



# YEAR 12 English Language 2023-2024 SPRING TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic:

**Paper One: Meanings and Representations & Older Text**

**Paper Two: Language & Diversity - Language, Gender and Identity**

### Curriculum Intent

In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality texts in order to develop their language and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society. We aim to foster a love of reading for all students so that they read widely and often.


**This unit builds upon students' understanding and reflection on close reading based upon the skills of analysis from years 10 and 11.**

Pupils will be taught to read and reflect upon the role of language and methods in shaping meaning by:

- reading texts from the 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries through the meanings and representations unit (Paper One).
- reading a wide range of high-quality, challenging, non-fiction, such as journalistic, non-specialist accounts of linguistic issues and academic research (Paper Two)

<p><b>Skills / National Curriculum Links</b></p>	<p>Students will be taught to understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> <li>• reading in different ways for different purposes, summarising ideas and information, and evaluating their usefulness for particular purposes.</li> <li>• drawing on knowledge of the purpose, audience for and context of the writing (AO3), including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.</li> <li>• identifying and interpreting themes, ideas and information.</li> <li>• seeking evidence in the text to support a point of view, including justifying inferences with evidence.</li> <li>• analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.</li> <li>• making critical comparisons, referring to the contexts, themes, style of texts, and drawing on knowledge and skills from wider reading.</li> <li>• making an informed personal response, recognising that other responses to a text are possible and evaluating these.</li> </ul> <p>Students will be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>• adapting their writing to explore linguistic issues in an accessible way</li> <li>• selecting and organising ideas and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis.</li> <li>• selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features to reflect audience, purpose and context, and using Standard English where appropriate.</li> <li>• Reflecting on the ways that writing is adapted for different audiences and publications</li> </ul> <p>Students will be taught to revise, edit and proof-read through:</p> <ul style="list-style-type: none"> <li>• reflecting on whether their draft achieves the intended impact.</li> <li>• restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.</li> <li>• paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li> </ul> <p>Students will be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p>
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	<ul style="list-style-type: none"> <li>• studying their effectiveness and impact in the texts they read.</li> <li>• drawing on new vocabulary and grammatical constructions from their reading and using these consciously in their writing.</li> <li>• Comparing how texts present information in different ways – based on perspectives and social, historical and technological contexts.</li> <li>• critically analysing some of the differences between spoken and written language, including differences associated with formal and informal registers and evaluating academic research in these areas</li> <li>• using linguistic terminology accurately and confidently in discussing reading, writing, multimodal and spoken language.</li> </ul> <p>Students will be taught to speak confidently, audibly and effectively through:</p> <ul style="list-style-type: none"> <li>• <del>listening to and building on the</del> contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.</li> <li>• planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations.</li> <li>• listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.</li> </ul>
Cross Curricular Links	<p><b>SMSC:</b> Spiritual, moral, social and cultural values are represented by consideration of a range of texts and the comparison between how issues are represented.</p> <p><b>PSHE/British Values:</b> Individual liberty, democracy, mutual respect and tolerance are represented by the reflection on how meanings are shaped, the evaluation of how language reflects and determines thought and a critical examination of the impact of the choices of the text producer. The course also contains a discussion of how the linguistic patterns of social groups are represented including debates on social prestige and identity.</p> <p><b>Numeracy:</b> N/A</p>
Literacy	<p><b>Vocabulary</b></p> <p><b>Tier 2 – diversity, stereotype, priming, gender, hypothesis</b></p> <p><b>Tier 3 – taken from the key linguistic frameworks of lexis, semantics, graphology, phonology, grammar, discourse, pragmatics, morphology, vocal fry, uptalk</b></p> <p><b>Reading Strategies – comprehending, inferring, deducing, predicting, questioning, summarising, clarifying.</b></p>

	Writing opportunities – extended, analytical essay writing, writing for a range of audiences.
Becoming future ready	 <p><b>Personal Skills / skills builder:</b>  <b>Careers/Employability:</b> Proof reading and editing, written and spoken communication, cultural capital.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p><b>By product:</b> All students will be taught to produce high-quality pieces of analytical and academic writing as well as high quality journalistic/fictional/creative writing. They will also be taught to give high-quality spoken presentations.</p> <p><b>By resource:</b> All students will be given a range of resources including knowledge organisers, vocabulary mats, revision booklets. Model answers are available. We are also challenging students to read examples of academic papers and linguistic research.</p> <p><b>By Intervention:</b> Wave 1 – high quality teaching, wave 2 – support sessions for identified cohorts, wave 3 – support for individual students by the class teacher. Weekly intervention on key questions/topics will be available.</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. PLCs are referred to.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning. Teams post facility will be used for this purpose.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson resources</p>
Implementation Curriculum Delivery	<p><b>To be able to:</b></p> <p><b>Understand and apply the key linguistic frameworks lexis, semantics, graphology, phonology, grammar, discourse, pragmatics, morphology to a range of spoken, written and multimodal texts</b></p> <p><b>Reflect and explore the significance of context in the way that meanings and representations are created – including mode, register, genre, audience, social and historical factors and purpose.</b></p> <p><b>Understand the key debates in relation to language, gender and identity, including changes in use of language</b></p> <p><b>Understand the historical context of language change over time and the ways that this is reflected in attitudes to language</b></p>
Learning Outcomes (Knowledge)	

**Explain examples of how meanings are shaped and reinforced using linguistic terminology**

**Write an academic essay using theories and examples**

**Write about language issues for a non-specialist audience**

**Annotate articles to consider how they have used language to present meanings, representations and linguistic issues**

Paper One	Paper Two	Cyclical Learning
<ul style="list-style-type: none"><li>• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</li><li>• AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</li><li>• AO4: Explore connections across</li></ul>	<ul style="list-style-type: none"><li>• AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</li><li>• AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</li><li>• AO3: Analyse and evaluate how contextual factors and language features are</li></ul>	<p>Frameworks will be revisited in different ways across the study of different texts in Paper One – link back to the application of previous learning.</p> <p>The analysis of older texts will revisit and develop ideas of contextual factors</p> <p>Paper Two:</p>

	texts, informed by linguistic concepts and methods.	associated with the construction of meaning.	Some of the key questions for this unit are:	
	Lesson PowerPoints and course booklets outline how knowledge and skills will be taught as well as how learners' understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary.			
<b>Current learning to be developed in the future within:</b>	Interleaved learning is outlined in the long-term scheme and shows how content is revisited to ensure it is remembered. Knowledge of linguistic terminology within the key frameworks (AO1) is a central component of the course which informs the way that students analyse texts across the course, as is their understanding of context (AO3). In Paper Two, students will learn about regional variation as one of the factors which determine how groups use language and the subsequent impact on representations – this is followed up by an examination of occupation. Later in the course, students will also explore and exvaluate the significance of gender and social groups on language use.			
<b>Assessment</b>	Impact will be measured through a range of formative and summative assessments and support will be put in place when teachers judge that students are not fulfilling their potential. Our aim is to ensure all students perform to the best of their ability and are ready for the next stage of their education or career by the end of the A Level course.  Refer to assessment maps for formative and summative assessment opportunities.			
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.			

**Teacher notes:**

**Key resources:**

These are outlined below in the medium-term planning section of this document

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### Implementation - Medium term planning

The following planning table together with the long-term scheme of work and lesson powerpoints outlines how knowledge and skills will be taught as well as how learners' understanding will be checked, how misconceptions will be addressed and how teaching sequences can be adapted as and when necessary. Cyclical learning is outlined in the long-term scheme and shows how content is revisited to ensure it is remembered.

W A L Ts	Suggested Activities / Resources / Links					
	<p><b><u>Key Teacher resources:</u></b></p> <p>All past language papers (digital copies with the unit) <a href="https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/assessment-resources">https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/assessment-resources</a></p> <p>Language Paper 2 knowledge organisers</p> <p><a href="#">AQA Language Glossary</a></p> <p><b><u>Key Student resources</u></b></p> <p><b>Key/Overarching Learning Outcomes for the Unit</b></p> <table><tr><th>Subject Specific</th><th>Learning and thinking skills</th></tr><tr><td></td><td>Evaluative skills to consider:</td></tr></table>		Subject Specific	Learning and thinking skills		Evaluative skills to consider:
Subject Specific	Learning and thinking skills					
	Evaluative skills to consider:					

- An understanding of key linguistic frameworks, along with associated terminology
- The ability to identify and exemplify how language is used to create meanings and representations
- The ability to link contextual factors to a writer's choice of language
- An understanding of the key research related to recording regional variation
- An understanding of attitudes towards variations – e.g. standard English, prestige

- How to identify and analyse salient features of language
- The significance of historical, social and contextual factors on the way that language is used and received
- Strengths and weaknesses of key theories
- The impact and importance of recent debates
- The ability to link theories (AO2) to recent examples (AO1)

### **Assessment Calendar**

Week	Paper One – Introducing the Older Text	Paper Two – Language and Gender
1	Revision and Summative Assessment Complete work on language and discourse (framework) Genre & Context – different types of texts Summative Assessment	Language Discourses – feedback on formative assessment –focus on skills of explaining for non specialists Example of an answer published in a local newspaper . Discuss with students in relation to Q.4 mark scheme –what are the strengths and areas for development? Summative Assessment
2	Meanings and Representations – Food Trends (2019 paper) Annotation and sample answers	Introduction to language and gender Introduction to topic and exploration of key questions: <ul style="list-style-type: none"> <li>• Why is the relationship between language and gender an important and relevant topic?</li> <li>• How does language construct stereotypes?</li> </ul>



	Links back to occupational language (cyclical learning) through the language used to describe food Introduces older text	<ul style="list-style-type: none"> <li>What is meant by Michael Hoey's concept of 'lexical priming'?</li> </ul>
3	Older Text – London Daily News Analysis of text using linguistic frameworks Discussion of contexts Exemplar response	<ul style="list-style-type: none"> <li>How do texts aimed at children reinforce/challenge traditional stereotypes?</li> <li>What key research is relevant to these issues of representation?</li> </ul>
4	Car Advertisements Context and discourse of advertisements genre Annotation of modern example Formative Analysis Reflection and improvements on recent summative response Formative task – Grammar and Power – Massolit lectures on advertisements – Microsoft Forms	Linguistic marking Work of Dale Spender Deborah Tannen – cyclical learning – links back to occupation Academic research – Deborah Cameron
4	Formative task – Grammar and Power – Massolit lectures on advertisements – Microsoft Forms	Formative task – Grammar and Power – Massolit lectures on advertisements – Microsoft Forms – this also explores some paper two themes related to language and gender
5	Car Advertisements continued Formative analysis of older text -	'Tik Tok Accen't – Microsoft Forms activity linked to recent research Speech styles – analysis and evaluation of research by Lakoff, Tannen, Cameron, Hyde
6	Car Advertisements continued: Introduction to Question 3 Comparison of language through different contextual lenses	Speech styles – analysis and evaluation of recent developments in research in gender and identity
7	Olympics Texts Question 1 – newspaper review genre	Question 3 Discourses Question – vocal fry Whole class feedback overseen with teacher comment

8	Mothers and Daughters texts Modern text – Caitlin Moran letter Compliments study of language and gender in Paper Two	Language and Gender – revision of Section A approaches Representation essay	
9	Mothers and Daughters texts Older Text – Romance and stereotypes (Compliments study of language and gender in Paper Two)	Question 3 Discourses Question – Gender, Identity and Occupation	
10	Olympics Texts Question 1 – newspaper review genre	Question 4 article – writing for a non-specialist audience on related issues	
11	Olympics Texts Question 2 – older text and analysis of context Development of understanding of sentence structures Lexical and semantic change (to compliment next topic of language change)	Section A responses – formative practice on regional variation, power and occupation and gender and identity	
12	Olympics text question 3	Introduction to language change and consolidation of lexical and semantic change	