

**Learning Programme – English - Topic: English Language A Level. (Exploring Language: Q1)**

Topic/ Content	Objectives/Skills	Homework	Assessment	Success Criteria (for A Level examination)	Stretch & Challenge (Thirst for Learning)
<b>Introductory Concepts &amp; Ideas</b> A variety of different genres of texts including spoken texts	To understand language features/levels. What is a Language text?	Revise key language terminology Learn new terminology from glossary booklet (AO1 & AO3 focus)	Key terminology class test (AO1 & AO3 focus)	<b>Level 5: 9-10 marks</b> 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 <b>precise hold</b> on language features, candidates <b>perceptively</b> evaluate contextual factors. (AO3)	Read a range of non-fiction extracts Use websites such as <a href="http://www.americanrhetoric.com">www.americanrhetoric.com</a> 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)
<b>Using Specialist terminology – Language under the Microscope</b>	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	Learn specialist terminology (AO1 & AO3 focus)  Become familiar with the glossary – (AO1 & AO3 focus)		<b>Level 4: 7-8 marks</b> Candidates single out and analyse <b>relevant</b> examples of language, applying appropriate terminology and coherent written expression. (AO1) Focusing on specific language features, candidates can <b>convincingly</b> 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
<b>Impact of Context</b>	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)	Context test – each of the texts put into its context (AO3 focus) – how does this shape text production?	<b>Level 3 5-6 marks</b> Candidates make <b>some</b> 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	Read theories associated with sociolinguistics  Read David Crystal's 'Encyclopaedia of English Language'
<b>Language &amp; Gender / Language &amp; Power</b>	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.		Practice paragraphs / part essays on sample questions (AO1 & AO3)		
<b>Practising responding to specific questions –</b>	To be able to extract relevant information from a question to form an argument	Compose introductions to a range of set questions focus on			

<p><b>understanding the question prompt ... 'Identify and analyse ...' giving careful consideration to the context</b></p>	<p>To be able to choose poems judiciously To focus on particular aspects (literary methods/language) of each poem to support your argument To be able to offer an alternative response to the poem / engage with the debate in the question</p>	<p>AO1 – constructing an argument</p> <p>Write paragraphs focused on set questions (AO1 &amp; AO2 focus)</p> <p>Engage with question debate (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)</p> <ul style="list-style-type: none"> <li>- Each essay 10 marks (20 marks available for question 2)</li> </ul>	<p>reasonable sense of language 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><b>Assessment</b></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>		

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.