

# **GCE English Language and Literature**

## **Case Study 1**



### **Carmel College**

#### **Unit 4 Coursework Presenting the World**

Edexcel is grateful to the staff for supplying guidance for teachers



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Carmel College is a Catholic college with approximately 1500 full time 16-19 students. English is one of the largest departments in the college and we offer English Language and Literature, English Language and English Literature at A level.

We currently have 110 students studying English Language and Literature; 57 at AS and 53 at A2. Progression to Higher Education is high at 92%, with 32% of students going on to study an English related course at university.

Both staff and students enjoy the Edexcel Lang/Lit course and students have been particularly successful in the coursework modules. We study 'The Motorcycle Diaries' for the core text at A2 and use the theme Crossing Boundaries. Our centre puts a great deal of focus on wider reading and individual student research and sees the working notebook as instrumental in this. We try to encourage students to undertake a variety of approaches and have found the following tasks particularly successful:

- Non-Literary (travel writing, blogs, features articles)
- Literary (radio drama, fictionalised autobiography)

## **Introduction to A2 Coursework**

We introduce the A2 coursework at the end of the first year After the AS exam). We use 'The Motorcycle Diaries as the core text and explore the theme of 'Crossing Boundaries'. Our aim at the end of the AS year is to build students' enthusiasm and motivation for the theme, introducing the core text and wider reading. We spend about four weeks doing the following before the summer break:

### **Weeks 1**

- Introduce the A2 Course and the idea of the working notebook (the working notebook is something we encourage to take pride in and use as a working document until all c/wk is completed). Discuss iconic image of Che Guevara, student preconceptions and understanding.
- Students to research Che using A3 information sheet, collecting ten key pieces of information which reveal aspects of his personality, life and beliefs.
- Watch 'Che' part one and discuss.
- Class discussion of key words which could be associated with Che Guevara. Students to use newspapers/ magazines/ images to create a collage which represents the life and beliefs of Che. Work should be presented back to the class with reasons for choices. Make a note of ideas in working notebook.

### **Week 2**

- Watch The Motorcycle Diaries on DVD. After watching students should fill in the DVD reflection sheet. Class discussion of ideas.
- Watch clip of Alberto from the beginning of the Che documentary. Discuss perceptions of Che as both the iconic figure and man.
- Discuss the coursework theme 'Crossing Boundaries' and how it links into The Motorcycle Diaries. Mind map ideas and examples in pairs.
- Ensure ideas are recorded in working notebook.

### **Week 3**

- We arranged a theatre trip to the Royal Exchange in Manchester to see 'Pygmalion' to aid students' wider reading. After the performance students discussed the ways in which this play explore the theme of crossing boundaries, focusing on:
  - Class
  - Social expectation/pressures
  - Position of women
  - And female independence
  - Ethical attitudes and ideas
- We also encouraged students to think about how they were inspired by the play and if there were any areas, techniques or themes they would like to consider further. Ideas to be recorded in working notebooks.

## Week 4

- Re-iterate the importance of wider reading as research/preparation for both pieces of coursework
- In small groups students need to select one 'text' (song lyrics, film, theatre performance, novel, poem etc) that they link links to the theme of crossing boundaries. Students to create a poster/collage in which they explore the different ways their chosen texts crosses boundaries
- Students to make a note of their ideas in their working notebook and present their ideas to the rest of the class.
- **Over the summer break:** Find two examples of wider reading which presents the theme of Crossing Boundaries (this could be a review, article, speech, travel piece, biography etc) remembering that all references should be sourced in the working notebook.

## A2 Coursework – Crossing Boundaries

Once the students start the A2 year we discuss the core text (The Motorcycle Diaries) in detail, focusing closely on:

- The multi modal nature of the text (travel writing, diary, letters, political vehicle)
- The genre features
- The literary/linguistic features used to present attitudes and values
- The boundaries crossed

Students are expected to read the text themselves and we focus on key extracts in the lesson. We then move on to wider reading extracts (selected by both staff and students)

## Detailed Plan for Term 1 – Non-Literary Coursework

Exploring the stimulus text - The Motorcycle Diaries  Week 1	<ul style="list-style-type: none"><li>• Discuss an overview of the text and its multi-modal nature</li><li>• Class reading of The Motorcycle Diaries, focusing on the opening sections. Discuss how language reveals Che's hopes, aspirations and boundaries etc. Students should also identify stylistic features of the travel genre.</li><li>• Feedback through class discussion, close analysis of the text and understanding of genre.</li></ul>
Exploring the stimulus text - The Motorcycle Diaries  Weeks 2 - 4	<ul style="list-style-type: none"><li>• Discuss and annotate a range of extracts from the text that reflect the key theme (Crossing Boundaries) Students should analyse language, theme and genre features. Exploration of extracts should involve independent exploration, pair and group work.</li></ul> <p><b>Key Extracts:</b></p> <ul style="list-style-type: none"><li>• <b>Lovesick Pause</b> (students to look specifically at the use of language/ tone to show personal experience)</li><li>• <b>La Gioconda's smile</b> (students to look at how language/ tone has changed, how Che has crossed boundaries emotionally)</li></ul>

	<ul style="list-style-type: none"> <li>• <b>Chile, a vision too far</b> (students to explore how language reveals a political view, contrast with earlier passages, discuss boundaries crossed)</li> <li>• <b>H/WK:</b> Look for further sections that reflect the Crossing Boundaries theme. Chose one section and make notes on how the theme is presented? What conventions of travel writing/ literary and linguistic techniques is Che using to explore this theme? Record ideas in working notebook.</li> </ul>
<p>Exploring the stimulus text – The Motorcycle Diaries</p> <p>Weeks 5-6</p>	<ul style="list-style-type: none"> <li>• Students should feedback ideas on extracts chosen for homework in pairs. Add to notes made in working notebooks</li> <li>• Whole class feedback of extract choices.</li> <li>• <b>H/Wk:</b> Complete written analysis of one extract Write an analysis of how Ernesto uses language and form to present the theme.</li> <li>• Using the laptops students should prepare a PowerPoint presentation on Crossing Boundaries, using the extracts chosen as supporting examples. Feedback on student presentations.</li> <li>• Read final extracts from The Motorcycles Diaries. Staff to choose appropriate extracts to finalise discussion on the text.</li> </ul>
<p>Wider Reading</p> <p>Weeks 7-8</p>	<ul style="list-style-type: none"> <li>• Discuss the importance of wider reading in researching ideas for own writing and exploring differing perspectives, linguistic techniques and audience response.</li> </ul> <p>Suggested wider reading extracts:</p> <ul style="list-style-type: none"> <li>• Anita and Me</li> <li>• Oranges are not the Only Fruit</li> <li>• A Different Kind of Life</li> <li>• The Bell Jar</li> </ul> <p>Students should explore the extracts and focus on how the theme of crossing boundaries is presented in each text, linguistic techniques used to engage and the impact on audience. Discuss how writers use specific techniques in order to produce particular effects. Also look at the importance of a sensitive presentation of social issues such as race, sexuality and disability.</p> <ul style="list-style-type: none"> <li>• <b>H/Wk:</b> Students must find two examples of wider reading and make notes in working notebooks.</li> </ul>
<p>Non-fiction Style Models</p> <p>Weeks 9-10</p>	<ul style="list-style-type: none"> <li>• Students should complete activity on p.121 of Edexcel textbook, looking at impact of wider reading so far in working notebook.</li> <li>• Explain the choices for coursework non fiction writing: travel writing (in form of choice article, web article, travel journal or weblog), broadsheet editorials or articles.</li> <li>• Introduce students to two style models, a broadsheet article on race and a broadsheet travel article.</li> </ul>

	<ul style="list-style-type: none"> <li>Students should complete close textual analysis of the texts. Class discussion of techniques. Discuss different places where style models can be found i.e. Radio 4 From Our Own Correspondent, National Geographic, Bill Bryson etc.</li> <li><b>H/WK:</b> Students to make a decision about the genre they would like to write in. Students should collect three style models for genre of choice and source them in working notebooks.</li> <li></li> </ul>
Writing Workshops Week 11 - 12	<ul style="list-style-type: none"> <li>Explain to students that a valuable part of the writing process is to evaluate their own work in a workshop format.</li> <li>In groups students should use the evaluation sheet in their groups to reflect on the work created so far. Encourage students to be constructive and offer targets for improvement.</li> <li>Feedback and discuss progress.</li> <li>Use IT room for students to work on remainder of draft.</li> <li><b>H/WK:</b> Complete first draft of non fiction writing. <b>1500 words</b></li> </ul>
Redrafting and revising work  Week 13 - 14	<ul style="list-style-type: none"> <li>Individual interviews with students regarding first drafts.</li> <li>Students to peer assess work for accuracy/ use of conventions. They should have time in IT room to update their work before handing in next draft. Students should also list ideas and influences for commentary.</li> <li><b>H/WK:</b> Redraft coursework</li> </ul>

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Commentary from Mary Jay Chief Examiner

The centre has emphasised the need for clear direction and organisation in the delivery of this unit. A very clear programme of work is undertaken between AS examinations and the end of the Summer term. The working notebook is introduced immediately and is used throughout to document work, thus providing excellent reference for planning the creative tasks and writing the commentary. Students are given explicit and manageable tasks to guide their initial research. The visual idea of the collage introduces an appealing practical element and provides a stimulating tool for individual presentations. The interesting use of multi-modal texts (collage, film, music and a theatre visit) provide variety and encourage students to range widely and be ambitious in their personal research and wide reading. The theatre visit offers students further possible inspiration for their own ideas about themes and techniques.

The core text for whole class study has been carefully chosen to stimulate a diversity of themes and to encourage the use of multi-modal resources. Students are given clear guidance to refine their study and narrow it down to a single line of enquiry.

Regular group discussions and the use of presentations to peers ensure that students keep a clear focus on what they are expected to do.

The importance of the study of style models is emphasised; students are directed to find their own style models before making a final decision about choices of genre.

Evaluation is seen as a key feature of the unit; the use of an evaluation sheet to discuss in small groups encourages students to be reflective and to adopt a suitably critically constructive approach to their own work. Students are given regular targets and key dates for drafting and editing and regular opportunities to discuss progress.

The centre has made good use of support materials and resources provided by Edexcel.