



## English Literature

### Edexcel scheme of work for Unit 1

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
<b>Literary heritage text</b>				
1	Introducing the key themes and characters in the text  Reading the first chapter - understanding place and time	Students will have an understanding of: <ul style="list-style-type: none"> <li>the setting and period of the text and relevant historical/geographical/ sociological details</li> <li>the themes of the whole text and will have predicted how they might develop</li> <li>the main characters and something about their personalities and backgrounds</li> <li>the relationships between the characters and how they might develop</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, sociological or author's biographical details, as relevant. Students should present their findings to the rest of the class.</li> <li>Give groups of students the title of the text, one theme and one key event or fact. Ask each group to predict how the plot might develop. Groups should present their findings and be prepared to adapt their ideas in the light of other group's ideas and facts.</li> <li>Issue students with a list of major characters and one or two key personality traits.</li> <li>Read the first chapter and ask students to respond to a list of questions, which might include setting, time, tone and dialogue. How does the first chapter match their predictions? What implications might the time of writing have on a modern reader's response?</li> </ul>	Video or online material about the historical and literary context
2/3/4	Reading the prose text	Students will understand: <ul style="list-style-type: none"> <li>the ways in which themes, characters and relationships develop as the text progresses</li> <li>the narrative structure of the text</li> <li>the importance of context in gaining an understanding of the text</li> </ul>	<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"> <li>Keep a reading log, updated at least at the end of every chapter. The log might include a summary of events, quotes about characters, striking imagery, thematic development, archaic vocabulary, etc.</li> <li>Group discussion sheets used at key turning points.</li> <li>Discussion of the relevance of the historical, social, literary and cultural background in the understanding of specific aspects at key points in the text.</li> <li>Tension graphs to track how the author engages the reader at key points in the text.</li> <li>Hot seating characters using questions prepared in groups.</li> <li>Characters and/or writer invited to a chat show to explain their actions and decisions. Audience participation works well.</li> </ul> <p>Students could be given the task of putting relevant information about the entire text on one sheet of A3 paper. Images should be used as well as words.</p>	



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5	Reading response to questions a) and b)	<p><b>Foundation tier</b> Students will:</p> <ul style="list-style-type: none"> <li>know the sequence of events in the text</li> <li>be able to write about the way the writer presents particular features, aspects or relationships.</li> </ul>	<p><b>Foundation tier</b></p> <ul style="list-style-type: none"> <li>Students should do a card sort activity to clarify knowledge of the sequence of events in the text.</li> <li>Students could do a team challenge where they are given a series of paragraphs from the text and asked what happens before and after each paragraph.</li> <li>Students should make a list of key events in the order in which they occur.</li> <li>Groups of students should be given a copy of key paragraphs in the text where a place or a relationship is important or where a character's attitudes towards something or someone are presented. They should look at the paragraphs and highlight features such as metaphors, similes, use of colour, choice of vocabulary, including connotations of words chosen or juxtaposition of ideas. They should discuss why the writer chose these images and words and how the choice of image and/or language affects the way in which the reader perceives the place, relationship or attitude under discussion. Students should annotate the paragraphs. This exercise could be done electronically.</li> <li>In groups students are given a copy of the question and related mark scheme for discussion.</li> <li>Students mark a model answer, then identify success criteria.</li> <li>Students practise writing an answer to a part b) question in 12 minutes, then assess their work and that of one other student against the success criteria.</li> </ul>	Copies of key paragraphs from the text

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
		<p><b>Higher tier</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>comment on characterisation and use of language to create particular effects</li> </ul>	<p><b>Higher tier</b></p> <ul style="list-style-type: none"> <li>Character webs of all the major characters, including quotations.</li> <li>In groups, students compile a list of the ways in which a writer creates a character, e.g. actions, dialogue, thoughts, description, imagery, comments of other characters, author comment. They look at specific sections of the text and highlight techniques used by the author to present the character in a particular way.</li> <li>Students should think for a moment then write down, in one minute, the techniques used by writers to create particular effects or persuade the reader to empathise with a character. These lists should be displayed or shared with the rest of the whole class in some other way.</li> <li>Students look at paragraphs/short sections of the text where the writer has, for example, created a sense of danger, presented a major character taking significant actions, developed a character or relationship. Students should annotate the text to highlight key vocabulary, images, rhetorical questions and other literary devices. They should discuss how use of these techniques helps the writer to present his/her ideas.</li> <li>In groups students are given a copy of the question and related mark scheme for discussion</li> <li>Students mark a model answer, then identify success criteria.</li> <li>Students practise writing an answer to a part b) question in 12 minutes, then assess their work and that of one other student against the success criteria.</li> </ul>	
6	Reading response to questions c) and d)	<p><b>Foundation tier</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>make comments on characters using textual evidence to support their point</li> <li>comment on an aspect of character in another part of the novel.</li> </ul>	<p><b>Foundation tier</b></p> <ul style="list-style-type: none"> <li>Character webs of all the major characters, including quotations.</li> <li>In groups students are given a paragraph of the text and asked to find at least four different aspects of the character as presented in the extract. They must find a quotation to support each point.</li> <li>Students identify another area of the text where the character plays a major part. They list important words and images used by the writer in that part of the text.</li> <li>In groups students are given a copy of the question and related mark scheme for discussion.</li> <li>Students mark a model answer, then identify success criteria.</li> <li>Students practise writing an answer to a part d) question in 12 minutes, then assess their work and that of one other student against the success criteria.</li> </ul>	



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
		<p><b>Higher Tier</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• explore the importance of a theme or aspect, using textual detail to support their argument</li> <li>• examine the aspect in another part of the novel.</li> </ul>	<p><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Students should identify key themes, recurring motifs and turning points in the novel.</li> <li>• Groups of students should be given a copy of key paragraphs in the text where the setting, a place or a relationship is important or where a character's attitudes towards something or someone are presented. They should look at the paragraphs and highlight literary features of the text, such as metaphors, similes, use of colour and choice of vocabulary, including connotations of words chosen or juxtaposition of ideas. They should look for links between the chosen aspect and the key themes and overall tone of the text. They should annotate the text. This exercise could be done electronically.</li> <li>• Students should think of another area of the novel that links with the paragraph they have explored and say how the writer presents the theme there. Comments should focus on the use of language.</li> <li>• In groups students are given a copy of the question and related mark scheme for discussion</li> <li>• Students mark a model answer, then identify success criteria.</li> <li>• Students practise writing an answer to a part d) question in 12 minutes, then assess their work and that of one other student against the success criteria.</li> </ul>	
7	Revision, exam practice and target setting	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• write an effective response to the whole question within the allocated time</li> <li>• evaluate their work against the marking criteria</li> <li>• set a SMART target for improved exam performance</li> </ul>	<ul style="list-style-type: none"> <li>• Pub-style quiz on events, characters, themes and exam strategies</li> <li>• Answering a mock exam question under timed conditions (50 minutes)</li> <li>• Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</li> <li>• Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</li> </ul>	Sample question and mark scheme from the Edexcel Getting Started Pack

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
<b>Different cultures and traditions text</b>				
1	Introducing the key themes and characters in the text  Reading the first chapter - understanding place and time	Students will have an understanding of: <ul style="list-style-type: none"> <li>the setting and period of the text and relevant historical/geographical/cultural details</li> <li>the themes of the whole text and will have predicted how they might develop</li> <li>the main characters and something about their personalities and backgrounds</li> <li>the relationships between the characters and how they might develop</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, sociological, cultural or author's biographical details, as relevant. Students should present their findings to the rest of the class.</li> <li>Give groups of students the title of the text, one theme and one key event or fact. Ask each group to predict how the plot might develop. Groups should present their findings and be prepared to adapt their ideas in the light of other group's ideas and facts.</li> </ul> OR Give the students the major themes of the novel and ask them to produce a short creative piece built on them. <ul style="list-style-type: none"> <li>Issue students with a list of major characters and one or two key personality traits.</li> <li>Read the first chapter and ask students to respond to a list of questions, which might include setting, time, tone and dialogue. How does the first chapter match their predictions? How does the cultural/historical/sociological context affect the way in which the plot and relationships might develop?</li> </ul>	
2/3/4	Reading the prose text	Students will understand: <ul style="list-style-type: none"> <li>the ways in which themes, characters and relationships develop as the text progresses</li> <li>the narrative structure of the text</li> <li>the importance of context in gaining an understanding of the text</li> </ul>	Students should read the entire text. Some of these activities might be useful in achieving a good understanding of the text: <ul style="list-style-type: none"> <li>Keep a reading log, updated at least at the end of every chapter. The log might include a summary of events, quotations about characters, striking imagery, thematic development, etc.</li> <li>Group discussion sheets could be used at key turning points. There should be some focus on how knowledge of the cultural/historical background informs the reader's appreciation of the text.</li> <li>Tension graphs could be used to track how the author engages the reader at key points in the text.</li> <li>Hot seating the characters and/or writer with questions prepared in groups.</li> <li>Students could be given the task of putting relevant information about the entire text on one sheet of A3 paper. Images should be used as well as words.</li> </ul>	



Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
5	Essay writing skills - planning, structure and style	<p>Students will:</p> <ul style="list-style-type: none"> <li>• have a clear idea of the requirements of the questions and the success criteria</li> <li>• be able to plan a coherently argued essay that uses textual evidence to support points.</li> </ul>	<p><b>Foundation tier</b></p> <ul style="list-style-type: none"> <li>• Students are given a list of five possible essay questions.</li> <li>• In groups, students read one of the questions carefully and highlight the key words, e.g. must, may.</li> <li>• In groups, students plan an answer using the bullet points to structure the essay. The plan should include textual evidence to support the points.</li> <li>• Students revise the features of a good essay, e.g. structure, fluency, standard English, textual evidence, appropriate connectives, links between paragraphs.</li> <li>• In groups students discuss the mark scheme and use it to mark a model answer.</li> <li>• Students produce a plan for one essay individually, and then in pairs check the plans against the marking criteria.</li> </ul> <p><b>Higher tier</b></p> <ul style="list-style-type: none"> <li>• Students are given a list of ten possible essay questions.</li> <li>• Groups of students work on different questions. They produce a brainstorm, then organise their thoughts into 4/5 groups. Students then produce an essay plan, writing a topic sentence for each paragraph and including details of evidence from the text to support their argument. These plans are displayed or presented to the whole class.</li> <li>• Students revise the features of a good essay, e.g. structure, fluency, standard English, textual evidence, appropriate connectives, links between paragraphs.</li> <li>• In groups students discuss the mark scheme and use it to mark a model answer.</li> <li>• Students produce a plan for one essay individually, and then in pairs check the plans against the marking criteria.</li> </ul>	
6	Revision, exam practice and target setting	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• write an effective response to the whole question within the allocated time</li> <li>• evaluate their work against the marking criteria</li> <li>• set a SMART target for improved exam performance</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge or quiz on events, characters, themes and exam strategies. Groups of students should write their own questions then use them to challenge the rest of the class. The quiz style could be based on a TV quiz programme such as 'Who wants to be a millionaire?'.</li> <li>• Answering a mock exam question under timed conditions (50 minutes)</li> <li>• Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</li> <li>• Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</li> <li>• Students could produce a 'Hot tips' guide to the question paper using PowerPoint.</li> </ul>	Sample exam paper and mark scheme from the Edexcel Getting Started Pack.