

Edexcel GCSE

English Literature

Unit 3: Shakespeare and Contemporary Drama

Controlled Assessment
Valid from June 2010 to May 2011

Paper Reference
5ET03/01

These controlled assessment tasks are valid from June 2010 to May 2011.

- For assessment in January 2011 centres must submit their moderation sample(s) by 10 January 2011.
- For assessment in Summer 2011 centres must submit their moderation sample(s) by 15 May 2011.

Please note that these controlled assessment tasks will **ONLY** be valid for assessment in January and Summer 2011. Teachers must ensure that students are completing the correct task for a particular year.

Further guidance can be found on the Edexcel website (www.edexcel.com).

Turn over ►

W39363A

©2010 Edexcel Limited.

2/4



edexcel 
advancing learning, changing lives

Contents

	Page
Guidance for teachers	3
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
The Shakespeare task for the student	5
The contemporary drama task for the student	6

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 written.

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.

Choose the most appropriate option for how students respond to the tasks (written).

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 play text. Your response should be based closely on **your own reading** of the chosen play text, comparing this with an **adaptation of the play**.

EITHER

Characterisation

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

Use examples from **both** the play and the adaptation in your response.

(30)

OR

Performance

Choose **one** important dramatic device used in the Shakespeare play you have studied. Compare the use of your chosen dramatic device in the play with the use of the same device in an adaptation of the play.

Use examples from **both** the play and the adaptation in your response.

(30)

OR

Theme

Choose **one** prominent theme in the Shakespeare play you have studied. Compare the presentation of your chosen theme in the play with the presentation of the same theme in an adaptation of the play.

Use examples from **both** the play and the adaptation in your response.

(30)

OR

Relationships

Choose **one** major relationship in the Shakespeare play you have studied. Compare the presentation of your chosen relationship with the presentation of the same relationship in an adaptation of the play.

Use examples from **both** the play and the adaptation in your response.

(30)

The contemporary drama task for students

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

EITHER

Characterisation

Explore the methods by which the dramatist presents a main character to the audience.
Use examples from the drama text in your response.

(20)

OR

Stagecraft

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

(20)

OR

Theme

Explore the ways by which a main theme is presented to the audience in the drama.
Use examples from the drama text in your response.

(20)

OR

Relationships

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

(20)