



Subject: English Language – Language and Gender / Language and Power	Year Group: 12
Spring term – Curriculum Plan	Homework Plan
<p>Learning Objectives: Learners will explore and respond to an unseen text in relation to gender theories and issues, or they will explore and respond to a different unseen text in relation to power theories and issues. Learners will apply language concepts and theories to their analysis of linguistic and graphological features.</p> <p>In preparing for this section, learners will explore:</p> <ul style="list-style-type: none"> language and gender: the ways gender is represented and reproduced in a variety of texts and discourses language and power: the ways power is represented in a variety of texts and discourses. <p>Students should be able to:</p> <ul style="list-style-type: none"> show knowledge and understanding of the language levels, including: phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed lexis and semantics: the vocabulary of English, including social variation grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level pragmatics: the contextual aspects of language use discourse: extended stretches of communication occurring in different genres, modes and contexts apply knowledge of the language levels in a range of contexts for language use, including how texts and discourses are shaped and interpreted apply language concepts and methods of analysis appropriately and systematically apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses use accurately a range of terminology associated with the study of language make accurate reference to texts and sources consider the contextual aspects of language use and evaluate language in different genres, modes and contexts. 	<p>Embed. Revision of linguistic devices, processes, theories and terminology for language and gender and language and power</p> <p>Apply Analysis of range of texts with different gender and/or power features Create/recast writing in various styles on topic of language and gender and power</p> <p>Challenge/Interleaving Exam style P1Q2 questions of increasing complexity moving towards ‘real’ question</p> <p>Improve/Go Green Based on feedback of homework/class tasks ongoing tasks, complete TPGG improvements</p>
<p>Spring Assessment:</p> <ul style="list-style-type: none"> Using past/sample OCR A Level Papers/resources/Mark schemes – scaffolded practice of Paper 1 Q2 Once per half term - formal assessment– inc WWW/EBI/ ‘Go green’ – past question – exam conditions Ongoing Homework tasks reinforcing/applying Language framework features and theories Weekly terminology/glossary tests Full PPE 2 - March 	