts or reviews to support development of personal responses to the text Electronic version of text passages/‘word walls’ to enable students to use text search facilities to identify patterns of

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2 – 7				<ul style="list-style-type: none"> word use and frequency Teacher-selected models of re-creative writing for student comparisons with the originals.
		Students will understand <ul style="list-style-type: none"> relevant literary terminology and the conventions of the literary essay how to form and express personal response to literary text the Assessment Objectives against which examination responses for Component 2 will be judged. 	<ul style="list-style-type: none"> Students should write short essays at key points in their reading, with focus on relevant literary aspects of the text, such as dramatic impact of key scenes, presentation of character, relationships, contextual factors, dramatic structure and thematic development Students look at model essays/extracts on sample questions. Paired work for students to consider effective written style, literary analysis and personal response. 	Bank of teacher-generated appropriate short essay questions Sample model essays on the above List of AOs for student use.

Work on AO4 to be the focus, once both prose texts have been studied.

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8 (+)	Connections between texts Examination preparation Feedback and	Students will improve their competence in: <ul style="list-style-type: none"> meeting the Assessment Objectives against which examination responses for 	<ul style="list-style-type: none"> Teacher to conduct consideration/discussion of connections and differences between the two prose texts, supported by close analysis, in <ul style="list-style-type: none"> language and style 	Edexcel Sample Assessment Materials for Component 2: Prose

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	target setting	<p>Component 2 will be judged</p> <ul style="list-style-type: none"> • considering the prose text as a whole • developing personal response • literary essay writing: close analysis of the text alongside the wider methods and concerns of the author • considering both set prose texts and identifying and analysing points of connection and difference • writing a comparative essay • understanding their personal strengths and weaknesses in terms of skills and knowledge, in order to identify areas for improvement. 	<ul style="list-style-type: none"> • narrative structure • characterisation and relationships • themes and concerns • Literary context and reception. <ul style="list-style-type: none"> • Students write about connections and differences between the texts. • Students mark a model answer, then identify success criteria and targets. • Students practise writing timed responses to sample questions on their prose text. 	<p>A level p.72</p> <p>AS p.60</p>