



English Literature

Edexcel scheme of work for Unit 3

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Contemporary Drama - centre choice text				
1	Introducing the text Understanding terminology	Students will have an understanding of: <ul style="list-style-type: none"> the major themes of the play the historical/cultural context as far as it affects understanding what is involved in an exploration of characterisation, stagecraft, themes and relationships 	<ul style="list-style-type: none"> Groups of students are given a theme from the play and produce a role play of an aspect of the theme. Students read the directions for the setting at the beginning of the play and draw a sketch, including everything mentioned in the text. Students watch the opening scene of the play on film and compare their sketches with the film. They should discuss any differences. In groups, students predict what might happen during the play. In groups, students prepare a sheet explaining the four main areas of study (characterisation, performance, theme and relationships). They discuss the opening scene of the play in the light of their discussions. 	Film of the play Live performance if possible
2/3	Close reading of the text	Students will have a detailed understanding of: <ul style="list-style-type: none"> the sequence of events the characters the development of relationships stagecraft the development of themes 	<ul style="list-style-type: none"> Students set up a reading log with four columns: characterisation, stagecraft, themes and relationships. They should be encouraged and given time to fill in the log at frequent intervals. Students read the whole text. <p>Some of the following methods may facilitate students' engagement with the text:</p> <ul style="list-style-type: none"> Acting out sections of the play in small groups and comparing their interpretation with the same scene from a film. Compiling director's notes on sections of the play or annotating sections of the play as director. Hot seating characters at key moments, especially after students have performed in that role. Freeze-framing key moments and explaining decisions. Sketching setting/stage design/sketching characters/lighting for a short section of the play. Sketches should be displayed and discussed by other students. Group discussions of different interpretations of the text. Exploring presentation of themes/ characters/relationships at a number of specific points in the play. 	Reading log sheets Film of play



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4	Characterisation Stagecraft	Students will have learned how to: <ul style="list-style-type: none"> comment on characterisation and stagecraft/dramatic devices 	<ul style="list-style-type: none"> In groups students compile a list of methods used by the writer to create characters. Students read the opening scene (or section) of the play. The teacher models how to comment on how a writer introduces and develops one of the major characters in this scene. In groups students look at different scenes from the play. They comment on how the writer creates and develops character in their scene. Students annotate the scene as a director, commenting on, for example, lighting, movements of characters, delivery of lines, lighting. They change scenes with another group and perform that group's scene with one person acting as director and following the notes. 	Copies of key scenes
5	Themes Relationships	Students will have learned how to: <ul style="list-style-type: none"> comment on themes and relationships. 	<ul style="list-style-type: none"> Students produce an A3 table outlining the major themes and areas of the play where the themes are particularly developed. These are displayed or presented to the whole class. Students question other groups about their tables. Class is divided into groups. Each group is given a relationship to research. They make a study of that relationship throughout the play and prepare a presentation for the whole class. The presentation should include performance of short relevant exchanges in the play and an analysis of the writer's techniques. It should begin with a commentary on the way in which the relationship is introduced into the play. 	
6	Understanding the controlled assessment Choosing and planning the assessment Looking at the mark scheme	Students will understand: <ul style="list-style-type: none"> the regulations for the controlled assessment the mark criteria 	<ul style="list-style-type: none"> Students are given a list of regulations for the controlled assessment and allowed discussion/question time Students are given time to discuss a copy of the mark scheme, highlighting key areas. If possible they should mark a model answer. Students are given a copy of the controlled assessment task and plan their answer. They may research material and make notes, but drafting their response is not allowed. They may work in groups. Students should not write in sentences. Notes will need to be carefully checked by the teacher. <p>Note: Teachers may allow as much time as is necessary for this preparation period.</p>	Edexcel question paper and mark scheme Model answer Research materials
7	Controlled assessment (written)	Students will have completed the controlled assessment	Students work independently and unaided. Work carried over from one session to another must be stored securely between sessions. Students have a maximum of two hours for this task	Edexcel question paper Students' notes as prescribed



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Shakespeare - centre choice text				
1	Introducing the text -an overview	Students will have an understanding of: <ul style="list-style-type: none"> the plot major themes/issues major characters key relationships key terminology - revision 	<ul style="list-style-type: none"> Teacher gives groups of students one major theme each; students produce a role play based on the theme Groups of students are given strips of paper outlining the plot; they sort these into a logical order and have to justify their choice. They are then given a print-out of the correct sequence. Groups of students are given different key sections of the play and work on giving a dramatic reading. These readings are presented to the whole class in the correct sequence. Students discuss what the section reveals about the major characters and their relationships with each other. They should predict how the plot might unfold, adapting predictions after each reading. Students compare their interpretations with the same scenes from live or film performances. Students are introduced to the main areas of study: characterisation, performance, themes and relationships. 	Simplified versions of the play, such as a graphic Shakespeare Film performance of the text
2/3/4	Detailed study of the play	Students will have a detailed understanding of: <ul style="list-style-type: none"> the sequence of events the characters the development of relationships performance the development of themes 	<ul style="list-style-type: none"> Students set up a reading log with four columns: characterisation, performance, themes and relationships. They should be encouraged and given time to fill in the log at frequent intervals. Students should be reminded of the areas of study, and that performance has replaced stagecraft. <p>Some of the following methods may facilitate students' engagement with the text:</p> <ul style="list-style-type: none"> Acting out sections of the play in small groups. Students should compare their interpretations with that of a film of the same section of the play. Watching a section of the play and, in groups, working out what the director may have said to the cast. Compiling director's notes on sections of the play or annotating sections of the play as director. This should include looking at dramatic techniques. Hot seating characters at key moments, especially after students have performed in that role Freeze-framing key moments and explaining decisions Sketching setting/stage design/characters/lighting for a short section of the play. Sketches should be displayed and discussed by other students. Story boarding a short section of the play and comparing that with a film of the same section Group discussions of different interpretations of the text Exploring presentation of themes/ characters/relationships at a number of specific points in the play 	Reading log sheets Film of the play



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5	A study of themes, performance, characterisation and relationships	Students will have revised how to comment on the four areas of study.	<ul style="list-style-type: none"> In groups students look at different scenes from the play. They comment on how the writer creates and develops character in their scene. Students annotate the scene as a director, commenting on, for example, lighting, movements of characters, delivery of lines. They then perform the scene. They watch the same scene from a film version and make notes on the differences between their interpretation and that of the film. In groups students produce an A3 table outlining the major themes and areas of the play where the themes are particularly developed. These are displayed. Groups prepare a short PowerPoint presentation exploring the development of one relationship in the play. These are shown to the whole class and placed on the shared area or English website. 	
6	Choosing and planning the assessment Looking at the mark scheme	Students will understand: <ul style="list-style-type: none"> the regulations for the controlled assessment the mark criteria 	<ul style="list-style-type: none"> Students are given a list of regulations for the controlled assessment and allowed discussion/question time Students are given time to discuss a copy of the mark scheme, highlighting key areas. If possible they should mark a model answer. Students are given a copy of the controlled assessment task and plan their answer. They may research material and make notes, but drafting their response is not allowed. They may work in groups. Students should not write in sentences. Notes will need to be carefully checked by the teacher. <p>Note: Teachers may allow as much time as is necessary for this preparation period.</p>	Edexcel question paper and mark scheme Model answer Research materials
7	Controlled assessment (written)	Students will have completed the assessment	Students work independently and unaided. Work carried over from one session to another must be stored securely between sessions. Students have a maximum of two hours for this task	Edexcel question paper and students' notes as prescribed