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***ENGLISH LANGUAGE PRIVATE SCHOOL, DUBAI***

***SCHOLASTIC SESSION: 2020-2021***

***SCHEME OF WORK FOR THE SPRING TERM (1st February, 2021 to April, 2021)***

***Name of the Teacher:Jaspal Subject: ENGLISH LANGUAGE Year:13***

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| ***Week*** | ***Topic*** | ***Specific learning objectives*** | ***Suggested Activities/Resources*** | ***Teaching points to note*** | ***Assessment Platform / Apps for AFL*** |
| **1st Week** | Introduction; re-visiting prior learning; investigation methods and model. | Introduce the unit to the students to ensure that students understand the links between Unit 4 and their existing subject knowledge and skills and that they are reminded of key content and to explore a model for language investigation. | Use specification and sample materials to establish the subject-knowledge and skills-based principles of Unit 4. Look at assessment objectives and define success criteria (assessment for learning); emphasize significance of self-motivated research. Return to prior learning: look at some of the Unit 2 materials on global English and speech and writing e.g. consider key issues raised and how these were explored with specific reference to levels of language, theories and concepts. Students to complete a self-audit of their existing subject knowledge and skills (data analysis, synthesis, evaluation, organisation, expression and argumentation) – get them to identify and discuss their strengths and areas for development as a flipped learning task; create…?’, ‘To what extent do Texts D1 to D5 demonstrate features of…?’. The structure might be: contextualization of data; analysis (the bulk of a response of this kind); evaluation and conclusion (discussion of hypotheses and summary of overall findings)\*. ii.) Look at Section B question styles and stress that this component is more heavily weighted. | Emphasis needs to be placed on what learners already know and what they can do as well as what will be new; if students are sitting in January, the sub-topic for their paper will be released the preceding May; if they are sitting in June, it will be available in January. Thought needs to be given to the point at which students will get their pre-released sub-topic, depending on the timing and structure of their academic year, however for the purposes of this scheme, the assumption is that they will see it during week 2 Students should understand by the end of this week that they will only need to focus on one topic and that their success (especially in Section B of this unit) will greatly depend on how much of their own research they undertake to inform their understanding of it  Course providers will need to confirm whether they intend to let students decide on which topic they wish to study or whether to dictate it – this will be determined by staff expertise, availability of resources, prior learning and student interest. \*The model outlined for responses is not the only one available. It is, however, based on best practice for independent learning at A-Level and in, for example, the research-focused Level 3 Extended Project qualification. | * Google forms * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self- Assessment   Teacher’s Choice |
| **Weeks 2-3** | Researching chosen topic | ***Students will:***  • students to be introduced to whichever topic they will be studying for the unit via the pre-release  • students to start work on an extended research task based on the pre-release and additional data which they will source themselves.  • what follows is predicated on students producing presentations to the rest of the class of roughly 10 minutes in length. They should work in small groups to produce, write and deliver their presentations. | Contemporary Global English OR Language and Power OR Children’s Language Development OR Language and Technology in the news. Students to be introduced to some current coverage of the chosen topic area either domestically or internationally. What do I want to know?’ - students to compile series of questions about their topic for further investigation based on the pre-release i.e. ‘what is the current global status of Standard British English?’, ‘how is power conveyed through language?’, ‘is the current thinking on how children acquire speech changing?’, ‘is technology creating new Englishes or just changing the ones we have?’. It will be worth re-visiting some core concepts here such as prescriptivism and descriptivism and reminding students that in all four contexts they should avoid a deficit model at all costs. Re-visit structure of responses from Week 1. Posit the following questions – ‘what is ‘good’ additional data?’; ‘what is ‘enough’ data?’ Discuss basic methodologies for additional data collection. Look at some examples of additional data. This could be sourced from past A-Level English Language exam papers available online for instance. Students to find some additional data of their own (recommend no more than 1 minute’s worth of speech or two to three written items). Bring this back to class and discuss its merits in pairs or groups. Feedback to whole class.  ***Resources:***  • sources for activity : might include books, newspapers, periodicals, journals, university or other research centre websites. • pre-release. | A deficit model proposes that one variety of English (i.e. the language of children or a sociolect) is ‘inferior’ to others. Valuejudgement based discussion of this kind is out of place in the context of an English Language qualification at this level, though there is obviously room for plenty of discussion in the idea of why people might hold such views. Issues such as observer’s paradox might be worth brief consideration in the context of spoken data collection. ‘Sufficient’ additional data might be 2.5 – 3 minutes of recorded speech or 3 – 5 written texts. The idea of mediated speech is important here – students may wish to use television or radio broadcast material, especially in the case of language and power. They should be reminded of the dangers of treating such content as ‘real’ or ‘authentic’ if it is other than news broadcast (and even that will have been subject to editorial control usually). The collection and evaluation of data is a highly useful transferrable skill. Exemplar additional data might be sourced here for example - http://qualifications.pearson.com/en/qualifications/edexcel-alevels/english-language-2008.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQue ry=category:Pearson-UK:Document-Type%2FQuestion-pape | * Google forms * MS Forms * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self * Assessment * Teacher’s Choice |
| **Weeks 4-6** | Research and wider reading. | Students will:  • examine some of the key theoretical constructs relating to the chosen topic.  • consider what makes a good investigation focus.  • Understand confirmation of data. | Content will depend on which sub-topic the students are to study – teachers will need to consider what material to look at and how it is to be covered using available resources and building on content from weeks 2 & 3. Students to consider and discuss exemplar investigation focuses relevant to the sub-topic. A rating activity could be used – for example which of the following focuses are excellent, good, bad or indifferent? ‘Technology has created a new language.’, ‘Changes influenced by technology are mainly lexical.’, ‘Changes influenced by technology are entirely morphological.’ ‘Changes influenced by technology are limited by rigid discourse patterns resulting from generic structure potential.’ Exemplar focuses such as these need to be generated in advance of discussion. Learners to move on to creating their own focuses and rating them in groups before discussing their findings as a class. Students should have completed their additional data collection by week 4 at the latest. They should be allowed some time to consolidate this and to compare their chosen materials with those of other students, where possible, in order to establish that what they intend to focus on is appropriate and worthwhile. Some foregrounded input on key theory will again be useful here however they will need to focus more exclusively on investigating theoretical content themselves. It will be sensible for teachers to implement a way of monitoring their progress in this respect | a)The best focuses are usually specific, defined and clear, often directly referencing a language level and / or a theoretical concept or issue.  b) As before, thought needs to be given to resourcing this part of the work. Where online access is not straightforward and / or there are issues with libraries, centres might try and network with other schools or colleges in order to pool their means  c) Students must be given time to consider the suitability of their data and research focuses, which they should discuss in their groups before planning and commencing to write their presentations. | * Google forms * MS Forms Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self-Assessment   Teacher’s Choice |
| **Weeks 7-8** | Writing Presentations | Students will:  • work on data analysis.  • work on researching key theories and concepts to inform their analysis (this should be monitored and evaluated).  • write presentations. | a) Students could apply methods such as lexical counts and graphing methods – i.e. focusing on word class variety in exchanges in Hinglish compared with those in a domestic variety of English, or morphological analysis identifying patterns of verb inflection in a dialect of the Southern United States for instance. The methods chosen obviously need to relate to the pre-released sub-topic and to the additional materials the candidates have selected for study. Analysis should not just focus on lexis – it needs to include work centred on phonology and / or grammar and syntax and / or semantics.  b) Students to apply appropriate analytical methods to the data in small groups in order to provide support for each other.  c) Students to be encouraged to continue to consider the impact of relevant theory on their analysis – i.e. is the change being effected in the chosen variety of English under investigation indicative of progress or decay?  d) As a homework task it would be sensible to have students do a practice Section A or Section B question. | Students should focus on short passages of their data, choosing the richest parts for analysis as opposed to trying to cover all of the material as this will prove too time consuming. What is covered during any sessions devoted to analytical methods will be contingent on what has already been done in other parts of the course as regards the ways in which language data can be interrogated. What they look at here should obviously be heavily informed by their hypotheses.  b) Teachers need to continue to monitor the applications of theoretical concepts and issues in the student’ work – this can easily become neglected if it is not periodically revisited. | * Google forms * Online Tests * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self- Assessment   Teacher’s Choice |
| **Weeks 9-10** | Writing & giving presentations. | Students will:  • Complete work on presentations to be given to rest of the class.  • Work on extending their knowledge and skills in relation to the pre-released sub-topic.  • Give presentations (c10 minutes in duration) to rest of the class. | Students to write and edit presentations – these might deal with some of the following issues, for example: ‘what we wanted to learn’; ‘how we selected and sourced our additional data’; ‘our focuses’; ‘some basic concepts and theoretical issues’; ‘our analytical methods’; ‘our key findings’; ‘how this is relevant to the exam sub-topic (where applicable)’; ‘questions from the audience’. Students to give presentations. As a homework task it would be sensible to have students do a practice Section A or Section B question. | a) These presentations need not be hugely detailed and need not cover every one of the above headings.  b) The presentations could be peer-assessed. | * Google forms * Online Tests * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self- Assessment   Teacher’s Choice |
| **Weeks 11-12** | Revision & Exam Preparation. | Students will: focus exclusively on the terminal assessment through preparation, revision, research and practice. | 1. students to write and edit presentations – these might deal with some of the following, i.e students to continue with discussion sessions based on practice materials. students to practice responses, probably under timed conditions at least once. 2. students to continue research, maybe using simple methods such as ‘show and tell’ based on found articles or resources relevant to the sub-topic. | • Whilst further support for centres should be available from Pearson, it will be beneficial to have established, where possible, local networks to enable the development of shared resources. | * Google forms * Online Tests * Quizziz * Exit/Entry Cards * Padlet * Kahoot * Nearpod etc. * Checklists * Rubrics * Self- Assessment   Teacher’s Choice |

* ***Half Term Break from 21st February,2021 to 25th February,2021***
* ***Spring Break from 28th March, 2021 to 8th April,2021***

***Jaspal Kaur***

***Head of the Department.***