

**Scheme of Work 2020-2021**  
**Subject: A Level English Language and Literature**

**Year Group:12**

**Specification:**

**B Paper 2 Society Recast and Commentary Text analysis, intervention and justification of choices**

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources  DODDLE resources	Lit Num SMSC Codes
1 Please note: Power points will be saved on Doodle.	<b>The Great Gatsby</b> Students will: • understand the concept of society in relation to the individual, context, culture, family, community, power and place • be able to talk about how the concept of society can be explored by authors in fiction.	What is the context? - society	<b>PLEASE NOTE: Many of these lessons could easily stretch over 2 sessions.</b> <b><u>Students should have completed their first reading of the novel before Gatsby classes begin!</u></b>  Intro to context ppt 1  Look at 1920s images, music film, celebrities fashion		Read chs 1, 2	CC1
2		Context – within the text	Temporal, spatial settingLocations • Ask students to bring in examples of literary and non-literary texts from their own reading which engage with issues to do with society.			CC

			Explore how different social groups and society more broadly are portrayed in these texts, and consider the contexts of the author and audience in relation to this portrayal. • Refine the focus by asking the students to consider the same questions about society in relation to the set text.			
3		<b>What is the task and mark scheme/</b>	2 part task ppt 2 Recast and commentary		Read chs3 and 4	SOC MOB1
4	Students will: • begin experimenting with re-creative writing • begin reflecting on stylistic insights made available through re-creative writing.	What is a recast?	Intro to reshaping base texts from different points of view Look at literary and linguistic devices Compare some different kinds of re-creative acts, discussing the extent, nature and effect of that act. Examples could include editorial interventions in literary texts (eg Ezra Pound's interventions in T. S. Eliot's poetry, or Raymond Carver's editor's cutting and changing of his stories, authors' own revised editions of their works); graffiti interventions into previous graffiti or streetsigns, fanfiction, adaptation, etc. Explore epigraphs, and examine the ways in which these frame books and chapters, foregrounding particular themes. Experiment with adding epigraphs (quotes/extracts from other works, or invented quotes) to chapters of the set text, or changing or re-ordering those that are already there, and reflect on what the new epigraph 'does' to the chapter (foregrounding, backgrounding, tonesetting, etc). • Working alone, each student chooses a paragraph from the set text and re-writes it in the genre of fiction for very young children. • In pairs, students compare their re-written extracts,	Blue Book Recast		SOC MOB 1

			explaining the choices they made in terms of language, structure and tone, and reflect on the resulting differences in interpretative effects.			
5	Students will: <ul style="list-style-type: none"> <li>understand the ways in which characters are presented and developed through the process of characterisation</li> <li>develop their knowledge of key characters within their chosen text.</li> </ul>	What is the key focus of Ch 1?	Ppt 3 <b>Importance of chapter</b> <b>Characterisation</b> Nick, Daisy, Tom, Gatsby <b>Setting</b> West Egg, East Egg, America <b>Theme</b> Code of Conduct The Shallowness of the American Upper Classes <b>Structure / Narrative Technique</b>		Read Chs 5 and 6	SOC MOB 5
6		What is the key focus of Ch 2	Ppt 4 <ul style="list-style-type: none"> <li>▶ SETTING – VALLEY OF ASHES AND NEW YORK</li> <li>▶ SYMBOLISM – EYES AND VALLEY OF ASHES</li> <li>▶ CHARACTERISATION – TOM, WILSON, NICK, MYRTLE</li> <li>▶ THEMES – VISION AND AMERICAN SOCIETY / SHALLOWNESS OF UPPER CLASS</li> <li>▶ STRUCTURE</li> </ul>			SOC MOB2

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7	<p>Students will:</p> <ul style="list-style-type: none"> <li>• understand the ways in which characters are presented and developed through the process of characterisation</li> <li>• develop their knowledge of key characters within their chosen text.</li> </ul>	What is the key focus of Ch3?	<p>Ppt 5</p> <p><b><u>Characterisation</u></b> Gatsby, Jordan, Nick</p> <p><b><u>Setting</u></b></p> <p><b><u>Style</u></b></p> <p><b><u>Theme</u></b> Perception versus Reality</p> <p><b><u>Structure</u></b></p> <p><b><u>Symbolism</u></b> Cars, Owl Eyes</p>	Blue Book Recast from the POV of TJ Eckleburg	Read Ch 9	SOC MOB2
8		What is the key focus of Ch4	<p>Ppt 6</p> <ul style="list-style-type: none"> <li>▶ CHARACTERISATION – GATSBY, NICK, DAISY, JORDAN</li> <li>▶ STRUCTURE/STYLE</li> <li>▶ SYMBOLISM</li> <li>▶ THEME – FAILURE OF THE AMERICAN DREAM</li> <li>▶ SETTING – NEW YORK</li> </ul>		Read about The American Dream	CC2
9		What is the key focus of ch 5	<p>Ppt 7</p> <p><b><u>Characterisation</u></b> Gatsby, Daisy, Nick</p> <p><b><u>Style</u></b></p> <p><b><u>Theme</u></b> American Upper Class</p> <p><b><u>Structure</u></b></p> <p><b><u>Symbolism</u></b> Weather, Clock, Mansion, Klipspringer</p>			CC2

10		What is the key focus of ch6	<p>Ppt 8</p> <p><b><u>Characterisation</u></b> Gatsby, Daisy, Tom</p> <p><b><u>Theme</u></b> American Upper Classes American Dream</p> <p><b><u>Structure</u></b></p> <p><b><u>Symbolism</u></b></p> <ul style="list-style-type: none"> <li>• Students should choose a minor character and creatively flesh out that character. They should insert into the narrative an episode in which they play a key role, re-creatively writing it to portray this character's attitude, speech, etc.</li> <li>• Students should choose a short extract in which the main character is in conversation or is doing something active. They should re-write the extract from that character's perspective (if they are not the narrator) or from the perspective of a heterodiegetic narrator.</li> </ul>	Blue Book Write about The American Dream from Gatsby's POV.		CC2
11	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop an understanding of narrative voice</li> </ul>	What is the key focus of Ch7	<p>Ppt 9</p> <p><b><u>Characterisation</u></b> Gatsby, Daisy, Tom, Nick</p> <p><b><u>Style</u></b></p> <p><b><u>Theme</u></b> American Upper Class, Importance of Time and the Past</p> <p><b><u>Structure</u></b> Turning Point, End</p> <p><b><u>Symbolism</u></b> Weather, Gatsby</p> <p>Explore a key character in the set novel by tracing their progression through the narrative, deciding on pivotal and key episodes in the characterisation of that character (these should include the first and last time these characters are mentioned).</p>		Identify Pov in the novel	SOB2
12	Students will: • further enhance	What is the key focus of Ch8	Ppt 10 Characterisation Theme		Select pivotal extracts	SOC MOB2

	<p>their understanding of processes of characterisation</p> <ul style="list-style-type: none"> <li>• develop their skills in re-creative writing about and in the voices of particular characters</li> <li>• develop skills in comparative stylistic commentary on recreative interventions</li> </ul>		<p>Symbolism</p> <p>Choose one scene and compare how each of the characters involved (major and minor) is portrayed in that episode. Look at the language they use in expressing themselves (register, modality, verb processes, kinds of address, perceptual dimensions and deixis, etc), and the ways in which they interact with others (dominating, interrupting, supporting,) etc.</p>			CC2
13		What is the key focus of Ch9	<p>Ppt 11</p> <p>Is Nick a reliable narrator?</p> <p>How can you add to a recast?</p> <p>What is revealed in an extract?</p> <p>Create a back story for the extract.</p> <p>Select an extract as a class and discuss possible extracts</p>			SA2
14		How can you add to a recast?	<p>What can you reveal? How can you reveal?</p> <p>How can you move up the mark scheme? Write commentary.</p>			SOC MOB2
15		<b>How do you write a commentary?</b>	<p>Each student choose a sentence/paragraph from the text and writes it at the top of the page. The student the recasts it and passes it on to the next student. That student then writes a commentary...and so on</p>			SOC MOB2

16			Exam practice	Blue Book Applying the AOs		SOC MOB1
17		<b>Reverse the process.</b>	Students write a statement of authorial intent. They then pass it on and the next student does the re-cast. Complete when all students have worked with every authorial intent.			<b>SA1</b>
18		What are the key details of the text?	<b>Students work independently to identify the quintessential Gatsby moments. They should match these with relevant extracts. They should recast these.</b>			<b>MP3</b>
19		What changes have been made? To what effect?	<b>Students should write commentaries based on their recasts.</b>			<b>SOC MOB1</b>
20		What is the turning point in the novel?	<b>Each student identifies the tp. Feeds back to class. Writes up his/her considered opinion.</b>	<b>Blue Book</b>		<b>SA</b>
21		How does Fitzgerald write? How would you define his style?	<b>Students to re-visit linguistic devices and annotate extracts.</b>			<b>SOC MOB1</b>
23		How do you attack an exam quest?	Students should complete an exam style quest.	Blue Book		
24		How do you attack an exam quest?	Students should complete an exam style quest.			

25		How do you attack an exam quest and apply the mark scheme to a response?	Students should annotate their response with the AOs.			SOC MOB1
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