

AS and A LEVEL

Co-teach Guide

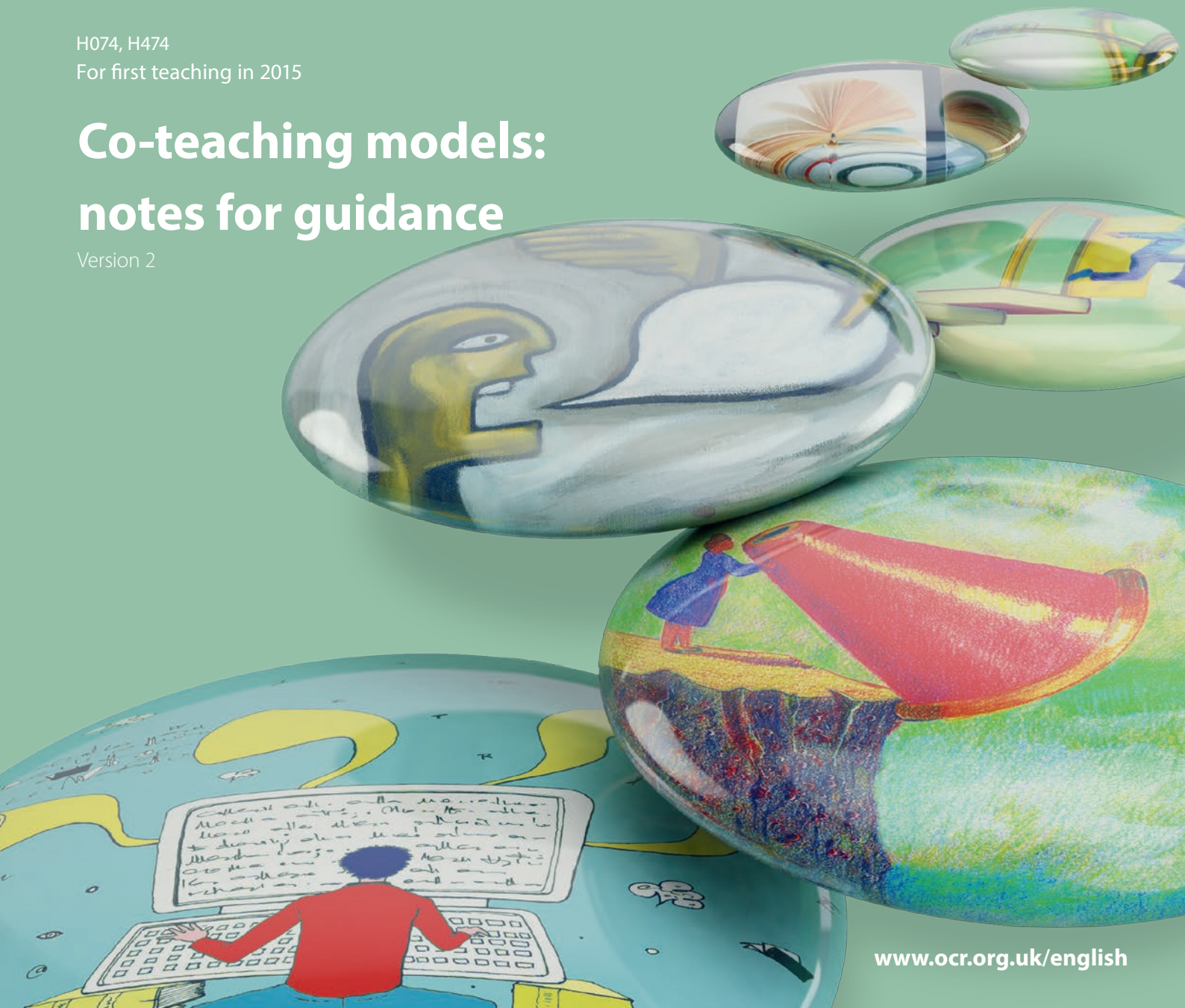
ENGLISH LANGUAGE AND LITERATURE (EMC)

H074, H474

For first teaching in 2015

**Co-teaching models:
notes for guidance**

Version 2



CO-TEACHING MODELS: NOTES FOR GUIDANCE

Effective co-teaching of OCR's AS and A Level English language and literature (EMC) is easily achievable with only minor concessions to the different assessment requirements for each element of the course. There is a major overlap between the content explored and skills developed by the two courses, while the assessment methods in the examination papers differ slightly for appropriate AS / A Level demand. There are some areas of teaching, e.g. analysing unseen texts, which are more directly pertinent to A Level students, but this does not impact adversely on the co-teachability of the two courses. In fact both groups of students will benefit throughout from the ways the AS has been designed to build towards the A Level.

Both of the two components of the AS course have equivalent elements in the full A Level: the study of poetry and prose fiction is based on the same set texts as for A Level, and the OCR/EMC anthology of non-fiction written and spoken texts is a set text for both groups of students. In the example curriculum plan it is suggested the anthology is studied first and used to develop the underpinning knowledge, skills and concepts for an English language and literature course. AS students are required to write a non-fiction text in the examination and A Level students are required to write non-fiction texts in independent coursework, so all aspects of the AS dovetail neatly with A level components.

CO-TEACHING THE ANTHOLOGY

AS students are given two anthology texts for comparison in the exam, whereas A Level students compare an anthology text with an unseen text. However in lessons both groups of students can work on comparing anthology texts and unseen texts as means of consolidating their knowledge of spoken and written language, the language levels and analytical skills.

CO-TEACHING PROSE FICTION AND POETRY

For the work on prose fiction, the texts and critical reading skills are common to both groups of students, with an emphasis on understanding writers' narrative methods and techniques. AS students have an extract for close analysis printed in the examination paper, whereas A Level students have an open book exam, requiring them to range more widely across the text in response to the question. This distinction enables teachers

to effectively develop students' close analysis skills throughout the course. Similarly the poetry is based on the same set texts but the AS has a more structured question with both poems for comparison printed in the exam paper. The differences in assessment are designed to support the developing skills, knowledge and understanding required for close linguistic and literary analysis of texts.

ORIGINAL WRITING TASKS TO SUPPORT TEXTUAL STUDY AND VICE VERSA

For their narrative paper A Level students undertake a narrative fiction writing task, whereas AS students do a non-fiction writing task as part of Component 1. AS students, although not examined on original narrative writing will benefit greatly from experimenting with the skills and concepts (e.g. narrative voice/perspective, structure/sequencing, characterisation and setting) in their own writing, in order to develop their understanding of writers' methods in their analytical work on their set texts. Narrative writing will also contribute to the development of the AS students' broader writing skills and confidence, to prepare them for writing non-fiction in exam conditions.

Once the novel has been taught, time can be devoted to non-fiction writing for both sets of students using the anthology as a stimulus; this obviously prepares AS students for section B of their first exam but also develops in A Level students the skills they will need for their non-fiction coursework writing task.

In addition to all of the above, A level students can look forward to reading a drama text and undertaking an independent study for coursework comparing an extended non-fiction text with a free-choice text, which includes a text from the 21st century.



SAMPLE CURRICULUM PLAN FOR AS AND A LEVEL CO-TAUGHT OCR ENGLISH LANGUAGE AND LITERATURE (EMC)

YEAR ONE AS and A Level only	Unit/Content
Autumn Term September to end of November	Introductory Concepts and Ideas Lexis (word class, morphology, phonology, graphology) Sentence Types and Functions/Syntax/Grammar Semantics and Pragmatics/Denotation and Connotation Attitudes and Values Literary and Non-Literary Texts Discourse/Genre Writing for a purpose Audiences Spoken Language and its differences from the written A Level Component 1: Exploring Non-Fiction and Spoken Texts AS Level Component 1: Exploring Non-Fiction and Spoken Texts (Section A) There will need to be some differentiation in the assessment tasks set for AS and A Level students, as AS students do not have to undertake unseen work in their examination. However, AS students could still benefit from the study of unseen texts in lessons to consolidate their skills of linguistic analysis.
Autumn Term December	A Level Component 2: The Language of Poetry and Plays (Section A) AS Level Component 2: The Language of Literary Texts (Section B)
Spring Term January	Teaching of Poetry Text. Focus on stylistic analysis and comparison of poems in the collection.
Spring Term January February	A Level Component 3: Reading as a Writer, Writing as a Reader (Sections A and B) AS Level Component 2: The Language of Literary Texts (Section A) Teaching of Prose Fiction Text AS students will respond to an extract from their set text printed in the exam and relate it to the context of the novel as a whole. A Level students will range more widely across the prose text in an open-book exam. The focus is on exploring and analysing writers' narrative methods and techniques for all students and A Level students will benefit from close reading. The writing narrative element (Section B) for A Level students won't be directly assessed for AS students but can be used to develop their knowledge and understanding of narrative (writing as a reader). It will also hone their skills for Section B of Component 1 – Writing Non-Fiction.
Spring Term March	A Level Component 4: Non-examined component (Section B – writing non-fiction) AS Level Component 1: Exploring Non-Fiction and Spoken Texts (Section B – writing non-fiction) This section of the course would specifically prepare AS students for the Writing Non-Fiction element of Component 1 using the Anthology as a stimulus. However, it is also a way of introducing to A Level students the skills of non-fiction writing developed further by Coursework Section B, using familiar material.
Summer Term to end of May	A Level Revision for end of Year 12 exam. AS Level Revision for AS Level exam.
Summer Term June and July	A Level Component 4: Non-examined component (Section A and B) Work on a selected extended non-fiction text from set list of 12 and a second text for comparison. An element of student choice is expected and some teachers may encourage students to choose both texts for coursework. One text must be from the set list and one text must have been published post-2000. Development of writing skills for non-fiction original writing.



YEAR TWO A Level only	Unit/Content
Autumn Term	<p>A Level Component 4: Non-examined component (Section A and B)</p> <p>Teaching/Supervision of coursework including own choice text/s. Teaching/Supervision of non-fiction original writing. Part of the teaching programme is likely to include a return to the anthology and the introduction of unseen texts alongside anthology texts, both to fuel the coursework and to prepare for the Component 1 exam.</p>
Spring Term January February	<p>A Level Component 4: Non-examined component (Section A and B)</p> <p>Completion of coursework tasks.</p> <p>A Level Component 2: The Language of Poetry and Plays (Section B)</p> <p>Teaching of Drama text.</p>
Spring Term March Summer Term April/May	Revision





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