

Learning Programme Topic: English Language A Level Trinity Term – Component 1: Language & Power/Gender/Technology & Comparison of texts

Topic/ Content	Objectives/Skills	Homework	Assessment	Success Criteria (for A Level examination)	Stretch & Challenge (Thirst for Learning)
Concepts & Ideas	Language and Technology: <ul style="list-style-type: none"> Theorists and grammar E mails vs. epistolary writing Websites and discourse 	Revise key language terminology Learn new terminology from glossary booklet (AO1 & AO3 focus)	Key terminology class test gender and power theorists (AO1 & AO3 focus)	Level 5: 9-10 marks Clearly identify patterns of language precisely related to the linguistic level specified and closely analyse incisively chosen evidence, with application of appropriate terminology; writing is in a secure academic register. (AO1) With a precise hold on language features, candidates perceptively evaluate contextual factors. (AO3)	Read a range of non-fiction extracts Use websites such as www.americanrhetoric.com to explore other spoken texts Practise responding to a range of unseen texts independently. Think carefully about which linguistic devices are effective and why (AO1 & AO3 focus)
Using Specialist terminology – Language & Technology / Language & gender / Language & power	To revise/learn advanced specialist terminology To understand a range of terminology and be able to identify examples within the texts and use it judiciously in responses focused on either gender / power / technology To use specialist terminology in comparing texts	Learn specialist terminology (AO1 & AO3 focus) Become familiar with the glossary – (AO1 & AO3 focus)	Context test – each of the texts put into its context (AO3 focus) – how does this shape text production?	Level 4: 7-8 marks Candidates single out and analyse relevant examples of language, applying appropriate terminology and coherent written expression. (AO1) Focusing on specific language features, candidates can convincingly weigh up some possible effects of contextual factors. (AO3)	Begin to explore how the structure of a text can contribute to overall meaning Read articles from the British Library website Explore the British Library timeline of English Language Read theories associated with sociolinguistics
Impact of Context	To explore the effects of language choices by the producer To be able to use terminology as part of this analysis To develop analysis of language & methods by offering tentative judgements informed by context	Analyse short sections of texts, delving deeply into the linguistic choice made Focus on the impact of language levels and their effects in context (AO1 & AO3 focus)		Level 3 5-6 marks Candidates make some clear points about language use supported with relevant evidence; use of terminology is mostly appropriate, although less densely packed and written expression is clear but uneconomical. (AO1) Having a reasonable sense of language	Read theories associated with sociolinguistics Read David Crystal's 'Encyclopaedia of English Language'
Language & Gender / Language & Power / Language & Technology	To examine linguistic theories. Introduce notion of a multi-modal text: Look at a variety of multi-modal texts and explain how different genres can create layers of meaning.		AO2 and AO5 focused assessment 'Writing about a Topical Language Issue' (Technology)		
Practising responding to specific	To be able to extract relevant information from a question to	Compose introductions to a range of set			

<p>questions – understanding the question prompt, giving careful consideration to the context</p>	<p>compare texts for question 1 (b) in particular. To concentrate on identifying patterns of language use across different texts</p>	<p>questions focus on AO1 – constructing answer Write paragraphs focused on set questions (AO1 & AO2 focus)</p> <p>Engage with question focus (AO5 focus)</p> <p>(Peer marked, using modelled responses and a student friendly marking scheme).</p> <p>Sampled by teacher</p>	<p>Full essays based on unseen texts (AO1, AO3) comparison</p> <ul style="list-style-type: none"> - Each essay 10 marks (20 marks available for question 2) 	<p>features, candidates come to some clear conclusions about the possible effect of contextual factors. (AO3)</p> <p><u>Level 2 3-4 marks</u> Candidates attempt to make their writing relevant to the feature and language level, with occasional evidence and partially appropriate terminology; written expression has some errors but the meaning is apparent. (AO1) Having some sense of the language feature specified, candidates conclude loosely about the possible effect of contextual factors. (AO3)</p>	
<p>Assessment</p>	<p>To be able to respond to feedback and improve response(s) as a result To respond to a full Question 1 – 2 x essays concentrating on a specific linguistic feature</p>		<p>End of unit assessment focusing on these skills. This will follow the A Level Language format.</p> <p>End of unit assessment – writing about a topical language issue</p>		

The homework highlighted in red or green will be used when forming judgements/interim grades. The final grades will be based on the one off end of unit assessment. Tasks highlighted in green will be teacher assessed with diagnostic feedback provided. Tasks highlighted in red will be self or peer assessed with marks recorded.