

Unit 5: Coursework

Centres must ensure they are familiar with the requirements for this optional component (see Syllabus booklet) before they embark on it..

Section 1.01 Learning Outcomes	Section 1.02 Suggested teaching/learning activities	Section 1.03 Resources
<p>The learning outcomes incorporate most of those listed in Units 1-3, according to which genres are chosen for study</p> <p>In addition:</p> <ul style="list-style-type: none"> (i) to enjoy guided wider reading with perhaps an element of personal choice (ii) to have the ability to follow up personal interests in literature (iii) to learn how to extend the scope of ones work with perhaps some elementary background research – but <i>note that this is not a requirement and will only be useful insofar as it assists a candidate in fulfilling the assessment criteria outlined in the syllabus.</i> (iv) to learn, after careful consideration, how to refine one’s work, how to work to improve it after receiving advice, and how to 	<p>As the aim of the coursework option is to encourage a flexible response from the Centres who elect to offer it, too much prescription here would be counterproductive. The necessary advice is contained within the two documents mentioned above.</p> <p>The first task of the teacher is to tailor the scheme of work appropriately so that the student is effectively challenged but not overwhelmed by its demands. It is not expected that the wider reading will be studied as exhaustively as the prescribed texts for Paper 1. Interests or potential interests of the students might be encouraged. If a Paper 1 set-text, for example, is studied with enthusiasm, it might be possible to read another book by the same author or some more work within the same sub-genre.</p> <p>The course of the study will probably be based on these processes:</p> <ul style="list-style-type: none"> (a) to help students to make a first acquaintance with the texts to be studied – using perhaps the 	<p>Most important: the syllabus the coursework training handbook</p> <p>Texts of choice</p> <p>Good examples of coursework, either from the Centre’s own archives or from exemplar material</p>

aim for the sort of polish which writing within time constraints does not always allow

sorts of techniques suggested in Appendices 1-5.

- (b) To help students to deepen their consideration and to look for an approach which will allow them the opportunity to demonstrate their response in a way that particularly shows their strengths and their interests
- (c) to give the space they need to make a suitable first draft, with the necessary encouragement and help if they need it
- (d) to discuss the first draft, making general comments according to the instructions in Section 5 of the Syllabus
- (e) to allow time to complete the final draft, making oneself available to answer further questions or requests for advice.
- (f) Finally, to select the pieces of work to be submitted. As two pieces of work on two genres have to be submitted, as a rule of thumb, students might be advised to do two pieces of work for each genre and choose the better in each case for the folder.